

Qualification specification

NCFE Level 1 Certificate in Sport
QN: 601/2623/1

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Summary of changes

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

| Issue | Publication Date | Summary of amendments |
|-------|------------------|---|
| 3 | December 2017 | <p>Amendment to Section 3 (Grading Information) to clarify the process for grading internally assessed units. The following paragraph has been added:</p> <p>If a learner meets a combination of grades for the learning outcomes, the lowest grade will be awarded for the unit overall.</p> |
| 4 | April 2018 | <p>Additional guidance has been added to Section 3 regarding calculating the overall grade for a unit.</p> <p><i>Learners are only required to meet the merit/distinction descriptors where they are specified in the qualification specification. For example, if a learning outcome/assessment criteria is only achievable at a pass level, then this grading criteria can be discounted when calculating the overall unit grade.</i></p> |
| 5.1 | January 2019 | <p>Overall qualification grading has been added to the things you need to know section (page 7).</p> <p>Progression opportunities have been updated (page 14).</p> <p>Units 1–4,6,8 & 9 - Additional assessment methods suggested.</p> <p>Unit 4 – Assessment criteria 4.2–4.4 ‘Learners are recommended to participate in a 6 week’s personal training programme’ added to (page 43).</p> <p>Unit 6 – Learning outcome 3.4 changed to ‘revise own personal fitness programme’ (page 58).</p> <p>Unit 7 – Assessment criteria 2.3 - 2.4 ‘Learners could include examples from both sport (eg boxing, cricket, football) and exercise (eg spinning classes, body pump and weightlifting)’ added (page 64).</p> <p>Unit 7 –Terminology has been updated (eg Eat Well plate now replaced with Eat Well guide).</p> |
| 5.2 | November 2019 | <p>Information regarding the wellbeing and safeguarding of learners added to Section 1 (page 18).</p> <p>Information regarding the aggregation methods and grade thresholds added to Section 4 (page 107).</p> |

| | | |
|-----|--------------|---|
| 5.3 | March 2021 | <p>NCFE contact information updated.</p> <p>Amends made to the performance descriptions in Section 3 (page 100).</p> |
| 5.4 | January 2022 | <p>Paragraph added in regarding external quality assurance for graded qualifications.</p> |
| 5.5 | June 2022 | <p>Further information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support for centres section about how to access support handbooks.</p> |

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 1 Certificate in Sport.

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

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

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 1 Certificate in Sport.

Things you need to know

| | |
|---------------------------------------|--|
| Qualification number (QN) | 601/2623/1 |
| Aim reference | 60126231 |
| Total Qualification Time (TQT) | 200 |
| Guided Learning Hours (GLH) | 158 |
| Credit value | 20 |
| Level | 1 |
| Assessment requirements | internally assessed and externally quality assured portfolio of evidence |
| Grading | Pass/Merit/Distinction/Distinction* |

Total Qualification Time (TQT)

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

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a Lecturer, Supervisor, Tutor or other appropriate provider of education or training.

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/2623/1.

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

This qualification is suitable for use within a Study Programme.

Qualification purpose

This qualification is designed to help support the learner's personal development through acquiring skills and knowledge in sport, exercise and fitness. The qualification also allows learners to gain personal transferrable skills that can be applied to the workplace or further study.

This qualification will:

- focus on the study of the sport within the leisure sector
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

Qualification objectives

The objectives of this qualification are to:

- gain an understanding of the sport, exercise and leisure vocational sector
 - study areas of particular interest
 - encourage learners to adopt a fitter and healthier lifestyle.
-

Achieving this qualification

To be awarded the Level 1 Certificate in Sport, learners must achieve a minimum of 20 credits (5 units) to be selected from the 11 optional units.

Optional units

| Unit No | Unit title | Graded |
|---------|---|--------|
| Unit 01 | Taking part in sport (4 credits) | Yes |
| Unit 02 | Sports coaching (4 credits) | Yes |
| Unit 03 | Leading others (4 credits) | Yes |
| Unit 04 | Personal exercise and fitness (4 credits) | Yes |
| Unit 05 | Effect of exercise on human body systems (4 credits) | Yes |
| Unit 06 | Strength and conditioning (4 credits) | Yes |
| Unit 07 | Health and nutrition (4 credits) | Yes |
| Unit 08 | Developing sports volunteering skills (4 credits) | Yes |
| Unit 09 | Assist at a sports event (4 credits) | Yes |
| Unit 10 | Understanding the sport and active leisure sector (4 credits) | Yes |
| Unit 11 | Exploring employment in the outdoor industry (4 credits) | Yes |

The learning outcomes for each unit are provided in Section 2 (page 19).

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

To achieve the NCFE Level 1 Certificate in Sport, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

This qualification is graded. Learners can achieve a pass, merit, distinction or distinction* for this qualification. For further information about grading and submitting these grades to NCFE, please see Section 4 (page 97).

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

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Essential skills

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

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills

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

Barred units, equivalencies and exemptions

There are no exemptions currently identified for this qualification.

This qualification has no equivalent units identified.

Recognition of Prior Learning (RPL)

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

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Direct Claim Status

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

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

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

Entry guidance

This qualification is designed for learners aged 16-18 who wish to develop skills and knowledge in sport.

The qualification may be taken by pre-16 learners following a vocational education programme and by learners aged 19+ who are looking to change careers or are interested in developing their knowledge of sport.

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

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved an Entry Level qualification.

This qualification is suitable for learners aged pre-16 and above.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

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

Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 2 Certificate/Diploma in Sport
 - NCFE Level 2 Certificate in Fitness Instructing
 - NCFE Level 2 Certificate in Gym Instructing
 - NCFE Level 2 Certificate in the Principles and Practices for Coaching Sport
 - NCFE Level 2 NVQ Certificate in Activity Leadership
-

Qualification dates

Regulated qualifications have review dates, operational end dates and certification end dates.

The qualification review date is the date by which we'll have carried out a review of the qualification. This date is shown on the qualification page on the NCFE website.

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date.

If we extend the review date, then this will be shown on the qualification page on the NCFE website and approved centres will be kept updated.

The operational end date will only show on the Register if we've made the decision to withdraw a qualification. After this date we can no longer accept learner registrations.

The certification end date will only show on the Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

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

Assessors and Internal Quality Assurance

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

Examples of relevant qualifications

- degree in Sport Science or Physical Education
 - A level/GCSE in Sport or Physical Education
 - BTEC National Certificate/Diploma in Sport Science
 - NVQs in Exercise and Fitness Level 2 and Level 3
-

Examples of work experience

- current or recent work experience as a personal trainer, fitness or gym/exercise to music instructor
 - teacher of physical education/sports science/ outdoor activities/outdoor activities.
-

Resource requirements

To assist in the delivery of this qualification/these qualifications, centres/learners should have access to appropriate facilities and equipment to enable them to cover all the learning outcomes.

Support for learners

Evidence and Grading Tracker

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

Support for centres

There are a number of documents available on the NCFE website that centres might find useful.

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

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

Customer Support team

Our award-winning Customer Support Team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. To contact your Customer Support Assistant, call 0191 239 8000 or email customersupport@ncfe.org.uk.

Qualification Support Packs

NCFE offers a free Qualification Support Pack (QSP) for this qualification.

QSPs are a free resource that Tutors can use when planning and delivering an NCFE qualification. Within a QSP, Tutors will find a Scheme of Work, PowerPoint presentations and a wide range of tasks and worksheets to help learners consolidate their knowledge.

QSPs are not intended to provide full coverage of learning outcomes, but the content is mapped to the qualification to ensure it is relevant and useful.

The QSP for this qualification can be downloaded from the NCFE website.

Reasonable Adjustments and Special Considerations Policy

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

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

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

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

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

Links to National Skills Standards

For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills
- Mathematics skills
- Information and Communication Technology skills.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

This qualification has also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework.

The Skills Mapping document for this qualification can be found on the qualification page on the NCFE website.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

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

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is graded or not
- an indication of whether a unit is mandatory or optional.

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

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

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

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

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

Unit 01 Taking part in sport (M/505/8530)

| | |
|------------------------------|--|
| Unit summary | In this unit, learners will participate in sport. They'll develop an understanding of why people participate in sport and the skills and techniques required for a range of team and individual sports. Learners will actively participate in sports activities, and they'll also have the opportunity to review their participation over time, identifying areas for improvement. |
| Credit value | 4 |
| Guided learning hours | 35 |
| Level | 1 |
| Mandatory/optional | Optional |
| Grading | This unit is graded |

Learning outcome 1

The learner will:

- 1 Know how to prepare to participate in sport

The learner can:

- 1.1 Outline reasons for participating in sport
- 1.2 Identify the main characteristics of sport
- 1.3 List the main categories of sport
- 1.4 Identify national, regional and local venues/facilities

Learning outcome 2

The learner will:

- 2 Be able to participate in a range of sports

The learner can:

- 2.1 Actively participate in individual sports
- 2.2 Actively participate in team sports
- 2.3 Outline the skills and techniques for a range of sports
- 2.4 Identify the equipment and resources required for a range of sports
- 2.5 Identify the essential rules and regulations for a range of sports

Learning outcome 3

The learner will:

- 3 Be able to review own participation in sport

Unit 01 Taking part in sport (M/505/8530) (cont'd)**Learning outcome 3 (cont'd)**

The learner can:

- 3.1 Review own participation over time in individual and team sports
 - 3.2 Identify own strengths demonstrated in a range of sports
 - 3.3 Identify own areas for development in a range of sports
 - 3.4 Describe strategies that can be employed to improve own performance in sport
-

Delivery and assessment

Type of evidence: worksheets/workbooks

Assessment criteria: 1.1–1.4, 2.3–2.5, 3.1–3.4

Additional information: a series of worksheets or a workbook could be developed for learners to work through to meet these assessment criteria.

Learners could produce a table to identify national, regional and local venue/facilities.

Type of evidence: poster or leaflet

Assessment criteria: 1.1–1.3

Additional information: learners could produce a poster or leaflet that promotes participation in sport to people. Included within the poster must be reasons for participating in sport (eg fitness, social), the main characteristics of sport (eg health, competitive) and the main categories of sport (eg leisure, amateur, professional).

To promote participation in sports, the poster could include venues and facilities (nationally, regionally and locally) where people could participate.

Types of evidence: participation log/diary, witness statement, record of learner observation, video evidence, annotated photographs to support documentary evidence

Assessment criteria: 2.1, 2.2

Additional information: learners could keep a log or diary of the sports they participate in over a period of time. These could be leisure activities or competitive sports and must be both individual and team sports over a period of time.

A record of learner observation could be used from others who can confirm that the learner took part in sports activities – individual and team.

Assessors could complete an observation checklist supported by commentary that explains how the learner has met the requirements of the assessment criteria.

Type of evidence: leaflet, poster or presentation

Assessment criteria: 2.3–2.5

Unit 01 Taking part in sport (M/505/8530) (cont'd)

Additional information: Learners will show an understanding of equipment, resources and the essential rules and regulations involved in a range of sports, along with the skills and techniques required to participate.

Learners could produce a leaflet or poster which includes written and/or visual examples of the learner's chosen sports. The leaflet or poster must include at least 3 individual and 3 team sports.

Type of evidence: report

Assessment criteria: 3.1–3.4

Additional information: following on from the learner participating in sports activities (2.1, 2.2), a report that reviews their involvement within the individual and team sports played, identifying any of their own strengths and development areas. The learner could use the observation checklist produced by the assessor to review their performance identifying strengths and areas of performance that could improve.

As a result of the review, the learner could produce a personal development plan for a particular sport that helps them improve their performance. This may be the frequency of participation, coaching or joining a club, to enable them to develop further.

