Pearson BTEC
International Level 3 in

Sport

L3

Specification

First teaching from September 2026

Issue 3

Pearson BTEC International Level 3 Qualifications in Sport

Specification

First teaching September 2026

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Issue 3

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This specification is Issue 3. We will inform centres of any changes to this issue.
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Summary of changes to Pearson BTEC International Level 3 Qualifications in Sport specification Issue 3

Summary of changes made between previous issue and this issue	Page number
Corrections to assessment criteria table (A.D1 & B.D2).	91
Rewording and amendments to *Essential information for assessment decisions* section (Learning aims A, B and C).	95, 96

Summary of changes to Pearson BTEC International Level 3 Qualifications in Sport specification Issue 2

Summary of changes made between previous issue and this issue	Page number
Pearson Set Assignments (PSAs) for internally assessed units will be released on an annual basis for each assessment window. Centres must use the PSA specified for the relevant assessment series. This approach supports the consistent delivery, quality assurance and management of assessment materials across all international markets, while ensuring the validity, reliability and comparability of learner outcomes.	23 to 134

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

Welcome

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

Why are BTECs so successful?

BTECs embody a fundamentally student-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied through assignments. They enable the holistic development of the practical, interpersonal and thinking skills required to succeed in higher education and employment.

When creating these BTEC Internationals we focused on the skills and personal attributes needed to navigate the future, and have worked with many higher education providers, professional bodies, colleges and schools to ensure that their needs are met. Employers are looking for future employees with a thorough grounding in the latest industry requirements and work-ready skills such as critical thinking and problem solving. Higher education needs students who have experience of research, extended writing and meeting deadlines.

We have addressed these requirements by:

- Facilitating and guiding the development of transferable skills through the design and delivery of the qualifications, using a holistic and practical framework which is based on recent research into the most critical skills needed to navigate the future. This Transferable Skills framework has been used to embed transferable skills in the qualifications where they naturally occur and also to signpost opportunities for delivery and development as a part of the wider BTEC learning experience. See page 11 for further information.
- Supporting the delivery of Sustainability Education and Digital Skills development naturally through the content design of the qualifications. Mapping is provided for each qualification to identify where the opportunities for teaching and learning exist.
- Updating sector-specific content to ensure it is relevant and future-facing.
- Implementing a consistent approach to assessment to better engage students, make the qualifications more accessible for them and more manageable for centres to deliver.

We are providing a wealth of support, both resources and people, to ensure that students and their teachers have the best possible experience during their course. See *Section 5* for details of the support we offer.

Collaborative development

Students who complete their BTEC International Level 3 qualification in Sport aim to go on to employment, often via the stepping stone of higher education. It was, therefore, essential that we developed these qualifications in close collaboration with experts from professional bodies, universities and with the providers who will be delivering the qualifications. We engaged experts in the development of these qualifications to ensure that the content meets providers' needs and gives learners quality preparation to help them progress. We are grateful to all the university and further-education lecturers, teachers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Employers, professional bodies and higher-education providers that have worked with us include:

- Adamas University
- Anglia Ruskin University
- Association of Heads of Outdoor Education Centres
- British International School, Phuket
- Dubai English Speaking School
- Education Consultant
- Middlesex University
- Pearson Assessment Associate and The Open University
- PGMOL
- Premier League
- The Football Association.

Collaborative partners have provided letters of support confirming that these qualifications meet their entry requirements. The letters can be viewed on our website: qualifications.pearson.com.

A word to students

Today's BTEC Internationals will require commitment and hard work, as you would expect of the most respected applied learning qualification in the world. You will have to complete a range of units, be organised, take some assessments that we will set and your teachers will mark, and undertake practical tasks and assignments. But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to study further or go on to work – your BTEC International will be your passport to success in the next stage of your life.

Good luck and we hope you enjoy your course.

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1 Introduction

Why choose Pearson BTEC International Level 3 Qualifications in Sport?

We've listened to feedback from all parts of the Sport subject community, including higher education. We've used this opportunity of curriculum change to redesign qualifications so that they reflect the demands of a truly modern and evolving Sport environment – qualifications that enable your students to apply themselves and give them the skills to succeed in their chosen pathway.

The units focus on developing knowledge, understanding and practical skills relevant to sport as applied to the modern world. Key features include hands-on research tasks, planning work, and reflective practice. Assessments are varied and designed to test both technical proficiency and critical thinking. Evidence of achievement can be through written reports, presentations, peer reviews, and/or live demonstrations. Each unit encourages students to apply concepts to real-world scenarios, fostering deeper understanding. Assessment also emphasises communication, planning and evaluation, aligning with higher education and sector expectations.

Total Qualification Time

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

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

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

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

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

Qualification title	Size and structure	Summary purpose
Pearson BTEC International Level 3 Certificate in Sport	180 GLH (30 Credits) (240 TQT) Equivalent in size to 0.5 of an International A Level. Three units of which one is mandatory and assessed by a Pearson Set Assignment. Mandatory content (33%).	The Certificate is for students who want an introduction to the sector through applied learning and for whom an element of Sport would be complementary. The qualification supports progression to higher education as part of a programme of study that includes other appropriate BTEC International Level 3 qualifications or International A Levels.

Qualification title	Size and structure	Summary purpose
Pearson BTEC International Level 3 Extended Certificate in Sport	360 GLH (60 Credits) (480 TQT) Equivalent in size to one International A Level. Six units of which three are mandatory, two are assessed by a Pearson Set Assignment. Mandatory content (50%).	The Extended Certificate is for students who are interested in learning about the sport industry alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in sport-related subjects. The qualification is designed to be taken as part of a programme of study that includes other appropriate BTEC International Level 3 qualifications or International A Levels.
Pearson BTEC International Level 3 Foundation Diploma in Sport	540 GLH (90 Credits) (720 TQT) Equivalent in size to 1.5 International A Levels. Nine units of which five are mandatory, three are assessed by a Pearson Set Assignment. Mandatory content (56%).	The Foundation Diploma is for students who want to study sport as a one-year, full-time course, or for those wanting to take it alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to higher education if taken as part of a programme of study that included other BTEC International Level 3 qualifications or International A Levels.
Pearson BTEC International Level 3 Diploma in Sport	720 GLH (120 Credits) (960 TQT) Equivalent in size to two International A Levels. Twelve units of which seven are mandatory, five are assessed by a Pearson Set Assignment. Mandatory content (58%).	The Diploma is for students who want to study sport as the main element alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to higher education if taken as part of a programme of study that included other BTEC International Level 3 qualifications or International A Levels.

Qualification title	Size and structure	Summary purpose
Pearson BTEC International Level 3 Extended Diploma in Sport	1080 GLH (180 Credits) (1200 TQT) Equivalent in size to three International A Levels. Eighteen units of which eleven are mandatory, eight are assessed by a Pearson Set Assignment. Mandatory content (61%).	The Extended Diploma is a full-time course for students who want to study sport as the main focus of a two-year, full-time study programme. The qualification would support progression to higher education in its own right. This qualification could also directly lead to employment in Level 3 roles in the sport sector or via higher-education courses.

Structures of the qualifications at a glance

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

Key

Pearson Set Assignment units are shown in bold

M	**Mandatory units**	**O**	**Optional units**			

Unit	Unit size (GLH)	Certificate (180 GLH)	Extended Certificate (360 GLH)	Foundation Diploma (540 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)
1 Health, Wellbeing and Sport	**60**	**M**	**M**	**M**	**M**	**M**
2 Fitness Testing	**60**	**O**	**M**	**M**	**M**	**M**
3 Sports Injuries Management	**60**			**M**	**M**	**M**
4 Sports Psychology	**60**				**M**	**M**
5 Anatomy and Physiology in Sport	**60**				**M**	**M**
6 Nutrition for Physical Performance	**60**				**O**	**M**
7 Careers in Sport	**60**					**M**
8 Sports Research Methods	**60**					**M**
9 Practical Sports Performance	**60**		**M**	**M**	**M**	**M**
10 Sports Coaching and Leadership	**60**			**M**	**M**	**M**

Unit	Unit size (GLH)	Certificate (180 GLH)	Extended Certificate (360 GLH)	Foundation Diploma (540 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)
11 Sports Research Project	60					M
12 Business in Sport	60	O	O	O	O	O
13 Fitness Training	60	O	O	O	O	O
14 Sports Performance Analysis	60	O	O	O	O	O
15 Rules, Regulations and Officiating in Sport	60	O	O	O	O	O
16 Organising Events in Sport and Physical Activities	60	O	O	O	O	O
17 Sports Tourism	60	O	O	O	O	O
18 Ethical Issues and Performance Aids in Sport	60				O	O
19 Expedition Skills	60			O	O	O
20 Instructing Circuit Exercise Sessions	60		O	O	O	O
21 Influence of Technology in Sport and Physical Activities	60		O	O	O	O
22 Inclusive Coaching	60					O
23 Enhanced Exercise and Fitness Training	60				O	O
24 Personal Training Methods and Programming	60				O	O

Qualification and unit content

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

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

Assessment

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. All assessment is internal but some mandatory units have extra controls on assessment and are assessed using Pearson Set Assignments.

Pearson Set Assignment (PSA) units

Some units in these qualifications are assessed using a Pearson Set Assignment Brief (PSAB), which is set by Pearson and is marked by teachers. The teachers will make grading decisions based on the requirements and supporting guidance given in the units.

Pearson Set Assignment units are subject to external standards verification processes common to all BTEC units. By setting the assignment for some units, we can ensure that all students take the same set of assessments for a specific unit. For further information on preparing for Pearson Set Assignments, see the *Pearson BTEC International Level 3 Qualifications Supplementary Information* document which is available on our website.

Internally assessed units

All units in these qualifications are internally assessed and subject to external standards verification. In some units, Pearson will set the assessments using Pearson Set Assignments, which are marked by you. In other units, you set and assess the assignments that provide the final summative assessment for each unit, using the examples and support that Pearson provides. Before you assess you will need to become an approved centre, if you are not one already.

You will need to prepare to assess using the guidance in the *Pearson BTEC International Level 3 Qualifications Supplementary Information* document, which is available on our website.

For units where there is no Pearson Set Assignment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that students are assessed using a variety of styles to help them develop a broad range of transferable skills. Students could be given opportunities to:

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

For these units, Pearson will provide an Authorised Assignment Brief (AAB) that you can use.

You will make grading decisions based on the requirements and supporting guidance given in the units. Where a student has not achieved their expected level of performance for an assignment, they may be eligible for one resubmission of improved evidence for each assignment submitted if authorised by the Lead Internal Verifier.

To ensure any resubmissions are fairly and consistently implemented for all students, the Lead Internal Verifier can only authorise a resubmission if certain conditions are met. If the Lead Internal Verifier does authorise a resubmission, it must be completed within 15 working days of the student receiving the results of the assessment.

Feedback to students can only be given to clarify areas where they have not achieved expected levels of performance. Students cannot receive any specific guidance or instruction about how to improve work to meet assessment criteria or be given solutions to questions or problems in the tasks.

If a student has still not achieved the targeted pass criteria following the resubmission of improved evidence for an assignment, the Lead Internal Verifier may authorise, under exceptional circumstances, one retake opportunity to meet the required pass criteria. The retake can be of a task or subset of the assignment brief that is of evidence in a new or revised form. The deadline for submission of the retake must fall within the same academic year.

Language of assessment

Assessment of the units for these qualifications will be available in English but can be translated as necessary. A student taking the qualifications may be assessed in sign language where it is permitted for the purpose of reasonable adjustment.

For information on reasonable adjustments see the *Pearson BTEC International Level 3 Qualifications Specification Supplementary Information* document, which is available on our website.

Grading for units and qualifications

Achievement in a qualification requires a demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for progression to higher education and successful development of transferable skills. Students achieving a qualification will have completed all units.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade.

BTEC International qualifications are graded using a scale of P to D*, **or** PP to D*D*, **or** PPP to D*D*D* depending on the size of the qualification. Please see *Section 6* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of student performance and in consultation with key users of the qualification.

Preparing students for the future

Transferable skills

Recent future skills reports have highlighted the growing importance of transferable skills for students to succeed in their careers and lives in this fast-changing world.

Following research and consultation with FE educators and higher education institutions, Pearson has developed a Transferable Skills framework to facilitate and guide the development of transferable skills through these qualifications. The framework has four broad skill areas, each with a cluster of transferable skills as shown below:

1. **Managing yourself**: (1) Taking personal responsibility; (2) Personal strengths and resilience; (3) Career orientation planning; (4) Personal goal setting
2. **Effective learning**: (1) Managing own learning; (2) Continuous learning; (3) Secondary research skills; (4) Primary research skills
3. **Interpersonal skills**: (1) Written communication; (2) Verbal and non-verbal communications; (3) Teamwork; (4) Cultural and social intelligence
4. **Solving problems**: (1) Critical thinking; (2) Problem solving; (3) Creativity and innovation.

Each transferable skill has a set of descriptors that outline what achievement of the skill looks like in practice. Each unit in these qualifications will show whether a transferable skill has been:

1. Fully embedded through the design of the teaching and learning content and assessment of the unit. Skills that are embedded are 'naturally occurring' in that they are inherent to the unit content and do not require extension activities to deliver.
2. Signposted as an opportunity for delivery and development and would require extension activities to deliver.

Units will show a summary of the transferable skills that have been embedded or signposted and *Appendix 2* shows the descriptors for each skill across all the skill clusters.

More information on the framework, its design and relevance for student progression is available in the *BTEC Transferable Skills Guide for Teachers*.

Digital skills

Digital skills are required in every industry as well as in everyday life and, with the acceleration of automation and AI in industry, it is critical for students to understand how digital technologies are relevant and applied in the context of the sector they are studying.

With this in mind, we have used the *Digital Skills Framework* published by the Institute for Apprenticeships and Technical Education (IFATE) as a frame of reference to identify opportunities for the delivery and development of digital skills in this qualification.

The *Digital Skills Framework* for these qualifications has five categories with specific digital characteristics that apply in varying extent across sectors:

1. **Problem solving** – The use of digital tools to analyse and solve problems
2. **Digital collaboration and communication** – Using digital tools to communicate and share information with stakeholders
3. **Transacting digitally** – Using digital tools to set up accounts and pay for goods/services
4. **Digital security** – Identify threats and keep digital tools safe
5. **Handling data safely and securely** – Follow correct procedures when handling personal and organisational data.

Opportunities to develop these digital skills are identified where they are relevant and appropriate to a sector, meaning:

- where they naturally occur
- where they add no assessment burden
- where they will enhance a student's skills and knowledge in the sector.

Appendix 3 shows a mapping of the teaching and learning content to the five categories of the framework to show where opportunities to develop these digital skills exist in these qualifications.

Sustainability skills

To help students develop sustainability skills, practices and mindset, we have designed content in these qualifications, aligned to the *UNESCO Sustainable Development Goals* (17 SDGs), that are relevant and appropriate to the sector. The SDGs are the most common point of reference for content that addresses sustainability and provides a useful and pragmatic way of organising this content.

Sustainability knowledge and understanding may be included in the teaching and learning content but not directly assessed. Alternatively, it could be assessed – the approach chosen for each unit is based on the relevance of the sustainability skills, knowledge or understanding to the purpose and scope of the unit.

Appendix 4 shows a mapping of the teaching and learning content to the relevant SDGs to show where sustainability has been included in these qualifications.

2 Qualification purpose

Pearson BTEC International Level 3 Qualifications in Sport

In this section, you will find information on the purpose of these qualifications and how their design meets that purpose through the qualifications' objectives and structures.

Who are these qualifications for?

The Pearson BTEC International Level 3 qualifications in sport are designed either for students in the 16–19 age group, who wish to pursue a career in sport via higher education to access graduate entry employment with businesses, or alternatively through junior employment.

Which size qualification to choose?

Choosing the most suitable size of qualification will depend on the student's broader programme of study. For example, a student who wishes to focus solely on sport may take the Diploma or Extended Diploma, while a student who selects a smaller qualification, such as the Certificate or Extended Certificate, may choose to combine it with qualifications from other sectors, to support their desired progression. Smaller qualifications are also suitable for students who are in employment and studying part-time.

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

What do these qualifications cover?

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

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

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

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

- Careers in Sport
- Influence of Technology in Sport and Physical Activity
- Business in Sport.

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

- Fitness Testing
- Anatomy and Physiology in Sport
- Fitness Training.

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

- Health, Wellbeing and Sport
- Inclusive Coaching
- Practical Sports Performance.

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

- Careers in Sport
- Organising Events in Sport and Physical Activities.

What could these qualifications lead to?

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

- physical education instructor
- assistant coach.

Jobs available in fitness and personal training areas include:

- gym instructor
- personal trainer.

Jobs available in sports coaching and development areas include:

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

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

- BA (Hons) in Sports Coaching and Development
- BA (Hons) in Sports Management
- BA (Hons) in Sport and Physical Education

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

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

3 Structure

Qualification structures

The structures for the qualifications in this specification are:

- Pearson BTEC International Level 3 Certificate in Sport (180 GLH)
- Pearson BTEC International Level 3 Extended Certificate in Sport (360 GLH)
- Pearson BTEC International Level 3 Foundation Diploma in Sport (540 GLH)
- Pearson BTEC International Level 3 Diploma in Sport (720 GLH)
- Pearson BTEC International Level 3 Extended Diploma in Sport (1080 GLH).

Pearson BTEC International Level 3 Certificate in Sport (180 GLH)

Students must complete 1 mandatory unit and 2 optional units.

See *Section 6* for rules on qualification awarding.

Mandatory units – students complete and achieve all units

Unit number	Unit title	GLH	Type	How assessed
1	Health, Wellbeing and Sport	**60**	**Mandatory**	Set Assignment

Optional units – students complete 2 units

Unit number	Unit title	GLH	Type	How assessed
2	Fitness Testing	**60**	**Optional**	Set Assignment
12	Business in Sport	**60**	**Optional**	Internal
13	Fitness Training	**60**	**Optional**	Internal
14	Sports Performance Analysis	**60**	**Optional**	Internal
15	Rules, Regulations and Officiating in Sport	**60**	**Optional**	Internal
16	Organising Events in Sport and Physical Activities	**60**	**Optional**	Internal
17	Sports Tourism	**60**	**Optional**	Internal

Pearson BTEC International Level 3 Extended Certificate in Sport (360 GLH)

Students must complete 3 mandatory units and 3 optional units.

See *Section 6* for rules on qualification awarding.

Mandatory units – students complete and achieve all units

Unit number	Unit title	GLH	Type	How assessed
1	Health, Wellbeing and Sport	**60**	**Mandatory**	Set Assignment
2	Fitness Testing	**60**	**Mandatory**	Set Assignment
9	Practical Sports Performance	**60**	**Mandatory**	Internal

Optional units – students complete 3 units

Unit number	Unit title	GLH	Type	How assessed
12	Business in Sport	**60**	**Optional**	Internal
13	Fitness Training	**60**	**Optional**	Internal
14	Sports Performance Analysis	**60**	**Optional**	Internal
15	Rules, Regulations and Officiating in Sport	**60**	**Optional**	Internal
16	Organising Events in Sport and Physical Activities	**60**	**Optional**	Internal
17	Sports Tourism	**60**	**Optional**	Internal
20	Instructing Circuit Exercise Sessions	**60**	**Optional**	Internal
21	Influence of Technology in Sport and Physical Activities	**60**	**Optional**	Internal

Pearson BTEC International Level 3 Foundation Diploma in Sport (540 GLH)

Students must complete 5 mandatory units and 4 optional units.

See *Section 6* for rules on qualification awarding.

Mandatory units – students complete and achieve all units

Unit number	Unit title	GLH	Type	How assessed
1	Health, Wellbeing and Sport	**60**	**Mandatory**	Set Assignment
2	Fitness Testing	**60**	**Mandatory**	Set Assignment
3	Sports Injuries Management	**60**	**Mandatory**	Set Assignment
9	Practical Sports Performance	**60**	**Mandatory**	Internal
10	Sports Coaching and Leadership	**60**	**Mandatory**	Internal

Optional units – students complete 4 units

Unit number	Unit title	GLH	Type	How assessed
12	Business in Sport	**60**	**Optional**	Internal
13	Fitness Training	**60**	**Optional**	Internal
14	Sports Performance Analysis	**60**	**Optional**	Internal
15	Rules, Regulations and Officiating in Sport	**60**	**Optional**	Internal
16	Organising Events in Sport and Physical Activities	**60**	**Optional**	Internal
17	Sports Tourism	**60**	**Optional**	Internal
19	Expedition Skills	**60**	**Optional**	Internal
20	Instructing Circuit Exercise Sessions	**60**	**Optional**	Internal
21	Influence of Technology in Sport and Physical Activities	**60**	**Optional**	Internal

Pearson BTEC International Level 3 Diploma in Sport (720 GLH)

Students must complete 7 mandatory units and 5 optional units.

See *Section 6* for rules on qualification awarding.

Mandatory units – students complete and achieve all units

Unit number	Unit title	GLH	Type	How assessed
1	Health, Wellbeing and Sport	**60**	**Mandatory**	Set Assignment
2	Fitness Testing	**60**	**Mandatory**	Set Assignment
3	Sports Injuries Management	**60**	**Mandatory**	Set Assignment
4	Sports Psychology	**60**	**Mandatory**	Set Assignment
5	Anatomy and Physiology in Sport	**60**	**Mandatory**	Set Assignment
9	Practical Sports Performance	**60**	**Mandatory**	Internal
10	Sports Coaching and Leadership	**60**	**Mandatory**	Internal

Optional units – students complete 5 units

Unit number	Unit title	GLH	Type	How assessed
6	Nutrition for Physical Performance	**60**	**Optional**	Set Assignment
12	Business in Sport	**60**	**Optional**	Internal
13	Fitness Training	**60**	**Optional**	Internal
14	Sports Performance Analysis	**60**	**Optional**	Internal
15	Rules, Regulations and Officiating in Sport	**60**	**Optional**	Internal
16	Organising Events in Sport and Physical Activities	**60**	**Optional**	Internal
17	Sports Tourism	**60**	**Optional**	Internal
18	Ethical Issues and Performance Aids in Sport	**60**	**Optional**	Internal
19	Expedition Skills	**60**	**Optional**	Internal
20	Instructing Circuit Exercise Sessions	**60**	**Optional**	Internal
21	Influence of Technology in Sport and Physical Activities	**60**	**Optional**	Internal
23	Enhanced Exercise and Fitness Training	**60**	**Optional**	Internal
24	Personal Training Methods and Programming	**60**	**Optional**	Internal

Pearson BTEC International Level 3 Extended Diploma in Sport (1080 GLH)

Students must complete 11 mandatory units and 7 optional units.

See *Section 6* for rules on qualification awarding.

Mandatory units – students complete and achieve all units

Unit number	Unit title	GLH	Type	How assessed
1	Health, Wellbeing and Sport	**60**	**Mandatory**	Set Assignment
2	Fitness Testing	**60**	**Mandatory**	Set Assignment
3	Sports Injuries Management	**60**	**Mandatory**	Set Assignment
4	Sports Psychology	**60**	**Mandatory**	Set Assignment
5	Anatomy and Physiology in Sport	**60**	**Mandatory**	Set Assignment
6	Nutrition for Physical Performance	**60**	**Mandatory**	Set Assignment
7	Careers in Sport	**60**	**Mandatory**	Set Assignment
8	Sports Research Methods	**60**	**Mandatory**	Set Assignment
9	Practical Sports Performance	**60**	**Mandatory**	Internal
10	Sports Coaching and Leadership	**60**	**Mandatory**	Internal
11	Sports Research Project	**60**	**Mandatory**	Internal

Optional units – students complete 7 units

Unit number	Unit title	GLH	Type	How assessed
12	Business in Sport	**60**	**Optional**	Internal
13	Fitness Training	**60**	**Optional**	Internal
14	Sports Performance Analysis	**60**	**Optional**	Internal
15	Rules, Regulations and Officiating in Sport	**60**	**Optional**	Internal
16	Organising Events in Sport and Physical Activities	**60**	**Optional**	Internal
17	Sports Tourism	**60**	**Optional**	Internal
18	Ethical Issues and Performance Aids in Sport	**60**	**Optional**	Internal
19	Expedition Skills	**60**	**Optional**	Internal
20	Instructing Circuit Exercise Sessions	**60**	**Optional**	Internal
21	Influence of Technology in Sport and Physical Activities	**60**	**Optional**	Internal
22	Inclusive Coaching	**60**	**Optional**	Internal
23	Enhanced Exercise and Fitness Training	**60**	**Optional**	Internal
24	Personal Training Methods and Programming	**60**	**Optional**	Internal

Pearson Set Assignment units

This is a summary of the type and availability of Pearson Set Assignment units. For further information on preparing for Pearson Set Assignments, see the *Pearson BTEC International Level 3 Qualifications Supplementary Information* document which is available on our website.

Unit	Type	Availability
Unit 1: Health, Wellbeing and Sport	An assignment set by Pearson and marked by the centre. The advised period is 20 hours.	Two available for each series.
Unit 2: Fitness Testing	An assignment set by Pearson and marked by the centre. The advised period is 20 hours.	Two available for each series.
Unit 3: Sports Injuries Management	An assignment set by Pearson and marked by the centre. The advised period is 20 hours.	Two available for each series.
Unit 4: Sports Psychology	An assignment set by Pearson and marked by the centre. The advised period is 20 hours.	Two available for each series.
Unit 5: Anatomy and Physiology in Sport	An assignment set by Pearson and marked by the centre. The advised period is 12 hours.	Two available for each series.
Unit 6: Nutrition for Physical Performance	An assignment set by Pearson and marked by the centre. The advised period is 12 hours.	Two available for each series.
Unit 7: Careers in Sport	An assignment set by Pearson and marked by the centre. The advised period is 20 hours.	Two available for each series.
Unit 8: Sports Research Methods	An assignment set by Pearson and marked by the centre. The advised period is 10 hours.	Two available for each series.

4 Units

Understanding your units

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

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

Section	Explanation
Unit number	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
Unit title	This is the formal title that we always use and it appears on certificates.
Unit level	All units are at Level 3.
Unit type	This confirms that the unit is internal or assessed using a Pearson Set Assignment. See structure information in *Section 3 Structure* for full details.
GLH	Units have a Guided Learning Hours (GLH) value of 60. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures, etc.
Unit introduction	This is designed with students in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where students should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in *Appendix 1*.

Section	Explanation
Summary of unit	This helps you to see the main content areas against the learning aims and the structure of the assessment at a glance.
Content	This sets out the required teaching content of the unit. Content is compulsory except where shown as 'e.g.'. Students should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.
Assessment criteria	Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion. A full glossary of terms used is given in *Appendix 1*. Distinction criteria represent outstanding performance in the unit. Some criteria require students to draw together learning from across the learning aims.
Transferable skills	This summarises the transferable skills present within the unit. The key helps to identify whether they are signposted but require additional assessment, embedded and achieved on completion, or not present in the unit.
Essential information for Pearson Set Assignment Brief (PSAB)	This shows a brief summary of the activities required for the mandatory Pearson Set Assignment Brief (PSAB). Centres must download and use the mandatory PSAB without alteration or contextualisation.
Essential information for assignments	This section gives you information to support the implementation of assessment. It is important that this is read carefully alongside the assessment criteria, as the information will help with interpretation of the requirements.
Further information for teachers and assessors	This gives you information to support the implementation of assessment. It is important that this is used carefully alongside the assessment criteria and assignment.
Resource requirements	Any specific resource requirements that you need to be able to teach and assess are listed in this section.
Essential information for assessment decisions	This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification.

Section	Explanation
Links to other units	This shows you the main relationship between units. This can help you to structure your programme and make best use of materials and resources.

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Unit 1: Health, Wellbeing and Sport

Level: 3

Unit type: Pearson Set Assignment

Guided learning hours: 60

Unit in brief

Students will explore how physical activity, physical health and mental wellbeing contribute to a healthy lifestyle and improved quality of life. They will investigate the benefits of sport, examine factors influencing health, and consider strategies to maintain and enhance overall wellbeing.

Unit introduction

Health and wellbeing are central to leading a fulfilling life and achieving success in sport and physical activity. In today's society, the importance of maintaining both physical and mental health is widely recognised, not only for elite athletes but for individuals of all ages and backgrounds.

This unit explores the key components of health and wellbeing, focusing on how physical activity, mental health and social wellbeing interact to influence overall quality of life for the individual and wider community. You will examine the benefits of sport and active leisure, understand the factors that affect physical and mental health, and learn how to assess and improve your own wellbeing.