The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- worksheets/workbooks
 - poster or leaflet
 - participation log/diary
 - witness statement
 - record of learner observation
 - observation
 - video evidence
 - presentation
 - report
-

Unit 01 Taking part in sport (M/505/8530) - Grading descriptors

Learning Outcome 1 Know how to prepare to participate in sport

Learning Outcome 2 Be able to participate in a range of sports

Learning Outcome 3 Be able to review own participation in sport

| Assessment criteria | Pass | Merit | Distinction |
|---|--|--|---|
| 1.1 Outline reasons for participating in sport | Learners will outline reasons for participating in sport | Learners will provide a range of reasons for participating in sport | Learners will provide a wide range of reasons for participating in sport |
| 1.2 Identify the main characteristics of sport | Learners will identify the main characteristics of sport | No Merit for this AC | No Distinction for this AC |
| 1.3 List the main categories of sport | Learners will list the main categories of sport | No Merit for this AC | No Distinction for this AC |
| 1.4 Identify national, regional and local venues/facilities | Learners will identify national, regional and local venues/facilities for participating in sport | Learners will identify a range of national, regional and local/venues for participating in sport | Learners will identify a wide range of national, regional and local/venues for participating in sport |
| 2.1 Actively participate in individual sports | Learners will actively participate in individual sports | Learners will actively participate in a range of individual sports showing confidence in own ability | Learners will actively participate in a wide range of individual sports showing technical skill |
| 2.2 Actively participate in team sports | Learners will actively participate in team sports | Learners will actively participate in a range of team sports showing confidence in own ability | Learners will actively participate in a range of team sports showing technical skill |
| 2.3 Outline the skills and techniques for a range of sports | Learners will outline the skills and techniques for a range of sports | Learners will outline the skills and techniques for a range of sports showing clear understanding | No Distinction for this AC |

Unit 01 Taking part in sport (M/505/8530) - Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|--|--|---|---|
| 2.4 Identify the equipment and resources required for a range of sports | Learners will identify the equipment and resources required for a range of sports | Learners will clearly identify the equipment and resources required for a range of sports | No Distinction for this AC |
| 2.5 Identify the essential rules and regulations for a range of sports | Learners will identify the essential rules and regulations for a range of sports | No Merit for this AC | No Distinction for this AC |
| 3.1 Review own participation over time in individual and team sports | Learners will review their own participation over time in individual and team sports | Learners will provide a clear review of their own participation in individual and team sports | Learners will provide a detailed review of their own participation in individual and team sports |
| 3.2 Identify own strengths demonstrated in a range of sports | Learners will identify own strengths demonstrated in a range of sports | Learners will identify a range of own strengths demonstrated in a range of sports | No Distinction for this AC |
| 3.3 Identify own areas for development in a range of sports | Learners will identify own areas for development in a range of sports | Learners will identify a range of own areas for development in a range of sports | No Distinction for this AC |
| 3.4 Describe strategies that can be employed to improve own performance in sport | Learners will describe strategies that can be employed to improve own performance in sport | Learners will provide a clear description of strategies that can be employed to improve own performance in sport. | Learners will provide a detailed description of strategies that can be employed to improve own performance in sport. Suggestions will be realistic. |

Unit 02 Sports coaching (Y/505/8991)

| | |
|------------------------------|---|
| Unit summary | In this unit, learners will understand the importance of communication skills, the qualities and responsibilities of a coach, and how to create a positive coaching environment. They'll understand the different components of an activity session, and will plan, deliver and evaluate a session. |
| Credit value | 4 |
| Guided learning hours | 35 |
| Level | 1 |
| Mandatory/optional | Optional |
| Grading | This unit is graded |

Learning outcome 1

The learner will:

- 1 Know the qualities and responsibilities of a coach delivering a sports coaching session

The learner can:

- 1.1 Identify the personal qualities and responsibilities of a coach
- 1.2 Outline the importance of strong communication skills
- 1.3 Outline good coaching practice during coaching sessions
- 1.4 Identify potential risks for the selected sports coaching session
- 1.5 Explain ways in which a safeguarding policy can protect children and coaches
- 1.6 Describe the responsibility of the coach for dealing with and reporting injury, illness or incident

Learning outcome 2

The learner will:

- 2 Be able to plan a sports coaching session

The learner can:

- 2.1 Identify the key components of an effective session plan
- 2.2 Explain why the timing of activities is important during a sports coaching session
- 2.3 Produce a sports coaching session plan
- 2.4 Outline contingency plans for a sports coaching session

Learning outcome 3

The learner will:

- 3 Be able to deliver an aspect of a sports coaching session

Unit 02 Sports coaching (Y/505/8991) (cont'd)**Learning outcome 3 (cont'd)**

The learner can:

- 3.1 Deliver an aspect of a correctly structured coaching session
 - 3.2 Correct the following components within a sports coaching session:
 - physical
 - psychological
 - tactical
 - technical
 - 3.3 Communicate clearly with participants
 - 3.4 Conclude and summarise the session with participants
-

Learning outcome 4

The learner will:

- 4 Be able to evaluate a sports coaching session

The learner can:

- 4.1 Outline why evaluating coaching sessions is important
 - 4.2 State how to make use of previous feedback and evaluations when planning future coaching sessions
 - 4.3 Identify how to use feedback from colleagues to improve coaching practice
 - 4.4 Outline methods of improving future coaching practice
-

Unit 02 Sports coaching (Y/505/8991) (cont'd)

Delivery and assessment

Type of evidence: worksheets/workbooks

Assessment criteria: 1.1–1.6, 2.1– 2.4, 3.1–3.4, 4.1– 4.4

Additional information: a series of worksheets or a workbook could be developed for learners to work through to meet these assessment criteria. Worksheets or workbooks must assess the learner's knowledge following any teaching/tutoring by the Assessor but must not be used as an activity during the delivery of knowledge.

Type of evidence: leaflet, information guide

Assessment criteria: 1.1–1.3

Additional information: learners could produce a leaflet or information guide that outlines the key qualities and responsibilities of a coach, including personal qualities and core skills. An outline of the importance of strong communication skills must be provided and could include ways to effectively communicate and build rapport with participants. Information on personal appearance and presentation must be included, such as dress code, personal presentation, professionalism and technical knowledge.

Types of evidence: risk assessment/report/assignment

Assessment criteria: 1.4–1.6

Additional information: learners could produce a risk assessment linked to their coaching session. A risk assessment template could be provided for the learners to complete. A report on the safety aspects of a coaching session could also be produced.

Learners must be encouraged to consider the risk element of the session – location, equipment, ratio of numbers for the session, site-specific emergency procedures and first aid requirements.

Learners could annotate on an appropriate safeguarding policy, explaining how it can protect children and coaches. Learners could also write a report to explain the importance of safeguarding and why coaches must follow a policy

Learners must describe the responsibility they have for dealing with any injuries, illnesses or incidents that may occur during their coaching sessions, such as treating injuries or using a qualified first aider to assist them with any illnesses/injuries. They must also state who they should report these cases to - this could be a head coach, an employer or participant's parents.

Type of evidence: report/worksheet/contingency plan

Assessment criteria: 2.1, 2.2, 2.4

Additional information: learners could produce a report or complete a worksheet that identifies the components of a coaching session.

Unit 02 Sports coaching (Y/505/8991) (cont'd)

The components of a session plan could include time, duration and location of a session, the age and ability of participants, equipment required, warm up, main content and cool down, contingency and safety considerations. Learners must also explain why the timing of activities is important.

Learners could produce a contingency plan for a sports coaching session and outline what they need to do if something unexpected happens within their session. For example all the equipment you require for your session is not available.

Type of evidence: practical application, session plan

Assessment criteria: 2.3

Additional information: learners must devise a sports coaching session plan, with the assistance of a qualified coach. Within the session plan there must be clear identification of the content (warm up, main aspect and cool down); equipment needed for the session and the amount required; timings for each aspect of the session; and some key aims and objectives for the session. As part of the session plan a contingency plan must be included, in case of bad weather, reduced numbers or lack of equipment/facilities.

Type of evidence: practical application, observation checklist, witness statement, record of learner observation, video evidence

Assessment criteria: 3.1–3.4

Additional information: learners must be given the opportunity to demonstrate their coaching skills through the delivery of a coaching session. This could be either by assisting as a coach, taking the lead for part of a session or delivering the session in its entirety.

Learners must demonstrate their communication skills and the ability to coach the correct physical, psychological, tactical and technical components of their session, so it is important that they are knowledgeable about the sport/activity they are coaching. The session must be delivered in a safe manner and take safety into account throughout. The learner must also bring their session/part of the session to a suitable conclusion and allow for the next stage of the session to begin.

Assessors could support an observation checklist with video evidence showing the learners' performance or a record of learner observation.

Type of evidence: practical application, report, professional discussion

Assessment criteria: 4.1–4.4

Additional information: it is important that learners understand ways to evaluate the effectiveness of coaching sessions. This could be through self-reflection and taking feedback from participants.

Learners could complete a report or self-reflection to identify how their session went well, aspects that could be improved, and what they would do if they were to deliver the session again.

The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 02 Sports coaching (Y/505/8991) (cont'd)

Types of evidence

Evidence must include:

- session plan

Evidence could include:

- worksheets/workbooks
 - leaflet
 - information guide
 - report
 - assignment
 - practical application
 - observation checklist
 - witness statement
 - video evidence
 - professional discussion
 - record of learner observation
-

Unit 02 Sports coaching (Y/505/8991) - Grading descriptors

Learning Outcome 1 Know the qualities and responsibilities of a coach delivering a sports coaching session

Learning Outcome 2 Be able to plan a sports coaching session

Learning Outcome 3 Be able to deliver an aspect of a sports coaching session

Learning Outcome 4 Be able to evaluate a sports coaching session

| Assessment criteria | Pass | Merit | Distinction |
|---|---|---|--|
| 1.1 Identify the personal qualities and responsibilities of a coach | Learners will identify the personal qualities and responsibilities of a coach | Learners will identify a range of personal qualities and responsibilities of a coach | No Distinction for this AC |
| 1.2 Outline the importance of strong communication skills | Learners will outline the importance of strong communication skills | No Merit for this AC | No Distinction for this AC |
| 1.3 Outline good coaching practice during coaching sessions | Learners will outline good coaching practice during coaching sessions | Learners will outline a range of good coaching practices during coaching sessions | Learners will outline a wide range of good coaching practices during coaching sessions |
| 1.4 Identify potential risks for the selected sports coaching session | Learners will identify potential risks for the selected sports coaching session | Learners will identify a range of potential risks for the selected sports coaching session. | No Distinction for this AC |
| 1.5 Explain ways in which a safeguarding policy can protect children and coaches | Learners will explain ways in which a safeguarding policy can protect children and coaches | Learners will explain a range of ways in which a safeguarding policy can protect children and coaches. Learners will give reasons for their choices | No Distinction for this AC |
| 1.6 Describe the responsibility of the coach for dealing with and reporting injury, illness or incident | Learners will describe the responsibility of the coach for dealing with and reporting injury, illness or incident | No Merit for this AC | No Distinction for this AC |

Unit 02 Sports coaching (Y/505/8991) - Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|--|--|--|---|
| 2.1 Identify the key components of an effective session plan | Learners will identify the key components of an effective session plan | No Merit for this AC | No Distinction for this AC |
| 2.2 Explain why the timing of activities is important during a sports coaching session | Learners will explain why the timing of activities is important during a sports coaching session | Learners will explain why the timing of activities is important during a sports coaching session and give reasons for their response | No Distinction for this AC |
| 2.3 Produce a sports coaching session plan | Learners will produce a sports coaching session plan | Learners will produce a suitable sports coaching plan | Learners will produce a detailed sports coaching plan |
| 2.4 Outline contingency plans for a sports coaching session | Learners will outline contingency plans for a sports coaching session | Learners will outline suitable contingency plans for a sports coaching session, giving reasons for their choices | Learners will outline realistic contingency plans for a sports coaching session, giving reasons for their choices |

Unit 02 Sports coaching (Y/505/8991) - Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|---|---|--|--|
| 3.1 Deliver an aspect of a correctly structured coaching session | Learners will deliver an aspect of a correctly structured coaching session | Learners will confidently deliver a coaching session that is well organised | Learners will deliver a fluent coaching session that is well organised and effective |
| 3.2 Correct the following components within a sports coaching session: <ul style="list-style-type: none"> • physical • psychological • tactical • technical | Learners will correct physical, psychological, tactical and technical components within a sports coaching session | Learners will clearly correct physical, psychological, tactical and technical correction components within a sports coaching session | No Distinction for this AC |
| 3.3 Communicate clearly with participants | Learners will communicate clearly with participants | No Merit for this AC | No Distinction for this AC |
| 3.4 Conclude and summarise the session with participants | Learners will conclude and summarise the session with participants | Learners will confidently conclude and summarise the session with participants | No Distinction for this AC |

Unit 02 Sports coaching (Y/505/8991) - Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|---|---|----------------------|----------------------------|
| 4.1 Outline why evaluating coaching sessions is important | Learners will outline why evaluating coaching sessions is important | No Merit for this AC | No Distinction for this AC |
| 4.2 State how to make use of previous feedback and evaluations when planning future coaching sessions | Learners will state how to make use of previous feedback and evaluations when planning future coaching sessions | No Merit for this AC | No Distinction for this AC |
| 4.3 Identify how to use feedback from colleagues to improve coaching practice | Learners will identify how to use feedback from colleagues to improve coaching practice | No Merit for this AC | No Distinction for this AC |
| 4.4 Outline methods of improving future coaching practice | Learners will outline methods of improving future coaching practice | No Merit for this AC | No Distinction for this AC |

Unit 03 Leading others (T/505/9713)

| | |
|------------------------------|--|
| Unit summary | In this unit, learners will develop an understanding of leadership and decision-making skills and why they're important within certain situations. Learners demonstrate the use of effective leadership skills through a group activity and will review the use of their skills. |
| Credit value | 4 |
| Guided learning hours | 34 |
| Level | 1 |
| Mandatory/optional | Optional |
| Grading | This unit is graded |

Learning outcome 1

The learner will:

- 1 Understand the characteristics of effective leadership

The learner can:

- 1.1 Identify key characteristics and qualities of leadership
- 1.2 Outline why these characteristics are important for effective leadership

Learning outcome 2

The learner will:

- 2 Know which leadership skills to use with others

The learner can:

- 2.1 Identify leadership skills to use with others
- 2.2 Identify situations that require leadership skills

Learning outcome 3

The learner will:

- 3 Be able to demonstrate leadership skills in a group

The learner can:

- 3.1 Identify instances when leadership skills have been demonstrated
- 3.2 Use an appropriate leadership skill

Unit 03 Leading others (T/505/9713) (cont'd)

Learning outcome 4

The learner will:

- 4 Be able to review own practice of leadership skills

The learner can:

- 4.1 Outline why use of a leadership skill was a success
 - 4.2 Identify one aspect of leadership that did not go well
 - 4.3 Explain why use of a leadership skill was not so successful
-

Learning outcome 5

The learner will:

- 5 Understand how to make decisions

The learner can:

- 5.1 Identify a decision that needs to be made about a task or situation
 - 5.2 Describe the step or steps needed to make the decision
-

Unit 03 Leading others (T/505/9713) (cont'd)**Delivery and assessment**

Type of evidence: worksheets/workbooks

Assessment criteria: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2

Additional information: a series of worksheets or a workbook could be developed for learners to work through and meet the assessment criteria within the learning outcomes for the unit. Worksheets or workbooks must assess the learner's knowledge following any teaching/tutoring by the Assessor but must not be used as an activity during the delivery of knowledge.