By completing this unit, you will develop knowledge and skills that are essential for careers in sport, fitness and health-related sectors, as well as for personal development. The unit also provides a strong foundation for further study in higher education or professional qualifications in health, wellbeing and sport, alongside employment including apprenticeships.

Learning aims

In this unit you will:

A Examine the importance of physical activity and sport

B Investigate the importance of physical health

C Explore the impact of mental health and social wellbeing.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Examine the importance of physical activity and sport	**A1** Types of active pursuits **A2** Categories of participants in physical activity and sport **A3** Benefits of participating in physical activity and sport **A4** Reasons for providing physical activity and sport **A5** Methods of engaging more participants	This unit is assessed through a Pearson Set Assignment
B Investigate the importance of physical health	**B1** Definition of physical health **B2** Factors affecting physical health **B3** Health monitoring tests **B4** Benchmarks of good physical health	
C Explore the impact of mental health and social wellbeing	**C1** Definition of mental health and social wellbeing **C2** Factors affecting mental health and social wellbeing **C3** Signs and symptoms of poor mental health and social wellbeing **C4** Assessing wellbeing	

Content

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

Learning aim A: Examine the importance of physical activity and sport [EL – SRS]

A1 Types of active pursuits

- Sport – competitive activities requiring skill and tactics:
  - team games (e.g. football, netball)
  - individual sports (e.g. boxing, 100m sprinting).
- Physical recreation – activities that are performed in leisure time for enjoyment and wellbeing for example:
  - walking
  - cycling.
- Outdoor activities – activities performed in the outdoors (or recreation areas) that are adventurous, for example:
  - rock climbing
  - mountain biking
  - kayaking
  - skiing.
- Physical education – activities performed in lesson time, lunchtime or after school clubs that teach children and young adults how to do different sports and physical activities, for example:
  - national curriculum sports
  - dance.
- Physical fitness – activities to increase fitness levels and carry out physical tasks without injury or illness, for example:
  - fitness classes, e.g. spinning
  - yoga
  - pilates
  - resistance training, e.g. fixed resistance machines, free weights, body weight exercises
  - cardiovascular training, e.g. treadmills, steppers, cross trainers
  - CrossFit/functional training.

A2 Categories of participants in physical activity and sport

- Young people.
- Older adults.
- People who play sport at any level.

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

A3 Benefits of participating in physical activity and sport

- Physical health:
  - cardiovascular health
  - weight management
  - musculoskeletal strength/tone
  - metabolic health.
- Mental health:
  - mental wellbeing
  - self-esteem/self-confidence
  - dealing better with life stressors.
- Social health.
- Decrease in loneliness.
- Increase in social wellbeing.

A4 Reasons for providing physical activity and sport

- Social:
  - health agendas
  - community cohesion
  - reduce crime and anti-social behaviour
  - employment opportunities
  - alleviate work/study pressures and reduce workplace stress.
- Financial:
  - profit
  - reduced cost to health services
  - tourism
  - sales of sports/exercise goods.
- Environmental:
  - keep recreational spaces for leisure purposes
  - use natural spaces for recreation
  - decrease in pollution and congestion (walking, cycling to work).

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- Historical:
  - national pride
  - building on national achievements, e.g. Olympic rowers, swimmers.

A5 Methods of engaging more participants

- Social media campaigns.
- Local and national funding to provide more facilities and sport/exercise opportunities.
- Free taster sessions.
- Promotion through the health services.
- Partnerships between sports clubs and the local community.

Learning aim B: Investigate the importance of physical health [SP - CT]

B1 Definition of physical health

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

B2 Factors affecting physical health

- Physical activity levels.
- Medical conditions (acute and chronic).
- Diet.
- Stress.
- Lifestyle choices:
  - alcohol, smoking and/or illegal drugs.
- Work environment: sedentary jobs vs. physically active roles.
- Education levels.
- Relationships.

B3 Health monitoring tests

- Blood pressure.
- Peak flow.
- Resting heart rate.
- BMI calculation.
- Waist-to-hip ratio.
- Bioelectrical impedance.
- Health screening questionnaire:
  - typical daily diet
  - fluid consumption
  - sleep
  - physical activity.

B4 Benchmarks of good physical health

- Health monitoring data compared to normative data:
  - blood pressure.
- Peak flow:
  - resting heart rate.
- Body composition measurements.
- Bioelectrical Impedance Analysis (BIA).
- Physical activity levels – meeting national guidelines for age categories where guidance is available.
- Hours spent sleeping and sleep patterns.
- Healthy diet, for example kilocalorie (kcal) consumption, fibre intake, five-a-day fruit and vegetables intake, hydration levels, for example minimum of two litres of water per day.

Learning aim C: Explore the impact of mental health and social wellbeing

C1: Definition of mental health and social wellbeing

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

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C2: Factors affecting mental health and social wellbeing

- Childhood abuse, trauma or neglect.
- Social isolation or loneliness.
- Experiencing discrimination and stigma.
- Social disadvantage, poverty or debt.
- Bereavement – losing someone close.
- Chronic stress.
- Having a long-term physical health condition.
- Unemployment or losing your job.
- Homelessness or poor housing.
- Breakdown of a significant relationship.
- Being a long-term carer for someone.
- Drug and alcohol misuse.
- Domestic violence, bullying or other abuse as an adult.

C3: Signs and symptoms of poor mental health and social wellbeing

- Emotional changes:
  - increased irritability, sadness or anxiety.
- Behavioural changes:
  - withdrawal from social activities, poor hygiene, decrease in attendance for study, work, social events.
- Cognitive symptoms:
  - difficulty concentrating, poor decision-making.
- Physical symptoms:
  - sleep disturbances, fatigue, changes in appetite.
- Risk behaviours:
  - increased substance use, self-harm tendencies.

C4: Assessing wellbeing

- Standardised tools, e.g. Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)
- WHO-5 Wellbeing Index.
- PERMA Profiler.
- National wellbeing measurement methods/questionnaires/scales.
- One-to-one discussions:
  - health professionals (e.g. counsellors, doctors, psychologists)
  - significant others (e.g. partners, family, friends, coaches, teachers).

- Lifestyle Indicators:
  - consistency of emotions
  - emotional resilience
  - desire to succeed
  - open communication
  - social interactivity
  - health status
  - ability to cope with change
  - self-care/reflection
  - workplace health.

Assessment criteria

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

Pass	Merit	Distinction
A.P1 Explain the different types of physical activities and their benefits. **A.P2** Explain the reasons for providing different types of physical activities for different participants.	**A.M1** Analyse how different activities can benefit different groups of participants in a local area.	**A.D1** Evaluate the reasons for providing different physical activities in a local area and recommend effective ways of engaging more participants.

Learning aim B: Investigate the importance of physical health

Learning aim C: Explore the impact of mental health and social wellbeing

Pass	Merit	Distinction
B.P3 Explain physical health and the factors that can affect it. **B.P4** Use national physical health benchmarks and health monitoring tests to assess own physical health.	**B.M2** Analyse own physical health, identifying strengths and areas for improvement, comparing to national normative data.	**BC.D2** Evaluate own current physical and mental health and the potential impact if improvements are not made.
C.P5 Explain mental health and social wellbeing, and the factors that can affect them. **C.P6** Explain the signs and symptoms of poor mental health and social wellbeing, and assess own mental health using appropriate methods.	**C.M3** Analyse own mental health, identifying strengths and areas for improvement.	

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT *
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS *	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

*	Signposted to indicate opportunities for development as a part of wider teaching and learning
√	Embedded in teaching, learning and assessment
blank	Not embedded or signposted in unit

Essential information for Pearson Set Assignment (PSA)

Pearson sets the assignment for the assessment of this unit.

The PSA will take 20 hours to complete.

The PSA will be marked by centres and verified by Pearson.

Assessing the PSA

You will make assessment decisions for the PSA using the assessment criteria provided.

The *Pearson BTEC International Level 3 Qualifications Supplementary Information* document gives information on PSAs. There is also further information on our website.

Further information for teachers and assessors

Resource requirements

For this unit, students must have access to:

- Equipment for health monitoring tests e.g. blood pressure monitor, peak flow meter, weighing scales, tape measure.
- Recognised wellbeing measurement tools e.g.
  - WEMWBS (Warwick Edinburgh Mental Wellbeing State)
  - PHQ9 (Patient Health Questionnaire)
  - SPS (Social Positive Scale)
  - RSES (Roseberg Self Esteem Scale)
  - BSCS (Brief Sense of Community Scale).
- Recognised wellbeing questionnaires e.g. sleep quality, social connectedness, stress level questionnaire/calculator.
- A safe, supervised space for completing practical/self-assessment activities, where results can be kept confidential, especially around mental health information.

Essential information for assessment decisions

Learning aim A

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

For merit standard, students must be able to link categories of participants with different types of active pursuits and highlight which ones would benefit most from different types of activities. They will discuss how taking part in regular activity benefits the physical and mental health of the participants. Activities will be linked to the local area and the demographic of that area.

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

Learning aims B and C

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

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

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

Links to other units

This unit links to:

- Unit 2: Fitness Testing
- Unit 5: Anatomy and Physiology in Sport
- Unit 6: Nutrition for Physical Performance.

Unit 2: Fitness Testing

Level: 3

Unit type: Pearson Set Assignment

Guided learning hours: 60

Unit in brief

Students will develop the knowledge and practical skills to conduct safe, inclusive fitness testing and health screening using traditional, modern and technology-enabled methods, interpret results against international standards, and provide evidence-based recommendations for health and performance.

Unit introduction

Increased use of digital technology is leading to increased health concerns such as cardiovascular disease, obesity and mental health issues

In this unit, you will experience a wide range of fitness testing, from traditional field testing to laboratory testing. You will understand various methods of testing, taking into account cultural sensitivity.

By the end of the unit, students will be able to understand the importance of fitness testing, interpret data and provide statistical-based feedback. In addition, they will be able to offer suggestions for personalised programmes. These skills are essential for careers in sports science, fitness instruction, coaching and health promotion, as well as for progression to higher education and professional qualifications in the sport and exercise sector.

Learning aims

In this unit you will:

A Explore a range of laboratory-based and field-based fitness tests

B Apply health screening techniques and fitness tests for a specified purpose

C Analyse the results of fitness tests and health screening techniques for a specified purpose.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore a range of laboratory-based and field-based fitness tests	**A1** Fitness tests for different components of fitness **A2** Advantages and disadvantages of different tests	This unit is assessed through a Pearson Set Assignment
B Apply health screening techniques and fitness tests for a specified purpose	**B1** Health screening procedures **B2** Health monitoring tests **B3** Fitness tests **B4** Administering tests and screening	
C Analyse the results of fitness tests and health screening techniques for a specified purpose	**C1** Analyse results against normative data **C2** Feedback and recommendations	

Content

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

Learning aim A: Explore a range of laboratory-based and field-based fitness tests [IS - C&SI]

A1 Fitness tests for different components of fitness

- Flexibility, for example:
  - sit and reach.
- Strength, for example:
  - grip dynamometer.
- Aerobic endurance, for example:
  - multi-stage fitness test
  - step test
  - maximal treadmill protocol.
- Speed, for example:
  - sprint tests.
- Power, for example:
  - vertical jump
  - Wingate test.
- Muscular endurance, for example:
  - one-minute press up
  - one-minute sit up.
- Body composition, for example:
  - Bioelectrical Impedance Analysis (BIA).
- Purpose, for example:
  - identify components of fitness which need to be improved
  - give a benchmark from which to measure improvement
  - allow a more specific programme to be written
  - play a role in educating individuals about health and fitness.

A2 Advantages and disadvantages of different tests

- Validity.
- Reliability.
- Practicality:
  - cost and resources:
    - affordability of equipment and facilities in different regions.
  - time efficiency:
    - suitability for individuals or large groups.
  - skill level:
    - expertise required to administer and interpret tests.
- Cultural and global adaptability:
  - language and communication barriers.
- Gender and cultural norms affecting clothing, privacy and participation.
- Accessibility for individuals with disabilities or health conditions.
- Climate – due to field testing and the weather.
- Technology integration:
  - use of wearables and mobile apps for VO_2 max, Heart Rate Variability (HRV) and remote testing
  - advantages: convenience, real-time data, global reach
  - disadvantages: device accuracy, data privacy and digital inequality.
- Population-specific considerations:
  - age, gender and ethnicity differences in normative data
  - health status and contraindications for certain tests
  - adaptations for special populations (e.g. older adults, youth, clinical groups).
- Wider issues:
  - cost
  - time: duration and considerations of working with a large group
  - equipment requirements
  - facility requirements
  - complexity and skill level of person carrying out test.

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Learning aim B: Apply health screening techniques and fitness tests for a specified purpose [IS – T]

B1 Health screening procedures

- Health screening questionnaires.
- Client consultation, for example:
  - questioning
  - listening
  - non-verbal communication.
- Client confidentiality.
- Informed consent:
  - medical history, e.g. injury, skin conditions, heart disease, pregnancy and other pre-existing conditions
  - medical referral.
- Cultural sensitivity.

B2 Health monitoring tests

- Resting heart rate.
- Blood pressure.
- Lung function, e.g. peak flow.
- Waist-to-hip ratio.
- Body mass index.

B3 Fitness tests

- Tests, for example:
  - multi-stage fitness test
  - step test
  - maximal treadmill protocol
  - 1RM (one-repetition maximum), grip dynamometer
  - vertical jump
  - Wingate test
  - sprint tests
  - one-minute press-up
  - one-minute sit-up
  - Bioelectrical Impedance Analysis (BIA).

B4 Administering tests and screening

- Pre-test procedures.
  - subject checks
  - environmental checks
  - equipment checks
  - sequence of fitness tests.
- Test protocols.
- Health and safety.
- Recording test results.
- Reasons to terminate a fitness test.

Learning aim C: Analyse the results of fitness tests and health screening techniques for a specified purpose

C1 Analyse results against normative data

- Compare and make judgements/recommendations based on the findings, for example:
  - population norms
  - norms for sports performers
  - norms for elite athletes.
- Accepted health ranges:
  - optimal health ranges
  - intentions and goals.

C2 Feedback and recommendations

- Feedback:
  - types of feedback: verbal, video link, email, message:
    - discretion: use of positive language, confidentiality empathy, sympathy
    - duty of care
    - motivational language
    - positive reinforcement
    - listening.
- Tests carried out.
- Test results.
- Levels of fitness.
- Strengths and areas for improvement.
- Recommendations:
  - ways of improving results
  - considerations of lifestyle or exercise and diet
  - onward referrals to professionals or emergency steps.

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Assessment criteria

Learning aim A: Explore a range of laboratory-based and field-based fitness tests

Pass	Merit	Distinction
A.P1 Describe the purpose and function of tests for different components of fitness.	**A.M1** Compare different fitness tests for two different components of fitness considering validity, reliability, practicality and cultural adaptability.	**A.D1** Evaluate the benefits and disadvantages of fitness tests for different components of fitness in relation to the needs of different individuals.

Learning aim B: Apply health screening techniques and fitness tests for a specified purpose

Learning aim C: Analyse the results of fitness tests and health screening techniques for a specified purpose

Pass	Merit	Distinction
B.P2 Prepare an appropriate health screening questionnaire. **B.P3** Devise appropriate health testing procedures. **B.P4** Safely administer health screening and health monitoring testing procedures. **B.P5** Select and safely administer six different fitness tests for a selected individual.	**B.M2** Justify the design of a health screening questionnaire. **B.M3** Justify the selection of fitness tests commenting on suitability, reliability, validity and practicality.	**BC.D2** Evaluate the health screening questionnaires, health monitoring tests and fitness test results and provide recommendations for lifestyle improvement.
C.P6 Interpret fitness test results against normative data from health screening and fitness tests. **C.P7** Provide clear feedback to a participant, describing results and implications.	**C.M4** Outline the strengths and areas for improvement based on information from health screening questionnaires and health monitoring tests. **C.M5** Compare the fitness test results to normative data and identify strengths and areas for improvement.	

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T *	SP – C&I
MY – PGS	EL – PRS	IS – C&SI *	

Table key

*	Signposted to indicate opportunities for development as a part of wider teaching and learning
√	Embedded in teaching, learning and assessment
blank	Not embedded or signposted in unit

Essential information for Pearson Set Assignment (PSA)

Pearson sets the assignment for the assessment of this unit.

The PSA will take 20 hours to complete.

The PSA will be marked by centres and verified by Pearson.

Assessing the PSA

You will make assessment decisions for the PSA using the assessment criteria provided.

The *Pearson BTEC International Level 3 Qualifications Supplementary Information* document gives information on PSAs. There is also further information on our website.

Further information for teachers and assessors

Resource requirements

For this unit, students must have access to:

- An appropriate supervised environment for health screening and testing e.g. sports hall, gym, lab area, and first-aid provision.
- Health screening resources e.g. PAR-Q/informed consent forms, medical referral form, confidentiality statement, risk assessment template.
- Health monitoring equipment e.g. calibrated digital scales, stadiometer, tape measure, blood pressure monitor, HR monitor or stopwatch for manual HR, peak flow meter/spirometer (if available), measuring tape for waist/hip ratio, calculator/ spreadsheet.
- Fitness testing equipment e.g. sit-and-reach box, grip dynamometer, cones and timing gates/stopwatch for sprints, step bench and metronome/audio, treadmill or cycle ergometer, vertical jump mat/wall and chalk, mats for sit-up/press-up tests, skinfold callipers or bioelectrical impedance analyser (BIA).
- Sanitising materials e.g., wipes/spray, PPE as required by centre policy.
- Safe storage for confidential records.
- Reference materials e.g. test protocols, normative data tables, centre policies for safeguarding and data protection.
- National public health guidance on physical activity, screening and health indicators.

Essential information for assessment decisions

Learning aim A

For distinction standard, students must evaluate the advantages and disadvantages of fitness tests for each component of fitness and relate these to a specific individual's needs. Advantages and disadvantages of fitness tests are best explored through practical participation in order to highlight variables in test methodology that could affect validity and reliability. Students will consider factors related to test validity and reliability, and how these factors could affect data results in relation to wider issues.

For merit standard, students must compare the different types of fitness test for each component of physical fitness, relating the most suitable tests for results. Students will consider factors related to test validity and reliability, and how these factors could affect data results in relation to wider issues.

For pass standard, students must describe one fitness test for each component of fitness. Tests for flexibility, strength, aerobic endurance, speed, power, muscular endurance and body composition need to be covered, along with their purpose and function.

Learning aims B and C

For distinction standard, students must evaluate the health screening questionnaires and the health monitoring test results of an individual. They then need to provide suggestions for lifestyle improvement to the participant. Value judgements about the strengths and areas for improvement should be made and, where areas for improvement are identified, suggestions may be put forward for lifestyle changes. Students will analyse the results and provide recommendations for appropriate future activities. Students need to look beyond the basic facts and make appropriate comments. They then need to make recommendations on the type of activity that should be carried out to facilitate improvements for the individual selected.

For merit standard, students must justify the health screening questionnaire design, including the procedures for administration and conduct of administrator. Students will also administer fitness tests, justifying their suitability, reliability, validity and practicality. In the fitness testing feedback to a participant, students need to assess all areas of fitness, and identify strengths and areas for improvement based on screening and test results, including feedback on comparison to normative data.

For pass standard, students must prepare an appropriate health screening questionnaire and conduct health screening procedures for an individual. The health screening procedure should include the administration of the health screening questionnaire and cover the safe administration and interpretation of four health monitoring tests selected for each individual, for example blood pressure, body mass index, lung function and waist-to-hip ratio. Students will select and safely administer six different fitness tests for a selected individual and record the findings. They then need to give verbal feedback to the individual, describing their test results and general levels of fitness and interpreting results against normative data. Students must be aware of, and adhere to, reasons for test termination.

Links to other units

This unit links to:

- Unit 1: Health, Wellbeing and Sport
- Unit 3: Sports Injuries Management
- Unit 4: Sports Psychology
- Unit 5: Anatomy and Physiology in Sport
- Unit 6: Nutrition for Physical Performance
- Unit 21: Influence of Technology in Sport and Physical Activities.

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Unit 3: Sports Injuries Management

Level: 3

Unit type: Pearson Set Assignment

Guided learning hours: 60

Unit in brief

This unit equips students with the knowledge and practical skills to understand, prevent, assess and manage common sports injuries. Students will explore injury mechanisms, risk factors and treatment strategies, to support safe and effective return to sport.

Unit introduction

Injuries are an inevitable part of sport, and understanding how they occur, how to prevent them and how to manage them effectively is essential for anyone involved in physical activity. Whether you are a coach, athlete, therapist or fitness professional, understanding injuries, and the body's physiological and psychological responses, is crucial for promoting long-term participation and performance in sport.

In this unit, you will explore both acute and chronic injuries, their signs and symptoms, and the stages of healing. You will also examine intrinsic and extrinsic risk factors, and how to conduct risk assessments to reduce injury occurrence. Emphasis is placed on the importance of preventative strategies, including appropriate training, equipment uses and environmental considerations.

Students will develop practical skills in injury assessment and first aid. This unit prepares students for further study or employment in sports therapy, physiotherapy, coaching, and other health and fitness careers.

Learning aims

In this unit you will:

A Understand the types and causes of, and responses to, common sports injuries

B Explore risk factors for the management and prevention of common sporting injuries

C Develop treatment and rehabilitation programmes for common sports injuries.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the types and causes of, and responses to, common sports injuries	**A1** Types of sports injuries **A2** Mechanisms of sports injuries **A3** Physiological responses to injury **A4** Psychological responses to injury	This unit is assessed through a Pearson Set Assignment
B Explore risk factors for the management and prevention of common sporting injuries	**B1** Extrinsic risk factors **B2** Intrinsic risk factors **B3** Preventative measures	
C Develop treatment and rehabilitation programmes for common sports injuries	**C1** Initial treatment of a sports injury **C2** Post injury treatment for a sports injury	

Content

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

Learning aim A: Understand the types and causes of, and responses to, common sports injuries

A1 Types of sports injuries

- Hard tissue injuries:
  - fractures (simple, compound, greenstick, comminuted)
  - dislocations.
- Soft tissue injuries:
  - sprains, strains, contusions, lacerations, haematomas.
- Overuse injuries:
  - tendinopathies (Achilles, patellar), bursitis, shin splints.
- Head and neurological injuries:
  - concussion.
- Joint-related injuries:
  - meniscal tears, osteoarthritis.

A2 Mechanisms of sports injuries

- Acute vs. chronic injuries.
- Traumatic vs. overuse mechanisms.
- Intrinsic vs. extrinsic causes.
- Force, speed, direction of impact.
- Common injury sites: shoulder, knee, ankle.

A3 Physiological responses to injury

- Phase 1 Inflammatory phase:
  - signs and symptoms – pain, redness, swelling, heat and loss of function
  - length of time – after injury 0-4 days
  - physiological response – swelling/effusion, blood clot forms, inflammatory cells (white blood cells) remove debris and fight infection
  - main function – protect the area, remove damaged tissue, prepare for healing.

- Phase 2 – tissue formation phase:
  - signs and symptoms – decreased swelling and redness, pink tissue, reduced pain
  - length of time – after injury 4-24 days
  - physiological response – new tissue forms, new blood vessels develop, wound begins to close
  - main function – rebuild damaged tissue, restore blood supply, form scar tissue.
- Phase 3 – maturation (remodelling) phase:
  - signs and symptoms – minimal pain, firm scar, itching or tightness
  - length of time – three weeks to one-year injury
  - physiological response – collagen fibres reorganise and strengthen, scar tissue matures.
  - main function – restore tensile strength and function of the tissue.

A4 Psychological responses to injury

- Response to injury, for example:
  - denial
  - anger
  - anxiety
  - depression
  - frustration
  - acceptance.
- Response to treatment and rehabilitation, for example:
  - use of goal-setting
  - motivation
  - adherence to rehabilitation programmes
  - stress management skills.
- Social effects, for example isolation from:
  - the team
  - training partners
  - training environment.
- Self-esteem and identity loss.

Learning aim B: Explore risk factors for the management and prevention of common sporting injuries

B1 Extrinsic risk factors

- Coaching - poor coaching/leadership, communication, ensuring adherence to rules and governing body guidelines, principles of training.
- Incorrect technique - lifting, moving and handling equipment.
- Environmental factors - weather effects on playing surfaces, outdoor and indoor venues.
- Clothing and footwear - protective clothing and equipment, specific to sport playing surfaces.
- Safety hazards - the importance of safety checks, environment safety checks, equipment safety checks, misuse of equipment, first-aid provision, safety checklists, risk assessments, other participants.

B2 Intrinsic risk factors

- Training effects:
  - muscle imbalance
  - poor preparation
  - level of fitness.
- Individual variables, for example:
  - age
  - fitness level
  - growth development
  - previous injury history
  - flexibility
  - nutrition
  - sleep patterns
  - postural defects, lordosis, kyphosis, scoliosis, gait.

B3 Preventative measures

- Role of the sports scientists, coaches, officials, therapists, up-to-date knowledge of skills, qualifications, adapting style to sports performer's ability/age/fitness levels, communication.
- Equipment, risk assessments, checking equipment, protective equipment, appropriate usage, specific footwear, clothing, shields, high- and low-density materials, resilience of equipment.
- Environment, for example:
  - playing surface
  - weather
  - temperature.

Learning aim C: Develop treatment and rehabilitation programmes for common sports injuries

C1 Initial treatment of a sports injury

- SALTAPS:
  - Stop
  - Ask
  - Look
  - Touch
  - Active
  - Passive
  - Strength.
- First aid
  - primary and secondary survey
  - emergency/immediate treatment (priorities, resuscitation, shock, bleeding, unconscious casualty, fractures, prevention of infection, summon qualified assistance)
  - risk assessment
  - accident reporting procedures/form.
- PRICED:
  - Protect
  - Rest
  - Ice
  - Compression
  - Elevation
  - Diagnosis by professional.

C2 Post injury treatment for a sports injury

- Taping, e.g. K tape™ zinc oxide.
- Bandaging, elastic adhesive bandage (EAB) cohesive bandage, compression, support.
- Immobilisation, splints, slings.
- Cryotherapy, ice packs, gel packs, ice massage.
- Thermal treatments, heat packs, heat lamps, paraffin wax, hydrocollator, contrast bathing.
- Emergency treatment, triage, cardiopulmonary resuscitation (CPR), shock, unconscious casualty, prevention of infection, seeking qualified assistance.
- Specialist equipment, e.g. Squid compression™, Gameready™, Cryocuff ™, ultrasound, Transcutaneous Electrical Nerve Stimulation (TENS).

Assessment criteria

Learning aim A: Understand the types and causes of, and responses to, common sports injuries

Pass	Merit	Distinction
A.P1 Explain common sporting injuries and how these may occur. **A.P2** Explain the physiological responses to common sporting injuries. **A.P3** Explain the psychological responses to common sporting injuries.	**A.M1** Assess how different types of sporting injuries are affected by physiological responses. **A.M2** Assess how different types of sporting injuries are affected by psychological responses.	**A.D1** Justify the factors that affect the physiological and psychological responses to different sports injuries.

Learning aim B: Explore risk factors for the management and prevention of common sporting injuries

Learning aim C: Develop treatment and rehabilitation programmes for common sports injuries

Pass	Merit	Distinction
B.P4 Explain the different intrinsic and extrinsic risk factors that can increase, or reduce, the likelihood of getting injured when taking part in sport. **B.P5** Explain the preventative methods that can be used to reduce sporting injuries.	**B.M3** Analyse the preventative methods that can be used to reduce sporting injuries.	**BC.D2** Evaluate the prevention, methods, initial and post treatment for two common sports injuries, justifying the choices of treatments.
C.P6 Explain the initial treatment process for a common sports injury. **C.P7** Explain post injury treatment for two different common sporting injuries.	**C.M4** Assess the initial treatment and post injury treatment for each sporting injury.	

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

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blank	Not embedded or signposted in unit

Essential information for Pearson Set Assignment (PSA)

Pearson sets the assignment for the assessment of this unit.

The PSA will take 20 hours to complete.

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Assessing the PSA

You will make assessment decisions for the PSA using the assessment criteria provided.

The *Pearson BTEC International Level 3 Qualifications Supplementary Information* document gives information on PSAs. There is also further information on our website.