Type of evidence: report, presentation, poster

Assessment criteria: 1.1, 1.2, 2.1, 2.2

Additional information: learners could research leadership characteristics, qualities and skills and present their findings in a report or a poster highlighting key leadership skills and qualities needed to work with others, such as motivation, communication, approachability.

The evidence must also identify situations when use of leadership skills will be required - managing teams, dealing with change and implementing new procedures.

Types of evidence: practical activities, role plays, observation

Assessment criteria: 3.1, 3.2

Additional information: to satisfy the learning outcome, learners must demonstrate their ability to use leadership skills they have developed. This would ideally be done in a practical real environment, although a role play/simulated situation would be acceptable.

Different practical activities could be devised to check how the learners would use their leadership skills. These activities must cover a range of situations and could be captured via a record of learner observation or video recording.

Type of evidence: report, learner discussion

Assessment criteria: 4.1-4.3, 5.1, 5.2

Additional information: following on from the learner participating in the practical aspects of learning outcome 3, learners must review the leadership skills used. The review must identify at least one thing they did well and at least one aspect that they felt did not go well.

The practical activities could also be used to enable the learner to identify how they made decisions that were related to the task/situation and the approach they took to making those decisions. Learners could present this review in a short report, or the Assessor could have a verbal discussion with the learner relating to the assessment criteria and record this in audio or written content to capture the responses.

Unit 03 Leading others (T/505/9713) (cont'd)

The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- worksheets/workbooks
 - report
 - presentation
 - poster
 - practical activities/role plays
 - observation
 - learner discussion
-

Unit 03 Leading others (T/505/9713) - Grading descriptors

Learning Outcome 1 Understand the characteristics of effective leadership

Learning Outcome 2 Know which leadership skills to use with others

Learning Outcome 3 Be able to demonstrate leadership skills in a group

Learning Outcome 4 Be able to review own practice of leadership skills

Learning Outcome 5 Understand how to make decisions

| Assessment criteria | Pass | Merit | Distinction |
|--|--|---|---|
| 1.1 Identify key characteristics and qualities of leadership | Learners will identify key characteristics and qualities of leadership | No Merit for this AC | No Distinction for this AC |
| 1.2 Outline why these characteristics are important for effective leadership | Learners will outline why these characteristics are important for effective leadership | Learners will give a clear outline why these characteristics are important for effective leadership | Learners will give a detailed outline why these characteristics are important for effective leadership |
| 2.1 Identify leadership skills to use with others | Learners will identify leadership skills to use with others | Learners will clearly identify leadership skills to use with others. Learners will include examples | Learners will clearly identify leadership skills to use with others. Learners will provide a wide range of examples |
| 2.2 Identify situations that require leadership skills | Learners will identify situations that require leadership skills | Learners will identify situations that require leadership skills. Learners will give examples | Learners will identify a wide range of situations that require leadership skills. Learners will give examples |

Unit 03 Leading others (T/505/9713) - Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|---|---|---|--|
| 3.1 Identify instances when leadership skills have been demonstrated | Learners will identify instances when leadership skills have been demonstrated | Learners will identify a range of instances when leadership skills have been demonstrated | Learners will identify a wide range of instances when leadership skills have been demonstrated |
| 3.2 Use an appropriate leadership skill | Learners will use an appropriate leadership skill. Learners will require some tutor support | Learners will confidently use an appropriate leadership skill. Learners will work independently and not require any support | No Distinction for this AC |
| 4.1 Outline why use of a leadership skill was a success | Learners will outline why use of a leadership skill is a success | Learners will give a clear outline why use of a leadership skill is a success | Learners will give a detailed outline why use of a leadership skill is a success |
| 4.2 Identify one aspect of leadership that did not go well | Learners will identify one aspect of leadership that did not go well | No Merit for this AC | No Distinction for this AC |
| 4.3 Explain why use of a leadership skill was not so successful | Learners will explain why use of a leadership skill was not so successful | Learners will give a clear explanation of why use of a leadership skill was not so successful | Learners will give a detailed explanation of why use of a leadership skill was not so successful |
| 5.1 Identify a decision that needs to be made about a task or situation | Learners will identify a decision that needs to be made about a task or situation | No Merit for this AC | No Distinction for this AC |
| 5.2 Describe the step or steps needed to make the decision | Learners will describe the step or steps needed to make the decision | Learners will clearly describe the step or steps needed to make the decision | Learners will give a detailed description of the step or steps needed to make the decision |

Unit 04 Personal exercise and fitness (H/505/9741)

Unit summary In this unit, learners will understand why people participate in exercise and fitness. Common fitness tests will be identified, participated in and results recorded. Learners will actively participate in exercise and fitness activities to improve their fitness levels.

| | |
|------------------------------|---------------------|
| Credit value | 4 |
| Guided learning hours | 37 |
| Level | 1 |
| Mandatory/optional | Optional |
| Grading | This unit is graded |

Learning outcome 1

The learner will:

- 1 Understand anatomy and physiology

The learner can:

- 1.1 Identify the structure and function of the body in relation to exercise and fitness
 - 1.2 Identify the effects of exercise and fitness on body systems
-

Learning outcome 2

The learner will:

- 2 Understand the components of physical fitness

The learner can:

- 2.1 Define health, exercise, physical activity and fitness and outline the differences between them
 - 2.2 Define the principles of training
 - 2.3 Identify the components of physical fitness
-

Learning outcome 3

The learner will:

- 3 Know the considerations for taking part in exercise and fitness activities

The learner can:

- 3.1 Outline the main reasons for participating in exercise and fitness
 - 3.2 Identify health and safety requirements of participation in exercise and fitness
 - 3.3 Identify common fitness tests
 - 3.4 Outline the main purpose for warming up and cooling down
-

Unit 04 Personal exercise and fitness (H/505/9741) (cont'd)**Learning outcome 4**

The learner will:

- 4 Be able to participate in exercise and fitness activities designed to improve personal fitness

The learner can:

- 4.1 Identify the main components of a fitness session
 - 4.2 Participate in personal fitness training
 - 4.3 Record results from personal fitness testing
 - 4.4 Actively participate in exercise and fitness activities to improve own fitness levels
-

Learning outcome 5

The learner will:

- 5 Be able to reflect on participation in exercise and fitness activities

The learner can:

- 5.1 Review personal fitness testing results over time
 - 5.2 Identify personal benefits and/or effectiveness of following a fitness programme
-

Unit 04 Personal exercise and fitness (H/505/9741) (cont'd)**Delivery and assessment**

Type of evidence: worksheets/workbooks

Assessment criteria: 1.1–1.2, 2.1–2.3, 3.1-3.4, 4.1

Additional information: a series of worksheets or a workbook could be developed for learners to work through and meet the assessment criteria within the learning outcomes for the unit. Worksheets or workbooks must assess the learner's knowledge following any teaching/tutoring by the Assessor but must not be used as an activity during the delivery of knowledge.

Type of evidence: report

Assessment criteria: 1.1, 1.2, 2.1 – 2.3

Additional information: learners could write a report on strength and conditioning. Learners must define the main components of fitness – strength, speed, stamina, flexibility and body composition and provide at least 3 examples of the benefits of being physically fit.

Type of evidence: poster

Assessment criteria: 2.3

Additional information: learners need to show an understanding of the components of physical fitness – cardiovascular, strength, endurance, flexibility and body composition. A poster could be produced to visually show the components.

Types of evidence: poster or information leaflet

Assessment criteria: 3.1, 3.2

Additional information: a poster or information leaflet could be devised by learners. The poster or information leaflet must identify at least 3 benefits of participating in exercise and fitness, and also identify at least 3 safety requirements for participation, PAR-Q, induction, warm up/cool down.

Type of evidence: report

Assessment criteria: 3.3, 3.4

Additional information: learners could complete a report that identifies common fitness tests such as sit and reach, bleep test and vertical jump, and the purpose of effective warm up and cool down.

Type of evidence: fitness test results and diary

Assessment criteria: 4.2–4.4

Additional information: All practical activities must be supported by a record of learner observation.

Learners must participate in fitness tests and record their results in an appropriate format. Fitness tests can be basic tests that do not require specialist equipment, allowing the learners to compare their results to national averages (normative data).

Unit 04 Personal exercise and fitness (H/505/9741) (cont'd)

Learners could complete a diary explaining the activities that they have undertaken.

To meet the assessment criteria, the learner must take part in exercise and fitness activities and could keep a fitness diary to record their achievements after each activity they participate in.

Learners are recommended to participate in a 6 week personal training programme. A report assessing the results of the learner's own fitness programme could be used to meet the assessment criteria. Post-fitness-programme fitness tests could be completed to check any difference in results from pre-fitness-programme tests.

Learners could write a review of how they felt the programme went, alongside the use of the fitness diary, identifying where their levels have increased or decreased. Any tests must be completed over a sufficient period of time to allow for the learner to record and see any differences in results.

Types of evidence: report

Assessment criteria: 5.1, 5.2

Additional information: the learner must review the results of their fitness tests. This could be supported by a statement from the learner relating to how they felt as a result of the fitness activities, highlighting the benefits of taking part in a fitness programme.

The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- worksheets/workbooks
 - report
 - poster or information leaflet
 - fitness test results and diary
 - annotated photographs to support documentary evidence
-

Unit 04 Personal exercise and fitness (H/505/9741) - Grading descriptors

Learning Outcome 1 Understand anatomy and physiology

Learning Outcome 2 Understand the components of physical fitness

Learning Outcome 3 Know the considerations for taking part in exercise and fitness activities

Learning Outcome 4 Be able to participate in exercise and fitness activities designed to improve personal fitness

Learning Outcome 5 Be able to reflect on participation in exercise and fitness activities

| Assessment criteria | Pass | Merit | Distinction |
|---|---|--|--|
| 1.1 Identify the structure and function of the body in relation to exercise and fitness | Learners will identify the structure and function of the body in relation to exercise and fitness | Learners will clearly identify the structure and function of the body and relate them to exercise and fitness | Learners will clearly identify the structure and function of the body and show a detailed understanding of how they relate on exercise and fitness |
| 1.2 Identify the effects of exercise and fitness on body systems | Learners will identify the effects of exercise and fitness on systems of the body | Learners will identify a range of effects of exercise and fitness on systems of the body showing a clear understanding | Learners will identify a wide range of effects of exercise on systems of the body showing a detailed understanding |
| 2.1 Define health, exercise, physical activity and fitness and outline the differences between them | Learners will define health, exercise, physical activity and fitness and outline the differences between them | Learners will define health, exercise, physical activity and fitness. Learners will clearly outline the differences between them | Learners will define health, exercise, physical activity and fitness. Learners will be able to outline and compare the differences between them |
| 2.2 Define the principles of training | Learners will define the principles of training | Learners will provide a clear definition of the principles of training | Learners will provide a detailed definition of the principles of training |
| 2.3 Identify the components of physical fitness | Learners will identify the components of physical fitness | Learners will identify and explain the components of physical fitness | Learners will identify and provide a detailed explanation of the components of physical fitness |

Unit 04 Personal exercise and fitness (H/505/9741) - Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|--|--|--|--|
| 3.1 Outline the main reasons for participating in exercise and fitness | Learners will outline the main reasons for participating in exercise and fitness | No Merit for this AC | No Distinction for this AC |
| 3.2 Identify health and safety requirements of participation in exercise and fitness | Learners will identify health and safety requirements of participation in exercise and fitness | Learners will clearly identify health and safety requirements. They will be able to link them to the requirements of participation in exercise and fitness | Learners will identify a wide range of health and safety requirements. They will be able to link them to the requirements of participation in exercise and fitness |
| 3.3 Identify common fitness tests | Learners will identify common fitness tests | No Merit for this AC | No Distinction for this AC |
| 3.4 Outline the main purpose for warming up and cooling down | Learners will outline the main purpose for warming up and cooling down | Learners will give a clear outline for warming up and cooling down | Learners will give a detailed outline for warming up and cooling down |

Unit 04 Personal exercise and fitness (H/505/9741) - Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|---|---|---|--|
| 4.1 Identify the main components of a fitness session | Learners will identify the main components of a fitness session | No Merit for this AC | No Distinction for this AC |
| 4.2 Participate in personal fitness testing | Learners will participate in personal fitness testing | Learners will participate confidently in a range of personal fitness tests | Learners will participate confidently in a wide range of personal fitness tests |
| 4.3 Record results from personal fitness testing | Learners will record results from personal fitness testing | No Merit for this AC | No Distinction for this AC |
| 4.4 Actively participate in exercise and fitness activities to improve own fitness levels | Learners will actively participate in exercise and fitness activities to improve own fitness levels | No Merit for this AC | No Distinction for this AC |
| 5.1 Review personal fitness testing results over time | Learners will review personal fitness testing results over time | No Merit for this AC | No Distinction for this AC |
| 5.2 Identify personal benefits and/or effectiveness of following a fitness programme | Learners will identify personal benefits and/or effectiveness of following a fitness programme | Learners will identify a range of personal benefits and/or effectiveness of following a fitness programme | Learners will identify a wide range of personal benefits and/or effectiveness of following a fitness programme |

Unit 05 Effect of exercise on human body systems (H/505/9710)

| | |
|------------------------------|--|
| Unit summary | Learners will understand the structure and function of the skeletal, muscular, respiratory and cardiovascular systems, and the effects of exercise on these systems. |
| Credit value | 4 |
| Guided learning hours | 34 |
| Level | 1 |
| Mandatory/optional | Optional |
| Grading | This unit is graded |

Learning outcome 1

The learner will:

- 1 Know the components of fitness

The learner can:

- 1.1 Outline the components of total fitness
- 1.2 Outline the components of physical fitness
- 1.3 List factors that affect physical fitness
- 1.4 List the effects of physical fitness on other components of total fitness

Learning outcome 2

The learner will:

- 2 Know the structure and function of the skeletal system

The learner can:

- 2.1 List the functions of the skeleton
- 2.2 List the basic types of bones
- 2.3 List the basic types of joints
- 2.4 Describe the basic structure of a synovial joint
- 2.5 Describe the basic structure and function of ligaments
- 2.6 List the short and long term effects of exercise on bones and joints

Learning outcome 3

The learner will:

- 3 Know the structure and function of the muscular system

The learner can:

- 3.1 List the characteristics of muscles
- 3.2 List the characteristics of tendinous tissue

Unit 05 Effect of exercise on human body systems (H/505/9710) (cont'd)**Learning outcome 3 (cont'd)**

- 3.3 Identify the different types of muscle tissue functions
 - 3.4 Describe the short and long term effects of exercise on skeletal muscle
-

Learning outcome 4

The learner will:

- 4 Know the structure and function of the respiratory system

The learner can:

- 4.1 List the respiratory organs
 - 4.2 Identify the location of the respiratory organs
 - 4.3 Describe the function of the respiratory organs
 - 4.4 Describe the process of breathing and gaseous exchange
 - 4.5 Describe the short and long term effects of exercise on the respiratory system
-

Learning outcome 5

The learner will:

- 5 Understand the structure and function of the cardiovascular system

The learner can:

- 5.1 Identify the location of the heart
 - 5.2 Describe the structure and function of the heart
 - 5.3 Identify the components of the circulatory system
 - 5.4 Describe the function of the circulatory system
 - 5.5 Describe how blood vessels connect the heart, lungs and muscles
 - 5.6 Outline the long and short term effects of exercise on the cardiovascular system
-

Unit 05 Effect of exercise on human body systems (H/505/9710) (cont'd)**Delivery and assessment**

Type of evidence: worksheets/workbooks

Assessment criteria: 1.1–1.4, 2.1–2.6, 3.1–3.4, 4.1–4.5, 5.1–5.6

Additional information: a series of worksheets or a workbook could be developed for learners to work through and meet the assessment criteria within the learning outcomes for the unit. Worksheets or workbooks must assess the learner's knowledge following any teaching/tutoring by the Assessor but must not be used as an activity during the delivery of knowledge.

Type of evidence: report, poster or worksheet

Assessment criteria: 1.1–1.4, 2.1-2.5

Additional information: a report on the components of total fitness and the components of physical fitness could be used to meet the assessment criteria.

Learners could list the factors that affect physical fitness and how this can affect total fitness (building and strengthening muscle, increasing cardiovascular endurance and improving flexibility and body composition).

Learners could complete a report that includes the range of movement and flexibility of a synovial joint, such as a hinge joint. This could also include a description of the function of ligaments and how they connect bones and provide stability to joints.

Types of evidence: poster, information leaflet or diagram

Assessment criteria: 2.1–2.5, 3.1-3.4

Additional information: learners must show an understanding of the structure and function of the skeletal system. A poster, leaflet or diagram could be produced to visually show the functions of the skeleton, basic types of bones (humerus, radius, femur, fibula, tibia) and basic types of joints (ball and socket, hinge).

A visual representation of the human skeleton could be used to list the function and also label the bone and joint types.

Learners must know the structure and function of the muscular system. A poster, leaflet or diagram could be produced to show muscles within the body, this could be annotated with a list of features of muscle. The same piece of evidence could also include a list of the features of tendon tissue and a description of its function.

Alternatively, this learning outcome could be covered in conjunction with learning outcomes 2, 4 and 5 to cover all of the aspects of the human body systems within an information booklet.

Unit 05 Effect of exercise on human body systems (H/505/9710) (cont'd)

Type of evidence: poster, information leaflet or diagram

Assessment criteria: 4.1–4.4

Additional information: learners could use visuals (pictures, diagrams) to list and identify the respiratory organs within the respiratory system. Within a supporting statement, learners could write about the functions of these organs.

Learners could also use these sources (poster, information leaflet or diagram) to describe the breathing and gaseous exchange process.

Alternatively, this learning outcome could be covered in conjunction with learning outcomes 2, 3 and 5 to cover all of the aspects of the human body systems within an information booklet.

Type of evidence: poster, information leaflet or diagram

Assessment criteria: 5.1–5.6

Additional information: learners could produce an information leaflet based on the structure and function of the heart. A visual representation could be used for the learner to identify the position of the heart within the body, along with the components of the circulatory system. This visual could also include further descriptions of the function and structure of the heart and circulatory system. Learners could also include a description of how blood vessels connect the heart, lungs and muscles.

Alternatively, this learning outcome could be covered in conjunction with learning outcomes 2-4 to cover all of the aspects of the human body systems within an information booklet.

Types of evidence: poster, information leaflet or diagram

Assessment criteria: 2.6, 3.4, 4.5, 5.6

Additional information: within the poster or information leaflet, the learner could include a list the long-term short-term effects that exercise has on the bones and joints, and the skeletal, respiratory and cardiovascular systems.

The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- worksheet/workbooks
 - report
 - poster
 - information leaflet or diagram
-

Unit 05 Effect of exercise on human body systems (H/505/9710) - Grading descriptors

Learning Outcome 1 Know the components of fitness

Learning Outcome 2 Know the structure and function of the skeletal system

Learning Outcome 3 Know the structure and function of the muscular system

Learning Outcome 4 Know the structure and function of the respiratory system

Learning Outcome 5 Understand the structure and function of the cardiovascular system

| Assessment criteria | Pass | Merit | Distinction |
|---|---|---|--|
| 1.1 Outline the components of total fitness | Learners will outline the components of total fitness | Learners will outline the components of total fitness. They will provide some explanation | Learners will outline the components of total fitness. They will provide a detailed explanation |
| 1.2 Outline the components of physical fitness | Learners will outline the components of physical fitness | Learners will outline the components of physical fitness. They will provide some explanation | Learners will outline the components of total fitness. They will provide a detailed explanation |
| 1.3 List the factors that affect physical fitness | Learners will list the factors that affect physical fitness. | Learners will list a range of factors that affect physical fitness | Learners will list a wide range of factors that affect physical fitness |
| 1.4 List the effects of physical fitness on other components of total fitness | Learners will list the effects of physical fitness on other components of total fitness | Learners will provide a range of effects of physical fitness on other components of total fitness. Evidence will show some understanding of the effects | Learners will provide a wide range of effects of physical fitness on other components of total fitness. Evidence will demonstrate understanding of the effects |

Unit 05 Effect of exercise on human body systems (H/505/9710) - Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|--|--|---|--|
| 2.1 List the functions of the skeleton | Learners will list the functions of the skeleton | No merit for this AC | No distinction for this AC |
| 2.2 List the basic types of bones | Learners will list the basic types of bones | No merit for this AC | No distinction for this AC |
| 2.3 List the basic types of joints | Learners will list the basic types of joints | No merit for this AC | No distinction for this AC |
| 2.4 Describe the basic structure of a synovial joint | Learners will describe the basic structure of a synovial joint. | Learners will provide a clear description of the synovial joint and include examples. | Learners will provide a detailed description, including examples of the different group types of synovial joints |
| 2.5 Describe the basic structure and function of ligaments | Learners will describe the basic structure and function of ligaments | Learners will provide a clear description of the structure and function of ligaments | Learners will provide a detailed description of the structure and function of ligaments. |
| 2.6 List the short and long term effects of exercise on bones and joints | Learners will list the short and long term effects of exercise on bones and joints | Learners will list a range of the short and long term effects of exercise on bones and joints | Learners will list a wide range of the short and long term effects of exercise on bones and joints |

Unit 05 Effect of exercise on human body systems (H/505/9710) - Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|--|--|--|--|
| 3.1 List the characteristics of muscles | Learners will list the characteristics of muscles | No merit for this AC | No distinction for this AC |
| 3.2 List the characteristics of tendinous tissue | Learners will provide a list of the characteristics of tendinous tissue | No merit for this AC | No distinction for this AC |
| 3.3 Identify the different types of muscle tissue functions | Learners will identify the different types of muscle tissue functions | Learners will provide clear explanation of the different types of muscle tissue functions | Learners will provide a detailed explanation of the different type of muscle tissue functions. |
| 3.4 List the short and long term effects of exercise on skeletal muscle | Learners will list the long and short term effects of exercise on skeletal muscle | Learners will list a range of the short and long term effects of exercise on skeletal muscle | Learners will list a wide range of the short and long term effects of exercise on skeletal muscle |
| 4.1 List the respiratory organs | Learners will list the respiratory organs | No merit for this AC | No distinction for this AC |
| 4.2 Identify the location of the respiratory organs | Learners will identify the location of the respiratory organs | No merit for this AC | No distinction for this AC |
| 4.3 State the function of the respiratory organs | Learners will state the function of the respiratory organs | No merit for this AC | No distinction for this AC |
| 4.4 Describe the process of breathing and gaseous exchange | Learners will describe the process of breathing and gaseous exchange | Learners will provide clear description of the process of breathing and gaseous exchange | Learners will provide a detailed description of the process of breathing and gaseous exchange |
| 4.5 Describe the short and long term effects of exercise on the respiratory system | Learners will list examples of the short and long term effects of exercise on the respiratory system | Learners list a range of examples of the short and long term effects of exercise on the respiratory system | Learners will list a wide range of examples of the short and long term effects of exercise on the respiratory system |

Unit 05 Effect of exercise on human body systems (H/505/9710) - Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|---|--|---|--|
| 5.1 Identify the location of the heart | Learners will identify the location of the heart. | No merit for this AC | No distinction for this AC. |
| 5.2 Describe the structure and function of the heart | Learners provide a basic description of the structure and function of the heart | Learners provide explanation clear description of the structure and function of the heart | Learners provide a detailed description of the structure and function of the heart |
| 5.3 Identify the components of the circulatory system | Learners will identify the components of the circulatory system. | Learners will clearly identify the components of the circulatory system. | No Distinction for this AC |
| 5.4 Describe the function of the circulatory system | Learners will provide a basic description of the function of the circulatory system | Learners will clearly describe the function of the circulatory system | Learners will provide a detailed description of the function of the circulatory system |
| 5.5 Describe how blood vessels connect the heart, lungs and muscles | Learners provide a basic description of how blood vessels connect the heart, lungs and muscles | Learners will clearly describe how blood vessels connect the heart, lungs and muscles | Learners will provide a detailed description of the function of how blood vessels connect the heart and muscles |
| 5.6 List the long and short term effects of exercise on the cardiovascular system | Learners will provide examples on the short and long term effects of exercise on the cardiovascular system | Learners will include a range of examples of the short and long term effects of exercise on the cardiovascular system | Learners will include a wide range of examples of the short and long term effects of exercise on the cardiovascular system |

Unit 06 Strength and conditioning (K/505/9742)

| | |
|------------------------------|---|
| Unit summary | In this unit, learners will learn about strength and conditioning exercises, equipment and facilities used. Learners will be able to plan, use and review a fitness programme in order to identify targets. |
| Credit value | 4 |
| Guided learning hours | 35 |
| Level | 1 |
| Mandatory/optional | Optional |
| Grading | This unit is graded |

Learning outcome 1

The learner will:

- 1 Understand what is meant by strength and conditioning

The learner can:

- 1.1 Define the terms 'strength' and 'conditioning'
- 1.2 Describe the main components of fitness
- 1.3 Identify the benefits of being physically fit

Learning outcome 2

The learner will:

- 2 Know about facilities, equipment and exercise for strength and conditioning

The learner can:

- 2.1 Identify facilities used for strength and conditioning
- 2.2 Identify equipment used for strength and conditioning
- 2.3 Outline the health and safety considerations necessary when using facilities and equipment for strength and conditioning
- 2.4 Give examples of strength and conditioning exercises
- 2.5 Outline the health and safety considerations necessary when participating in strength and conditioning exercises

Learning outcome 3

The learner will:

- 3 Be able to plan and use a fitness programme

The learner can:

- 3.1 Assess initial fitness, identifying areas for improvement
- 3.2 Plan own personal fitness programme

Unit 06 Strength and conditioning (K/505/9742) (cont'd)

Learning outcome 3 (cont'd)

- 3.3 Assess the results of own personal fitness programme, recording progress made
 - 3.4 Revise own personal fitness programme
-

Delivery and assessment

Type of evidence: worksheets/workbooks

Assessment criteria: 1.1-1.3, 2.1- 2.5, 3.1-3.4

Additional information: a series of worksheets or a workbook could be developed for learners to work through and meet the assessment criteria within the learning outcomes for the unit. Worksheets or workbooks must assess the learner's knowledge following any teaching/tutoring by the Assessor but must not be used as an activity during the delivery of knowledge.