Further information for teachers and assessors

Resource requirements

For this unit, students must have access to:

- Sports equipment and access to a sports facility or gym for practical demonstrations.
- First aid kit and basic taping/bandaging materials.
- Templates for risk assessments and rehabilitation plans.

Essential information for assessment decisions

Learning aim A

For distinction standard, students must justify common sporting injuries by providing detailed reasoning with supporting current evidence indicating the factors that can contribute to the physical and psychological effects on injured sports participants. They will go on to support this by citing relevant research. Students should include further consideration of the chosen injuries where longer recovery time frames may be needed, with clear reference to the physiological process and psychological effects this can have on sports performers.

For merit standard, students must apply their knowledge from research of why different sporting injuries occur and assess how these can have short- and long-term effects on the physical and psychological aspects of recovery. Evidence should reflect the unit content and be relevant to the type of injuries sustained, and how these might occur in different sporting environments and at different times of the season for identified sports, such as pre-season training, competitive situations, or late in the competitive playing season. Where intrinsic factors are included, students should consider examples of where sports performers have input and control to make changes and where there is a need to refer to other professionals.

For pass standard, students must choose from two different injuries from the unit content. These can be from a realistic scenario or case study from a professional sports performer. They will provide an account explaining the relevant characteristics of the signs and symptoms of the sporting injuries. Students need to explain the different grades and classifications of injuries where relevant and indicate why it is also important to consider the effects on surrounding tissues. Students will need to provide clear details of the body's responses to the different sporting injuries identified over varied timeframes, and how the healing process and pain can affect sports participants' responses. Throughout, students need to show a clear relationship between the physiological and psychological factors of injuries.

Learning aims B and C

Students will research the different risk factors that can contribute to injuries. They will consider preventative strategies such as reducing unnecessary risks or reducing potential hazards for safe sport participation (these can link to the identified injuries in learning aim A and in preparation for learning aim B). Students can research different risk analysis plans and preventative strategies that link to the set theme and their stated chosen injuries. Using two injuries, students will produce two initial injury and post injury treatment plans. These can be linked to two common sporting injuries, ideally one from a traumatic injury and one from an overuse injury and link to learning aims A and B. It would be appropriate for students to link their selected injuries to identified sports, and they can base their treatment on a professional sports performer who has a well-publicised injury, or the diagnosed sports injury of a peer.

For distinction standard, students must show depth of understanding by referring to different evidence-based sources linked to established data on traumatic sporting injuries and those caused by overloading. References should include different types of sports, participant abilities and age groups. The benefits to sports performers for both individual and team sports will be justified with clear reasoning supported by current evidence. Students will consider the reasons for the content of each rehabilitation programme and the selected treatments and exercises, and this will include strengths and weakness of the two programmes, with relevance to the planned treatments. This allows for depth of inquiry and the relevant inclusion of primary sources of evidence such as journals, current texts or established safe treatment protocols. Students can indicate and justify why alternative treatments and exercises may be better for future rehabilitation programmes.

For merit standard, students must provide details of key trends linked to current risk factors and how these are being addressed, for example they may consider the use of artificial playing surfaces and the risk factors of injury that may be present for named sports such as football or rugby. Sources of injury data information should be current and reliable. Students should be able to interpret any relationships between risk factors and preventative methods of sporting injuries. Students will need to consider the key facts for the choices of treatments by offering reasoned judgement. For example, it may be linked to the type of sports injury selected and the availability of resources available for different levels of sports participants, or the influence and regulations of identified national governing bodies (NGBs) or international governing bodies for injured participants returning to play after certain injuries.

For pass standard, students must correctly explain the intrinsic and extrinsic factors that can contribute to sports injury prevention. They will indicate the main features of injury prevention factors across different sports linking to minor and major injuries, determining how those injuries can be managed and those requiring further referral. The main important features of current, safe, well-planned risk assessment and injury prevention strategies will support students in recognising the contributing factors for reducing sporting injuries.

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These will need to be considered in combination with sports equipment such as racquets, balls, golf clubs, hockey sticks and protective sportswear, The emphasis on safety with all contributing factors should be well considered and embedded in the preventative method strategies. Students may have local opportunities to visit different sports venues to examine the potential causes of injuries or by reviewing video evidence of contact and non-contact sports.

Students will select two specific sporting injuries, and plan safe and appropriate initial treatment and post injury treatment accordingly. The injuries selected should be done so with care and reasoned thought, as the appropriate selection will provide scope for students to cover the range of grading criteria. A poor selection, for example, a simple bruise, which needs little treatment reduces the research opportunities available to students. However, a concussion, a fracture of a weight bearing bone such as the tibia or the rupture of the anterior cruciate ligament, provides an opportunity for a broader scope of treatment. Students can research the importance of accurate injury assessment, immediate management and referral, followed by the different types of post injury treatment that can be used in supervised clinics and home environments.

The treatment of the two injuries can be presented in a variety of formats and linked to specific contact and non-contact sports such as netball, football, hockey, rugby, tennis, athletics or running. Each should include the different potential treatments.

Links to other units

This unit links to:

- Unit 2: Fitness Testing
- Unit 4: Sports Psychology
- Unit 5: Anatomy and Physiology in Sport
- Unit 21: Influence of Technology in Sport and Physical Activities.

Unit 4: Sports Psychology

Level: 3

Unit type: Pearson Set Assignment

Guided learning hours: 60

Unit in brief

Students will develop an understanding of the psychological factors that influence sports performance and plan psychological techniques to enhance performance. This unit builds knowledge and practice relevant to coaching, performance analysis and sports science pathways.

Unit introduction

In today's competitive sporting environment, mental preparation is as critical as physical conditioning. Success in sport depends on more than physical ability: psychological factors such as personality, motivation and mental resilience play a vital role in performance. Athletes and teams increasingly turn to sports psychology to gain a competitive edge, recognising that focus, confidence and emotional control can determine outcomes as much as technical skill.

In this unit, you will explore the psychological principles that underpin performance, including personality traits, motivational theories, stress, anxiety, arousal and team dynamics. You will examine how these factors influence individual and team performance, drawing on both traditional theories and contemporary research.

Modern sport is also shaped by technology and social media, which present both opportunities and challenges for athletes. Wearable devices, biofeedback tools and mindfulness apps are now integral to managing stress and enhancing focus. Students will apply this knowledge by designing a psychological skills training programme that incorporates evidence-based techniques and digital tools.

Learning aims

In this unit you will:

A Explore the effect of personality and motivation on sports performance

B Analyse the relationship between stress, anxiety, arousal and team dynamics in sports to understand their impact on performance

C Plan a psychological skills training programme that applies appropriate techniques to enhance sports performance

D Evaluate the effectiveness of psychological techniques in improving performance.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the effect of personality and motivation on sports performance	**A1** Personality **A2** Motivation	This unit is assessed through a Pearson Set Assignment
B Analyse the relationship between stress, anxiety, arousal and team dynamics in sports to understand their impact on performance	**B1** Stress **B2** Anxiety **B3** Arousal **B4** Team dynamics	
C Plan a psychological skills training programme that applies appropriate techniques to enhance sports performance	**C1** Assessment **C2** Planning **C3** Psychological skills and techniques	
D Evaluate the effectiveness of psychological techniques in improving performance	**D1** Overview of psychological techniques **D2** Evaluating effectiveness **D3** Modern influences **D4** Making recommendations	

Content

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

Learning aim A: Explore the effect of personality and motivation on sports performance

A1 Personality

- Definition and importance:
  - personality as a consistent pattern of thoughts, feelings and behaviours influencing sports performance.
- Theories of personality:
  - trait theory – stable characteristics influencing behaviour
  - situational approach – behaviour shaped by environment.
- Interactional approach – combination of traits and situation.
- Other theories (e.g. psychodynamic, Martens' schematic view) may be used as an extension where time permits.
- Personality types:
  - type A: competitive, time-urgent, higher stress risk
  - type B: relaxed, less competitive, lower stress risk.
- Impact on sports performance:
  - individual vs. team sports: introverts vs. extroverts
  - elite vs. non-elite athletes: confidence, resilience
  - personality and coping strategies under pressure.
- Modern considerations:
  - personality profiling tools (e.g. Big Five, DISC)
  - use of digital personality assessments in athlete development
  - cultural differences in personality expression in sport.

A2 Motivation

- Definition and importance:
  - motivation as the internal and external forces driving behaviour toward goals.
- Types of motivation:
  - intrinsic: enjoyment, personal growth
  - extrinsic: rewards, recognition, social approval.
- Views of motivation:
  - trait-centered, situation-centered, interactional.

- Theories:
  - achievement motivation theory – need for success vs. fear of failure
  - attribution theory – how athletes explain success/failure.
- Impact on performance:
  - positive vs. negative motivation
  - influence on persistence, effort and confidence.
- Developing motivation
  - goal-setting (SMART goals)
  - feedback and reinforcement
  - creating autonomy-supportive environments.
- Modern approaches:
  - digital goal-setting tools and apps
  - gamification in training to enhance motivation
  - social media influence on athlete motivation.

Learning aim B: Analyse the relationship between stress, anxiety, arousal and team dynamics in sports to understand their impact on performance

B1 Stress

- Definition and nature
  - stress as a response to perceived demands exceeding perceived ability to cope.
- Types of stress
  - eustress (positive)
  - distress (negative).
- Causes of stress
  - internal: self-expectations, perfectionism
  - external: competition pressure, media scrutiny, travel demands
  - modern factors: social media criticism, sponsorship obligations.
- Symptoms
  - cognitive: worry, indecision, negative thoughts
  - somatic: increased heart rate, sweating, muscle tension
  - behavioural: aggression, withdrawal, changes in eating/sleeping.
- Impact on performance
  - optimal stress vs performance decrements
  - links to burnout and overtraining.
- Modern tools
  - stress monitoring via wearables, Heart Rate Variability (HRV) tracking
  - mindfulness and relaxation apps.

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B2 Anxiety

- Definition
  - state anxiety (temporary)
  - trait anxiety (personality-based).
- Causes
  - fear of failure, evaluation apprehension, injury concerns.
- Symptoms
  - cognitive: negative self-talk, concentration lapses
  - somatic: increased heart rate, nausea.
- Impact on performance
  - increased errors, reduced confidence, choking under pressure.
- Modern approaches
  - cognitive-behavioural strategies
  - biofeedback for anxiety control
  - Virtual Reality (VR) exposure for pressure simulation.

B3 Arousal

- Definition
  - physiological and psychological activation level.
- Theories
  - inverted-U Hypothesis
  - catastrophe theory.
- Impact on performance
  - over-arousal: choking, attentional narrowing
  - under-arousal: lack of focus, low energy.
- Techniques for regulation
  - psyching-up strategies such as self-talk, upbeat music, relaxation techniques, for example progressive muscular relaxation, breathing control
  - use of mindfulness and meditation apps.

B4 Team dynamics

- Team development
  - Tuckman's stages: forming, storming, norming, performing.
- Cohesion
  - task cohesion
  - social cohesion
  - factors affecting cohesion: environmental, personal, leadership.

- Leadership
  - styles: autocratic, democratic, consultative
  - modern leadership challenges: remote coaching, multicultural teams.
- Performance influences
  - Steiner's model of group effectiveness
  - Ringelmann effect and social loafing.
- Modern considerations
  - impact of social media on team unity
  - virtual team-building strategies
  - use of communication platforms for cohesion (e.g. Slack, Teams).

Learning aim C: Plan a psychological skills training programme that applies appropriate techniques to enhance sports performance

C1 Assessment

- Identifying psychological strengths and weaknesses
  - use of performance profiling tools (e.g. Butler & Hardy model)
  - self-assessment questionnaires (confidence, anxiety, motivation)
  - observational analysis during training and competition.
- Psychological demands of sport
  - sport-specific requirements (e.g. focus in archery vs. resilience in rugby)
  - individual vs. team sport differences.
- Modern tools for assessment
  - digital profiling software (e.g. iPerform, AthleteMonitoring)
  - wearable tech for stress and recovery tracking (HRV, sleep data)
  - video analysis for behavioural cues.

C2 Planning

- Setting aims and objectives
  - SMART goals (specific, measurable, achievable, relevant, time-bound)
  - linking goals to performance outcomes and psychological needs.
- Programme structure
  - recommended duration: four to six weeks
  - session frequency and progression (e.g. two to three sessions per week)
  - integration with physical training schedules.
- Content planning
  - daily and weekly breakdown of psychological techniques
  - incorporating recovery and reflection sessions.

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- Modern considerations
  - use of digital goal-setting apps (e.g. Strava, TrainingPeaks)
  - online delivery options for remote athletes
  - gamification to maintain engagement.

C3 Psychological skills and techniques

- Motivation
  - goal setting (short-term vs. long-term)
  - use of visual progress trackers and digital reminders.
- Arousal control
  - relaxation techniques: progressive muscular relaxation, breathing control
  - mindfulness and meditation apps (e.g. Headspace, Calm)
  - psyching-up strategies for optimal arousal.
- Imagery and mental rehearsal
  - visualisation for skill execution and coping with pressure
  - virtual reality-based mental training for immersive scenarios.
- Confidence building
  - positive self-talk and affirmations
  - cognitive restructuring to challenge negative thoughts
  - use of video feedback for reinforcing success.
- Concentration and focus
  - pre-performance routines
  - focus cues and attentional control drills
  - biofeedback tools for real-time monitoring.

Learning aim D: Evaluate the effectiveness of psychological techniques in improving performance

D1 Overview of psychological techniques

- Goal setting
  - SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) and outcome vs. process goals
  - digital goal-setting platforms and apps (e.g. Strava, TrainingPeaks).
- Arousal regulation
  - relaxation techniques: progressive muscular relaxation, breathing control
  - mindfulness and meditation apps (e.g. Headspace, Calm)
  - psyching-up strategies for optimal arousal.

- Imagery and mental rehearsal
  - visualisation for skill execution and coping with pressure
  - Virtual Reality (VR)-based mental training for immersive scenarios.
- Confidence building
  - positive self-talk, affirmations and cognitive restructuring
  - video feedback for reinforcing success.
- Concentration and focus
  - pre-performance routines and attentional control drills
  - biofeedback tools for real-time monitoring.

D2 Evaluating effectiveness

- Evaluation criteria
  - performance outcomes (objective measures like stats, times)
  - psychological indicators (confidence, anxiety reduction)
  - athlete feedback and self-report measures.
- Short-term vs. long-term Impact
  - immediate performance improvements vs. sustained behavioural change.
- Individual differences
  - personality, sport type, cultural context, gender considerations.
- Evidence-based practice
  - research studies, meta-analyses and case examples.

D3 Modern influences

- Technology integration
  - wearable devices for stress and recovery monitoring (HRV, sleep tracking)
  - biofeedback apps for arousal control
  - gamified mental training platforms.
- Social media impact
  - confidence, anxiety and coping strategies in a digital age.
- Ethical considerations
  - data privacy in digital tools
  - safeguarding athlete mental health.

D4 Making recommendations

- Identifying strengths and limitations
  - which techniques work best for specific sports or contexts.
- Adapting techniques
  - for individual vs. team sports, cultural differences and remote delivery.
- Combining traditional and digital methods
  - hybrid programmes for maximum effectiveness.

Assessment criteria

Learning aim A: Explore the effect of personality and motivation on sports performance

Pass	Merit	Distinction
A.P1 Explain personality and its effect on sports performance. **A.P2** Explain motivation and its effect on sports performance.	**A.M1** Analyse the effects of personality and motivation on sports performance.	**A.D1** Evaluate the effects of personality and motivation on sports performance, justifying strategies to develop a motivational climate.

Learning aim B: Analyse the relationship between stress, anxiety, arousal and team dynamics in sports to understand their impact on performance

Pass	Merit	Distinction
B.P3 Explain stress and anxiety, their causes, symptoms and effects on performance. **B.P4** Explain theories of arousal and their effects on performance. **B.P5** Explain factors influencing team dynamics.	**B.M2** Analyse how stress, anxiety and arousal theories affect performance. **B.M3** Analyse factors influencing team dynamics and performance.	**B.D2** Evaluate the impact of stress, anxiety, arousal and team dynamics on individual and team performance.

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Learning aim C: Plan a psychological skills training programme that applies appropriate techniques to enhance sports performance

Learning aim D: Evaluate the effectiveness of psychological techniques in improving performance

Pass	Merit	Distinction
C.P6 Explain the current psychological needs of a selected performer. **C.P7** Plan a psychological skills training programme to enhance performance. [IS-WC]	**C.M4** Assess the design of the psychological skills training programme, identifying strengths and areas for improvement.	**CD.D3** Justify the design and evaluate the effectiveness of the psychological skills training programme, supported by evidence and recommendations for improvement.
D.P8 Describe psychological techniques used to improve performance.	**D.M5** Analyse the effectiveness of psychological techniques in different sporting contexts.	

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC √	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

*	Signposted to indicate opportunities for development as a part of wider teaching and learning
√	Embedded in teaching, learning and assessment
blank	Not embedded or signposted in unit

Essential information for Pearson Set Assignment (PSA)

Pearson sets the assignment for the assessment of this unit.

The PSA will take 20 hours to complete.

The PSA will be marked by centres and verified by Pearson.

Assessing the PSA

You will make assessment decisions for the PSA using the assessment criteria provided.

The *Pearson BTEC International Level 3 Qualifications Supplementary Information* document gives information on PSAs. There is also further information on our website.

Further information for teachers and assessors

Resource requirements

For this unit, students must have access to:

- Psychological assessment tests and normative data for interpretation of test results.
- Digital tools for planning psychological skills training (PST) programmes.

Essential information for assessment decisions

Students should be given opportunities to apply theories studied in the content of this unit to their actual or observed experiences, to fully appreciate the value of psychology.

Learning aim A

For distinction standard, students must evaluate the impact of personality and motivation on performance, using evidence to justify strategies for creating a motivational climate. They integrate multiple theories and provide well-supported judgments relevant to different sporting contexts.

For merit standard, students must go beyond description to analyse how personality and motivation interact to influence performance. They identify strengths and weaknesses of theories and apply them to realistic sporting scenarios, showing cause-and-effect reasoning.

For pass standard, students must demonstrate understanding by providing clear explanations of personality theories and motivation types, linking these to basic examples in sport. Evidence may include definitions, descriptions of personality traits and simple connections to performance outcomes.

Learning aim B

For distinction standard, students must evaluate the combined impact of stress, anxiety, arousal and team dynamics on individuals and teams, using examples and research to support judgments. They should consider both positive and negative effects, and propose evidence-based strategies for improvement.

For merit standard, students must provide analytical insight into how these factors influence performance, comparing different theories and explaining their practical implications. Students demonstrate understanding of interrelationships between psychological states and team functioning.

For pass standard, students must accurately describe stress, anxiety, arousal theories and team dynamics, including causes, symptoms and basic effects on performance. Evidence is mainly descriptive with some sport-related examples.

Learning aims C and D

For distinction standard, students must justify their plan with reference to psychological principles and performance demands, offering well-supported recommendations for improvement. Evidence includes reflection and integration of theory with practice. They must also evaluate the effectiveness of techniques using research evidence and practical examples, identifying strengths, limitations, and conditions for success. They make informed recommendations for future application.

For merit standard, students must assess their plan by identifying strengths and areas for improvement, demonstrating understanding of how design choices affect effectiveness. They provide reasoned suggestions for improvement. They must also analyse the effectiveness of techniques across different sporting contexts, considering factors such as sport type and individual differences. Evidence includes comparative discussion and reasoned conclusions.

For pass standard, students produce a structured plan that reflects the psychological needs of a selected performer, including clear goals and relevant techniques. Evidence shows logical sequencing and alignment with identified needs. They must also describe a range of psychological techniques and their intended purpose in sport, supported by basic examples. Evidence is factual and demonstrates awareness of application.

Links to other units

This unit links to:

- Unit 1: Health, Wellbeing and Sport
- Unit 3: Sports Injuries Management
- Unit 9: Practical Sports Performance.

Unit 5: Anatomy and Physiology in Sport

Level: 3

Unit type: Pearson Set Assignment

Guided learning hours: 60

Unit in brief

This unit explores the structure and function of key body systems and how they respond to sport and exercise. Students will develop knowledge of the musculoskeletal, cardiovascular, respiratory and nervous systems, and their responses and adaptations to physical activity.

Unit introduction

The human body is a complex network of systems that work together to enable movement, performance and recovery during sport and exercise. Understanding how these systems function is essential for anyone pursuing a career in sport, fitness or health-related fields.

When we exercise, our body undergoes immediate short- and long-term changes to meet the demands of different types of activity. The musculoskeletal system provides the framework for movement, while the cardiovascular and respiratory systems deliver oxygen and nutrients to working muscles. The nervous system coordinates these actions, ensuring efficient and controlled performance.

This unit will give students the opportunity to explore these systems in detail, examining their structure, function and different responses to exercise. Students will also investigate how these systems adapt over time with regular training, providing the foundation for improved exercise and health.

Learning aims

In this unit you will:

A Examine the structure and function of the musculoskeletal system and its response to exercise

B Examine the structure and function of the cardiovascular and respiratory systems and their responses to exercise

C Examine the structure and function of the nervous system and its role in sport and how it responds to exercise.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Examine the structure and function of the musculoskeletal system and its response to exercise	**A1** Structure and function of the skeletal system **A2** Structure and function of muscular system **A3** Musculoskeletal response to exercise	This unit is assessed through a Pearson Set Assignment
B Examine the structure and function of the cardiovascular and respiratory systems and their responses to exercise	**B1** Cardiovascular structure **B2** Respiratory structure **B3** Functions of the cardiovascular and respiratory systems **B4** Cardiovascular and respiratory systems responses to exercise	
C Examine the structure and function of the nervous system and its role in sport and how it responds to exercise	**C1** Structure of nervous system **C2** Function of nervous system **C3** Nervous system response to exercise	

Content

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

Learning aim A: Examine the structure and function of the musculoskeletal system and its response to exercise

A1 Structure and function of the skeletal system

- Axial skeleton.
- Appendicular skeleton.
- Types of bone:
  - long
  - short
  - flat
  - irregular
  - sesamoid.
- Types of joints:
  - fixed
  - slightly moveable
  - synovial
    - ball and socket
    - hinge
    - pivot
    - condyloid
    - gliding
    - saddle.
- Functions of the skeletal system:
  - support
  - protection
  - attachment for skeletal muscle
  - source of blood cell production
  - store of minerals
  - movement/leverage.

A2 Structure and function of the muscular system

- Major muscles groups.
- Chest and shoulder– deltoids, pectorals.
- Back - trapezius, latissimus dorsi, erector spinae.
- Arm - biceps, triceps.
- Core - abdominals, obliques.
- Hip – hip flexor, glutes.
- Leg - hamstrings, quadriceps, gastrocnemius, soleus.
- Muscle fibre types:
  - type I - slow oxidative
  - type IIa – fast oxidative glycolytic
  - type IIx – fast glycolytic.

A3 Musculoskeletal response to exercise

- Immediate and short-term effects:
  - increased blood supply
  - increased production of synovial fluid
    - muscle pliability
    - micro-tears.
- Long-term:
  - hypertrophy
  - increased tendon strength
  - increased bone density
  - improved joint stability.

Learning aim B: Examine the structure and function of the cardiovascular and respiratory systems and their responses to exercise

B1 Cardiovascular structure

- Heart chambers – right atrium, left atrium, right ventricle, left ventricle.
- Valves in the heart – bicuspid valve, tricuspid valve, semilunar valves.
- Major blood vessels leading into and out of the heart:
  - aorta.
- Vena cava.
- Pulmonary artery.
- Pulmonary veins.

- Types of blood vessels:
  - arteries
  - veins.
- Capillaries.
- Components of blood:
  - red blood cells
  - white blood cells.
- Plasma.
- Platelets.

B2 Respiratory structure

- Nasal cavity.
- Larynx.
- Pharynx.
- Trachea.
- Bronchus.
- Bronchioles:
  - lungs
  - alveoli.
- Diaphragm.
- Intercostal muscles.

B3 Functions of the cardiovascular and respiratory systems

- Delivery of oxygen and nutrients.
- Removal of waste products.
- Function of blood:
  - oxygen transport
  - clotting
  - fighting infection.
- Gaseous exchange.
- Breathing mechanics:
  - inspiration
  - expiration.
- Lung volumes, for example:
  - tidal volume
  - vital capacity
  - residual volume.

B4 Cardiovascular and respiratory systems responses to exercise

- Immediate and short-term effects:
  - increased heart rate
  - increased stroke volume
  - increased ventilation rate.
- Long-term effects:
  - cardiac hypertrophy
  - increased VO_2 max
  - capillarisation
  - lower resting heart rate.

Learning aim C: Examine the structure and function of the nervous system and its role in sport and how it responds to exercise

C1 Structure of nervous system

- Central nervous system (CNS)
  - brain
  - spinal cord.
- Peripheral nervous system (PNF)
  - somatic
  - autonomic.
- Motor units and neuromuscular junctions.

C2 Function of nervous system

- Role in movement.
- Coordination.
- Balance.

C3 Nervous system response to exercise

- Immediate and short-term:
  - increased nerve impulse speed
  - improved coordination.
- Long-term:
  - enhanced motor unit recruitment
  - improved neuromuscular efficiency, e.g. faster reaction times.

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Assessment criteria

Learning aim A: Examine the structure and function of the musculoskeletal system and its response to exercise

Pass	Merit	Distinction
A.P1 Describe the structure and function of the skeletal and muscular systems. **A.P2** Explain the roles of different types of joints and muscle fibre types in sporting movements.	**A.M1** Explain how the musculoskeletal system responds to short-term exercise. **A.M2** Analyse long-term adaptations of the musculoskeletal system to regular training.	**A.D1** Evaluate the significance of musculoskeletal responses and adaptations to different types of exercise.

Learning aim B: Examine the structure and function of the cardiovascular and respiratory systems and their responses to exercise

Pass	Merit	Distinction
B.P3 Describe the structure and function of the cardiovascular and respiratory system. **B.P4** Explain the process of oxygen transport and gaseous exchange during exercise.	**B.M3** Explain the different responses of the cardiovascular and respiratory systems to exercise. **B.M4** Analyse long-term adaptations of these systems to different types of exercise.	**B.D2** Evaluate the significance of cardiovascular and respiratory responses and adaptations to different types of exercise.

Learning aim C: Examine the structure and function of the nervous system and its role in sport and how it responds to exercise

Pass	Merit	Distinction
C.P5 Describe the structure and function of the central and peripheral nervous systems. **C.P6** Explain the role of the nervous system in controlling movement and coordination in sport.	**C.M5** Analyse how the nervous system responds to exercise and contributes to performance improvements.	**C.D3** Evaluate the impact of the nervous system on performance during sport and exercise.

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

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√	Embedded in teaching, learning and assessment
blank	Not embedded or signposted in unit

Essential information for Pearson Set Assignment (PSA)

Pearson sets the assignment for the assessment of this unit.

The PSA will take 12 hours to complete.

The PSA will be marked by centres and verified by Pearson.

Assessing the PSA

You will make assessment decisions for the PSA using the assessment criteria provided.

The *Pearson BTEC International Level 3 Qualifications Supplementary Information* document gives information on PSAs. There is also further information on our website.

Further information for teachers and assessors

Resource requirements

For this unit, students must have access to:

- Research resources e.g. (interactive anatomy platforms, reputable websites, videos, textbooks.
- Anatomical models and/or images relating to the body e.g. skeleton and joint models, x-rays.
- Exercise monitoring / testing equipment e.g. spirometer, heart rate monitor or smartphone apps for HR tracking, blood pressure monitor, stopwatch, reaction timer, Global Positioning System (GPS).
- Testing and sports facilities e.g. laboratory, sports hall, gym.
- Case studies from sport/health/science journals (digital or print).

Essential information for assessment decisions

Learning aim A

For distinction standard, students will make balanced judgements about how significant short-term responses and long-term adaptations of the muscular and skeletal systems are for sprint and endurance performance. They should consider exercise intensity, duration and movement demands when deciding which changes have the greatest influence. Evidence should explain how responses and adaptations affect power, fatigue resistance, movement efficiency, joint stability and injury risk for the 100 metre sprinter and 10 kilometre runner. Learners should consider benefits and limitations, recognising that a change may be more valuable for one athlete than another. Conclusions must be supported by accurate physiological reasoning and relevant sporting examples.