Type of evidence: leaflet

Assessment criteria: 1.1-1.3

Additional information: The leaflet must provide a description of the terms 'strength' and 'conditioning' and include the components of fitness, giving the reader a clear understanding of what is meant. Within the leaflet, learners must include the key benefits of being physically fit – health, well-being, mobility.

Type of evidence: information booklet

Assessment criteria: 2.1-2.5

Additional information: Learners could produce an information booklet that includes facilities, equipment and exercises used within strength and conditioning. Consideration must be given to facilities and equipment used for strength and conditioning exercises. This must be supported by the health and safety considerations that need to be taken into account, both for facilities and equipment.

Learners could complete a risk assessment and a PAR Q (physical activity readiness questionnaire).

Examples of exercises used for strength and conditioning – cardiovascular, resistance, circuit training – must also be included.

Type of evidence: product evidence

Assessment criteria: 3.1-3.4

Additional information: learners could gather product evidence in relation to fitness-test results, an action plan and programme of exercise to improve levels of fitness and an evaluation of the results of a planned and completed fitness programme. Where appropriate, the learner must identify any necessary changes to their programme, such as frequency or intensity.

Unit 06 Strength and conditioning (K/505/9742) (cont'd)

The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- worksheet/workbooks
 - leaflet
 - information booklet
 - product evidence
 - annotated photographs to support documentary evidence
 - assessor observation
-

Unit 06 Strength and conditioning (K/505/9742) - Grading descriptors

Learning Outcome 1 Understand what is meant by strength and conditioning

Learning Outcome 2 Know about facilities, equipment and exercises for strength and conditioning

Learning Outcome 3 Be able to plan and use a fitness programme

| Assessment criteria | Pass | Merit | Distinction |
|--|--|---|--|
| 1.1 Define the terms 'strength' and 'conditioning' | Learners will define the terms 'strength' and 'conditioning' | No Merit for this AC | No Distinction for this AC |
| 1.2 Define the main components of fitness | Learners will provide a basic definition of the components of fitness | Learners will provide a clear definition of the components of fitness | Learners will provide a detailed definition of the components of fitness |
| 1.3 Identify benefits of being physically fit | Learners will identify benefits of being physically fit | Learners will identify a range of benefits of being physically fit | Learners will identify a wide range of benefits of being physically fit |
| 2.1 Identify the facilities used for strength and conditioning | Learners will identify facilities used for strength and conditioning | Learners will identify a range of facilities used for strength and conditioning | Learners will identify a wide range of facilities used for strength and conditioning |
| 2.2 Identify equipment used for strength and conditioning | Learners will identify the equipment used for strength and conditioning | Learners will identify a range of equipment used for strength and conditioning | Learners will identify a wide range of equipment used for strength and conditioning |
| 2.3 Outline the health and safety considerations necessary when using facilities and equipment for strength and conditioning | Learners will outline the health and safety considerations necessary when using facilities and equipment for strength and conditioning | Learners will clearly outline a range of health and safety considerations necessary when using facilities and equipment for strength and conditioning | Learners will outline a wide range of health and safety considerations necessary when using facilities and equipment for strength and conditioning. Learners' outlines will be relevant and in context |

Unit 06 Strength and conditioning (K/505/9742) - Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|--|--|---|--|
| 2.4 Give examples of strength and conditioning exercises | Learners will give examples of strength and conditioning exercises | Learners will provide a range of examples of strength and conditioning exercises | Learners will provide a wide range of examples of strength and conditioning exercises. |
| 2.5 Outline the health and safety considerations necessary when participating in strength and conditioning exercises | Learners will outline the health and safety considerations necessary when participating in strength and conditioning exercises | No Merit for this AC | No Distinction for this AC |
| 3.1 Assess initial fitness, identifying areas for improvement | Learners will assess initial fitness, identifying areas for improvement | No Merit for this AC | No Distinction for this AC |
| 3.2 Plan own personal fitness programme | Learners will plan own personal fitness programme | Learners will plan own personal fitness programme and include a range of training methods and exercises | Learners will plan own personal fitness programme and include a wide range of training methods and exercises |
| 3.3 Assess the results of own personal fitness programme, recording progress made | Learners will assess the results of own personal fitness programme, recording progress made | Learners will clearly assess the results of own fitness programme, recording progress made | Learners will provide a detailed assessment of the results of own fitness programme, recording progress made |
| 3.4 Revise own personal fitness programme | Learners will revise own personal fitness programme to meet new fitness targets | Learners will suitably revise own personal fitness programme | Learners will realistically revise own personal fitness programme |

Unit 07 Health and nutrition (M/505/9712)

| | |
|------------------------------|--|
| Unit summary | In this unit, learners will understand the major food groups and the importance of a balanced diet. They'll look at different diets and will be able to prepare a healthy diet plan. |
| Credit value | 4 |
| Guided learning hours | 32 |
| Level | 1 |
| Mandatory/optional | Optional |
| Grading | This unit is graded |

Learning outcome 1

The learner will:

- 1 Understand major food groups

The learner can:

- 1.1 Identify major food groups
- 1.2 Outline the main function of each food group
- 1.3 Give examples of the sources for each identified food group
- 1.4 Identify the main vitamins and minerals for each food group
- 1.5 Give examples of the sources of each identified vitamins and minerals

Learning outcome 2

The learner will:

- 2 Know about the importance of nutrition to health and wellbeing

The learner can:

- 2.1 Identify signs of mineral and vitamin deficiency
- 2.2 Identify signs of mineral and vitamin toxicity
- 2.3 State the importance of hydration
- 2.4 Outline the reasons why a balanced diet is important

Learning outcome 3

The learner will:

- 3 Know how to manage a healthy and balanced diet

The learner can:

- 3.1 Outline why diet may vary for different people
- 3.2 State the benefits of different diets

Unit 07 Health and nutrition (M/505/9712) (cont'd)**Learning outcome 3 (cont'd)**

- 3.3 Create a personal healthy diet plan
 - 3.4 Follow the personal healthy diet plan, identifying any improvement to health and wellbeing
 - 3.5 Outline ways of promoting a healthy diet
-

Delivery and assessment

Type of evidence: worksheets/workbooks

Assessment criteria: 1.1–1.5, 2.1–2.3, 3.1–3.5

Additional information: a series of worksheets or a workbook could be developed for learners to work through and meet the assessment criteria within the learning outcomes for the unit. Worksheets or workbooks must assess the learner's knowledge following any teaching/tutoring by the Assessor but must not be used as an activity during the delivery of knowledge.

Type of evidence: leaflet

Assessment criteria: 1.1–1.5, 2.1, 2.2

Additional information: learners could produce a leaflet that shows their understanding of the major food groups and the functions they fulfil. A visual example such as the Eat Well guide could be used: the 5 food groups can be identified, along with some examples of sources of food (bread, fruit, milk, meat, sugar).

The leaflet could go on to identify the main vitamins and minerals within each food group and provide some examples of sources, such as carbohydrate, fibre, calcium and vitamin C.

To satisfy 2.1 and 2.2, learners could include signs of mineral and vitamin deficiency and toxicity within their leaflet as further information.

Type of evidence: report or poster

Assessment criteria: 2.3, 2.4

Additional information: a report or poster stating the importance of good hydration and the effects this can have on individuals could be included for assessment criterion 2.3.

Learners could include examples from both sport (e.g. boxing, cricket, football) and exercise (e.g. spinning classes, body pump and weightlifting).

An outline of why a balanced diet is important to meet an individual's daily requirements could be included for assessment criterion 2.4.

Unit 07 Health and nutrition (M/505/9712) (cont'd)

Type of evidence: report

Assessment criteria: 3.1–3.5

Additional information: a report outlining why people have different diets could be used to meet 3.1. This could focus on children, adults or the elderly, taking into account the requirements these groups might have and also restrictions such as money, access and availability of healthy foods.

Learners could research different type of diet - balanced, low calorie, high carbohydrate, 'fad' diets - and include the benefits of these within their report.

To satisfy assessment criterion 3.5, an outline of the ways to promote a healthy diet must be included.

Type of evidence: diet plan

Assessment criteria: 3.3

Additional information: learners could devise a diet plan for themselves to follow for a period of time, such as one week. Initially they could record their food intake for one week, then devise and follow a diet plan to see if they can notice any differences in their food intake, energy levels and weight.

The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- worksheets/workbooks
 - leaflet
 - report
 - diet plan
-

Unit 07 Health and nutrition (M/505/9712) - Grading descriptors

Learning Outcome 1 Understand major food groups

Learning Outcome 2 Know about the importance of nutrition to health and well being

Learning Outcome 3 Know how to manage a health and balanced diet

| Assessment criteria | Pass | Merit | Distinction |
|---|--|---|---|
| 1.1 Identify major food groups | Learners will identify the major food groups | No Merit for this AC | No Distinction for this AC |
| 1.2 Outline the main function of each group | Learners will outline the main function of each food group | Learners will outline the main function of each food group showing clear understanding | Learners will outline in detail the main function of each food group |
| 1.3 Give examples of the sources for each identified food group | Learners will give examples of the sources for each identified food group | Learners will give examples of the sources for each identified food group. Showing a clear understanding | Learners will give detailed examples of the sources for each identified food group |
| 1.4 Identify the main vitamins and minerals for each food group | Learners will identify the main vitamins and minerals for each food group | Learners will identify a range of the main vitamins and minerals for each food group, showing a clear understanding | Learners will identify a wide range of the main vitamins and minerals for each food group. |
| 1.5 Give examples of the sources of each identified vitamin and mineral | Learners will give examples of the sources of each identified vitamin and mineral. | Learners will give examples of the sources of each identified vitamin and mineral, showing a clear understanding | Learners will give detailed examples of the sources of each identified vitamin and mineral. |

Unit 07 Health and nutrition (M/505/9712) - Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|--|--|---|--|
| 2.1 Identify signs of mineral and vitamin deficiency | Learners will identify signs of mineral and vitamin deficiency | Learners will identify a range of signs of mineral and vitamin deficiency | Learners will identify a wide range of signs of mineral and vitamin deficiency |
| 2.2 Identify the signs of mineral and vitamin toxicity | Learners will identify the signs of mineral and vitamin toxicity | Learners will identify a range of the signs of mineral and vitamin toxicity | Learners will identify a wide range of the signs of mineral and vitamin toxicity |
| 2.3 State the importance of hydration | Learners will state the importance of hydration. There will be no links to understanding the relationship between hydration and sports performance | Learners will clearly state the importance of hydration. There will be some links to understanding the relationship between hydration and sports performance | Learners will state in detail the importance of hydration. They will show a good understanding of the relationship between hydration and sports performance |
| 2.4 Outline the reasons why a balanced diet is important | Learners will outline why a balanced diet is important. | Learners will clearly outline the reasons why a balanced diet is important. They will link some of their explanations to the influence of nutritional strategies on sports performance, showing a clear understanding | Learners will outline in detail why a balanced diet is important. They will link all their explanations to the influence of nutritional strategies on sports performance |