For merit standard, students will explain short-term responses and analyse long-term adaptations of the muscular and skeletal systems for both athlete profiles. Evidence should connect increased blood supply, muscle temperature, pliability, synovial fluid production and micro-tears to movement during sprint and endurance exercise. Learners should analyse how hypertrophy, increased tendon strength, increased bone density and improved joint stability result from regular strength, power or endurance training. They should establish cause-and-effect relationships between these changes and force production, repeated contractions, movement efficiency and injury resistance. Comparisons between the sprinter and runner should be relevant, accurate and supported by applied movement examples throughout the evidence.

For pass standard, students will describe the main skeletal and muscular structures using accurate anatomical terminology and correctly labelled illustrations. Evidence should cover major bones, joint classifications, major muscle groups and the functions of the skeletal and muscular systems. Learners should explain how relevant joint types allow movements used during 100 metre sprinting and 10 kilometre running. They should distinguish between type I, type IIa and type IIx muscle fibres, linking their characteristics to explosive or sustained activity. A movement analysis should accurately identify joint action, agonist, antagonist and contraction type. Diagrams must be supported by explanations that demonstrate understanding of sporting movement.

Learning aim B

For distinction standard, students will make judgements about the significance of short-term responses and long-term adaptations of the cardiovascular and respiratory systems. Evidence should compare their importance for 100 metre sprinting and 10 kilometre running, considering intensity, duration, oxygen demand and recovery. Learners should evaluate how changes in heart function, circulation, ventilation, capillarisation and oxygen use influence performance. They should recognise that particular responses or adaptations may benefit one athlete more than the other. Discussion should consider benefits and limitations rather than assuming every change improves performance. Conclusions must draw together both systems and be supported by accurate physiological reasoning and relevant examples.

For merit standard, students will explain cardiovascular and respiratory responses through cause-and-effect relationships and analyse adaptations to regular training. Evidence should interpret why heart rate, stroke volume, cardiac output, breathing rate, tidal volume and ventilation increase during sprint and endurance exercise. Learners should analyse how cardiac hypertrophy, increased capillarisation, improved maximal oxygen uptake, stronger respiratory muscles and lower resting heart rate influence oxygen delivery, waste removal, recovery and performance. They should compare adaptations resulting from power and endurance training for both athlete profiles. Flow diagrams may support the evidence, but learners must explain the relationships shown rather than presenting isolated labels or lists.

For pass standard, students will describe the principal structures and functions of the cardiovascular and respiratory systems. Evidence should identify the heart chambers and valves, major blood vessels, vessel types, blood components and key respiratory structures. Learners should explain how these structures support circulation, ventilation, oxygen transport and gaseous exchange during exercise. The route of blood through pulmonary and systemic circulation should be shown in the correct sequence, including oxygen and carbon dioxide exchange at the lungs and working muscles. Evidence should explain inspiration and expiration, including the roles of the diaphragm and intercostal muscles. Diagrams require explanations linked to both athlete profiles.

Learning aim C

For distinction standard, students will make judgements about the impact of the nervous system on sporting performance. Evidence should evaluate how the speed, timing and coordination of neural signals influence reaction time, force production, balance, technique and movement efficiency. Learners should consider motor unit recruitment, rate coding, synchronisation, proprioception and neuromuscular coordination, recognising that their importance varies across activities. They should evaluate how delayed neural drive, fatigue-related inhibition or reduced coordination can affect performance and efficiency of other body systems. Conclusions should be supported by examples such as a sprint start, change of direction or landing, rather than unsupported statements about faster reactions.

For merit standard, students will analyse nervous system responses to exercise and adaptations developed through regular practice and training. Evidence should explain how neural activation, motor unit recruitment, rate coding and coordination contribute to movement under different performance demands. Learners should analyse how improved recruitment, synchronisation, neuromuscular efficiency and movement control can support faster reactions, acceleration, balance, technical execution and skill acquisition. Cause-and-effect relationships should be established between neural changes and improvements in performance. Applied examples should include activities such as a sprint start, change of direction or controlled landing. Listing responses or adaptations without explaining their contribution to performance will not demonstrate analysis.

For pass standard, students will describe the organisation and functions of the central and peripheral nervous systems. Evidence should distinguish the roles of the brain, spinal cord, somatic system and autonomic system in receiving information and controlling responses. Learners should describe motor units and neuromuscular junctions and explain how nerve impulses produce muscular contraction. They should explain how the nervous system controls movement, coordination, balance, posture and reactions to stimuli in sport. Examples may include responding to a sprint start signal, coordinating the limbs during running or maintaining balance when landing. Diagrams should be accurate and accompanied by explanations that demonstrate connected understanding..

Links to other units

This unit links to:

- Unit 1: Health, Wellbeing and Sport
- Unit 2: Fitness Testing
- Unit 3: Sports Injuries Management
- Unit 6: Nutrition for Physical Performance
- Unit 7: Careers in Sport
- Unit 9: Practical Sports Performance
- Unit 21: Influence of Technology in Sport and Physical Activities.

Unit 6: Nutrition for Physical Performance

Level: 3

Unit type: Pearson Set Assignment

Guided learning hours: 60

Unit in brief

Students explore the importance of nutrition and hydration in supporting health, recovery, and performance in sport and physical activity. They will develop knowledge and practical skills that prepare them for progression into sport, fitness and health-related study or employment.

Unit introduction

The importance of good nutrition and hydration in sports and physical activity has grown significantly worldwide. A balanced diet is essential for maintaining health, supporting recovery and enhancing performance for all participants. The physical demands of training and competition can place stress on the body, but appropriate nutrition and hydration strategies can help optimise energy levels, reduce fatigue and improve overall performance.

In this unit, you will learn how to apply the principles of nutrition, hydration and digestion, and explore energy intake, expenditure and balance for different activities. You will also examine safe and ethical practices in sports nutrition, including the responsible use of supplements. Finally, you will develop the skills needed to design and justify personalised diet and hydration plans, using sustainable and inclusive approaches that reflect current practice.

The knowledge and skills developed in this unit will support your progression to higher education or employment in sport, health and fitness sectors. You will build transferable skills in analysis, planning and problem-solving that are valuable for careers such as coaching, personal training, performance analysis and sports science.

Learning aims

In this unit you will:

A Explore the principles of nutrition, hydration, and digestion in relation to physical performance

B Investigate energy intake, expenditure, and balance for different sports and activities

C Examine safe and ethical practices in sports nutrition

D Create a personalised diet and hydration plan for a selected sport or activity,

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Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the principles of nutrition, hydration, and digestion in relation to physical performance	**A1** Nutrition **A2** Hydration **A3** Diet **A4** Digestion	This unit is assessed through a Pearson Set Assignment
B Investigate energy intake, expenditure, and balance for different sports and activities	**B1** Energy concepts **B2** Energy balance **B3** Measuring energy intake and use	
C Examine safe and ethical practices in sports nutrition	**C1** Safe use of supplements **C2** Risk of misuse **C3** Ethical considerations	
D Create a personalised diet and hydration plan for a selected sport or activity	**D1** Activities **D2** Planning diets	

Content

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

Explore the principles of nutrition, hydration, and digestion in relation to physical performance

A1 Nutrition

- Macronutrients:
  - carbohydrates
  - proteins
  - fats.
- Micronutrients:
  - vitamins – A, B, C, D, E
  - minerals - calcium, iron, zinc, sodium.
- Fibre.
- Digital nutrition tracking tools (apps, wearables):
  - roles, sources, recommended daily intake, and importance for health and performance.

A2 Hydration

Students should be able to recognise the key signs and symptoms of different hydration states and recommend daily intake, for example two litres per day

- Signs and symptoms:
  - dehydration
  - hyperhydration
  - hypohydration.
- Fluid intake:
  - pre-event
  - during-event
  - post-event.
- Sources, for example:
  - water
  - sports drinks:
    - hypertonic
    - hypotonic
    - isotonic.

A3 Diet

- Balanced diet:
  - food groups
  - portions
  - plant-based and sustainable diets
  - impact of ultra-processed foods on health.
- Guides for sources of nutrition and balanced diets, for example:
  - government guidelines
  - evidence-based recommendations
  - credible sources
  - food pyramid
  - national public health guidelines
  - food labelling.

A4 Digestion

Students should outline the main structures and functions of the digestive system.

- Structure of the digestive system:
  - gastrointestinal tract
  - buccal cavity
  - oesophagus
  - stomach
  - small intestine
  - large intestine
  - anus
  - digestive juices and enzymes.
- The digestive system consists of:
  - tongue
  - salivary glands
  - liver
  - pancreas
  - gall bladder.
- Functions of the digestive system:
  - digestion
  - absorption
  - excretion.

Learning aim B: Investigate energy intake, expenditure, and balance for different sports and activities

B1 Energy concepts

- Measures:
  - calorie/kilocalorie (kcal)
  - joules/kilojoules (kj).
- Sources, for example:
  - fats
  - carbohydrates
  - proteins.
- Measuring body composition, for example:
  - body weight
  - body mass index (BMI)
  - skinfold analyses
  - Bioelectrical Impedance Analysis (BIA)
  - advanced body composition methods (e.g. hydro densitometry).

B2 Energy balance

- Basal metabolic rate (BMR).
- Factors affecting basal metabolic rate (BMR):
  - age
  - gender
  - environmental factors (e.g. temperature and altitude)
  - physical activity.

B3 Measuring energy intake and use

- Food diaries.
- Activity logs.
- Wearable technology for energy tracking.

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Learning aim C: Examine safe and ethical practices in sports nutrition

C1 Safe use of supplements

- Vitamins.
- Minerals.
- Protein e.g. powders, bars.
- Carbohydrate e.g. energy gels, drinks, tablets.
- Creatine.
- Anti-inflammatory e.g. turmeric.

C2 Risk of misuse

Students should understand the main risks of supplement misuse, with awareness of anti-doping principles, but are not required to study specific legislation or detailed legal codes.

- Contamination.
- Counterfeit products.
- Prohibited substances.

C3 Ethical considerations

- Fair play.
- Avoiding harmful substances.
- Education on safe supplement sourcing (third-party tested products).
- Cultural and ethical considerations in nutrition choices.

Learning aim D: Create a personalised diet and hydration plan for a selected sport or activity [SP - PS]

D1 Activities

- Aerobic.
- Anaerobic.
- Muscular strength and endurance.
- Flexibility.
- Weight category.

- Timing, for example:
  - pre-season
  - mid-season
  - post-season
  - pre-event
  - during-event
  - post-event.

D2 Planning diets

- Appropriate for selected activity.
- Appropriate for selected sports performer:
  - assessment of needs
  - weight gain
  - weight loss
  - muscle gain/fat gain
  - fat loss
  - carbohydrate loading.
- Nutritional assessment tools: food diary, food recall and frequency questionnaires, body composition assessment.
- Nutrition: macronutrients, micronutrients, fibre.
- Food groups: grains, vegetables, fruits, oils, dairy, meat.
- Supplements: caffeine, creatine, energy gels, glucose tablets, protein shakes, powders, creatine.
- Sources.
- Availability.
- Personalisation using digital tools.
- Sustainability in meal planning.
- Cultural, lifestyle choice and ethical inclusivity (e.g. vegetarian, vegan, religious diets).

Assessment criteria

Learning aim A: Explore the principles of nutrition, hydration, and digestion in relation to physical performance

Learning aim B: Investigate energy intake, expenditure, and balance for different sports and activities

Pass	Merit	Distinction
A.P1 Describe the main components of a balanced diet and their role in supporting health and performance. **A.P2** Describe the importance of hydration and the basic structure and function of the digestive system.	**A.M1** Explain the relationship between nutrition, hydration and digestion, and their impact on performance.	**AB.D1** Analyse how nutritional, energy and hydration needs vary for a selected sport or activity and their impact on performance.
B.P3 Describe energy intake, expenditure and balance in relation to physical activity.	**B.M2** Explain how energy intake and expenditure affect performance in different activities.	

Learning aim C: Examine safe and ethical practices in sports nutrition

Learning aim D: Create a personalised diet and hydration plan for a selected sport or activity

Pass	Merit	Distinction
C.P4 Outline safe practices and guidance for nutrition and supplementation in sport.	**C.M3** Explain strategies athletes can use to ensure safe and ethical nutrition practices.	**CD.D2** Justify the effectiveness of a two-week diet and hydration plan for a selected sports performer, providing evidence-based reasoning.
D.P5 Produce a basic two-week diet and hydration plan for a selected sports performer, based on an initial assessment. [MY - TPR]	**D.M4** Produce a detailed and appropriate two-week diet and hydration plan for a selected sport performer, based on assessment findings.	

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR √	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS *
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

*	Signposted to indicate opportunities for development as a part of wider teaching and learning
√	Embedded in teaching, learning and assessment
blank	Not embedded or signposted in unit

Essential information for Pearson Set Assignment (PSA)

Pearson sets the assignment for the assessment of this unit.

The PSA will take 12 hours to complete.

The PSA will be marked by centres and verified by Pearson.

Assessing the PSA

You will make assessment decisions for the PSA using the assessment criteria provided.

The *Pearson BTEC International Level 3 Qualifications Supplementary Information* document gives information on PSAs. There is also further information on our website.

Further information for teachers and assessors

Resource requirements

For this unit, students must have access to:

- Digital tools for nutrition tracking e.g. apps (MyFitnessPal, Chronometer).
- Fitness testing and analysis facility e.g. laboratory.
- Wearable fitness technology for monitoring energy expenditure e.g. pedometer, fitness watch.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, students analyse how nutritional, and hydration needs vary for different sports or activities. Evidence should include comparisons and reasoned judgments about why certain strategies are more effective in specific contexts. Analysis should be supported by examples and, where possible, reference to performance outcomes. They also analyse how energy requirements vary across activities and justify why these differences matter for performance. Evidence should include comparisons and reasoned conclusions supported by examples or data.

For merit standard, students explain how nutrition, hydration, and digestion interact to influence performance. Evidence should demonstrate logical connections between dietary choices, hydration levels, and the impact of these on energy and recovery. Explanations should go beyond listing facts and show understanding of cause-and-effect relationships. Examples linked to specific sports or activities strengthen the response. They also explain how energy intake and expenditure affect performance in different activities. Evidence should show clear reasoning, linking energy availability to performance outcomes. Evidence may include examples of how energy needs differ between endurance and strength-based sports.

For pass standard, students provide clear descriptions of the main components of a balanced diet, hydration and the digestive system. Evidence should show that they can identify key nutrients, their sources and their general role in health and performance. They should also demonstrate a basic understanding of hydration strategies and the structure of the digestive system without requiring detailed scientific terminology. Responses may include diagrams, written explanations, or presentations, but accuracy and relevance to physical performance must be evident. They must also describe energy intake and expenditure in simple terms, showing awareness of energy sources and basic measurement methods. Evidence should demonstrate understanding of energy balance and its relevance to physical activity without requiring complex calculations.

Learning aims C and D

For distinction standard, students justify why certain strategies are essential for maintaining safety and fairness in sport. Evidence should include evaluative comments and examples of potential consequences if these strategies are ignored. They must also justify the effectiveness of their plan with evidence-based reasoning. Evidence should include clear links between the plan and expected performance benefits, supported by references or examples.

For Merit standard, students explain strategies athletes can use to maintain safe and ethical nutrition practices. Evidence should demonstrate understanding of practical steps, such as checking supplement sources and following professional advice. They also create a detailed plan tailored to the sports performer's needs, supported by an initial assessment. Evidence should demonstrate logical reasoning for food choices and hydration strategies.

For Pass standard, students outline safe practices for nutrition and use of supplements. Evidence should show awareness of common risks, such as contamination or misuse, and reference basic guidelines for safe use. They must also produce a basic two-week plan that reflects general nutritional principles and hydration needs. Evidence should show that the plan is realistic and linked to the selected sports performer.

Links to other units

This unit links to:

- Unit 1: Health, Wellbeing and Sport
- Unit 11: Sports Research Project.

Unit 7: Careers in Sport

Level: 3

Unit type: Pearson Set Assignment

Guided learning hours: 60

Unit in brief

Students will be introduced to different career opportunities in the global sports sector and the skills required to succeed in them. They will develop employability and digital skills, while exploring how to prepare for, and access, a wide range of sport-related roles and progress within them.

Unit introduction

Careers in sport form an important part of the global employment sector, offering diverse opportunities across performance, coaching, management, and health and fitness. This unit provides the foundation for exploring employment pathways, skills and progression routes and helping students to make informed choices about their future.

In this unit, you will learn how to research career opportunities in sport, develop essential employability skills, and prepare for recruitment processes such as applications and interviews. You will also gain insight into professional behaviours and expectations in the workplace, alongside building transferable and digital skills that will support you in a wide range of career contexts.

Students will benefit from increasing their confidence in identifying suitable career options, preparing for employment and recognising how the skills they develop can support progression to higher education or work in the global sports sector. The knowledge and experiences gained will equip students with the ability to adapt to different roles, support long-term career development and contribute positively to the wider community.

Learning aims

In this unit you will:

A Investigate careers and pathways in the sports industry

B Explore recruitment processes for a selected job role in sport to develop practical employability skills

C Develop and review a personal career plan for progression in sport.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Investigate careers and pathways in the sports industry	**A1** Types of careers in sport **A2** Career pathways and progression **A3** Employment types and opportunities **A4** Safeguarding and professional standards **A5** Health and safety in sport careers **A6** Professional standards and ethics	This unit is assessed through a Pearson Set Assignment
B Explore recruitment processes for a selected job role in sport to develop practical employability skills	**B1** Job role analysis **B2** Personal skills audit **B3** Application process **B4** Interview preparation	
C Develop and review a personal career plan for progression in sport	**C1** Goal-setting **C2** Action Planning **C3** Reviewing and updating plans	

Content

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

Learning aim A: Investigate careers and pathways in the sports industry [EL - MOL]

A1 Types of careers in sport

- Coaching roles:
  - grassroots
  - elite
  - specialist coaching.
- Teaching roles in education settings (e.g. physical education).
- Fitness and personal training roles.
- Sports development roles, for example:
  - development officer
  - community coordinator.
- Sports science roles, for example:
  - nutritionist
  - psychologist
  - performance analyst.
- Leisure management roles, for example:
  - facility manager
  - activity coordinator.
- Structure of sport in your country.

A2 Career pathways and progression

- Entry-level roles and progression routes.
- Qualifications and Continuing Professional Development (CPD) requirements:
  - industry-recognised qualifications
  - degrees (e.g. sports science, sports management, physiotherapy).
- Higher education and vocational routes.
- Professional bodies and accreditation:
  - International Sports Federations
  - Association of International Olympic Committee (IOC)-recognised International Sports Federations
  - International World Games Association
  - International Olympic Committee (IOC).
  - International Paralympic Committee.

- National governing bodies.

A3 Employment types and opportunities

- Full-time, part-time, self-employed, zero-hours contracts.
- Public, private and voluntary sector roles.
- Sources of career information and job opportunities.

A4 Safeguarding and professional standards

Teachers should ensure students engage with the current safeguarding and employment legislation relevant to their own jurisdiction.

- Safeguarding principles:
  - safeguarding means protecting children (under 18) and vulnerable adults from harm, abuse, neglect or exploitation in any sport setting.
- Global relevance:
  - teachers should encourage students to recognise that legal and cultural expectations in safeguarding vary internationally and provide regionally relevant examples.
- Key elements:
  - recognising types of abuse: physical, emotional, sexual, neglect
  - appropriate behaviour when working with young people and vulnerable adults.
- International best practice:
  - organisations like UNICEF, Child Protection in Sport Unit, and International Olympic Committee (IOC) guidelines
  - background checks (e.g. appropriate background checks as required by your country).
- Reporting procedures:
  - how to report concerns in line with local laws and organisational policies.
- Creating a safe culture:
  - communication strategies, staff training and promoting safeguarding awareness globally.

A5 Health and safety in sport careers

- International standards:
  - national health and safety regulations, and international best practice guidance, but core principles include risk assessment, safe environments and duty of care.
- Employer and employee responsibilities:
  - employers – provide safe facilities, equipment checks, emergency procedures
  - employees – follow safety protocols, report hazards.
- Global employment law awareness:
  - working hours, contracts and fair pay differ internationally (e.g. minimum wage laws).

- Travel and event safety:
  - risk management for international events, cultural considerations and emergency planning.

A6 Professional standards and ethics

- Codes of conduct:
  - professional behaviour expected in coaching, fitness and management roles worldwide.
- Impact on employability:
  - employers value professionalism, reliability and cultural awareness.
- Continuous professional development (CPD):
  - importance of updating skills and qualifications to meet global, for example Chartered Institute for the Management of Sport and Physical Activity (CIMPSA), Register of Exercise Professionals (REPs), international coaching certifications.
- Equality, diversity and inclusion:
  - understanding anti-discrimination laws and inclusive practices in different countries.
- Consequences of poor practice:
  - legal, reputational and career implications across international contexts.

Learning aim B: Explore recruitment processes for a selected job role in sport to develop practical employability skills

B1 Job role analysis

- Understanding job descriptions and person specifications:
  - duties and responsibilities of the role
  - required qualifications (e.g. Level 2/3 coaching, first aid, safeguarding)
  - essential and desirable skills (technical and soft skills)
  - expected behaviours and attitudes (professionalism, communication).
- Researching job opportunities:
  - public
  - private
  - voluntary sector roles
  - public/private partnerships
  - job adverts:
    - websites
    - social media
    - professional networks.

B2 Personal skills audit

- Self-assessment techniques:
  - SWOT analysis (Strengths, Weaknesses, Opportunities, Threats)
  - comparing own skills and experience to job requirements.
- Identifying transferable skills:
  - teamwork
  - leadership
  - communication
  - problem-solving.
- Technical skills:
  - coaching
  - instructing
  - fitness programming
  - safeguarding knowledge.
  - use of digital tools e.g. LinkedIn, online portfolios.
- Planning for development:
  - setting targets to address gaps in skills or qualifications.

B3 Application process

- Creating professional documents:
  - CV/resume formats:
    - understand regional differences (e.g. different forms of CV and professional networks)
    - include essential sections – personal details, education, qualifications, experience, skills, references
    - avoid including sensitive personal information where not required (e.g. date of birth, photo in some countries).
  - Cover letters:
    - tailor to the organisation and role
    - use formal, professional language appropriate for the country
    - highlight relevant skills and international experience.
  - Application forms:
    - complete accurately and thoroughly
    - be aware of cultural differences in self-promotion and modesty.

- Digital presence and global employability:
  - professional networking platforms:
    - LinkedIn: creating a global profile, using keywords for international recruiters
    - show evidence of international experience or multilingual skills.
  - personal branding:
    - maintain a professional online presence across social media
    - understand cultural norms for professional communication online.
- Understanding international recruitment practices:
  - job advertisements:
    - where to find global opportunities: international job boards, sports federations, global organisations (International Olympic Committee (IOC), Fédération Internationale de Football Association (FIFA)).
  - legal and visa considerations:
    - awareness of visa, work permit and eligibility requirements relevant to your country or intended place of work.
  - principles of equality, diversity and inclusion, that underpin fair recruitment and participation internationally:
    - understanding anti-discrimination laws and inclusive practices in different regions.
- Adapting applications for global roles:
  - highlight transferable skills relevant across cultures (communication, adaptability, teamwork)
  - emphasise language skills and cross-cultural experience
  - use internationally recognised qualifications and explain local equivalents if necessary.

B4 Interview preparation

- Interview types:
  - formal interviews, panel interviews, practical assessments (e.g. micro-coaching).
- Preparation strategies:
  - researching the organisation and role
  - preparing answers to common and competency-based questions.
- Communication skills:
  - verbal communication: pitch, tone, speed, volume
  - non-verbal communication: gestures, facial expression.

- Active listening
  - maintaining eye contact
  - providing verbal and non-verbal feedback
  - ways of building a rapport, e.g. eye contact, voice modulation, mirroring.
- Professional behaviour
  - professional presentation appropriate to the cultural and sector context, punctuality, confidence.
- Mock interviews:
  - role-play scenarios and feedback for improvement.

Learning aim C: Develop and review a personal career plan for progression in sport

C1 Goal-setting

- Short-, medium-, and long-term goals: SMART goals (specific, measurable, achievable, relevant, time-bound).

C2 Action planning

- Identifying training and education requirements.
- Timescales and milestones.
- Contingency planning.

C3 Reviewing and updating plans

- Reflecting on progress.
- Adjusting goals based on feedback and opportunities.

Students should consider how cultural and personal factors, including family or community expectations, may influence career planning.

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Assessment criteria

Learning aim A: Investigate careers and pathways in the sports industry

Pass	Merit	Distinction
A.P1 Explain different careers and progression pathways in the sports industry. [MY - COP] **A.P2** Investigate the importance of safeguarding, health and safety, and professional standards in sport careers.	**A.M1** Compare different careers and progression pathways, highlighting similarities and differences. **A.M2** Explore the impact of safeguarding, health and safety, and professional standards on career roles in sport.	**A.D1** Evaluate the suitability of different careers and pathways for personal aspirations, justifying choices.

Learning aim B: Explore recruitment processes for a selected job role in sport to develop practical employability skills

Pass	Merit	Distinction
B.P3 Complete a personal skills audit for a selected job role. [MY - PS&R] **B.P4** Complete an application and interview for a selected job role.	**B.M3** Analyse recruitment processes, making links to their effectiveness in chosen career pathways.	**B.D2** Evaluate own readiness for the selected job role, providing justified recommendations for improvement.

Learning aim C: Develop and review a personal career plan for progression in sport

Pass	Merit	Distinction
C.P5 Produce a personal career plan outlining short-, medium-, and long-term goals. [MY - PGS]	**C.M4** Explain how the career plan supports progression towards chosen career goals.	**C.D3** Evaluate how career planning strategies can support long-term progression.

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL *	IS – WC	SP – CT
MY – PS&R √	EL – CL	IS – V&NC	SP – PS
MY – COP √	EL – SRS	IS – T	SP – C&I
MY – PGS √	EL – PRS	IS – C&SI	

Table key

*	Signposted to indicate opportunities for development as a part of wider teaching and learning
√	Embedded in teaching, learning and assessment
blank	Not embedded or signposted in unit

Essential information for Pearson Set Assignment (PSA)

Pearson sets the assignment for the assessment of this unit.

The PSA will take 20 hours to complete.

The PSA will be marked by centres and verified by Pearson.

Assessing the PSA

You will make assessment decisions for the PSA using the assessment criteria provided.

The *Pearson BTEC International Level 3 Qualifications Supplementary Information* document gives information on PSAs. There is also further information on our website.

Further information for teachers and assessors

Resource requirements

For this unit, students must have access to:

- A range of current sports industry career pathways information e.g. from websites and printed resources from sports organisations, job adverts.

Essential information for assessment decisions

Learning aim A

For distinction standard, students must produce an evaluation of how different careers and progression pathways would suit their personal aspirations, giving reasons for their proposed options. Work should show depth and supported judgements. Students evaluate how safeguarding, health and safety, and professional standards affect employability and progression options. Evidence demonstrates insight into best practice and the consequences of non-compliance.

For merit standard, students must present a structured comparison and analysis of careers and progression pathways in the sports industry. They should provide reasons for why safeguarding, health and safety, and professional standards are important in the sports industry. Evidence includes examples of how compliance with these requirements influences day-to-day practice and organisational reputation.

For pass standard, students must provide clear descriptions of different careers and progression pathways in the sports industry. Evidence typically includes factual explanations supported by examples from the sports industry. Students provide accurate explanations of safeguarding, health and safety, and professional standards in sports careers. Evidence is descriptive and demonstrates awareness of why these elements are important in sport careers.

Learning aim B

For distinction standard, students must produce an evaluation of their readiness for employment. Evidence includes reasoned recommendations for improvement and consideration of future development needs. Responses demonstrate strategic thinking and awareness of professional standards.

For merit standard, students must provide analytical commentary on their suitability for the chosen role. Evidence includes clear links between personal skills and job requirements, with some discussion of strengths and areas for development. Work shows a thoughtful approach to matching skills with employer expectations.

For pass standard, students must complete a personal skills audit and application documents accurately. They must take part in a mock interview, demonstrating appropriate verbal communication including pitch, tone, speed and volume. They must also use appropriate body language to communicate with the interviewer, to clarify their responses and build a rapport. They should also demonstrate active listening skills during the interview. Evidence demonstrates understanding of job requirements and includes relevant personal details, but may lack depth in self-analysis or adaptation for specific roles.

Learning aim C

For distinction standard, students must evaluate the effectiveness of their plan, identifying strengths and areas for improvement. Evidence demonstrates a clear understanding of the requirements of the career progression plans and realistic potential contingency plans.