Unit 07 Health and nutrition (M/505/9712) - Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|--|---|--|---|
| 3.1 Outline why diet may vary for different people | Learners will outline why diet may vary for different people. | Learners will outline why diet may vary for different people, and will provide a range of examples | Learners will outline in detail why diet may vary for different people, and will provide a wide range of examples |
| 3.2 State the benefits of different diets | Learners will state the benefits of different diets. | Learners will state a range of benefits of different diets | Learners will state a wide range of benefits of different diets |
| 3.3 Create a personal healthy diet plan | Learners will create a personal healthy diet plan. They will consider a limited range of nutrients in their balanced diet | Learners will create a suitable personal healthy diet plan. They will consider a range of nutrients in their balanced diet | Learners will create a realistic personal healthy diet plan. They will consider a wide range of nutrients in their balanced diet |
| 3.4 Follow the personal healthy diet plan, identifying any improvement to health and wellbeing | Learners will follow the personal healthy diet plan, identifying any improvement to health and wellbeing | No Merit for this AC | No Distinction for this AC |
| 3.5 Outline ways of promoting a healthy diet | Learners will outline ways of promoting a healthy diet | Learners will outline a range of ways of promoting a healthy diet. The learners will include evidence of some research giving reasons for their choice | Learners will outline in detail ways of promoting a healthy diet. The learners will use a wide range of sources in their research |

Unit 08 Developing sports volunteering skills (M/505/9709)

| | |
|------------------------------|---|
| Unit summary | In this unit, learners will understand the skills, qualities and values that a sports volunteer needs, and will apply these in a sports volunteering role, reviewing what went well and what could be improved. |
| Credit value | 4 |
| Guided learning hours | 32 |
| Level | 1 |
| Mandatory/optional | Optional |
| Grading | This unit is graded |

Learning outcome 1

The learner will:

- 1 Know the skills, qualities and values that a sports volunteer will need

The learner can:

- 1.1 Identify the skills, qualities and values that a sports volunteer will need
- 1.2 Describe the skills, qualities and values that a sports volunteer will need
- 1.3 Identify own skills, qualities and values that would help in a sports volunteer role

Learning outcome 2

The learner will:

- 2 Be able to use communication skills in a sports volunteer role

The learner can:

- 2.1 Identify different methods of communication
- 2.2 Identify the benefits of effective communication
- 2.3 Use communication skills to communicate appropriately with:
 - an individual
 - a group

Learning outcome 3

The learner will:

- 3 Be able to assist in managing behaviour in a sports volunteer role

The learner can:

- 3.1 Identify types of behaviour which are and are not acceptable within different sports volunteer roles

Unit 08 Developing sports volunteering skills (M/505/9709) (cont'd)

Learning outcome 3 (cont'd)

- 3.2 Agree ground rules for acceptable behaviour of the volunteer and the participants with a supervisor
 - 3.3 Assist in managing basic disruptions when volunteering
-

Learning outcome 4

The learner will:

- 4 Be able to participate in a sports volunteer role

The learner can:

- 4.1 Undertake an assigned role in a voluntary capacity within sport
 - 4.2 Work as part of a team as a sports volunteer
 - 4.3 State what went well during an assigned volunteer role
 - 4.4 State what could be improved in future volunteer roles
-

Unit 08 Developing sports volunteering skills (M/505/9709) (cont'd)**Delivery and assessment**

Type of evidence: worksheets/workbooks

Assessment criteria: 1.1, 1.2, 2.1–2.3, 3.1–3.3, 4.1–4.4

Additional information: a series of worksheets or a workbook could be developed for learners to work through and meet the assessment criteria within the learning outcomes for the unit. Worksheets or workbooks must assess the learner's knowledge following any teaching/tutoring by the Assessor but must not be used as an activity during the delivery of knowledge.

Type of evidence: poster or leaflet

Assessment criteria: 1.1–1.3, 2.1-2.2

Additional information: learners could produce a poster or leaflet that identifies and describes the skills, qualities and values that are required by a sports volunteer. Included in the poster or leaflet, learners could identify their own skills, qualities and values.

Learners could also produce a poster or leaflet to identify the different methods and the benefits of effective communication.

Types of evidence: participation log/diary, record of learner observation

Assessment criteria: 2.3, 4.1-4.4

Additional information: Learners could keep a log or diary of the sports volunteer role they participated in. Learners could identify examples of when they communicated appropriately with colleagues or managers, worked well as part of a team and also what went well and what could be improved upon in future volunteer roles. A record of learner observation could be used to confirm that the candidate took part in a sports volunteer role.

Type of evidence: report

Assessment criteria: 3.1–3.3, 4.1-4.4

Additional information: following on from the learner participating in a sports volunteer role, they could produce a report that reviews their involvement within the role, identifying any of their own strengths and development areas. As a result of the review, the learner could set a plan for future volunteer roles to improve their performance.

The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Unit 08 Developing sports volunteering skills (M/505/9709) (cont'd)

Types of evidence

Evidence could include:

- worksheets/workbooks
 - poster or leaflet
 - participation log/diary
 - record of learner observation
 - observation
 - report
 - annotated photographs to support documentary evidence
 - witness testimony
-

Unit 08 Developing sports volunteering skills (M/505/9709) - Grading descriptors

Learning Outcome 1 Know the skills, qualities and values that a sports volunteer will need

Learning Outcome 2 Be able to use communication skills in a sports volunteer role

Learning Outcome 3 Be able to assist in managing behaviour in a sports volunteer role

Learning Outcome 4 Be able to participate in a sports volunteer role

| Assessment criteria | Pass | Merit | Distinction |
|--|--|--|--|
| 1.1 Identify the skills, qualities and values that a sports volunteer will need | Learners will identify the skills, qualities and values that a sports volunteer will need | Learners will identify a range of skills, qualities and values that a sports volunteer will need | Learners will identify a wide range of skills, qualities and values that a sports volunteer will need |
| 1.2 Describe the skills, qualities and values that a sports volunteer will need | Learners will describe the skills, qualities and values that a sports volunteer will need | Learners will describe a range of skills, qualities and values that a sports volunteer will need | Learners will describe a wide range of skills, qualities and values that a sports volunteer will need |
| 1.3 Identify own skills, qualities and values that would help in a sports volunteer role | Learners will identify own skills, qualities and values that would help in a sports volunteer role | Learners will identify a range of own skills, qualities and values that would help in a sports volunteer role | Learners will provide a detailed identification of own skills, qualities and values that would help in a sports volunteer role |
| 2.1 Identify different methods of communication | Learners will identify different methods of communication | No Merit for this AC | No Distinction for this AC |
| 2.2 Identify the benefits of effective communication | Learners will identify the benefits of effective communication | Learners will identify a range of benefits of effective communication | Learners will identify a wide range of benefits of effective communication |
| 2.3 Use communication skills to communicate appropriately with an individual a group | Learners will use communication skills to communicate appropriately with an individual a group | Learners will demonstrate clear communication skills with an individual and a group adopt a positive and appropriate manner throughout | Learners will demonstrate effective communication skills with an individual and a group and adopt a positive and appropriate manner throughout |

Unit 08 Developing sports volunteering skills (M/505/9709) - Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|--|---|---|--|
| 3.1 Identify types of behaviour which are and are not acceptable within different sports volunteer roles | Learners will identify types of behaviour which are and are not acceptable | Learners will identify a range of different types of behaviour which are and are not acceptable | Learners will identify a wide range of different types of behaviour which are and are not acceptable |
| 3.2 Agree ground rules for acceptable behaviour of the volunteer and the participants with a supervisor | Learners will agree ground rules for acceptable behaviour of the volunteer and the participants with a supervisor | No Merit for this AC | No distinction for this AC |
| 3.3 Know how to manage basic disruptions when volunteering | Learners will know how to manage basic disruptions when volunteering. There will be tutor support required. | Learners will know how to manage basic disruption when volunteering. There will be some tutor support required. | Learners will know how to effectively manage basic disruptions when volunteering. No tutor support will be required. |
| 4.1 Undertake an assigned role in a voluntary capacity within sport | Learners will undertake an assigned role in a voluntary capacity within sport | Learners will actively undertake an assigned role in a voluntary capacity within sport | No Distinction for this AC |
| 4.2 Work as part of a team in a sports volunteer role | Learners will work as part of a team in a sports volunteer role. There will be some tutor support | Learners will actively work as part of a team in a sports volunteer role. There will be some tutor support | Learners will effectively work as part of a team in a sports volunteer role. There will be no tutor support |
| 4.3 State what went well during an assigned volunteer role | Learners will state what went well during an assigned volunteer role | Learners will provide clear suggestions on what went well during the assigned volunteer role | Learners will provide detailed suggestions on what went well during the assigned volunteer role |
| 4.4 State what could be improved in future volunteer roles | Learners will state what could be improved in future volunteer roles | Learners will provide clear ideas on what could be improved in future volunteer roles | Learners will provide detailed ideas on what could be improved in future volunteer roles |

Unit 09 Assist in a sports event (K/505/9708)

| | |
|------------------------------|---|
| Unit summary | In this unit, learners will identify different types of sports events and set personal objectives. They'll prepare for and assist at an event and review the achievement of their objectives. |
| Credit value | 4 |
| Guided learning hours | 30 |
| Level | 1 |
| Mandatory/optional | Optional |
| Grading | This unit is graded |

Learning outcome 1

The learner will:

- 1 Know about different types of events

The learner can:

- 1.1 Describe different leisure events
- 1.2 Describe different sport events

Learning outcome 2

The learner will:

- 2 Be able to prepare to assist at a sports event

The learner can:

- 2.1 Outline ways to assist at an event
- 2.2 Prepare for assisting at an event
- 2.3 Set personal objectives to achieve at a sports event

Learning outcome 3

The learner will:

- 3 Be able to assist at a sports event

The learner can:

- 3.1 Complete personal objectives while assisting at a sports event

Unit 09 Assist in a sports event (K/505/9708) (cont'd)**Learning outcome 4**

The learner will:

- 4 Be able to review sports event

The learner can:

- 4.1 Review achievement of personal objectives
 - 4.2 Review own strengths in assisting at a sports event
 - 4.3 Review success of the sports event
-

Delivery and assessment

Type of evidence: worksheets/workbooks

Assessment criteria: 1.1, 1.2, 2.1, 2.2

Additional information: a series of worksheets or a workbook could be developed for learners to work through and meet the assessment criteria within the learning outcomes for the unit. Worksheets or workbooks must assess the learner's knowledge following any teaching/tutoring by the Assessor but must not be used as an activity during the delivery of knowledge.

Type of evidence: poster

Assessment criteria: 1.1–1.2

Additional information: to satisfy all the assessment criteria within learning outcome 1, learners could produce posters to visually identify types of active leisure and sport events.

In addition, the posters could include ways to assist at these events (stewarding; setting up or taking down equipment; dealing with participants; spectators and others involved in the event). As an alternative, a separate poster could be produced that identifies the opportunities available to assist at an event.

Types of evidence: observation, witness testimony or discussion

Assessment criteria: 2.1–2.3, 3.1

Additional information: Learners must be given the opportunity to assist at an active leisure or sport event. This event must be in relation to their experience, competence and suitable training (if applicable). These events could be set up by Assessors as part of the course or could be outside events arranged within the sector.

Evidence of the learner assisting at an event can be through Assessor observation or a witness testimony from a suitable person.

Unit 09 Assist in a sports event (K/505/9708) (cont'd)

Alternatively, the Assessor could have a verbal discussion with the learner relating to 2.2 and record this in audio or written content to capture the responses.

Type of evidence: report or discussion

Assessment criteria: 4.1–4.3

Additional information: following the learner assisting at an event, a report could be written to review their involvement in the event, stating what they did, what went well and how they could improve their contribution.

Alternatively, the Assessor could have a verbal discussion with the learner relating to the assessment criteria and record this in audio or written content to capture the responses.

The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- worksheets/workbooks
 - poster
 - observation
 - witness testimony
 - discussion
 - report
 - annotated photographs to support documentary evidence
-

Unit 09 Assist at a sports event (K/505/9708) - Grading descriptors

Learning Outcome 1 Know about different types of events

Learning Outcome 2 Be able to prepare to assist at a sports event

Learning Outcome 3 Be able to assist at a sports event

Learning Outcome 4 Be able to review sports event

| Assessment criteria | Pass | Merit | Distinction |
|--|--|---|--|
| 1.1 Describe different active leisure events | Learners will describe different active leisure events | Learners will describe a range of active leisure events | Learners will describe a wide range of active leisure events |
| 1.2 Describe different sport events | Learners will describe different sport events | Learners will describe a range of sport events | Learners will describe a wide range of sport events |
| 2.1 Outline ways to assist at an event | Learners will outline ways to assist at an event | Learners will outline a range of ways to assist an event | Learners will outline a wide range of ways to assist an event |
| 2.2 Prepare for assisting at an event | Learners will prepare for assisting at an event | No Merit for this AC | No Distinction for this AC |
| 2.3 Set personal objectives to achieve at a sports event | Learners will set personal objectives to achieve at a sports event | Learners will set suitable personal objectives to achieve at a sports event | Learners will set realistic personal objectives to achieve at a sports event |

Unit 09 Assist at a sports event (K/505/9708) - Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|--|---|--|---|
| 3.1 Complete personal objectives while assisting at a sports event | Learners will complete personal objectives while assisting at a sports event | Learners will actively complete personal objectives while assisting at a sports event | No Distinction for this AC |
| 4.1 Review achievement of personal objectives | Learners will review achievement of personal objectives | Learners will review achievement of personal objectives with a clear understanding | Learners will review in detail achievement of personal objectives with a clear understanding |
| 4.2 Review own strengths in assisting at a sport event | Learners will review own strengths in assisting at a sport event. They will not include any suggestions for improving their performance | Learners will review their own strengths in assisting at a sport event. They will include a range of suggestions for improving their own performance | Learners will provide a detailed review of their own strengths in assisting at a sport event. They will include a wide range of suggestions for improving their performance |
| 4.3 Review success of the sports event | Learners will review the success of the sports event | No Merit for this AC | No Distinction for this AC |

Unit 10 Understanding the sport and active leisure sector (M/505/9743)

| | |
|------------------------------|--|
| Unit summary | In this unit, learners will learn about the sport and active leisure sector. They will identify job opportunities and the skills and qualifications needed to work in the sector. Learners will plan their own learning and development, identifying further learning required to enable them to progress into a career in the sport sector. |
| Credit value | 4 |
| Guided learning hours | 30 |
| Level | 1 |
| Mandatory/optional | Optional |
| Grading | This unit is graded |

Learning outcome 1

The learner will:

- 1 Know about the sport and active leisure sector

The learner can:

- 1.1 Identify different types of organisations within the sport and active leisure sector
- 1.2 Describe the core functions of the main types of organisations within the sector

Learning outcome 2

The learner will:

- 2 Know about job opportunities in sport and active leisure

The learner can:

- 2.1 Identify key job roles in the sport and active leisure sector, including opportunities for self-employed people
- 2.2 Describe the nature of the work related to a chosen job role in sport and active leisure, including:
 - likely working patterns
 - responsibilities
 - activities undertaken

Learning outcome 3

The learner will:

- 3 Know about the skills and qualifications needed to work in the sport and active leisure sector

Unit 10 Understanding the sport and active leisure sector (M/505/9743) (cont'd)**Learning outcome 3 (cont'd)**

The learner can:

- 3.1 Describe the skills needed to work effectively in the sport and active leisure sector
 - 3.2 Identify the qualifications needed to work in the sport and active leisure sector
-

Learning outcome 4

The learner will:

- 4 Be able to plan own learning and development in order to prepare for a career within sport and active leisure

The learner can:

- 4.1 Identify own existing and relevant skills, including areas for development
 - 4.2 Identify further learning needed to progress towards a career in the sport and active leisure sector
-

Unit 10 Understanding the sport and active leisure sector (M/505/9743) (cont'd)**Delivery and assessment**

Type of evidence: worksheets/workbooks

Assessment criteria: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

Additional information: a series of worksheets or a workbook could be developed for learners to work through and meet the assessment criteria within the learning outcomes for the unit. Worksheets or workbooks must assess the learner's knowledge following any teaching/tutoring by the Assessor, but not be used as an activity during the delivery of knowledge.

Type of evidence: information leaflet/guide

Assessment criteria: 1.1, 1.2

Additional information: Learners could produce an information leaflet/guide on the types of organisations in the sport and active leisure sector (public; private; voluntary; commercial enterprises).

The leaflet/guide must include a description of the main organisations in the sector and their functions.

Type of evidence: career advice guide or factsheet

Assessment criteria: 2.1, 2.2

Additional information: a career advice guide could be devised by learners. The guide could give anyone intending to enter into the sport and active leisure sector all the relevant information on job opportunities available.

The guide must include employment opportunities – full-time, part-time and self-employed within sport and active leisure.

The information provided must highlight one particular job role and identify working patterns (early/late shifts, weekends and evenings), the responsibilities of the role and type of work undertaken whilst doing the job.

Type of evidence: report

Assessment criteria: 3.1, 3.2

Additional information: The report must detail the skills individuals need to work in the sport and active leisure and identify a range of qualifications needed to work within the sector.

Learners could choose a job role within one of the sectors of sport and active leisure (eg coach and lifeguard) to base their report on.

Unit 10 Understanding the sport and active leisure sector (M/505/9743) (cont'd)

Type of evidence: personal development plan

Assessment criteria: 4.1, 4.2

Additional information: A personal development plan could be used to meet the assessment criteria. This plan could contain a SWOT analysis and a list of qualifications and training the learner would need to complete to reach their chosen job role within sport and active leisure. This could be further enhanced by including a career development plan that identifies how the learner can progress through job roles within the sector.

The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- worksheets/workbooks
 - information leaflet/guide
 - career advice guide
 - report
 - personal development plan
-

Unit 10 Understanding the sport and active leisure sector (M/505/9743) - Grading descriptors

Learning Outcome 1 Know about the sport and active leisure sector

Learning Outcome 2 Know about job opportunities in sport and active leisure

Learning Outcome 3 Know about the skills and qualifications needed to work in the sport and active leisure sector

Learning Outcome 4 Be able to plan own learning and development to prepare for a career within sport and active leisure

| Assessment criteria | Pass | Merit | Distinction |
|--|--|--|---|
| 1.1 Identify different types of organisations within the sport and active leisure sector | Learners will identify different types of organisations within the sport and active leisure sector | Learners will identify a range of organisations within sport and active leisure with differentiation between the sectors | Learners will identify a wide range of organisations within sport and active leisure with differentiation between the sectors |
| 1.2 Describe the core functions of the main types of organisations within the sector | Learners will describe the core functions of the main types of organisations within the sector | Learners will describe the core functions of the main types of organisations within the sector showing a clear understanding | Learners will provide a detailed description of the core functions of the main types of organisations within the sector showing a clear understanding |

Unit 10 Understanding the sport and active leisure sector (M/505/9743) - Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|--|--|--|--|
| 2.1 Identify key job roles in the sport and active leisure sector, including opportunities for self-employed people. | Learners will identify key job roles in the sport and active leisure sector, including opportunities for self-employed people | Learners will identify a range key job roles in the sport and active leisure including opportunities for self-employed people | Learners will identify a wide range key job roles in the sport and active leisure including opportunities for self-employed people |
| 2.2 Describe the nature of the work related to a chosen job role in sport and active leisure, including: <ul style="list-style-type: none"> likely work patterns responsibilities activities undertaken | Learners will describe the nature of work related to a chosen job role in sport and active leisure and include work patterns, responsibilities and activities undertaken | Learners will provide a clear description of the nature of work related to a chosen job role in sport and active leisure and include fairly detailed information about work patterns, responsibilities and activities undertaken | Learners will provide a detailed description of the nature of work related to a chosen job role in sport and active leisure and include detailed information about work patterns, responsibilities and activities undertaken |
| 3.1 Describe the skills needed to work effectively in the sport and active leisure sector | Learners will describe the skills needed to work effectively in the sport and active leisure sector | Learners will provide a clear description of the skills needed to work effectively in the sport and active leisure sector | Learners will provide a detailed description of the skills needed to work effectively in the sport and active leisure sector |
| 3.2 Identify the qualifications needed to work in the sport and active leisure sector | Learners will identify the qualifications needed to work in the sport and active leisure sector | No Merit for this AC | No Distinction for this AC |

Unit 10 Understanding the sport and active leisure sector (M/505/9743) - Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|--|--|--|--|
| 4.1 Identify own existing relevant skills including areas for development | Learners will identify own existing relevant skills including areas for development | Learners will identify a range of their own existing relevant skills including areas for development | Learners will identify a wide range of their own existing relevant skills including areas for development |
| 4.2 Identify further learning, including qualifications where relevant, needed to progress towards a career in the sport and active leisure sector | Learners will identify further learning, including qualifications where relevant, needed to progress towards a career in the sport and active leisure sector | Learners will identify a range further learning, including qualifications where relevant, needed to progress towards a career in the sport and active leisure sector | Learners will identify a wide range of further learning, including qualifications where relevant, needed to progress towards a career in the sport and active leisure sector |

Unit 11 Exploring employment in the outdoor industry (K/505/9711)

| | |
|------------------------------|--|
| Unit summary | In this unit, learners will study the structure and organisation of the UK outdoor industry. Learners will understand the roles and responsibilities of an outdoor industry role and identify the skills needed to work in the sector. |
| Credit value | 4 |
| Guided learning hours | 35 |
| Level | 1 |
| Mandatory/optional | Optional |
| Grading | This unit is graded |

Learning outcome 1

The learner will:

- 1 Know the structure and organisation of the UK outdoor industry

The learner can:

- 1.1 State how the UK outdoor industry is structured
- 1.2 Name the Sector Skills Council (SSC) responsible for the outdoor industry
- 1.3 List the main governing bodies for the UK outdoor industry
- 1.4 Identify the key UK locations where the following outdoor activities take place:
 - mountaineering
 - coastal water sports
 - inland water sports
 - air/wind-related sports (eg paragliding)
 - mountain biking
 - skiing
- 1.5 Outline the role of SSCs and National Governing Bodies (NGBs) in the UK outdoor industry

Learning outcome 2

The learner will:

- 2 Understand different job roles in the UK outdoor industry

The learner can:

- 2.1 Describe the different types of outdoor industry roles in the UK
- 2.2 State the skills needed to work in the outdoor industry
- 2.3 Identify qualifications needed to work in the outdoor industry roles in the UK

Learning outcome 3

The learner will:

- 3 Know how to match own skills with advertised jobs

Unit 11 Exploring employment in the outdoor industry (K/505/9711) (cont'd)**Learning outcome 3 (cont'd)**

The learner can:

- 3.1 State where outdoor industry jobs can be advertised
 - 3.2 Provide an example of a job opportunity that might be suitable, outlining reasons for choice
 - 3.3 Identify own skills and personal attributes for chosen job vacancy
 - 3.4 Identify where current skills could be developed
 - 3.5 Develop a personal action plan to develop identified skills
-

Delivery and assessment

Type of evidence: worksheets/workbooks

Assessment criteria: 1.1–1.5, 2.1–2.3, 3.1–3.5

Additional information: a series of worksheets or a workbook could be developed for learners to work through and meet the assessment criteria within the learning outcomes for the unit. Worksheets or workbooks must assess the learner's knowledge following any teaching/tutoring by the Assessor but must not be used as an activity during the delivery knowledge.

Type of evidence: information leaflet/guide

Assessment criteria: 1.1–1.5

Additional information: learners could produce an information leaflet/guide on the UK outdoor industry. Within the leaflet, key information about the sector must be included – the name of the Sector Skills Council for the outdoors and the structure of the industry.

Also included must be a list of at least three National Governing Bodies (NGB's), so the learners can identify a range of organisations within the outdoor industry.

A map could be included within the leaflet/guide that identifies the location of where the following activities can be undertaken within the UK:

- mountaineering
- coastal water sports (eg sailing)
- inland water sports (eg canoeing)
- air/wind related sports (eg paragliding)
- mountain biking
- skiing.

Also included within the map or as a separate part of the leaflet/guide, the names of five major UK outdoor activity centres must be identified.

Unit 11 Exploring employment in the outdoor industry (K/505/9711) (cont'd)

Type of evidence: career advice guide

Assessment criteria: 2.1– 2.3

Additional information: a career advice guide could be devised by learners to achieve the assessment criteria. The guide could give anyone intending to enter into the industry all the relevant information on job opportunities, skills and qualifications required.

Type of evidence: skills scan, personal development plan

Assessment criteria: 3.1–3.5

Additional information: learners could research outdoor industry jobs and identify a role they would like to apply for, gathering all the appropriate information – advertisement, application form and job description.

To support an application, a skills scan could be completed that identifies the skills and attributes the learner currently has that suit the job role. This could be supported by a personal development plan with some short, medium and long term goals to allow them to develop over a period of time.

Product evidence such as the person specification and job description could be included. The learner could complete a skills match against the information in these documents.