For merit standard, students must explain how their plan supports career progression. Evidence includes logical connections between goals, actions and outcomes, showing understanding of how these pathways can contribute to long-term aspirations.

For pass standard, students must create a career plan with realistic SMART goals and timelines. Evidence shows awareness of progression routes, but may lack detailed justification or contingency planning.

Links to other units

This unit links to:

- Unit 1: Health, Wellbeing and Sport
- Unit 11: Sports Research Project.

Unit 8: Sports Research Methods

Level: 3

Unit type: Pearson Set Assignment

Guided learning hours: 60

Unit in brief

Students will develop knowledge and understanding of research methods used in sport, including types of research, data collection techniques, and principles of validity, reliability and ethics.

Unit introduction

Research is fundamental to producing evidence-based practice in sport and exercise. An understanding of how research is designed, the different approaches available and principles that underpin good research need to be highlighted to anyone who wants to gain employment within the modern sporting sector. This applies whether you are trying to enter sport and exercise science, coaching and development or fitness professions.

In this unit, you will explore the purpose of research in sport and examine the different types of research methods, including qualitative, quantitative and mixed-method approaches. You will learn about research design principles, ethical considerations, and the importance of validity and reliability in producing trustworthy results. You will also develop skills in reviewing literature, and understanding how data can be analysed and presented.

By completing this unit, students will gain the theoretical knowledge required to understand and evaluate research in sport, preparing them for further study or roles where evidence-based practice is essential.

Learning aims

In this unit you will:

A Understand the purpose and importance of research in sport

B Explore different types of research methods and designs used in sport

C Understand principles of validity, reliability and ethics in sports research

D Understand how data is analysed and presented in sports research.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the purpose and importance of research in sport	**A1** Purpose of research **A2** Benefits of research	This unit is assessed through a Pearson Set Assignment
B Explore different types of research methods and designs used in sport	**B1** Research approaches **B2** Research designs **B3** Literature review	
C Understand principles of validity, reliability and ethics in sports research	**C1** Validity and reliability **C2** Ethics	
D Understand how data is analysed and presented in sports research	**D1** Data types **D2** Basic analysis techniques **D3** Presenting findings	

Content

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

Learning aim A: Understand the purpose and importance of research in sport

A1 Purpose of research

- To improve performance and training methods.
- To inform policy and practice in sport and exercise.
- To support evidence-based decision-making in coaching and sports science.
- To identify trends and predict future developments in sport participation and performance.
- To evaluate the effectiveness of interventions (e.g. injury prevention programmes, nutrition strategies).
- To contribute to academic knowledge and innovation in sports technology.

A2 Benefits of research

- Enhancing athlete health, wellbeing and safety.
- Developing new training techniques and performance analysis tools.
- Innovation in sports technology.
- Supporting community engagement and participation initiatives.
- Influencing funding decisions and resource allocation in sports organisations.

Learning aim B: Explore different types of research methods and designs used in sport [IS - WC]

B1 Research approaches

- Qualitative research in sport:
  - focus on experiences, attitudes and behaviours
  - methods – interviews, focus groups, observations
  - strengths – rich, detailed data
  - limitations: subjective, harder to generalise.
- Quantitative research in sport:
  - focus on numerical data and statistical analysis
  - methods: surveys, performance tests, physiological measurements
  - strengths: measurable, can involve broad-based research to identify patterns
  - limitations: may lack depth.

- Mixed methods: combines qualitative and quantitative approaches for a comprehensive understanding.
- Deductive reasoning: testing existing theories through structured research.
- Inductive reasoning: developing new theories from observed data.

B2 Research designs

- Experimental: controlled studies to test cause-and-effect relationships.
- Descriptive: observing and describing behaviours or phenomena without manipulation.
- Correlational: examining relationships between variables without establishing causality.
- Case studies: in-depth analysis of an individual, team or event.
- Longitudinal studies: tracking changes over time.
- Cross-sectional studies: comparing different groups at a single point in time.

B3 Literature review

- Purpose: to identify existing knowledge, gaps and trends.
- Sources: peer-reviewed journals, books, reports, academic databases (e.g. PubMed, SPORTDiscus).
- Search strategies: Boolean operators, keywords, advanced search filters.
- Referencing systems: Harvard, APA style.
- Evaluating sources: credibility, relevance, currency and bias.

Learning aim C: Understand principles of validity, reliability and ethics in sports research

C1 Validity and reliability

- Construct validity: whether the test measures what it claims to measure.
- External validity: whether findings can be generalised to other settings.
- Test-retest reliability: consistency of results over time.
- Inter-rater reliability: consistency between different observers.

C2 Ethics

- Informed consent: participants understand the purpose and risks.
- Confidentiality: protecting participant data.
- Right to withdraw, participants can leave at any time.
- Integrity and honesty: avoiding fabrication or falsification of data.

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Learning aim D: Understand how data is analysed and presented in sports research

D1 Data types

- Qualitative data:
  - non-numerical, descriptive (e.g. interview transcripts).
- Quantitative data:
  - numerical (e.g. performance scores, heart rate).
- Scales of measurement:
  - nominal (categories), ordinal (ranked), interval (equal intervals), ratio (true zero).

D2 Basic analysis techniques

- Descriptive statistics:
  - mean, median, mode, range, standard deviation.
- Inferential:
  - correlation, significance testing.
- Qualitative analysis:
  - coding, thematic analysis, identifying patterns.

D3 Presenting findings

- Visual formats:
  - tables
  - bar charts
  - line graphs
  - pie charts.
- Written reports:
  - structure: introduction, methods, results, discussion.
- Clarity and accuracy:
  - avoiding misinterpretation of data.

Assessment criteria

Learning aim A: Understand the purpose and importance of research in sport

Learning aim B: Explore different types of research methods and designs used in sport research

Pass	Merit	Distinction
A.P1 Explain the purpose of research in sport, including at least two reasons why research is important.	**A.M1** Analyse the importance of research in developing sport and exercise practice, providing examples of its impact on performance, participation, or policy.	**AB.D1** Evaluate how different research methods contribute to evidence-based practice in sport, justifying why certain methods are more suitable for specific contexts.
B.P2 Describe different research methods and designs used in sport, including qualitative, quantitative and mixed methods.	**B.M2** Compare the strengths and limitations of different research methods and designs, using examples from sport.	

Learning aim C: Understand principles of validity, reliability and ethics in sports research

Learning aim D: Understand how data is analysed and presented in sports research

Pass	Merit	Distinction
C.P3 Explain the principles of validity, reliability and ethics in research, including why they are important.	**C.M3** Analyse the impact of validity, reliability and ethics, on the quality and credibility of research findings, using examples from sport.	**CD.D2** Evaluate the effectiveness of different data presentation methods in communicating findings clearly for different audiences within sporting settings.
D.P4 Describe basic techniques for analysing and presenting research data, including at least one qualitative and one quantitative method. [EL - SRS]	**D.M4** Explain how different data analysis techniques are applied in sports research, linking methods to specific research questions or data types.	

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC *	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS √	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

*	Signposted to indicate opportunities for development as a part of wider teaching and learning
√	Embedded in teaching, learning and assessment
blank	Not embedded or signposted in unit

Essential information for Pearson Set Assignment (PSA)

Pearson sets the assignment for the assessment of this unit.

The PSA will take 10 hours to complete.

The PSA will be marked by centres and verified by Pearson.

Assessing the PSA

You will make assessment decisions for the PSA using the assessment criteria provided.

The *Pearson BTEC International Level 3 Qualifications Supplementary Information* document gives information on PSAs. There is also further information on our website.

Further information for teachers and assessors

Resource requirements

For this unit, students must have access to:

- Academic databases or journals e.g. SPORTDiscus, PubMed.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, students demonstrate higher-level thinking by evaluating how different research methods contribute to evidence-based practice. They justify why certain methods are more suitable for specific contexts, considering factors such as accuracy, reliability and applicability. Evidence should show judgement, and a balanced discussion of strengths and limitations. They also apply their understanding of research protocols to evaluate how conducting good research relates to evidence-based practice. Evidence should show that students can justify method selection in relation to research aims, demonstrating insight into the appropriateness of different methods and the impact of methods on outcomes.

For merit standard, students provide a more analytical response, showing how research impacts the development of sport and exercise practice. They should link research to real-world applications, such as how studies influence training methods, injury prevention strategies or policy development. Evidence should include examples that illustrate the practical benefits of research beyond theoretical understanding. They must also compare the strengths and limitations of different research methods and designs, demonstrating an ability to weigh advantages and disadvantages. Evidence should include examples from sport that illustrate why one method might be chosen over another in a specific situation.

For pass standard, students demonstrate achievement by providing clear explanations of why research is conducted in sport, referencing at least two distinct purposes such as improving performance or informing policy. Evidence should show that students understand the role research plays in supporting decision-making and enhancing practice, even if examples are basic or general. They also provide descriptions of various research methods and designs, including qualitative, quantitative and mixed methods. Evidence should show that students can identify key features of each method and give simple examples of their use in sport.

Learning aims C and D

For distinction standard, students could extend their analysis by evaluating how these principles interact with research design choices, showing insight into maintaining high standards within research practice. They also evaluate the effectiveness of different data presentation methods in communicating findings clearly, showing awareness of how presentation influences interpretation.

For Merit standard, students analyse the impact of validity, reliability and ethics on research quality, demonstrating an understanding of how these factors influence credibility and trustworthiness. Evidence should include examples of potential issues and how they can affect findings. They must also explain how different analysis techniques are applied in sports research, linking methods to specific research questions or data types. Evidence should demonstrate an ability to present data in relation to the desired interpretation.

For Pass standard, students explain the concepts of validity, reliability and ethics, showing awareness of why these principles are important in research. Evidence should include definitions and basic examples of how these principles apply in a sporting research context. They also describe basic techniques for analysing and presenting data, including at least one qualitative and one quantitative method. Evidence should show understanding of fundamental concepts such as descriptive statistics and thematic analysis.

Links to other units

This unit links to:

- Unit 1: Health, Wellbeing and Sport
- Unit 6: Nutrition for Physical Performance
- Unit 18: Ethical Issues and Performance Aids in Sport
- Unit 21: Influence of Technology in Sport and Physical Activities.

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Unit 9: Practical Sports Performance

Level: 3

Unit type: Internal

Guided learning hours: 60

Unit in brief

This unit develops students' practical skills and understanding of performance in selected sports through active participation and analysis. Students will explore techniques, tactics and strategies to improve their own performance, and demonstrate competence in competitive situations.

Unit introduction

Practical performance in sport is a fundamental aspect of the sports industry, requiring individuals to demonstrate technical ability, tactical awareness and physical fitness. This unit provides students with the opportunity to develop these skills through active participation in a range of sports, focusing on improving their own performance.

You will gain an understanding of the rules, regulations and roles of officials in their chosen sports, as well as the importance of effective communication and teamwork. You will also explore how to apply strategies and tactics to enhance performance in competitive environments.

By completing this unit, students will develop the confidence and competence required to participate effectively in sport, as well as the ability to reflect on their performance and identify areas for improvement. These skills are essential for progression into higher education or employment in the sports sector.

Learning aims

In this unit you will:

A Understand the technical and tactical demands of selected sports

B Demonstrate skills and tactics in drills for a selected sport

C Demonstrate effective performance in competitive situations

D Review own performance to identify strengths and areas for improvement.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the technical and tactical demands of selected sports	**A1** Technical demands **A2** Tactical demands	A report describing the technical and tactical demands of two different sports, explaining how these demands influence performance, and analysing their impact in competitive environments.
B Demonstrate skills and tactics in drills for a selected sport	**B1** Skill development **B2** Tactical application	Plan and participate in a programme of technical and tactical skill development in the two selected sports. Present session plans/coaching logs, observation records and video evidence of the development, and competitive performance, phases.
C Demonstrate effective performance in competitive situations	**C1** Rules and regulations **C2** Competitive performance	
D Review own performance to identify strengths and areas for improvement	**D1** Performance analysis **D2** Action planning	A written review of own performance identifying strengths/areas for improvement, explaining how these affect performance outcomes and analysing performance trends to produce a SMART action plan.

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Content

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

Learning aim A: Understand the technical and tactical demands of selected sports

A1 Technical demands

- Core technical skills
- Ball handling skills e.g. passing, dribbling, catching.
- Scoring skills e.g. shooting, striking, serving.
- Defensive skills e.g. marking, tackling, blocking.
- Movement and positioning skills e.g. footwork, dodging, positioning.
- Coordination and control e.g. balance, agility, timing.
- Sport specific skills e.g. swimming strokes, gymnastic moves, athletic techniques.
- Skill execution in drills:
  - isolated drills
  - semi- opposed drills
  - fully opposed drills
  - conditioned games.
- Skill execution in competitive environments:
  - maintaining accuracy and control when fatigued.
- Components of fitness for technical performance:
  - strength for power-based skills e.g. shooting in basketball
  - speed e.g. attacking/defensive transitions
  - flexibility for range of motion e.g. strokes or kicks
  - aerobic endurance for long lasting sports e.g. 30 minutes or longer
  - muscular endurance for long lasting sports e.g. 30 minutes or longer.
- Equipment and its impact on performance:
  - footwear e.g. for grip and injury prevention
  - sport-specific equipment e.g. racket grip size, ball type.

A2 Tactical demands

- Principles of attack and defence:
  - attack e.g. width, depth, penetration, support
  - defence e.g. delay, depth, balance, compactness.
  - strategies offensive, for example fast breaks, set plays
- Defensive strategies e.g. zonal marking, pressing, counter attacking.

- Transition strategies e.g. recovery runs, support play, shape reformation.
- Decision-making under pressure, for example choosing when to pass, shoot, or retain possession, reading opponents' movements and anticipating play.
- Adapting tactics to game situations, for example:
  - adjusting formation when leading or trailing
  - responding to environmental conditions (e.g. wind in outdoor sports).
- Communication and teamwork in tactical execution:
  - verbal and non-verbal cues (e.g. calling for the ball, hand signals).
- Opponent analysis:
  - identifying strengths and weaknesses of opponents
  - exploiting mismatches (e.g. targeting a weaker defender).

Learning aim B: Demonstrate skills and tactics in drills for a selected sport

B1 Skill development

- Progressive drills for core skills:
  - isolated drills
  - semi- opposed drills
  - fully opposed drills
  - conditioned games.
- Skill refinement:
  - correcting technique through observation and feedback
  - using video analysis to identify errors.
- Use of feedback:
  - peer feedback during drills
  - coach-led technical corrections.
- Consistency and repetition:
  - high-volume practice for muscle memory
  - gradual increase in complexity (e.g. adding defenders, reducing space).

B2 Tactical application

- Small-sided games:
  - 3 vs. 3 or 4 vs. 4 formats to encourage frequent involvement and decision-making
  - focus on specific tactical objectives (e.g., maintaining possession).
- Scenario-based activities:
  - playing with a numerical disadvantage (e.g. 5 vs. 6)
  - simulating end-of-game situations (e.g. protecting a lead).

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- Role-specific responsibilities:
  - defenders: marking, intercepting, positioning
  - attackers: creating space, timing runs, finishing.
- Developing adaptability:
  - changing tactics mid-game based on opponent strategy
  - switching positions to understand different roles.
- Communication and leadership:
  - using verbal and non-verbal cues during play
  - assigning captains to lead tactical changes.

Learning aim C: Demonstrate effective performance in competitive situations

C1 Rules and regulations

- Understanding official rules:
  - governing body rules for each selected sport, for example Fédération Internationale de Football Association (FIFA) for football, Fédération Internationale de Basketball (FIBA) for basketball
  - key infringements and penalties (e.g. fouls, offside, footwork violations).
- Application of rules during play:
  - correct execution of set plays (e.g. throw-ins, free throws, centre passes)
  - awareness of time restrictions (e.g. shot clock, three-second rule).
- Roles and responsibilities of officials:
  - referees, umpires, line judges and their decision-making authority
  - use of signals and communication by officials.
- Impact of rules on tactics:
  - how rules influence strategies (e.g. offside trap in football)
  - adapting play to avoid penalties.

C2 Competitive performance

- Competitive situation – the number of players, area of play and presence of an official to represent competition standard of play.
- Applying skills and tactics under pressure:
  - executing technical skills in competitive game conditions
  - maintaining accuracy and composure when fatigued or under time pressure.
- Decision-making in real-time
  - choosing the best option quickly (e.g. pass vs. shoot)
  - reading the game and anticipating opponent actions.

- Communication and teamwork:
  - verbal cues (e.g. calling for the ball, organising defence)
  - non-verbal signals (e.g. hand gestures, eye contact).
- Leadership and responsibility:
  - taking initiative in critical moments
  - supporting and motivating teammates.
- Sportsmanship and fair play:
  - respecting opponents and officials.
- Handling disputes calmly:
  - performance consistency
  - maintaining high standards throughout the match
  - adapting to changing game dynamics (e.g. scoreline, player injuries).

Learning aim D: Review own performance to identify strengths and areas for improvement [MY - PGS]

D1 Performance analysis

- Methods of analysis:
  - observation checklists: recording technical and tactical performance during games
  - video analysis: reviewing footage to identify strengths and weaknesses
  - statistical data: tracking metrics such as pass completion, shooting accuracy, turnovers.
- Identifying strengths and weaknesses:
  - technical: accuracy, consistency, execution under pressure
  - tactical: positioning, decision-making, adaptability
  - physical: fitness levels, speed, endurance.
- Use of feedback:
  - peer feedback: team members providing constructive comments
  - coach feedback: professional evaluation of performance
  - self-reflection: honest appraisal of own performance.
- Tools and technology:
  - performance analysis software (e.g. Hudl, Dartfish)
  - wearable tech for tracking movement and workload.

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D2 Action planning

- Setting SMART targets
  - Specific: for example, improve shooting accuracy by 10%
  - Measurable: using stats or video evidence
  - Achievable: based on current ability and resources
  - Relevant: linked to performance goals
  - Time-bound: within six weeks.
- Short-term vs. long-term goals:
  - short-term: improving a specific skill (e.g. passing accuracy)
  - long-term: enhancing overall tactical awareness or fitness.
- Strategies for improvement:
  - additional practice sessions for weak skills
  - fitness programmes tailored to sport demands
  - tactical workshops or video study sessions.
- Monitoring progress:
  - regular re-testing and analysis
  - updating action plans based on progress.
- Overcoming barriers:
  - time management for training
  - access to facilities and resources
  - motivation and psychological factors.

Assessment criteria

Learning aim A: Understand the technical and tactical demands of selected sports

Pass	Merit	Distinction
A.P1 Describe the technical skills and tactical demands of a selected sport.	**A.M1** Explain how technical skills and tactical demands influence performance in a selected sport.	**A.D1** Analyse the impact of technical skills and tactical demands on performance in a selected sport.

Learning aim B: Demonstrate skills and tactics in drills for a selected sport

Learning aim C: Demonstrate effective performance in competitive situations

Pass	Merit	Distinction
B.P2 Demonstrate basic skills and tactics in drills for a selected sport.	**B.M2** Demonstrate effective skills and tactics in drills for a selected sport.	**BC.D2** Demonstrate confident and fluent skills and tactics in drills and competitive situations for a selected sport.
C.P3 Participate in competitive situations, showing appropriate skills, tactics and application of rules for a selected sport.	**C.M3** Participate effectively in competitive situations, showing effective skills and tactical awareness for a selected sport.	

Learning aim D: Review own performance to identify strengths and areas for improvement

Pass	Merit	Distinction
D.P4 Review own performance in a selected sport, identifying strengths and areas for improvement. [EL - CL]	**D.M4** Explain how strengths and areas for improvement impact overall performance in a selected sport.	**D.D3** Analyse own performance in a selected sport and produce a detailed action plan for improvement.

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL √	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS *	EL – PRS	IS – C&SI	

Table key

*	Signposted to indicate opportunities for development as a part of wider teaching and learning
√	Embedded in teaching, learning and assessment
blank	Not embedded or signposted in unit

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. The *Pearson BTEC International Level 3 Qualifications Supplementary Information* document gives information on setting assignments. There is also further information on our website.

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

Learning aims: B and C (B.P2, C.P3, B.M2, C.M3, BC.D2)

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

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Further information for teachers and assessors

Resource requirements

For this unit, students must have access to:

- Sport facilities (indoor and outdoor) and equipment to enable particpation in a range of sports and physical activities.
- Video capture equipment e.g. video camera, phone camera.
- Performance analysis tools e.g. sports performance analytics software (Dartfish, CoachLogic, Hudl).

Essential information for assessment decisions

Learning aim A

For distinction standard, students must produce a detailed analysis of the impact of technical and tactical demands on performance. They consider multiple factors, such as components of fitness, decision-making and adaptability, and evaluate how these influence success in competitive situations. Evidence is analytical, supported by examples from real or simulated performance.

For merit standard, students must go beyond description by explaining how technical and tactical elements influence performance. They demonstrate understanding of the relationship between skills, tactics and game outcomes. Evidence should show logical connections, such as how passing accuracy supports attacking tactics or how defensive formations impact opposition play.

For pass standard, students must provide clear descriptions of the technical and tactical aspects of a selected sport, showing an understanding of the basic requirements for performance. Evidence may include written reports, presentations or annotated diagrams that outline key skills, techniques and tactical principles. The focus is on accurate identification rather than depth of explanation.

Learning aims B and C

For distinction standard, students demonstrate consistent and adaptable skills, applying them effectively under pressure and in varied drills. They show creativity in tactical decisions and maintain technical standards throughout. Evidence should capture adaptability, precision and decision-making in sport specific drills. They must also perform consistent and fluent execution of skills and tactical decisions in competitive situations demonstrating composure under pressure. They influence game outcomes through strategic decisions. Evidence should include detailed assessor commentary and video analysis highlighting leadership and tactical impact.

For merit standard, students show effective and consistent application of skills and tactics in varied drills. Movements are controlled and tactical decisions are appropriate for the context. Evidence should highlight reliability in performance, supported by assessor observation or video analysis. They also perform effectively in a selected sport in competitive contexts, showing mostly accurate skills and tactical awareness during play. They are able to adapt to changing situations. Evidence should illustrate skills and tactical application beyond basic compliance.

For pass standard, students demonstrate basic execution of core skills and tactics in different sports drills for a selected sport. Performance may lack consistency, but shows application of fundamental techniques. Evidence can include observation records, video footage or practical logs confirming participation and skill demonstration. They must also participate in a selected sport in competitive situations, adhering to rules and fulfilling their sporting roles appropriately. Performance may be basic, but demonstrates application of game structure and compliance with regulations. Evidence includes assessor observation, performance reports or video recordings.

Learning aim D

For distinction standard, students must provide a review that identifies strengths and weaknesses in their performance. Evidence may be descriptive and based on observation or feedback, but shows awareness of key performance aspects.

For merit standard, students must explain how identified strengths and weaknesses affect overall performance. Evidence demonstrates understanding of the implications for future development and includes examples from practical experience.

For pass standard, students must provide an overview of their own performance, accurately identifying strengths and providing realistic areas for development.

Links to other units

This unit links to:

- Unit 3: Sports Injuries Management
- Unit 4: Sports Psychology
- Unit 5: Anatomy and Physiology in Sport
- Unit 6: Nutrition for Physical Performance
- Unit 21: Influence of Technology in Sport and Physical Activities.

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Unit 10: Sports Coaching and Leadership

Level: 3

Unit type: Internal

Guided learning hours: 60

Unit in brief

This unit focuses on the principles and practices of sports coaching and leadership, equipping students to plan, deliver and evaluate sessions across various sport settings. Emphasis is placed on safety, inclusion, motivation, progression, and adapting coaching styles to enhance performance and participation.

Unit introduction

Sports coaching and leadership are fundamental to the development of athletes and teams across all levels of sport. Coaches and leaders influence not only technical and tactical performance, but also motivation, confidence and long-term engagement.

Effective coaching and leadership require a combination of knowledge, skills and professional responsibilities. Coaches must plan and organise structured sessions, communicate clearly and adapt to diverse participant needs, while ensuring safety and inclusion.

This unit provides students with the opportunity to explore different coaching and leadership styles, understand the roles and responsibilities involved, and apply this knowledge in practical settings. Students will plan and deliver a sports coaching or leadership session, and then review and evaluate their own performance, identifying strategies for continuous improvement and professional development.

Learning aims

In this unit you will:

A Understand the roles, responsibilities and skills of sports coaches and leaders

B Explore coaching and leadership styles and their impact on performance and participation

C Plan and deliver a sports coaching or leadership session

D Reflect on own/personal coaching or leadership performance.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the roles, responsibilities and skills of sports coaches and leaders	**A1** Roles of sports coaches and leaders **A2** Responsibilities **A3** Skills	Written report or presentation.
B Explore coaching and leadership styles and their impact on performance and participation	**B1** Coaching styles **B2** Leadership styles **B3** Impact on performance and participation	Written analysis or presentation.
C Plan and deliver a sports coaching or leadership session	**C1** Planning **C2** Delivery **C3** Integrating coaching principles	Session plan, risk analysis/ observation record or witness testimony.
D Reflect on own/personal coaching or leadership performance	**D1** Review methods **D2** Evaluation **D3** Action planning	Reflective written report or video blog (VLOG)/audio with a written action plan.

Content

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

Learning aim A: Understand the roles, responsibilities and skills of sports coaches and leaders

A1 Roles of sports coaches and leaders

- Instructor:
  - teaching technical skills in identified sports sessions
  - teaching tactical skills in identified sports
  - demonstrating correct techniques to ensure safety and performance.
- Motivator:
  - encouraging participation in sports activities
  - using positive reinforcement to build confidence and enjoyment.
- Role model:
  - displaying professionalism, punctuality, and fairness
  - promoting healthy lifestyles and lifelong physical activity.
- Planner and organiser:
  - designing structured coaching and sports sessions
  - coordinating resources, equipment, and facilities.
- Mentor:
  - supporting personal development and goal setting for participants
  - providing guidance on progression in sport or physical activities.

A2 Responsibilities

- Safeguarding and child protection:
  - understanding legal requirements and organisational policies
  - recognising signs of abuse and reporting concerns appropriately.
- Health and safety:
  - conducting risk assessments for coaching and sports sessions
  - ensuring safe use of equipment and facilities
  - safety of all participants and support staff
  - dynamic risk assessment - venue, facilities, equipment, people.
- Inclusive practice and equality:
  - adapting activities for different abilities, ages, and backgrounds
  - promoting cultural sensitivity in sport.

- Professional conduct:
  - maintaining confidentiality and ethical behaviour (participant data)
  - membership of professional body
  - ethical behaviours – integrity, honesty, respect, compliance, accountability
  - continuous professional development (CPD) requirements of different coaching organisations
  - ongoing upskilling of coaching and leadership skills, knowledge and practices with awareness of updates and changes in different sports rules/regulations.

A3 Skills

- Communication skills:
  - verbal: giving clear instructions during sports drills and games, e.g. tone of voice, voice projection, volume, pitch, appropriate choice of words
  - non-verbal: using demonstrations and body language effectively
  - active listening: asking questions, responding to students' questions and feedback.
- Organisation and planning:
  - designing appropriate coaching sessions to meet the needs of participants
  - structuring coaching sessions with progressive and engaging activities
  - managing time effectively to cover warm-up, main activity and cool-down
  - include sufficient time for participant feedback/feedforward
  - include flexibility in the coaching plan to address different circumstances.
- Adaptability and problem-solving:
  - adjusting sporting activities for weather changes and equipment shortages
  - adapting coaching sessions to meet the needs of mixed-ability groups
  - handling behavioural issues in a professional manner, calmly and fairly
- Technical and tactical knowledge:
  - understanding rules, techniques, and strategies for multiple sports.
- Leadership and motivation:
  - inspiring students to engage in physical activity
  - fostering positivity when working with others e.g. assistants, support staff, parents
  - using goal-setting techniques to improve performance and participation
  - recognising and reinforcing effort and improvement.

Learning aim B: Explore coaching and leadership styles and their impact on performance and participation

B1 Coaching styles

- Autocratic (command):
  - coach makes all decisions, strict control
  - effective for beginners, safety-critical activities or large groups
  - can reduce creativity and motivation if overused.
- Democratic (reciprocal):
  - shared decision-making between coach and participants
  - encourages engagement, responsibility and problem-solving
  - constraints in coaching sessions.
- Laissez-faire:
  - minimal guidance: participants lead their own learning
  - benefits for experienced or advanced athletes
  - risks for beginners, e.g. lack of structure, reduced progress.