The Glossary of terms (Section 5) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- worksheets/workbooks
 - information leaflet/guide
 - career advice guide
 - skills scan
 - personal development plan
-

Unit 11 Exploring employment in the outdoor industry (K/505/9711) - Grading descriptors

Learning Outcome 1 Know the structure and organisation of the UK outdoor industry
 Learning Outcome 2 Know the roles and responsibilities of an outdoor industry worker
 Learning Outcome 3 Know how to match own skills with advertised jobs

| Assessment criteria | Pass | Merit | Distinction |
|--|--|---|---|
| State how the UK outdoor 1.1 industry is structured | Learners will state how the UK outdoor industry is structured | Learners will state how the UK outdoor industry is structured showing a clear understanding | Learners will state how the UK outdoor industry is structured by providing a detailed description |
| 1.2 Name the Sector Skills council responsible for the UK outdoor industry | Learners will name the Sector Skills council responsible for the UK outdoor industry | No Merit for this AC | No Distinction for this AC |
| 1.3 List the main governing bodies for the UK outdoor industry | Learners will list the main governing bodies for the UK outdoor industry | No Merit for this AC | No Distinction for this AC |
| 1.4 Identify the key UK locations where the following outdoor activities take place: <ul style="list-style-type: none"> • Mountaineering • Coastal water sports • Inland water sports • Air/wind related sports (eg paragliding) • Mountain biking • Skiing | Learners will identify the key UK locations for each activity | Learners will provide a range of key locations for each activity. | Learners will provide a wide range of key locations for each activity |
| 1.5 Outline the role of SSCs and National Governing Bodies (NGBs) in the UK outdoor sector | Learners will outline the role of SSCs and National Governing Bodies (NGBs) in the UK outdoor sector | No Merit for this AC | No Distinction for this AC |

Unit 11 Exploring employment in the outdoor industry (K/505/9711) - Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|--|--|---|--|
| 2.1 Describe the different types of outdoor industry roles in the UK | Learners will describe the different types of outdoor industry roles in the UK | Learners will describe a range of different types of outdoor industry roles in the UK | Learners will describe a wide range of different types of outdoor industry roles in the UK |
| 2.2 State the skills needed to work in the outdoor industry | Learners will state the skills needed to work in the outdoor industry | Learners will state a range of skills needed to work in the outdoor industry. There will be some links to job roles | Learners will state a wide range of skills required to work in the outdoor industry. The skills will be linked to specific job roles |
| 2.3 Identify qualifications needed to work in the outdoor industry roles in the UK | Learners will identify qualifications needed to work in the outdoor industry roles in the UK | Learners will identify a range of qualifications needed to work in the outdoor industry roles in the UK | Learners will identify a wide range of qualifications needed to work in the outdoor industry roles in the UK |
| 3.1 State where outdoor industry jobs can be advertised | Learners will state where outdoor industry jobs can be advertised | Learners will state where a range of different outdoor industry jobs can be advertised | Learners will state where a wide range of different outdoor industry jobs can be advertised |
| 3.2 Provide an example of a job opportunity that might be suitable, outlining reasons for choice | Learners will provide an example of a job opportunity that might be suitable, outlining reasons for choice | No Merit for this AC | No Distinction for this AC |
| 3.3 Identify own skills and personal attributes for chosen job vacancy | Learners will identify own skills and personal attributes for chosen job vacancy | No Merit for this AC | No Distinction for this AC |

Unit 11 Exploring employment in the outdoor industry (K/505/9711) - Grading descriptors (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|---|---|--|---|
| 3.4 Identify where current skills could be developed | Learners will identify where current skills could be developed | Learners will identify where current skills could be developed giving reasons for the choice | No Distinction for this AC |
| 3.5 Develop a personal action plan to develop identified skills | Learners will develop a personal action plan to develop identified skills | Learners will develop a suitable personal action plan to develop identified skills | Learners will develop a suitable and detailed personal action plan to develop identified skills |

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

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

The NCFE Level 1 Certificate in Sport is internally assessed and externally quality assured.

The assessment consists of 1 component:

- an internally assessed portfolio of evidence which is assessed and graded by centre staff and externally moderated by NCFE.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 19).

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

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

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

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
 - permit and encourage authentic activities where the learner's own work can be clearly judged
 - refer to the internal assessment writing and delivery guidance on the NCFE website.
-

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website in the document internal assessment writing and delivery guidance.

Supporting learners

Tutors/Assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Tutors/Assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
 - help the learner to understand the performance expectations for each of the grades (both within and between units) and how their work will be assessed
 - help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
 - motivate the learner to work consistently through the programme, including helping them work to deadlines
 - encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
 - provide reference material – however, model or worked answers should not be copied by the learner.
-

Validity and reliability of assessment

All assessments should be valid, reliable, fair and fit for purpose.

For knowledge and understanding based learning outcomes and assessment criteria:

- the assessment activities should be sufficiently separated from the teaching and learning activities to give confidence that the learner understands the subject matter. Assessment activities should be varied in context to ensure that learning is secure and transferable
- the assessment activities should be comparable from one instance to the next (eg between Tutors in different classes, or from one week to the next within a class)
- Tutors should explain the purpose of the assessment and give the learner the opportunity to prepare for it.

For skills-based learning outcomes and assessment criteria, the Tutor/Assessor should set tasks that:

- permit and encourage authentic activities where the learner's own work can be clearly judged
- are accessible and likely to lead to objective assessment judgements

- encourage independent working and development of responsibility, including providing scope for achieving merit and distinction grades.
-

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked, and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good-quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

Venue: School hall

Audience: Assessors, parents and friends

Band 1:

Lead singer – James Doyle (blonde hair, front of stage)

Drummer – Diana Nisbett

Guitar 1 – Deepak Lahiri (black hair, blue jumper)

Guitar 2 – Deb Antani (brown hair, left hand side)

Performance of XXX:

Lead male – Su Jin

Lead female – Maya Solomon

Choir:

Caterina Petracci (black hair, back row 3rd from left)

Leonard Kalymniou (brown hair, back row 5th from left)

Luke Falconer (blonde hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

Late submissions

Tutors and Assessors should encourage learners to understand the importance of deadlines and when they need to submit their internal assessments. Assessors do not have to accept late work and may refuse it.

Learners may only be given extra time for legitimate reasons such as illness. If you accept a late submission, you should follow the usual assessment process.

Grades should not be reduced as a result of late submission.

Submitting unit grades

Each internally assessed unit within the portfolio of evidence must be assessed and graded by Assessors in the centre.

A reasonable sample of portfolios must then be checked by an Internal Quality Assurer to ensure consistency with national standards.

Learners may revise and redraft work up until it's submitted to the Assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally quality assured, the grades should be submitted to NCFE. This will be classed as the first attempt. Submitted grades for the first unit(s) of the qualification will trigger your first external quality assurance visit.

Following the external quality assurance visit, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If the grades are rejected, the work cannot be given back to the learner. If a grade is rejected, centres must reassess, re-grade and internally quality assure the work, and resubmit the new unit grade.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your External Quality Assurer, learners are permitted one opportunity to revise and redraft their work. The additional work will need to be assessed, graded and internally quality assured again, and the centre will be required to resubmit the updated grade to NCFE for further external quality assurance. Learners are only permitted one resubmission of internally assessed work.

Why would the unit grades be rejected by an External Quality Assurer?

This would occur if the External Quality Assurer did not agree with the grades the centre had submitted. It may be that the centre had been grading too harshly, too leniently, or inconsistently from one learner to the next. In this situation, the centre would be required to assess, grade and internally quality assure all learners' work again.

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

External Quality Assurance (CACHE and NCFE graded qualifications)

Summatively assessed and internally quality assured grades for at least one completed unit must be submitted via the Portal, prior to an EQA review taking place. Following the EQA review, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If a grade is rejected, centres must reassess, regrade, internally quality assure and resubmit the new unit grade in line with EQA actions.

Section 4

Grading information

Grading information

Grading has been introduced to make sure that this qualification rewards learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that can be applied to all its graded qualifications fairly and consistently.

Each unit of this qualification is graded using a structure of Not Yet Achieved, Pass, Merit and Distinction.

Grading internally assessed units

The grading descriptors for each unit have been included in this qualification specification. Grading descriptors have been written for each learning outcome in a unit. Assessors must be confident that, as a minimum, all learning outcomes have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. We've provided a grading criteria glossary of terms to help you to make this judgement – see Section 5 (page 102).

Once Assessors are confident that all the Pass descriptors have been met, they can move on to decide if the Merit descriptors have been met. If the Assessor is confident that all the Merit descriptors have been met, they can decide if the Distinction descriptors have been met. As the grading descriptors build up from the previous grade's criteria, the evidence must meet 100% of the grade's descriptors to be awarded that grade for the unit.

If the learner has insufficient evidence to meet the Pass criteria, a grade of Not Yet Achieved must be awarded for the unit.

Centres must then submit each unit grade to NCFE. The grades submitted to NCFE will be checked and confirmed through the external quality assurance process. This is known as 'banking' units.

The internal assessment component is based on performance of open-ended tasks which are assessed holistically against the grading descriptors to achieve a grade. Each unit of the qualification is internally assessed and will be allocated a weighting based on the GLH and a score based on the holistic grade. The overall grade achieved for each unit is converted to a UMS score. The UMS score for each unit is then combined and converted into an overall qualification grade.

There is compensation within the internally assessed units as the grading descriptors are now based on learning outcomes rather than specific assessment criteria. All of the assessment points need to be evidenced in the learner's portfolio, but the grade awarded is based on the standard of work for the learning outcome as a whole. This allows for increased professional judgement on the part of the Assessor in terms of the learner's overall level of performance against the learning outcomes.

Awarding the final grade

The final grade for the qualification will be aggregated by combining the grades achieved for each unit.

The final grade will be issued to the centre by NCFE.

The final grade for the qualification is based on a structure of Not Yet Achieved, Pass, Merit, Distinction and Distinction*.

A Distinction* grade will be awarded to learners who have consistently achieved a Distinction grade in every unit which demonstrates the learners' exceptional knowledge, understanding and skill at Level 1.

For the Level 1 Certificate in Sport, learners are required to successfully achieve 5 units (20 credits). This equates to 5 grades to be aggregated.

The table below shows how the accumulation of each unit grade is aggregated to form the overall qualification grade.

| 5 units | | | | | Final grade |
|---------|---|---|---|---|-------------|
| P | P | P | P | P | P |
| M | M | M | M | M | M |
| D | D | D | D | D | D* |
| P | P | P | P | M | P |
| P | P | P | P | D | P |
| P | M | M | M | M | M |
| M | M | M | M | D | M |
| P | D | D | D | D | D |
| M | D | D | D | D | D |
| P | P | P | M | M | P |
| P | P | P | D | D | M |
| P | P | M | M | M | M |
| M | M | M | D | D | M |
| P | P | D | D | D | M |
| M | M | D | D | D | D |
| P | P | P | M | D | M |
| P | M | M | M | D | M |
| P | M | D | D | D | M |
| P | P | M | M | D | M |
| P | P | M | D | D | M |
| P | M | M | D | D | M |

Overall qualification grading descriptors

These grading descriptors should be used as a guide to show what we'd expect to see overall from learners at each grade.

| |
|--|
| Not Yet Achieved |
| The learner will not have met all the assessment criteria and will not have enough work or evidence of progress available to allow a valid judgement to be made. |
| Pass |
| To achieve a Pass grade, the learner will be able to meet all the requirements as set out in the assessment criteria for each unit. The learner will make some effort to apply knowledge and will have a basic understanding of key concepts but may not be able to make links between them. The learner will have a general understanding of processes, resources, techniques and materials but there may be some minor errors or one major error in application. The learner's evidence will show some degree of planning, organisational and investigatory skills but may be lacking in structure. The learner will have shown that they can complete the tasks to the minimum standard. |
| Merit |
| To achieve a Merit grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit to a good standard. The learner will demonstrate a confident level of ability in their application of knowledge and skills and will have a clear understanding of key concepts, making some links between them and giving reasons for their choices. The learner will have a clear understanding of processes, resources, techniques and materials with few errors in application. The learner's evidence will show planning, organisation and investigatory skills in a clear and logical way. The learner will have been able to complete the tasks in a manner exceeding the minimum standard. |
| Distinction |
| To achieve a Distinction grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit to a high standard. The learner will typically demonstrate mastery of appropriate processes, resources, techniques and materials. The learner will demonstrate an ability to undertake relevant and wide-ranging research, analysing and evaluating information to make informed judgements. The learner will have a detailed understanding of processes, resources, techniques and materials showing independent ideas expressed with confidence and originality. The learner's evidence will make cross-curricular connections showing planning, organisation and investigatory skills in a well-structured and thorough way. The learner will have shown a high degree of motivation, ability and commitment and will have been able to complete the tasks effectively in a manner far exceeding the minimum standard. |
| Distinction* |
| The learner will have achieved a Distinction grade for all units of the qualification demonstrating consistent work at the level of the qualification. |

Whilst NCFE does not anticipate any changes to our aggregation methods or any overall grade thresholds, there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore, overall grade thresholds published within this qualification specification may be subject to change.

Section 5

Glossary of terms

Glossary of terms

This table has been provided as an aid to help you grade learners' assessments. These are generic terms used across the Level 1 qualifications and may not all appear in this qualification specification. * Non-graded words can be used across all grades but must be accompanied with a grade- specific word.

| | |
|---------------------|---|
| Pass | |
| Basic | Simple, not detailed |
| Limited range | More than one (learner shows no originality in selection) |
| Merit | |
| Actively | In an involved manner |
| Clear understanding | Complete grasp of the meaning |
| Clearly | Logically and without possibility of misunderstanding |
| Confidently | With certainty in own ability |
| Consistent | Reliable, repeatable |
| Giving reasons for | Listing your thoughts for or against something |
| Range of | More than one (learner may show some originality in selection) |
| Suitable | Of the right type or quality for a particular purpose |
| Distinction | |
| Compare | Examine two or more things in order to discover similarities/differences between them |
| Detailed | Thorough and in-depth |
| Effectively | In a manner which achieves a satisfactory solution |
| Fluently | Smoothly flowing and without apparent effort |
| Justify | Give reasons or evidence to <i>support</i> an opinion |
| Realistic | Relevant and in context |
| Well structured | Demonstrating a good level of planning and organisation |
| Wide range | Many more than one (learner shows originality in selection) |

Section 6

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used, and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

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Version 5.5 June 2022

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