B2 Leadership styles

- Transformational leadership:
  - inspires and motivates through vision and enthusiasm
  - builds strong relationships and long-term commitment
  - individual growth and development
  - organisational and team benefits.
- Transactional leadership:
  - based on rewards for performance
  - consequences for poor performance
  - effective for achieving short-term goals or discipline
  - reactive approach to established protocols/plans/policies.
- Situational leadership:
  - flexible coaching styles based on participants' needs, experience and context
  - relevance for mixed-ability coaching sessions or diverse sports performers teams
  - reliance on leaders' skills and different situations, time intensive.

B3 Impact on performance and participation

- Performance factors:
  - Skill development, tactical understanding and physical conditioning
  - Confidence, and competence, in physical activity and sport
  - Current fitness levels for relevant components of fitness for sport or physical activity.

- Participation factors:
  - participants needs and requirements
  - health screening
  - expectations
  - motivation and enjoyment of physical activity/sport
  - inclusivity and engagement for different ability levels.
- Psychological impact:
  - self-esteem, resilience and social interaction
  - stressors
  - personality
  - group cohesion
  - communication.
- Choice of coaching or leadership style:
  - autocratic style in a swimming lesson for safety
  - democratic style in a school football team to encourage ownership of the coaching session
  - transformational leadership in promoting lifelong physical activity habits.

Learning aim C: Plan and deliver a sports coaching or leadership session

C1 Planning

Students may plan and deliver either an individual coaching session or a group session, as agreed with the assessor and appropriate to the vocational context.

- Purpose and objectives:
  - setting SMART (Specific, Measurable, Achievable, Realistic, Time-bound) goals
  - linking objectives to skill development, fitness or physical education (PE) curriculum outcomes.
- Session structure:
  - warm-up: pulse raiser, mobiliser activities to prepare physically and mentally
  - main activity: skill development, drills, and game-based learning; links to competitive situations
  - cool-down: stretching and recovery activities.
- Progression and regression:
  - adapting activities for ability levels and age groups
  - differentiation strategies for inclusive participation and engagement.

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- Resources and Equipment:
  - selecting appropriate equipment for safety and session plan objectives
  - preparing the sport/physical activity area
  - organising space effectively for indoor and outdoor environments
  - contingency plans.
- Risk Assessment:
  - identifying hazards and implementing control measures before, during and after coaching leadership sessions
  - emergency procedures and first aid considerations.

C2 Delivery

- Communication skills:
  - giving clear, concise instructions and demonstrations
  - using questioning techniques to check understanding
  - encouraging participants' questions during the session
  - using active listening techniques throughout for responsiveness.
- Organisation and management:
  - efficient transitions
  - group organisation: lines, grids, etc.
  - time management to ensure all components are covered.
- Motivation and engagement:
  - using positive reinforcement and encouragement
  - supporting a challenging and demanding session for participants personal improvements
  - creating a fun, inclusive environment to promote participation.
- Behaviour management:
  - Establishing rules and expectations of coach/session leader and participants
  - Strategies for dealing with unacceptable behaviour
  - Influence of peers on managing behaviours.
- Safety and inclusion:
  - Fostering an inclusive approach in planning and delivering the coaching session
  - Monitoring participants for signs of poor engagement, fatigue or injury
  - Adapting activities for SEND (Special Educational Needs and Disabilities) students, e.g. visually impaired, hearing impaired, wheelchair user.

C3 Integrating coaching principles

- Fundamental movement skills:
  - locomotor (walking, hopping, running, jumping)
  - non-locomotor (balancing, turning, bending, landing)
  - manipulative skills (throwing, catching, kicking, bouncing).
- Skill development in coaching contexts:
  - progressive drills for sports, e.g. football, basketball, running
  - linking skills to tactical understanding and competitive situations.
- Fitness components:
  - incorporating relevant components of fitness into sessions, e.g. agility, balance, coordination and flexibility.
- Differentiation in physical activity:
  - modifying tasks for mixed-ability groups and individuals
  - using STEP principles (Space, Task, Equipment, People) to adapt activities.

Learning aim D: Reflect on own/personal coaching or leadership performance

[MY - PS&R]

D1 Review methods

- Self-reflection:
  - using reflective models, e.g. Gibbs' Reflective Cycle, Johns model of reflection or Kolb's Learning Cycle
  - reflection 'in practice' during the session and 'on practice 'after the session
  - considering what went well, what could be improved, and why.
- Feedback from others:
  - peer feedback from peers or colleagues/ tutors
  - participant feedback through written or informal discussion
  - mentor, qualified sports leader/coach or assessor observations.
- Video analysis:
  - recording the session to analyse communication, organisation and delivery
  - identifying strengths and weaknesses, e.g. professionalism, organisation, body language, demonstrations and engagement.
- Performance checklists:
  - using structured observation sheets to assess key coaching and leadership behaviours
  - goal-setting, rapport, focus, outcomes, achievements, progression.

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D2 Evaluation

- Strengths:
  - effective communication, organisation, and session structure
  - ability to motivate and engage participants.
- Areas for improvement:
  - leading/coaching the session, e.g. adapting activities for different ability levels, managing behaviours effectively
  - planning the session, e.g. planning time more effectively.
- Impact on participants:
  - achievement of coaching session aims and objectives
  - safety throughout the session
  - continued engagement of participants and behaviours
  - developments and progression for participants.

D3 Action planning

- Setting SMART targets:
  - specific, measurable, achievable realistic, time-bound
  - appropriate goal-setting for communication, organisation or technical knowledge.
- Professional development opportunities:
  - attending coaching courses or leadership workshops
  - observing experienced leaders/coaches
  - gaining broad experience in different venues, sports or age groups.
- Continuous Improvement:
  - ongoing reflection after sessions
  - seeking feedback and acting on it to enhance future performance
  - action plans with developmental targets
  - links to professional bodies in sport/coaching.

Assessment criteria

Learning aim A: Understand the roles, responsibilities and skills of sports coaches and leaders

Pass	Merit	Distinction
A.P1 Explain the roles and responsibilities of sports coaches and leaders. **A.P2** Describe the skills required to be an effective coach or leader.	**A.M1** Analyse the importance of roles, responsibilities and skills in effective coaching and leadership.	**A.D1** Evaluate how roles, responsibilities and skills contribute to successful coaching and leadership in different contexts.

Learning aim B: Explore coaching and leadership styles and their impact on performance and participation

Pass	Merit	Distinction
B.P3 Describe different coaching and leadership styles and their characteristics. **B.P4** Explain the impact of coaching and leadership styles on performance and participation.	**B.M2** Analyse the suitability of different coaching and leadership styles for different situations and participants.	**B.D2** Evaluate the effectiveness of coaching and leadership styles in promoting performance and participation.

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Learning aim C: Plan and deliver a sports coaching or leadership session

Pass	Merit	Distinction
C.P5 Produce a plan for a sports coaching or leadership session (individual or group). **C.P6** Deliver a sports coaching or leadership session, safely demonstrating appropriate communication skills. [IS – V&NC]	**C.M3** Deliver a well-structured and effective sports coaching or leadership session, demonstrating effective coaching or leadership skills.	**C.D3** Deliver an engaging and inclusive session that meets planned objectives and adapt activities effectively to meet participants' needs.

Learning aim D: Reflect on own/personal coaching or leadership performance

Pass	Merit	Distinction
D.P7 Review own performance in planning and delivering a sports coaching or leadership session. [EL - CL]	**D.M4** Analyse strengths and areas for improvement in own performance, using feedback from others.	**D.D4** Evaluate own performance and create a detailed action plan for future development as a coach or leader.

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R *	EL – CL √	IS – V&NC √	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

*	Signposted to indicate opportunities for development as a part of wider teaching and learning
√	Embedded in teaching, learning and assessment
blank	Not embedded or signposted in unit

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. The *Pearson BTEC International Level 3 Qualifications Supplementary Information* document gives information on setting assignments. There is also further information on our website.

There is a maximum number of four summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.D3)

Learning aim: D (D.P7, D.M4, D.D4)

Further information for teachers and assessors

Resource requirements

For this unit, students must have access to:

- Sport facilities (indoor and outdoor) and equipment to enable particpation in a range of sports and physical activities.
- Templates and forms e.g. session plan, risk assessment template, observation/witness statement templates, participant feedback forms.
- Reflective tools e.g. Gibbs, Kolb.

Essential information for assessment decisions

Learning aim A

For distinction standard, students must evaluate the relative importance of roles, responsibilities and skills across different contexts, such as community coaching vs. competitive sport. They justify their views with well-chosen examples and comparisons, highlighting how certain skills or responsibilities become more important in specific situations. Evidence shows depth of understanding and reasoned conclusions about the impact on successful coaching and leadership.

Their work links these elements to participant experience, safety and performance outcomes, often using case studies or real-life examples.

For merit standard, students must analyse the importance of roles, responsibilities and skills, supported by relevant examples from sports settings. Analysis demonstrates an ability to explain the signifance of these factors in creating positive and inclusive environments.

For pass standard, students must present a clear and structured portfolio that identifies the main roles and responsibilities of coaches and leaders, supported by relevant examples from sports settings. They describe essential skills such as communication and organisation accurately, showing awareness of their importance in coaching practice. Evidence is descriptive and demonstrates sound knowledge of professional expectations.

Learning aim B

For distinction standard, students must evaluate the effectiveness of different coaching and leadership styles in promoting performance and participation. They consider multiple perspectives, including participant needs and context, and support their judgments with practical examples or research. Evidence demonstrates a well-reasoned approach and a sophisticated understanding of how style choice shapes engagement and success.

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For merit standard, students must analyse why certain styles are more suitable for specific situations or participant groups. They make clear links between style choice and its influence on motivation, confidence and skill development. Evidence includes comparisons between styles and examples from practical or observed sessions, showing an ability to interpret implications for performance and participation.

For pass standard, students must produce a descriptive account of a range of coaching and leadership styles, outlining their characteristics and basic effects on performance and participation. Responses identify general impacts such as improved motivation or reduced engagement, supported by relevant examples from sport settings.

Learning aim C

For distinction standard, students must deliver an inclusive and highly engaging session that meets planned objectives and adapts effectively to participant needs. They demonstrate advanced organisational and communication skills, using strategies to motivate and involve all participants. Evidence includes observation reports, participant feedback and optional media, showing real-time adjustments to optimise learning and performance outcomes.

For merit standard, students must demonstrate the ability to deliver a well-structured and engaging session that reflects thoughtful planning. Evidence shows effective communication, organisation and adaptability during delivery. Session plans include clear progression and differentiation strategies. Observation records highlight the student's ability to manage time, resources and participant needs effectively.

For pass standard, students must provide a structured session plan that includes clear objectives, appropriate activities and basic safety considerations. Delivery evidence shows that they follow the plan and maintain a safe environment. Verbal and non-verbal communication skills and organisation skills are evident, but may lack consistency. Observation records and participant feedback confirm essential requirements for planning and delivery.

Learning aim D

For distinction standard, students must produce a detailed evaluation that considers multiple sources of evidence, including self-reflection, peer feedback and participant responses. They justify their judgments with clear reasoning and link their evaluation to coaching and leadership principles. Evidence includes a comprehensive action plan with SMART goals, showing commitment to continuous professional development (CPD).

For merit standard, students must produce analytical evidence that explores the reasons behind their strengths and areas for improvement. They use feedback from others and, where possible, video analysis to support their conclusions. Evidence demonstrates an ability to interpret how their actions influenced session outcomes and participant experience. Students begin to suggest practical steps for improvement.

For pass standard, students must provide a basic review of their planning and delivery, identifying what went well and what could be improved. Evidence may include self-reflection notes or feedback summaries. The review is descriptive, focusing on surface-level observations rather than deeper analysis.

Links to other units

This unit links to:

- Unit 3: Sports Injuries Management
- Unit 4: Sports Psychology
- Unit 5: Anatomy and Physiology in Sport
- Unit 6: Nutrition for Physical Performance
- Unit 9: Practical Sports Performance
- Unit 13: Fitness Training.

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Unit 11: Sports Research Project

Level: 3

Unit type: Internal

Guided learning hours: 60

Unit in brief

Students will plan, carry out and present a small-scale research project in a sports context, developing practical investigation and analytical skills. This unit will provide students with skills that transfer well to a sector which is increasingly reliant on innovation via evidence-based practice.

Unit introduction

Research projects allow students to apply theoretical knowledge to real-world sports issues, developing critical thinking and problem-solving skills. This unit focuses on the practical aspects of completing a research project, from planning and data collection to analysis and presentation. These skills are all in demand in many sectors of the sports industry.

In this unit you will choose a relevant topic in sport, create a clear research aim and design a project that is achievable within given constraints. You will then collect and analyse data, ensuring ethical and professional standards are maintained throughout.

Finally, you will present your findings in a structured format, demonstrating your ability to interpret results and make evidence-based recommendations. These skills are essential for progression into higher education or employment in many sports sectors, such as performance analysis, sports psychology, coaching and development, and policy making.

Learning aims

In this unit you will:

A Plan a sports research project with clear aims and methodology

B Carry out the research project and collect data

C Analyse data and draw valid conclusions

D Present findings and evaluate the research process.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Plan a sports research project with clear aims and methodology	**A1** Selecting a research project **A2** Defining research hypothesis **A3** Project planning **A4** Ethical considerations	Written research proposal and raw data/data collection logs.
B Carry out the research project and collect data	**B1** Data collection **B2** Professional practice	
C Analyse data and draw valid conclusions	**C1** Data analysis **C2** Drawing conclusions	Written project. or Powerpoint presentation.
D Present findings and evaluate the research process	**D1** Presentation formats **D2** Evaluation	

Content

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

Learning aim A: Plan a sports research project with clear aims and methodology [MY - TPR]

A1 Selecting a research project

- Understanding the purpose of research in sport:
  - why research matters: improving performance, increasing participation, informing policy, developing technology
  - identifying potential topics under key themes
  - performance enhancement examples:
    - effect of warm-up duration on sprint performance.
    - impact of hydration on endurance.
- Sports technology examples:
  - influence of wearable tech on training adherence
  - effectiveness of global positioning systems (GPS) tracking in team sports.
- Personal progression/improvement examples:
  - role of goal-setting in improving sport performance
  - impact of mindfulness on athlete focus.
- Contributing to knowledge and understanding examples:
  - barriers to female participation in football
  - impact of social media on youth engagement in sport
  - effects of media coverage on mental health in elite sport.
- Sports development:
  - effectiveness of community sports programmes on participation rates
  - factors involved in sports participation in developing countries.
- Selecting a research topic:
  - review of literature.

A2 Defining research hypothesis

- Purpose of hypothesis:
  - provide clarity and direction for the project
  - check the project is achievable:
    - time
    - resources
    - participant availability
    - ethical considerations.

A3 Project planning

- Timeline:
  - data collection
  - analysis
  - presentation.
- Resources:
  - equipment (e.g. stopwatches, heart rate monitors)
  - facilities (e.g. sports hall)
  - software (e.g. Excel).
- Risk assessment:
  - hazards (e.g. injury during testing, data loss)
  - control measures (e.g. first aid, supervision).
- Contingency planning
  - alternative methods if participants withdraw or equipment fails.

A4 Ethical considerations

- Informed consent:
  - explain purpose, procedures, and rights to participants.
- Confidentiality and data protection
  - anonymise data, comply with General Data Protection Regulation (GDPR).
- Participant welfare:
  - avoid harm, ensure voluntary participation, allow withdrawal at any time.
- Approval process:
  - teacher or internal ethics check before starting data collection.

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Learning aim B: Carry out the research project and collect data

B1 Data collection

- Choosing appropriate methods:
  - based on research hypothesis e.g. fitness tests, questionnaires, data-collection techniques:
    - qualitative – e.g. observations, interviews, questionnaires, focus groups and surveys
    - quantitative – e.g. laboratory-based data, field-based data, consideration of data classifications to collect (discrete, nominal, ordinal).

B2 Professional practice

- Maintaining ethical standards:
  - informed consent, confidentiality, right to withdraw.
- Accurate recording:
  - use of data sheets, digital tools and backups.
- Time management.
- Project management.
- Sticking to the project timeline, adjusting for delays.

Learning aim C: Analyse data and draw valid conclusions

C1 Data analysis

- Quantitative analysis:
  - calculations:
    - mean
    - median
    - mode
    - standard deviation.
  - visual representation:
    - bar charts
    - line graphs
    - scatter plots.
- Qualitative analysis:
  - coding responses
  - identifying themes
  - summarising patterns.

- Selecting data analysis methods that will provide the most meaningful accurate results:
  - validity
  - reliability
  - precision
  - outliers.

C2 Drawing conclusions

- Interpreting data, finding patterns and relationships:
  - linking findings to hypothesis – did the data prove or disprove it; is the data significant?
- Identifying limitations:
  - small sample size
  - time constraints
  - equipment issues.
- Making recommendations:
  - suggest improvements for future research or practice.

Learning aim D: Present findings and evaluate the research process

D1 Presentation formats

- Formats relevant to the project e.g. written report, poster presentation.
- Organising information.
- Structured arguments and sections.
- Key information and background.
- Written report:
  - structure:
    - introduction
    - methodology.
  - Results – graphs, tables, charts for clarity:
    - discussion
    - conclusion.
- Oral presentation.

D2 Evaluation

- Strengths and weaknesses:
  - what worked well?
  - what could be improved?
    - impact of limitations
    - future recommendations:
      - e.g. alternative methods, larger sample, extended timeframe.

Assessment criteria

Learning aim A: Plan a sports research project with clear aims and methodology

Learning aim B: Carry out the research project and collect data

Pass	Merit	Distinction
A.P1 Produce a research plan including hypothesis and basic methodology. **A.P2** Discuss ethical issues in research and describe how to fulfil ethical responsibilities within the project.	**A.M1** Produce a detailed research plan that considers practicality and ethical issues.	**AB.D1** Justify the research plan with clear rationale, and evidence of planning for validity and reliability.
B.P3 Collect data using appropriate methods, maintaining ethical standards. **B.P4** Explain how the data collected is accurate, to reflect a systematic approach to carrying out research. [EL - PRS]	**B.M2** Apply systematic checks for accuracy and reliability during data collection.	

Learning aim C: Analyse data and draw valid conclusions

Learning aim D: Present findings and evaluate the research process

Pass	Merit	Distinction
C.P5 Explain how the data collected relates to the project hypothesis. **C.P6** Describe the conclusions which arose from the data collected.	**C.M3** Analyse the conclusions that can be made from the data analysis.	**CD.D2** Analyse data and make well-justified conclusions.
D.P7 Use appropriate methods to present research findings. **D.P8** Describe strengths and weaknesses within the project.	**D.M4** Evaluate limitations within the project.	

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Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR *	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS √	IS – C&SI	

Table key

*	Signposted to indicate opportunities for development as a part of wider teaching and learning
√	Embedded in teaching, learning and assessment
blank	Not embedded or signposted in unit

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. The *Pearson BTEC International Level 3 Qualifications Supplementary Information* document gives information on setting assignments. There is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

Learning aims: C and D (C.P5, C.P6, D.P7, D.P8, C.M3, D.M4, CD.D2)

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Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, students produce a comprehensive and well-justified plan that demonstrates an in-depth understanding of the research topic. Evidence should show that the student has provided a strong rationale for the research topic and methodology, supported by relevant literature. Ethical considerations should be fully integrated into the planning process, with clear procedures for consent and confidentiality. The student's work should reflect a professional approach, providing adaptability, demonstrating readiness for independent research. They also provide evidence of a professional approach to data collection, ensuring validity and reliability throughout the process. They demonstrate awareness by adapting methods where necessary and documenting these decisions with justification. Evidence should include detailed records, quality checks and reflective commentary on the effectiveness of the chosen methods. Ethical considerations should be fully included, with clear evidence of informed consent and data protection measures. The student's work should show initiative ensuring that the research process remains robust.

For merit standard, students provide a more detailed and structured plan that reflects thoughtful consideration of a review of literature, practicality and ethics. Evidence should show that the student has justified their choices of methods and explained how the project will be managed effectively. The plan should include a timeline, resource allocation and risk management strategies. Ethical issues should be addressed with measures for participant welfare and data protection. They must also show a higher-level of competence by applying systematic checks for accuracy and reliability during data collection. The student should provide clear documentation of the process, such as logs or reflective notes, showing awareness of how their actions impact the reliability and validity of results. Ethical standards should be consistently applied, and the student should demonstrate good organisational skills in managing participants and resources effectively.

For pass standard, students demonstrate achievement by producing a clear plan that outlines the research hypothesis and the chosen methods. The plan shows that they have carried out a review of relevant literature to help inform their proposed research project. Evidence should show that the student has identified a relevant topic and provided a logical structure for how the project will be carried out. The plan may be simple, but should include essential elements such as timelines and resources. Ethical considerations may be acknowledged, but not explored in-depth. The work should indicate that the student

understands the purpose of planning and can organise their ideas into a coherent proposal that is realistic within the given constraints. They also demonstrate achievement by collecting data using the methods outlined in their plan, while maintaining basic ethical standards. Evidence should include raw data, observation notes or completed questionnaires. The student should show that they have followed their proposed choice of methods, even if they have at times not done so. Ethical practices such as obtaining consent and protecting participant identity should be evident. The work may lack depth in terms of accuracy checks or systematic organisation, but it should confirm that the student has engaged in practical research activity and gathered sufficient data for analysis.

Learning aims C and D

For distinction standard, students demonstrate a high level of analytical skill by examining the data and bringing together findings into well-justified conclusions. Evidence should show that the student has used advanced techniques where appropriate, and interpreted results in a way that considers validity, reliability and context. Recommendations for future research or practice should be clear and supported by evidence. The student's discussion should reflect depth of understanding, acknowledging limitations and offering balanced, evidence-based insights. This level of work demonstrates strong critical thinking and the ability to apply research findings meaningfully. They also produce a professional presentation that communicates findings fluently. Evidence should show that the student has evaluated the research process. Strengths and weaknesses should be communicated, and recommendations for future research should be specific and justified. The student demonstrates advanced reflective skills, showing insight into how improvements could enhance the quality of future projects. The work should reflect a high level of organisation, clarity and critical thinking.

For merit standard, students provide a more detailed and evaluative analysis of the data, demonstrating an ability to interpret findings beyond simple description. Evidence should show that the student has considered the implications of the results and identified limitations in the research process. The analysis should be accurate and supported by appropriate visual or statistical tools. Conclusions should be logical and linked to the research hypothesis with some discussion of alternative explanations or influencing factors. The student demonstrates a developing ability to think about their findings. They also provide a clear and structured presentation of findings, supported by visual aids or well-organised sections in a report. Evidence should show that the student has evaluated the research process in more detail, considering how methods, resources, and time management affected outcomes. Strengths, weaknesses, and their impact on validity and reliability should be identified and communicated effectively.

The evaluation should include reasoned judgments and some suggestions for improvement. The student demonstrates effective communication skills and an ability to reflect on their performance, showing awareness of how their approach influenced the results.

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For pass standard, students demonstrate achievement by presenting basic analysis of the collected data using appropriate techniques. Students should be able to relate data to the project hypothesis. Evidence should include calculations, charts or summaries that relate to the research hypothesis. Conclusions should be drawn, even if they are descriptive rather than interpretative. The student should show that they can identify patterns or trends in the data, but the discussion may lack depth. The work should confirm that the student understands the link between data and research objectives, even if the analysis is limited in scope. They must also demonstrate achievement by presenting their findings in an appropriate format, such as a written report or poster presentation. Evidence should include a summary of results and a basic evaluation of the research process. The presentation may lack depth but should communicate the main outcomes clearly. The evaluation should identify at least one strength and one weakness, even if these are general observations. The student shows that they can complete the research cycle and share their work with others

Links to other units

This unit links to:

- Unit 1: Health, Wellbeing and Sport
- Unit 6: Nutrition for Physical Performance
- Unit 18: Ethical Issues and Performance Aids in Sport
- Unit 21: Influence of Technology in Sport and Physical Activities.

Unit 12: Business in Sport

Level: 3

Unit type: Internal

Guided learning hours: 60

Unit in brief

Students will investigate sports or active leisure businesses, learning about financial forecasting, marketing and customer service. They will also learn about current legislation, ethics, accessibility and professional behaviours that are required to run safe, inclusive and sustainable operations.

Unit introduction

The sports and active leisure industry now blends on-site and digital experiences – gyms, studios and clubs operate alongside apps, streaming, connected equipment and community platforms. To thrive, professionals must combine sound business fundamentals with modern tools such as automated marketing, data dashboards and secure online payments. This unit helps students to understand the potential of new technology through practical business planning and customer experience.

You will examine how emerging technologies such as wearables, artificial intelligence-assisted (AI-assisted) support. Augmented Reality/Virtual Reality (AR/VR) can personalise experiences, increase retention and create new revenue models. You will analyse performance to improve business outcomes.

Students will learn how to include data protection, accessibility, safeguarding and inclusive practice in their business planning. They will learn about ways to manage reputational risk across digital channels and how to demonstrate sustainability awareness. This knowledge will enable students to present a viable plan for a sports or active leisure business.

Learning aims

In this unit you will:

A Explore business-related legislation, ethics and professional behaviours in the sports and active leisure industry

B Explore the use of technology to improve customer service for sports and active leisure organisations

C Investigate business planning and marketing in the sports and active leisure industry.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore business-related legislation, ethics and professional behaviours in the sports and active leisure industry	**A1** Business-related legislation for sports and active leisure organisations **A2** Ethical business practices **A3** Professional behaviours when dealing with customers and clients	Section in business plan which explores how businesses must comply with legal and ethical standards, and demonstrate professional behaviour.
B Explore the use of technology to improve customer service for sports and active leisure organisations	**B1** Advances in technology for sports and active leisure businesses **B2** Customer service strategies **B3** Advances in customer service skills for customers and clients **B4** The use of customer service skills	Presentation or report which explores how technology can improve customer experience and retention.
C Investigate business planning and marketing in the sports and active leisure industry	**C1** Producing a business plan **C2** Finance and accounting for business planning **C3** Using IT for business planning in sport and active leisure **C4** Market tactics, strategies and research **C5** Developing a marketing plan	Produce a realistic business and marketing plan which aligns with your business aims and target market.

Content

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

Learning aim A: Explore business-related legislation, ethics and professional behaviours in the sports and active leisure industry

A1 Business-related legislation for sports and active leisure organisations

Students will develop an understanding of the legislation relevant to business operation both locally and globally.

- Data protection and privacy (for example data protection principles):
  - lawful basis
  - consent for health/biometric data
  - children's data
  - data subject rights.
- Consumer protection for digital services:
  - transparent pricing
  - subscriptions/auto-renewals
  - fair terms
  - refunds.
- Advertising and endorsement rules:
  - influencer disclosures
  - claims substantiation
  - green claims.
- Accessibility standards for digital services and reasonable adjustments in facilities and programmes.
- Cybersecurity basics:
  - passwords/Multi-Factor Authentication (MFA)
  - phishing awareness
  - incident response and breach notification awareness.
- Professional affiliations:
  - health and safety regulations and obligations
  - risk assessments
  - equipment checks
  - safeguarding.

A2 Ethical business practices

Students will develop an understanding of how businesses can operate ethically, using sustainability and ethical practices.

- Transparency in business operations and communications.
- Ethical AI use:
  - transparency when content or decisions are AI-assisted
  - verification and human oversight.
- Sustainability and environmental responsibility:
  - throughout daily operations for example travel, waste, energy
  - role-model behaviour
  - community leadership.
- Fair trade practice.
- Supporting local communities.
- Diversity and inclusion in the workplace.

A3 Professional behaviours when dealing with customers and clients

Students will develop the skills to be able to deal with customers and clients professionally and demonstrate the use of appropriate and safe behaviours.

- Professional conduct online/offline:
  - boundaries
  - confidentiality
  - respectful and inclusive language.
- Safeguarding and wellbeing:
  - remote-session safety checks
  - emergency info.
- Disclosure or incident reporting.
- Communication excellence:
  - active listening
  - expectation setting
  - empathy
  - reflective practice.

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Learning aim B: Explore the use of technology to improve customer service for sports and active leisure organisations

B1 Advances in technology for sports and active leisure businesses

Students will understand how the use of the following technology helps to provide data to improve customer satisfaction and increase and maintain customer base.

- Connected fitness:
  - apps, for example MyFitnessPal, Apple® health app:
    - pedometer watches
    - smart watches
    - social media/mobile optimised website
    - self service
    - real-time support
    - live video streaming.
- Video games/simulations, for example interactive stationary bike.
- Online fitness classes:
  - interactive spinning classes
  - online virtual classes.
- Comparing fitness data from clients against expected results/health ranges:
  - normative data tables accessible online
  - calorie consumption calculator.
- Using data to make judgements and suggesting improvements:
  - to increase activity levels
  - focus on specific components of fitness.

B2 Customer service strategies

Students will understand the role of customer service and the different strategies used to provide good customer service.

- Strategy aligned:
  - mission values
  - Diversity, Equity, Inclusion (DEI)
  - sustainability goals
  - measurable outcomes.
- Lifecycle marketing and retention:
  - onboarding
  - engagement triggers
  - churn prediction
  - save actions.

- Loyalty programmes:
  - prioritise experience
  - community events
  - challenges
  - recognition.
- Voice of customer:
  - surveys/interviews
  - Net Promoter Score (NPS)
  - closed-loop actions.
- Documentation:
  - playbooks
  - standard operating procedures
  - data and AI usage policies.

B3 Advances in customer service skills for customers and clients

Students will develop customer service skills which they can use online to develop a business.

- Service design and service blueprints:
  - mapping touchpoints across channels.
- Omnichannel support:
  - unified inbox across all communication channels, for example email, short message service (SMS), WhatsApp, inapp
  - Service Level Agreement (SLA).
- AI-assisted agents:
  - knowledge bases
  - suggested responses
  - handover to humans
  - quality and tone control.
- Accessibility and inclusion:
  - Web Content Accessibility Guidelines (WCAG) aligned content
  - alt text/captions
  - sensory considerations
  - culturally sensitive language.

- Online reputation:
  - reviews
  - social moderation
  - escalation playbooks
  - crisis communications.
- Closed loop feedback:
  - capture → analyse → act → communicate back
  - loyalty/community programmes.

B4 The use of customer service skills

Students will understand how the use of the following customer skills helps the business to improve customer satisfaction and increase and maintain customer base.

- Verbal communication.
- Active listening.
- Set the customer's expectations.
- Business reporting.
- Customer experience strategy.
- Customer management.
- Create customer touchpoints.

Learning aim C: Investigate business planning and marketing in the sports and active leisure industry

C1 Producing a business plan

Students will develop an appropriate business plan which includes research linking to key information: aims and objectives, customers, products and services.

- Business rationale and value proposition:
  - business rationale and business goals
  - business objectives, key performance indicators (KPIs).
- Target market profiling and customer personas:
  - demographic information
  - motivation and goals.
- Products and services:
  - hybrid models (in person and online)
  - subscriptions and memberships
  - training, individual, small and large groups
  - events.

- Customer acquisition and growth:
  - for example, referral programmes
  - partnerships (clubs, schools, organisations)
  - community led growth.
- Data strategy:
  - what data is collected
  - lawful basis/consent, retention
  - measuring customer outcomes.
- Risk and resilience:
  - cybersecurity basics
  - supplier/platform dependency
  - contingency plans for outages or venue closures.
- Environmental, social and community impact:
  - inclusivity
  - sustainability practices, for example energy, travel, kit recycling
  - local engagement.
- Use of IT to produce the plan, for example:
  - cloud collaboration, for example Teams, SharePoint
  - AI-assisted drafting with human review.

C2 Finance and accounting for business planning

Students will be able to develop a financial plan for a business which includes budgeting, forecasting, economics and payments.

- Budgeting and financial forecasting:
  - driver-based models
  - revenue streams (sessions, memberships, sponsorship, merchandise).
- Business costs, for example equipment, staff wages.
- Business income, for example sales, memberships.
- Pricing strategies:
  - dynamic (peak/off-peak, capacity-based)
  - bundles
  - loyalty tiers
  - introductory offers
  - concession.

- Financial statements:
  - profit and loss
  - cash flow
  - balance sheet
  - taxation and insurance considerations.
- Cashless and online payments.

C3 Using IT for business planning in sport and active leisure

Students will be able to apply their knowledge of IT and integrate this into a business plan.

- Customer Relationship Management (CRM) and Customer Data Platform (CDP) for customer targeting, engagement and retention.
- Online booking and payment calendar management.
- Application Programming Interfaces (APIs)
  - Webhooks.
- Marketing automation:
  - welcome/onboarding
  - reminders, AI chatbots for Frequently Asked Questions (FAQ) with human in the loop.
- Key performance indicator (KPI) dashboards:
  - attendance
  - utilisation, insight to action logs.
- Consent management:
  - secure storage of health/biometric data
  - access controls
  - audit trails.

C4 Market tactics, strategies and research

Students will be able to carry out market research strategies and apply their findings to marketing a business.

- 7Ps of services (product, price, place, promotion, people, physical evidence, process).

- Brand positioning and messaging:
  - visual identity
  - brand safety.
- Digital channels:
  - Search Engine Optimisation (SEO)/local search
  - shortform video, for example Reels, TikTok, Shorts
  - email, Short Message Service (SMS)
  - community platforms, for example Strava, Discord.
- Partnerships and creator/influencer activity with transparency and inclusion considerations.
- Market research methods:
  - social listening
  - online surveys
  - usability testing for booking flows
  - competitor digital audits.
- A/B testing and experimentation:
  - inclusive outreach to underserved groups
  - accessibility checks (plain language, alt text, captions).

C5 Developing a marketing plan

Students will be able to develop a marketing plan incorporating the key elements to support success in a selected business.

- Business aims.
- Business objectives.
- Target market.
- Services.
- Marketing and promotional strategies.
- Identification of the competition.
- Marketing goals, for example the number of new customers or clients, income.
- Methods to review results.

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Assessment criteria

Learning aim A: Explore business-related legislation, ethics and professional behaviours in the sports and active leisure industry

Pass	Merit	Distinction
A.P1 Explain the importance of legislation, ethics and professional behaviours for a selected sports or active leisure business.	**A.M1** Analyse the importance and operational impact of legislation, ethics and professional behaviours on a selected sports or active leisure business.	**A.D1** Evaluate how legislation, ethics and professional behaviours influence business sustainability, reputation, risk management and client outcomes in a selected sports or active leisure business.

Learning aim B: Explore the use of technology to improve customer service for sports and active leisure organisations

Pass	Merit	Distinction
B.P2 Explain how technology provides data to improve customer service and maintain customer satisfaction for customers and clients. **B.P3** Explain how the selected business aligns its customer service strategy with its aims and objectives.	**B.M2** Analyse how specific technologies improve customer service, and how a customer service strategy meets business aims and objectives.	**B.D2** Evaluate the impact of advances in customer service technology on customer retention and overall experience, justifying recommended solutions.

Learning aim C: Investigate business planning and marketing in the sports and active leisure industry

Pass	Merit	Distinction
C.P4 Explain how a selected sport or active leisure business uses IT to support and manage its customers or clients. **C.P5** Produce a realistic business plan, including financial forecasts, using appropriate IT tools. **C.P6** Explain how marketing tactics, strategies and research are used to market a selected business in its local or online community. **C.P7** Produce a marketing plan for a selected business that aligns to the business aims and target market.	**C.M3** Produce a detailed business plan, including a clear, data-driven financial forecast using IT. **C.M4** Analyse how marketing tactics, strategies and research combine to create an effective, inclusive marketing plan for a selected business.	**C.D3** Produce a comprehensive, integrated business and marketing plan using IT, justifying how each element supports sustainable business success and growth.

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

*	Signposted to indicate opportunities for development as a part of wider teaching and learning
√	Embedded in teaching, learning and assessment
blank	Not embedded or signposted in unit

Essential information for assignments

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

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

Learning aim: B (B.P2, B.P3, B.M2, B.D2)

Learning aim: C (C.P4, C.P5, C.P6, C.P7, C.M3, C.M4, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, students must have access to:

- Customer Relationship Management (CRM) or booking system demos.
- Marketing platforms e.g. GenStudio, Adverity, Smartsheet.
- Business case studies.
- Business planning templates.
- Current legislation and policy documents for compliance and ethics.

Essential information for assessment decisions

Learning aim A

For distinction standard, students evaluate the wider impact of legislation, ethics, and professional behaviours on sustainability, risk management and brand reputation. Evidence should include discussion of how these factors shape strategic decisions, such as technology adoption or marketing campaigns. Students should demonstrate insight into balancing legal compliance with innovation and inclusivity, showing how ethical leadership supports long-term success.

For merit standard, students provide analysis of how legislation and professional behaviours influence business operations. Evidence should include examples of how compliance affects processes such as data handling, safeguarding and marketing practices. Students should interpret the consequences of non-compliance and explain how ethical behaviour contributes to customer satisfaction and organisational reputation.

For pass standard, students demonstrate understanding of key legislation, ethical principles, and professional behaviours relevant to sport and active leisure businesses. Evidence should include descriptions of health and safety requirements, data protection obligations and customer service standards. The focus is on accurate explanation rather than analysis, showing that students can identify why these elements are important for compliance and customer trust.

Learning aim B

For distinction standard, students evaluate the impact of emerging technologies on customer retention and experience, providing a balanced view of benefits and limitations. Evidence should include comparisons between different solutions, consideration of cost-effectiveness, and implications for data privacy and inclusivity. Recommendations should be justified with reference to business goals, customer expectations and ethical considerations, showing critical thinking and forward planning.

For merit standard, students analyse the role of technology in enhancing customer experience and link this to business objectives. Evidence should include discussion of specific tools such as Customer Relationship Management (CRM) systems, mobile apps, or artificial intelligence (AI) chatbots, explaining how these improve efficiency, retention or engagement. Students should interpret data or scenarios to show how technology supports measurable outcomes, demonstrating a deeper understanding of its strategic value.

For pass standard, students provide clear explanations of how technology is used to improve customer service and maintain satisfaction. Evidence should include examples such as online booking systems, social media engagement or wearable technology, with a focus on describing their function rather than analysing impact. The student should also show an understanding of how customer service strategies align with business aims, though this may be general rather than detailed.

Learning aim C

For distinction standard, students produce a comprehensive and integrated business and marketing plan, that demonstrates strategic thinking and innovation. Evidence should show how financial forecasts, technology choices and marketing strategies interconnect to achieve sustainable growth. Justifications should be well-developed, referencing data insights, risk considerations and ethical implications. Students should demonstrate evaluation of their decisions, explaining why their approach is superior to alternatives and how it supports long-term success. The work should reflect a professional standard, using advanced IT tools such as dashboards or automation workflows.

For merit standard, students provide a more detailed and structured business plan supported by accurate financial data and clear use of IT. Evidence should include analysis of how the plan meets client needs and business objectives, supported by data such as projected revenue and cost breakdowns. Marketing plans should demonstrate a logical link between research findings and chosen strategies, showing awareness of inclusivity and digital channels. Students should interpret data to explain why certain tactics are appropriate, moving beyond description to show reasoning and insight.

For pass standard, students at this level demonstrate the ability to create a basic business plan and marketing plan using IT tools. Evidence should show that they can outline realistic objectives, identify a target market and include a simple financial forecast. Their work will typically use standard templates and basic digital tools, such as spreadsheets and word processors. Explanations of marketing tactics and IT use should be clear and descriptive, rather than analytical. The student's evidence should indicate an understanding of how these elements support the business, but without detailed justification or evaluation.

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Links to other units

This unit links to:

- Unit 7: Careers in Sport
- Unit 21: Influence of Technology in Sport and Physical Activities

Unit 13: Fitness Training

Level: 3

Unit type: Internal

Guided learning hours: 60

Unit in brief

This unit explores the principles and methods of fitness training, and their application in designing and delivering effective fitness programmes. Students will develop practical skills in designing, implementing and evaluating fitness training programmes.

Unit introduction

Fitness training is a foundation of health, wellbeing and performance in both recreational, and professional, sport and physical activity. Understanding the principles of training and how to apply them effectively is essential for anyone pursuing a career in sport, fitness or health-related industries.

In this unit, you will examine the physiological benefits of fitness training, as well as the methods used to improve different components of fitness. You will explore how to design safe and effective training programmes tailored to individual needs and goals.

Students will also develop practical skills in delivering and evaluating a fitness programme. This will prepare them for roles in personal training, coaching and exercise instruction, as well as providing a foundation for further study in sport and exercise science.

Learning aims

In this unit you will:

A Explore the principles and methods of fitness training

B Design a fitness training programme to meet individual needs

C Implement and monitor a fitness training programme

D Review the effectiveness of a fitness training programme.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the principles and methods of fitness training	**A1** Principles of fitness training **A2** Components of fitness **A3** Methods of training **A4** Health and safety considerations	Written report or presentation slides. Fitness training programme with rationale.
B Design a fitness training programme to meet individual needs	**B1** Client consultation **B2** Programme design **B3** Resources and logistics	
C Implement and monitor a fitness training programme	**C1** Delivery of sessions **C2** Monitoring **C3** Adaptions	Training programme with evidence (e.g. photos, videos, session logs, monitoring data).
D Review the effectiveness of a fitness training programme	**D1** Evaluation methods **D2** Recommendations	Written feedback report or video/audio recording.

Content

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

Learning aim A: Explore the principles and methods of fitness training

A1 Principles of fitness training

- Specificity: tailoring training to a sport, physical activity or fitness goal.
- Overload: applying greater stress than normal to stimulate adaptation.
- Progression: gradually increasing training demands to avoid plateau.
- Reversibility: understanding the effects of detraining and inactivity.
- Individuality: adapting programmes to individual needs, abilities and goals.
- Variation: incorporating different exercises and methods to maintain motivation.
- Recovery: importance of rest and recovery for adaptation and injury prevention.
- Adaptation: physiological changes resulting from training over time.

A2 Components of fitness

Health-related components

- Cardiovascular endurance:
  - ability of the heart, lungs and circulatory system to supply oxygen during sustained physical activity
  - importance for health and performance in endurance sports
  - example tests: 12-minute Cooper run, VO_2 max test.
- Muscular strength:
  - maximum force a muscle or muscle group can exert in a single contraction
  - role in injury prevention and generating force for movements
  - example tests: 1RM (one-repetition maximum) bench press test or squat test.
- Muscular endurance:
  - ability of a muscle or muscle group to perform repeated contractions over time without fatigue
  - importance for sports like rowing, cycling and swimming over a prolonged period
  - example tests: one-minute sit-up test or push-up test.
- Flexibility:
  - range of motion available at a joint
  - benefits for performance and injury prevention
  - reduced risk of injury due to muscles and joints ability to move in a wider range of movement

  - flexible muscles support better control and coordination allowing sports performers to execute more technical movements
  - example tests: sit-and-reach test.
- Body composition:
  - ratio of fat mass to lean body mass (muscle, bone, organs)
  - impact on health and performance
  - measurement methods: BMI, skinfold callipers, Bioelectrical Impedance Analysis (BIA).

Skill-related components

- Speed:
  - ability to move quickly across a distance or move limbs rapidly
    - example: sprinting 100m or in football
    - test: 30m sprint test.
- Power:
  - combination of strength and speed to produce explosive movements
    - Example: jumping, basketball
    - Test: vertical jump test.
- Agility:
  - ability to change direction quickly and efficiently
    - example: evading an opponent in basketball or rugby
    - test: Illinois agility test.
- Balance:
  - ability to maintain stability while stationary or moving
    - example: gymnastics, yoga
    - test: stork stand test.
- Coordination:
  - ability to use body parts together smoothly and efficiently
    - example: hand-eye coordination in tennis
    - test: wall toss
- Reaction time:
  - time taken to respond to a stimulus
    - example: starting a sprint after the gun
    - test: ruler drop test.

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A3 Methods of training

- Aerobic training:
  - continuous training (steady state)
  - fartlek training
  - interval training.
- Anaerobic training:
  - high-Intensity Interval Training (HIIT)
  - sprint interval training.
- Resistance training:
  - free weights, weight machines, bodyweight exercises
  - sets, reps, load, tempo.
- Circuit training:
  - station-based exercises for multiple components.
- Flexibility training:
  - static, dynamic, Proprioceptive Neuromuscular Facilitation (PNF) stretching.
- Plyometric training:
  - jumping, bounding, explosive movements.
- Sport-specific drills:
  - agility ladders, cone drills.

A4 Health and safety considerations

- Warm-up and cool-down:
  - importance of preparing the body for exercise and aiding recovery
  - components of a warm-up: pulse raiser, mobility exercises, dynamic stretches
  - components of a cool-down: light aerobic activity, static stretching.
- Correct technique:
  - demonstrating and reinforcing proper form for all exercises
  - avoiding common errors that increase injury risk (e.g. rounded back in deadlifts).
- Risk assessment:
  - identifying potential hazards in the training environment (e.g. wet floors, faulty equipment)
  - implementing control measures to reduce risks.
- Environment checks:
  - ensuring adequate space, ventilation and lighting
  - checking equipment for any damages before us.

- Personal safety
  - appropriate clothing and footwear for activity type
  - use of protective equipment where necessary (e.g. weightlifting belts, mats).
- Hydration and nutrition
  - importance of fluid intake before, during and after exercise
  - basic pre- and post-exercise nutrition guidelines.
- Recognising warning signs
  - symptoms of overtraining: fatigue, irritability, decreased performance, injury
  - identifying signs of injury or illness during sessions.
- Emergency procedures
  - knowing emergency exits and first aid protocols
  - access to first aid kits and emergency contact numbers.

Learning aim B: Design a fitness training programme to meet individual needs

B1 Client consultation

Initial screening and health assessment

- PAR-Q (Physical Activity Readiness Questionnaire):
  - identifies potential health risks before starting exercise
  - questions about medical conditions, injuries and medications.
- Lifestyle analysis:
  - daily activity levels, occupation, stress levels, sleep patterns, diet
  - current exercise habits and barriers to participation.

Goal-setting

- SMART goals:
  - specific: clearly defined objectives (e.g. 'Improve 5k run time by two minutes')
  - measurable: quantifiable outcomes (e.g. weight loss in kg, reduced % body fat)
  - achievable: realistic based on client's current fitness and available resources
  - relevant: aligned with client's needs, motivations and linked to their aim
  - time-bound: set within a defined timeframe (e.g. eight weeks).
- Short-term vs. long-term goals: students should set short-term goals (weekly) and long-term goals (programme duration) typically for a minimum six-week programme:
  - short-term goals: weekly or monthly targets
  - long-term goals: overall programme aim or outcome.

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Baseline fitness testing

- Purpose: establish starting point and track progress.
- Fitness tests for components of fitness:
  - cardiovascular endurance: e.g. Cooper 12-minute run
  - muscular strength: e.g. 1RM (bench press or squat)
  - muscular endurance: e.g. one-minute (push-up or sit-up)
  - flexibility: e.g. sit-and-reach test
  - body composition e.g. skinfold measurements, Bioelectrical Impedance Analysis (BIA)
  - power e.g. vertical jump test
  - speed e.g. 30m sprint test.
- Recording and interpreting results:
  - comparing to normative data
  - identifying strengths and weaknesses
  - performance metrics (e.g. test results – time, reps, weight lifted).

Client preferences and constraints

- Preferred training environment (e.g. gym, home, outdoors):
  - time availability and scheduling
  - budget for equipment, facilities, memberships
  - personal likes/dislikes for exercise types.

Legal and ethical considerations

- informed consent for participation and testing
- confidentiality of client data
- professional boundaries and duty of care.

B2 Programme design

Students must design a minimum six-week programme, including meso cycle overview and detailed plans for at least three individual sessions.

Applying the FITT Principle (Frequency, Intensity, Time, Type)

- Frequency:
  - how often sessions occur (e.g. three to five times per week for general fitness)
    - adjusting based on goals (e.g. endurance vs. strength).
- Intensity:
  - determining appropriate load or effort (e.g. % of 1RM for strength, % HR max for cardio)
    - using tools like heart rate zones, Rate of Perceived Exertion (RPE).

- Time:
  - duration of sessions (e.g. 30-60 minutes):
    - balancing work-to-rest ratios for interval training.
- Type:
  - selecting training methods (e.g. resistance, aerobic, flexibility):
    - aligning with client goals and preferences
    - progression strategies.
- Progressive overload:
  - gradually increasing intensity, duration or complexity.
- Periodisation:
  - micro, meso and macro cycles
    - linear periodisation: gradual increase in intensity over time
    - undulating periodisation: varying intensity and volume within a week
    - block periodisation: focused training blocks for specific goals.
- Avoiding plateaus:
  - introducing variation in exercises, sets, reps and rest intervals.
- Aerobic vs. anaerobic training:
  - ensuring cardiovascular and muscular systems are both developed.
- Strength vs. flexibility:
  - incorporating mobility work to prevent injury and improve performance.
- Safety and recovery:
  - rest days
    - scheduling recovery sessions to prevent overtraining.
- Active recovery:
  - low-intensity activities (e.g. walking, yoga, swimming) to aid recovery.
- Monitoring load:
  - using training logs or apps to track volume and intensity.

Individualisation

- Tailoring to client needs:
  - age, fitness level, health conditions and goals.
- Cultural and personal preferences:
  - exercise types that suit lifestyle and motivation.

B3 Resources and logistics

- Equipment requirements.
- Facility considerations.
- Time management.
- Budget and cost considerations.
- Legal and administrative requirements.

Learning aim C: Implement and monitor a fitness training programme

C1 Delivery of sessions

- Session structure:
  - warm-up: dynamic stretches, mobility drills, light cardio
  - main workout: exercises aligned with programme goals (e.g. strength, endurance)
  - cool-down: static stretching, breathing exercises.
- Instructional techniques:
  - clear demonstrations of exercises
  - breaking down complex movements into steps
  - check understanding through questioning.
- Communication skills:
  - verbal cues: clear, concise instructions
  - non-verbal cues: body language, gestures for emphasis
  - active listening: responding to client feedback during sessions.
- Motivation strategies:
  - positive reinforcement and encouragement
  - setting mini-goals within sessions
  - using music or gamification for engagement.
- Professionalism:
  - punctuality and preparedness
  - maintaining client confidentiality
  - adhering to ethical and legal standards.

C2 Monitoring

- Physiological monitoring:
  - heart rate: manual checks or wearable devices
  - Borg rating scale of perceived exertion, Rate of Perceived Exertion (RPE) scales.

- Performance tracking:
  - recording sets, reps, weights, and times
  - using training logs or digital apps:
    - comparing progress against baseline data e.g. fitness test results.
- Observational monitoring:
  - watching for signs of fatigue or poor technique
  - identifying potential injury risks.
- Feedback collection:
  - verbal feedback during and after sessions
  - written questionnaires or digital surveys
  - using feedback to adjust future sessions.

C3 Adaptions

- Adjusting intensity:
  - increasing or decreasing load, reps/sets or duration:
    - modifying rest intervals for recovery.
- Exercise modifications:
  - substituting exercises for injury prevention or preference
  - offering regressions (easier versions) or progressions (harder versions).
- Addressing barriers:
  - time constraints: shorter, more efficient sessions
  - motivation issues: introducing variety or new challenges.
- Progressive overload:
  - gradual increases in training demands to maintain improvement.
- Safety adjustments:
  - reducing intensity if signs of overtraining or illness appear
  - ensuring proper hydration and rest.

Learning aim D: Review the effectiveness of a fitness training programme

D1 Evaluation methods

- Comparing pre- and post-programme data:
  - repeating baseline fitness tests (e.g. VO_2 max, strength, flexibility)
    - analysing improvements in performance metrics
- Client feedback:
  - Structured questionnaires to assess satisfaction and perceived progress
  - informal verbal feedback during and after sessions.

- Trainer reflection:
  - self-assessment of session delivery and communication
  - identifying what worked well and what could be improved.
- Adherence and attendance:
  - reviewing attendance records and consistency
  - identifying reasons for missed sessions or dropouts.
- Behavioural and lifestyle changes:
  - monitoring changes in daily activity levels, diet, and motivation.
- Health indicators:
  - tracking changes in body composition, resting heart rate, or blood pressure (when appropriate)
- Identifying strengths:
  - highlighting successful aspects of the programme (e.g. effective exercises, client engagement)
- Identifying weaknesses:
  - areas needing improvement (e.g. lack of variety, unrealistic progression).

D2 Recommendations

- Future adjustments:
  - modifying training variables and FITT (Frequency, Intensity, Time, Type) principles for continued progress
  - introducing new methods or equipment for variety.
- Strategies for long-term adherence:
  - setting new SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound)
  - encouraging self-monitoring and independent training.
- Addressing barriers:
  - solutions for barriers (e.g. time constraints, motivation issues or access to facilities).

Assessment criteria

Learning aim A: Explore the principles and methods of fitness training

Learning aim B: Design a fitness training programme to meet individual needs

Pass	Merit	Distinction
A.P1 Explain the principles of fitness training. **A.P2** Describe methods of fitness training for different components of fitness.	**A.M1** Analyse the suitability of different methods of fitness training for improving specific components of fitness.	**AB.D1** Evaluate the effectiveness of different methods of fitness training, when used as part of a training programme designed to optimise performance and adherance.
B.P3 Produce a fitness training programme that meets an individual's needs and goals.	**B.M2** Justify the design of a fitness training programme with reference to the principles of training.	

Learning aim C: Implement and monitor a fitness training programme

Pass	Merit	Distinction
C.P4 Implement the fitness training programme safely and effectively. **C.P5** Monitor the individual's response to training.	**C.M3** Adapt the fitness training programme in response to monitoring data and feedback.	**C.D2** Evaluate the effectiveness of adaptations made during implementation of the fitness training programme.

Learning aim D: Review the effectiveness of a fitness training programme

Pass	Merit	Distinction
D.P6 Review the outcomes of the fitness training programme.	**D.M4** Analyse strengths and areas for improvement in the fitness training programme.	**D.D3** Provide justified recommendations for future improvements to the fitness training programme.

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

*	Signposted to indicate opportunities for development as a part of wider teaching and learning
√	Embedded in teaching, learning and assessment
blank	Not embedded or signposted in unit

Essential information for assignments

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

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

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

Learning aim: D (D.P6, D.M4, D.D3)

Further information for teachers and assessors

Resource requirements

For this unit, students must have access to:

- Fully equipped fitness environment e.g. a gym, sports hall, fitness testing laboratory
- Range of fitness training equipment e.g. cardiovascular and resistance machines.
- Sport facilities (indoor and outdoor) and equipment to enable particpation in a range of sports and physical activities.
- Health screening tools e.g. Physical Activity Readiness Questionnaire (PAR-Q).
- Fitness testing equipment e.g. stopwatches, heart rate monitors, skinfold callipers.
- Current industry guidelines, and resources on fitness training methods and health and safety standards.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, students should provide a well-structured evaluation of the effectiveness of different training methods in achieving fitness goals. Evidence should include justified conclusions supported by research or practical examples. The student should consider advantages, limitations and potential adaptations of methods, showing critical thinking. Their work should demonstrate depth, for example by discussing how HIIT compares to steady-state cardio for fat loss and adherence. They should also evaluate how their fitness training programme design will optimise performance and adherence. Evidence should include discussion of how structure, progression and variety will maintain motivation and deliver results. The student should anticipate potential barriers and explain how their design addresses these challenges.

For merit standard, students should provide an analysis of why certain training methods are suitable for improving specific components of fitness. This should include the benefits of completing a particular test over others. Evidence should show logical reasoning supported by examples, such as why the 12-minute Cooper run is more suitable for an endurance performer than the VO_2 max test. The student should demonstrate an ability to weigh up the appropriateness of methods for different goals, considering factors like intensity, duration and client needs. They should also justify their fitness training programme design by linking decisions to training principles and client goals. Evidence should show clear reasoning for exercise selection, intensity and progression. The student should demonstrate understanding of how their choices support the client's objectives and address individual needs such as fitness level and preferences.

For pass standard, students should demonstrate understanding by providing clear explanations of the principles of training and descriptions of various training methods. Students must include all health-related components and at least three skill-related components in their explanations and descriptions. Evidence may include written reports, presentations or annotated diagrams that show accurate definitions and examples. The student's work should show that they can link principles to practical application, even if the depth of analysis is limited. They should cover a range of methods for different components of fitness, ensuring accuracy in terminology and purpose. They should also produce a fitness training programme that aligns with an individual's goals and needs, showing correct application of the FITT (Frequency, Intensity, Time, Type) principle. Evidence may include a written plan with session details, progression strategies and safety considerations. The fitness training programme should be realistic and achievable, even if the rationale is basic.

Learning aim C

For distinction standard, students should evaluate the effectiveness of the adaptations made while putting the fitness training programme into practice. Evidence should include reflective commentary on what worked well, what could be improved and why. The student should show insight into how their decisions impacted client progress and engagement.

For merit standard, students should show they can adapt the fitness training programme based on monitoring data and client feedback. Evidence should include examples of changes made to intensity, exercise selection or session structure, with reasons for these adjustments. The student should demonstrate responsiveness to client needs and progress.

For pass standard, students should demonstrate safe and effective delivery of three sessions, following their fitness training programme plan. Evidence may include videos, pictures, observation records, session logs and monitoring data such as heart rate or RPE. The student should show they can collect feedback and track progress, even if adaptations are minimal. Students must design and deliver the fitness training programme for another individual or a small group, not themselves.

Learning aim D

For distinction standard, students should provide justified recommendations for future improvements. Evidence should include well-reasoned suggestions that address identified weaknesses and build on strengths. The student should demonstrate forward thinking by considering long-term adherence and progression strategies.

For merit standard, students should analyse strengths and areas for improvement in both the fitness training programme and its delivery. Evidence should include discussion of what contributed to success and what limited progress, supported by data and feedback. The student should show logical reasoning in their analysis.

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For pass standard, students should provide a review that summarises outcomes against initial goals. Evidence may include comparison of pre- and post-programme data, client feedback and a basic discussion of results. The review should be clear and accurate, even if limited in-depth.

Links to other units

This unit links to:

- Unit 2: Fitness Testing
- Unit 5: Anatomy and Physiology in Sport
- Unit 6: Nutrition for Physical Performance
- Unit 9: Practical Sports Performance
- Unit 10: Sports Coaching and Leadership.

Unit 14: Sports Performance Analysis

Level: 3

Unit type: Internal

Guided learning hours: 60

Unit in brief

Students will develop the knowledge and practical skills to analyse sports performance using methods, technology and ethical practices. They will learn to collect, interpret and present performance analysis data to support sports performance or team development.

Unit introduction

Sports performance analysis is now a foundation of elite and grassroots sport, driven by advances in technology. Coaches and analysts use performance data to identify strengths, weaknesses and opportunities for improvement, enabling evidence-based decision-making.

As you progress through this unit, you will have the opportunity to apply concepts in practical scenarios, developing your analytical skills and confidence in using industry-standard tools. By engaging with real-world data and case studies, you'll learn how to interpret performance information and communicate your findings effectively. This experience will not only prepare you for further study or a career in sport, but also help you become a reflective practitioner who can make informed, ethical decisions to support the success and wellbeing of athletes and teams.

This unit introduces students to the principles and methods of performance analysis, including traditional observation techniques, and modern tools such as Global Positioning System (GPS) tracking and video analysis software. Ethical considerations, including data privacy and sports performer consent, are embedded throughout the unit. Students will also develop skills in presenting findings through interactive dashboards and providing constructive feedback that promotes sports performer health and performance.

Learning aims

In this unit you will:

A Examine methods and technologies for analysing sports performance

B Explore performance standards for comparative performance analysis

C Carry out and present a sports performance analysis

D Review analysis data and provide evidence-based feedback to improve performance.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Examine methods and technologies for analysing sports performance	**A1** Methods of performance analysis **A2** Performance profiling	Written report. Presentation with speaker notes and supporting handout or audio recording.
B Explore performance standards for comparative performance analysis	**B1** Performance models and benchmarks **B2** Protocols and equipment for performance analysis	
C Carry out and present a sports performance analysis	**C1** Carrying out a sports performance analysis **C2** Collating and presenting analysis results	Practical observation records, data tables, visual dashboards and a written feedback report.
D Review analysis data and provide evidence-based feedback to improve performance	**D1** Reviewing collected analysis data **D2** Providing feedback to a sports performer or team	

Content

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

Learning aim A: Examine methods and technologies for analysing sports performance

A1 Methods of performance analysis

- Match statistics (e.g. passes completed, distance covered).
- Advanced metrics: Expected Goals (xG), Expected Threat (xT), possession value models.
- Live analysis: strengths and weaknesses in competition, technique, choice of techniques and tactics.
- Isolated skill analysis: practice in controlled environments, strengths and weaknesses of techniques and use/choice of tactics.
- Hand notation analysis:
  - define performance metrics (e.g. speed, memory usage)
  - identify specific code sections or functions to profile
  - use hand notation to mark key areas in the code for performance tracking.
- Notational analysis:
  - purpose: quantify tactical and technical performance (e.g. formations, passing)
  - representation: graphs, bar charts, heat maps and network diagrams
  - cross-cultural considerations: adapt observation language and symbols for multilingual teams.
- Video analysis:
  - AI-assisted video analysis: automated player tracking, pose estimation and event detection (benefits and limitations)
  - practicality considerations
  - cost
  - access
  - technical expertise
  - time
  - use in different environments.
- Ethical considerations:
  - informed consent
  - data privacy laws
  - ethical approval.

- Practicality and ethics:
  - emphasise data privacy laws, and individuals' consent for video and biometric data.

A2 Performance profiling

- Purpose of profiling:
  - identify strengths and weaknesses across physical, technical, tactical and psychological domains
  - support goal-setting and training plans for individual sports performers and teams.
- Profiling tools and formats:
  - radar charts, bar charts and interactive dashboards for visual clarity
  - sports performers self-report apps (e.g. translated interfaces for multilingual use)
  - data from performance analysis.
- Modern holistic profiling:
  - include wellbeing indicators: sleep quality, stress, mental health and fatigue
  - consider female sports performer health (e.g. menstrual cycle tracking)
  - consider para-sports performer adaptations.
- Communication and collaboration:
  - involve sports performer, coach and support staff in setting priorities
  - use culturally sensitive language and respect privacy norms in different regions.

Learning aim B: Explore performance standards for comparative performance analysis

B1 Performance models and benchmarks

- Sources of benchmarks:
  - international governing, for example Fédération Internationale de Football Association (FIFA), World Athletics, International Cricket Council (ICC) for global standards
  - open performance datasets (e.g. Opta, StatsBomb for football; World Rugby stats)
  - match statistics.
- Age group records and performance models:
  - observation of elite performers or comparative level performers
  - define technical, tactical, physical and psychological characteristics of elite performers
  - include female sports performer benchmarks and para-sport models/adaptations.

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- Cultural and environmental considerations:
  - adjust benchmarks for climate, altitude and playing conditions (e.g. heat protocols in tropical regions).
- Evaluation of sources:
  - validity, reliability and bias in unofficial sources (e.g. social media)
  - emphasise data ethics when using publicly available performance data.

B2 Protocols and equipment for performance analysis

- Protocols:
  - align with international best, for example Fédération Internationale de Football Association (FIFA), Electronic Performance and Tracking Systems (EPTS), Quality Programme for Global Positioning System (GPS) devices
  - include health and safety checks for all equipment and environments.
- Equipment and technology:
  - Global Positioning System (GPS)/Global Navigation Satellite System (GNSS) units, video cameras and cloud-based analysis platforms
  - ensure affordable alternatives for resource-limited settings (e.g. smartphone-based apps, notational analysis).
- Data collection materials:
  - digital observation templates, coding sheets and interactive dashboards
  - use multilingual interfaces for global teams.
- Data governance and ethics:
  - incorporate data protection laws into protocols
  - include consent forms, privacy notices and secure storage plans.
- Accessibility and inclusion:
  - adapt protocols for para-sports performers and sports performers in low-resource environments.

Learning aim C: Carry out and present a sports performance analysis

C1 Carrying out a sports performance analysis

- Observation environments:
  - live match analysis using tablets or laptops for real-time coding
  - video-based analysis for remote or asynchronous review (important for global teams)
  - controlled testing environments: gym, lab or field-based setups.
- Integration of technology:
  - Global Positioning System (GPS)/Global Navigation Satellite System (GNSS) for movement tracking
  - video capture.

- Data collection best practices:
  - ensure device working before testing
  - record contextual factors (weather, altitude, surface type) for international comparability.
- Ethical considerations:
  - obtain informed consent for video and biometric data collection
  - respect cultural norms regarding privacy and gender-sensitive environments.
- Health and safety:
  - screen sports performers for readiness (e.g. injury status)
  - ensure climate is appropriate for the sports performers (e.g. apply heat and hydration protocols for hot climates).

C2 Collating and presenting analysis results

- Data collation: combine objective data, for example Global Positioning System (GPS) metrics, with subjective data e.g. Rate of Perceived Exertion (RPE), wellness scores:
  - Use cloud-based platforms for collaborative analysis across countries.
- Data processing and analysis:
  - apply basic statistical techniques e.g. mean, Standard Deviation (SD), effect sizes, confidence intervals.
- Presentation formats:
  - interactive dashboards (e.g. Power BI, Tableau) for dynamic filtering by position, phase or session
  - annotated video clips with Key Performance Indicators (KPIs)
  - use multilingual captions for international teams.

Learning aim D: Review analysis data and provide evidence-based feedback to improve performance

D1 Reviewing collected analysis data

- Comparative analysis:
  - compare sports performer/team data to benchmarks and ideal models.
- Highlight strengths and areas for development:
  - contextual interpretation
  - consider environmental factors (e.g. heat, altitude), cultural playing styles and travel fatigue.
- Evidence-based conclusions:
  - support findings with evidence (e.g. statistics, visualisations).

D2 Providing feedback to a sports performer or team

- Feedback delivery methods:
  - verbal (e.g. face-to-face or video call), written reports and visual dashboards
  - use culturally sensitive communication styles and language translation tools if needed.
- Feedback content:
  - highlight strengths and areas for improvement using evidence (e.g. data, video clips).
- Include health and wellbeing considerations:
  - goal-setting
  - SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) aligned with benchmarks and sports performers' context
  - include process goals (technique improvement) and wellness goals (sleep, recovery)
  - ethics: avoid negative language; use constructive, sports performer-centred approaches
  - ensure confidentiality of performance data when sharing feedback internationally.

Assessment criteria

Learning aim A: Examine methods and technologies for analysing sports performance

Learning aim B: Explore performance standards for comparative performance analysis

Pass	Merit	Distinction
A.P1 Explain methods and technologies used for sports performance analysis. **A.P2** Describe ethical considerations and data privacy requirements in performance analysis.	**A.M1** Analyse the relevance and practicality of different methods and technologies for sports performance analysis.	**AB.D1** Evaluate the selection of methods, technologies and performance analysis models, and justify their use for performance analysis in a specific sport.
B.P3 Identify models for comparative performance analysis, for a selected sport.	**B.M2** Analyse the suitability of models for comparative performance analysis for a selected sport, considering validity and reliability.	

Learning aim C: Carry out and present a sports performance analysis

Learning aim D: Review analysis data and provide evidence-based feedback to improve performance

Pass	Merit	Distinction
C.P4 Collect and present performance analysis data from an observation of a selected sports performer or using appropriate tools.	**C.M3** Present detailed performance analysis data in multiple formats, for a selected sports performer or team.	**CD.D2** Evaluate the effectiveness of the performance analysis and justify recommendations for improvements. **CD.D3** Provide comprehensive feedback and justify recommendations for improvement.
D.P5 Provide feedback to a sports performer or team based on collected data.	**D.M4** Provide detailed feedback that identifies strengths and weaknesses, and sets SMART goals.	

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

*	Signposted to indicate opportunities for development as a part of wider teaching and learning
√	Embedded in teaching, learning and assessment
blank	Not embedded or signposted in unit

Essential information for assignments

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

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

Learning aims: C and D (C.P4, D.P5, C.M3, D.M4, CD.D2, CD.D3)

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Further information for teachers and assessors

Resource requirements

For this unit, students must have access to:

- Sport facilities (indoor and outdoor) and equipment to enable particpation in a range of sports and physical activities.
- Video capture equipment e.g. video camera, phone camera.
- Performance analysis tools e.g. sports performance analytics software (Dartfish, CoachLogic, Hudl).

Essential information for assessment decisions

Learning aims A and B

For distinction standard, students evaluate a range of methods and technologies for performance analysis, providing clear justification for their use in a specific sport. Evidence should include considerations of practicality and ethical implications. Students should demonstrate depth by linking their evaluation to the needs of the selected sport, resource constraints, and international best practice. Their reasoning should be evidence-based, and presented in a structured, professional format. They also evaluate and justify their selection of performance models and benchmarks, providing evidence-based reasoning. They should compare the selection, considering practical constraints, ethical issues and inclusivity, for example female and para-sports performer adaptations. Evidence should demonstrate critical thinking and make reference to authoritative sources, such as international standards. Recommendations should be clearly linked to performance analysis in a specific sport.

For merit standard, students provide a more detailed analysis of the methods of performance analysis considering their relevance and practical application in a selected sport in different contexts. Evidence should include discussion of the practicality of the performance analysis methods, including strengths and limitations. Students should demonstrate understanding of why certain methods are more suitable for aspects of a specific sport or environment. Their work should show logical reasoning supported by examples, moving beyond description to analysis. They also analyse the suitability of selected models and benchmarks. Evidence should include discussion of why certain benchmarks are appropriate for the sport and selected sports performer or team. Students should demonstrate awareness of limitations, such as environmental or cultural factors, and suggest adjustments where necessary. Their analysis should show logical reasoning supported by examples.

For pass standard, students demonstrate achievement by describing a range of performance analysis methods and technologies in clear, factual terms. Evidence should show that they can explain the purpose of each method, such as Global Positioning System (GPS) tracking for movement analysis or video software for review of technique, outlining the basic processes involved. The explanation should be accurate and relevant to the selected sport using correct terminology. Visual aids such as diagrams or screenshots may support their explanation, but depth of evaluation is not required at this level. They also identify appropriate performance models and benchmarks for a chosen sport. Evidence should show that they can locate and present relevant standards, such as governing body guidelines or published norms and outline basic testing procedures. At this level, students are expected to demonstrate accurate selection and clear explanation without detailed critique. Visual representation of benchmarks, for example tables or charts, is acceptable as supporting evidence.

Learning aims C and D

For distinction standard, students evaluate the effectiveness of their analysis process and justify conclusions with evidence-based recommendations. Evidence should include reflection on data quality, limitations of methods used, and implications for performance improvement. Students should demonstrate advanced presentation skills, such as interactive dashboards or structured reports, and provide clear, actionable recommendations supported by data and research. They must also provide comprehensive feedback that integrates performance, health and wellbeing considerations. Evidence should include clear justification for recommendations, supported by data analysis and best practice guidelines. Feedback should be delivered in a professional format, demonstrating sensitivity to cultural and ethical factors, and include short-, medium-, and long-term goals linked to sports performers development.

For merit standard, students present detailed data in multiple formats, such as statistical summaries, graphs and annotated video, and compare results to benchmarks or comparative models. Evidence should show that students can interpret patterns and make basic comparisons, highlighting areas of strength and weakness. Their work should demonstrate attention to detail and effective use of technology to enhance clarity and insight. They also provide detailed feedback that includes specific strengths and weaknesses, and sets SMART goals for improvement. Evidence should demonstrate that feedback is constructive, sports performers-centred and supported by data. Students should show understanding of how goals align with performance benchmarks and training priorities.

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For pass standard, students collect and present analysis of performance data for a sports performer or team using appropriate tools and methods. Evidence should include raw data and a basic summary in a clear format, such as tables, charts or simple annotated video clips. At this level, accuracy and completeness of data are key, but interpretation may be limited. Students should demonstrate that they followed correct procedures and adhered to safety and ethical requirements. They also provide feedback based on collected data, identifying key findings in a clear and structured manner. Evidence should include a summary of performance strengths and areas for improvement, presented verbally, in writing or visually. At this level, feedback should be accurate and relevant, but may lack depth or detailed justification.

Links to other units

This unit links to:

- Unit 2: Fitness Testing
- Unit 15: Rules, Regulations and Officiating in Sport.

Unit 15: Rules, Regulations and Officiating in Sport

Level: 3

Unit type: Internal

Guided learning hours: 60

Unit in brief

Students will explore the rules and regulations of a selected sport, and develop the skills needed to apply them while officiating. They will also evaluate their own officiating performance and identify areas for improvement to support their development as an official.

Unit introduction

Rules, regulations and laws of the game are the foundation of fair play and safety in sport. They ensure that sports are played consistently at all levels, protect players and enhance the experience for spectators. Governing bodies regularly update these rules to reflect changes in technology, safety standards and the evolving nature of sport.

Officials play a critical role in enforcing these rules, maintaining order and ensuring fairness during competition for all players. Their responsibilities extend beyond decision-making; they must communicate effectively, manage conflict and uphold the integrity of the sport. Understanding these roles is essential for anyone aspiring to work in sport, whether as an official, manager, coach, performance analyst or administrator.

This unit provides students with the knowledge and practical experience needed to officiate in a selected sport. Students will study the rules and regulations, practice officiating in real or simulated environments and reflect on their performance to develop their skills further, whilst building their experience and confidence as an official.

Learning aims

In this unit you will:

A Understand the rules, regulations and roles of officials in sport

B Explore the application of rules and regulations in officiating

C Undertake the role of an official in a competitive situation

D Review and evaluate own officiating performance

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the rules, regulations and roles of officials in sport	**A1** Rules and regulations **A2** Roles of the officials **A3** Responsibilities and professionalism of the officials	Written report or presentation on the rules and regulations of your sport.
B Explore the application of rules and regulations in officiating	**B1** Applying rules and regulations **B2** Analysing officials' performance	A practical demonstration of students officiating in a selected sport. A video recording. A report explaining how officials apply the rules and regulations.
C Undertake the role of an official in a competitive situation	**C1** Practical officiating **C2** Review own performance	
D Review and evaluate own officiating performance	**D1** Assessment methods **D2** Identifying strengths and weaknesses **D3** Improvement strategies **D4** Monitoring progress	A reflective report that reviews officiating performance.

Content

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

Learning aim A: Understand the rules, regulations and roles of officials in sport

A1 Rules and regulations

- Governing body rules:
  - overview of national and international governing bodies, for example Fédération Internationale de Football Association (FIFA), International Cricket Council (ICC), International Tennis Federation (ITF)
  - current official rules for the selected sport.
- Competition regulations:
  - playing area dimensions and markings
  - equipment and kit specifications, and safety standards
  - number of players, substitutions and time regulations
  - scoring systems and tie-break procedures.
- Health and safety:
  - risk assessments and emergency procedures
  - player welfare and injury protocols
  - key rules of the game that support health and safety.
- Historical development:
  - evolution of rules and why rule changes occurred.
- Impact of technology:
  - computer vision systems (e.g. Hawk-Eye), goal-line technology, Video Assistant Referee (VAR)
  - how technology influences officiating decisions.
- Media influence:
  - positive effects on rules changes and officiating (e.g. fans' access to decision-making)
  - negative effects on rules changes and officiating (e.g. slows the game down).

A2 Roles of the officials

- Types of officials:
  - referee, umpire, line judge, timekeeper, scorer, video assistant and 4th official.
- Core responsibilities:
  - enforcing rules and maintaining fairness
  - managing game flow and time

  - communicating decisions clearly to players, coaches and fans
  - health and safety of players.
- Professional conduct:
  - neutrality, integrity and appearance
  - handling pressure and conflict.
- Media and public relations:
  - interaction with media and spectators
  - dealing with scrutiny and criticism.

A3 Responsibilities and professionalism of the officials

- Application and interpretation of the rules:
  - accuracy and consistency in decision-making
  - adapting to different levels of play (e.g. amateur vs. professional) or formats (e.g. test cricket versus 20/20).
- Health and safety duties:
  - checking equipment and playing conditions
  - responding to injuries and emergencies.
- Fair play and ethics:
  - promoting sportsmanship
  - avoiding bias or favouritism
  - upholding professional standards outside the sporting environment.
- Use of technology:
  - integrating new tools into officiating practice
  - understanding limitations and ethical considerations.
- Future trends:
  - increasing reliance on technology
  - Continuous Professional Development (CPD)and training
  - modifications of competition format and rules to support media coverage.

Learning aim B: Explore the application of rules and regulations in officiating

B1 Applying rules and regulations

- Decision-making in real-time:
  - recognising infringements (e.g. fouls, offside, illegal equipment)
  - applying sanctions: warnings, penalties, disqualifications.
- Game management:
  - maintaining flow of play while enforcing rules
  - balancing strictness with fairness.

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- Behaviour management:
  - dealing with dissent and unsporting behaviour
  - conflict resolution strategies.
- Communication skills:
  - clear verbal instructions and signals
  - use of body language to assert authority.
- Scenario-based practice:
  - simulated game situations for applying rules
  - Handling unexpected incidents (e.g. injuries, crowd interference).
- Technology in decision-making:
  - using computer vision systems, goal-line technology, Video Assistant Referee (VAR), video replay systems
  - understanding limitations and protocols for the use of technology.

B2 Analysing officials' performance

- Observation techniques:
  - live observation during games for decision-making
  - video observation for reviewing decisions.
- Assessment methods:
  - notational analysis (tracking decisions and errors)
  - SWOT analysis (Strengths, Weaknesses, Opportunities, Threats)
  - performance profiling and checklists.
- Identifying strengths and weaknesses:
  - accuracy of decisions
  - consistency in applying rules
  - effectiveness of communication.
- Feedback and development:
  - peer and mentor feedback
  - self-reflection and goal-setting.
- Improvement strategies:
  - training courses and qualifications
  - game simulation computer packages
  - mentoring and buddy systems
  - use of technology to reduce errors.

Learning aim C: Undertake the role of an official in a competitive situation

C1 Practical officiating

- Preparation for officiating:
  - understanding competition rules and regulations
  - pre-game checks: equipment and kit, playing area and safety compliance.
- Applying rules in practice:
  - enforcing rules consistently during live play
  - managing substitutions, timekeeping, and scoring accurately.
- Game control:
  - maintaining authority and composure under pressure
  - managing player behaviour and conflict effectively.
- Communication:
  - using clear signals and verbal instructions with positive body language
  - interacting professionally with players, coaches and other officials.
- Health and safety:
  - monitoring player welfare during the game
  - responding to injuries and emergencies appropriately.
- Use of technology:
  - applying technology where permitted (e.g. video replay systems)
  - understanding protocols for technology assisted decisions.

C2 Review own performance

- Assessment methods:
  - video analysis of officiating performance
  - observation checklists and peer or player feedback
  - self-assessment tools (e.g. reflective journals).
- Feedback sources:
  - players, coaches, mentors and assessors
  - comparing performance against professional standards.
- Identifying strengths and weaknesses:
  - accuracy of decisions and consistency
  - communication and conflict management skills.
- Improvement strategies:
  - setting SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) for development
  - attending officiating courses and workshops

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  - seeking mentoring or shadowing opportunities
  - research current officiating practice using national governing body websites.
- Personal development plan:
  - Short-term and long-term objectives
  - Monitoring progress and updating goals regularly.

Learning aim D: Review and evaluate own officiating performance

D1 Assessment methods

- Video analysis:
  - reviewing game footage to identify decision-making accuracy
  - comparing actions against official guidelines.
- Observation checklists:
  - using structured tools to track performance metrics during games
  - peer or mentor observations for objective feedback.
- Self-assessment:
  - reflective journals documenting experiences and challenges
  - rating confidence and competence in key officiating skills.
- Feedback from others:
  - gathering input from players, coaches and other officials
  - using questionnaires or interviews for detailed insights.

D2 Identifying strengths and weaknesses

- Technical skills:
  - accuracy in applying rules and regulations
  - consistency in decision-making.
- Interpersonal skills:
  - verbal and non-verbal communication clarity and authority
  - conflict management and composure under pressure.
- Game management:
  - ability to maintain flow and control
  - handling unexpected incidents effectively.

D3 Improvement strategies

- Personal development planning:
  - setting SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) for officiating improvement
  - short-term vs. long-term objectives.

- Training and qualifications:
  - attending officiating courses and workshops
  - progressing through governing body certification levels.
- Mentoring and support:
  - working with experienced officials for guidance
  - participating in officiating networks or forums
  - watching live games to observe professional officials.
- Use of technology:
  - leveraging video analysis tools for self-improvement
  - using performance data to track progress.

D4 Monitoring progress

- Regular reviews:
  - scheduling periodic evaluations of officiating performance.
- Updating development plans:
  - adjusting goals based on feedback and performance trends.
- Benchmarking:
  - comparing performance against professional standards.

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Assessment criteria

Learning aim A: Understand the rules, regulations and roles of officials in sport

Pass	Merit	Distinction
A.P1 Explain the key rules, regulations and roles of officials in a selected sport. **A.P2** Describe how rules and regulations vary across formats or levels of competition.	**A.M1** Analyse the roles and responsibilities of officials in a selected sport. **A.M2** Discuss how rules and regulations impact player behaviour and game management.	**A.D1** Evaluate the importance of rules, regulations and officials' roles in ensuring fair play and safety.

Learning aim B: Explore the application of rules and regulations in officiating

Learning aim C: Undertake the role of an official in a competitive situation

Pass	Merit	Distinction
B.P3 Explain how officials apply rules and regulations in different situations. **B.P4** Describe the observation techniques and assessment methods used to analyse officials' performances.	**B.M3** Analyse the effectiveness of officials' decisions in a selected sport.	**BC.D2** Demonstrate sustained confident and accurate officiating skills, applying rules consistently and managing the game effectively.
C.P5 Demonstrate appropriate preparation and equipment checks before officiating. **C.P6** Perform the role of an official in a selected sport, applying rules and regulations appropriately.	**C.M4** Perform the role of an official accurately, demonstrating effective communication and control.	

Learning aim D: Review and evaluate own officiating performance

Pass	Merit	Distinction
D.P7 Review own officiating performance using two assessment methods.	**D.M5** Analyse strengths and areas for improvement in own officiating performance.	**D.D3** Evaluate own officiating performance using feedback and assessment methods, recommending strategies for improvement.

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

*	Signposted to indicate opportunities for development as a part of wider teaching and learning
√	Embedded in teaching, learning and assessment
blank	Not embedded or signposted in unit

Essential information for assignments

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

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M3, C.M4, BC.D2)

Learning aim: D (D.P7, D.M5, D.D3)

Further information for teachers and assessors

Resource requirements

For this unit, students must have access to:

- Sport facilities (indoor and outdoor) and equipment to enable particpation in a range of sports and physical activities.
- Video capture equipment e.g. video camera, phone camera
- Performance analysis tools e.g. sports performance analytics software (Dartfish, CoachLogic, Hudl).
- Governing body rules and regulations for a range of sports.

Essential information for assessment decisions

Learning aim A

For distinction standard, students must evaluate the significance of rules, regulations and officials' roles in ensuring fair play and safety. Evidence should include reasoned judgments supported by examples and consider the consequences of poor officiating or rule enforcement. Students should demonstrate critical thinking by weighing the importance of different responsibilities and discussing their impact on the integrity of the sport.

For merit standard, students should provide a detailed analysis of the roles and responsibilities of officials, going beyond description to explain how these roles impact the conduct of the game. Evidence should include examples of how officials' responsibilities influence fairness, safety and game flow. Students should demonstrate an ability to connect responsibilities with practical implications, showing insight into why these roles are critical.

For pass standard, students are expected to demonstrate a clear understanding of the key rules, regulations and roles of officials in a selected sport. Evidence should show that they can describe the main governing body rules and outline the responsibilities of officials in a structured way. They should include examples relevant to the chosen sport and show awareness of why these rules exist. The explanation should be factual and accurate, without requiring deep analysis or evaluation.

Learning aims B and C

For distinction standard, students must evaluate the application of rules and regulations by officials, making justified recommendations for improvement. Evidence should include a review of observed performances, supported by examples and reasoning. Students should show an understanding of best practice and suggest realistic strategies for enhancing officiating quality. They must also demonstrate the ability to make accurate officiating decisions with confidence, applying rules consistently and managing the game effectively in a competitive situation. Evidence should show strong decision-making, clear communication and the ability to maintain authority. Students should also demonstrate adaptability and professionalism in challenging scenarios.

For merit standard, students should analyse the effectiveness of officials' decisions, identifying strengths and weaknesses in their application of rules. Evidence should include examples from observed or recorded performances, with commentary on whether decisions were appropriate and consistent. Students should demonstrate an ability to interpret the impact of these decisions on the game. They should also show the ability to make mostly accurate officiating decisions demonstrating effective communication and control throughout a competitive situation. Evidence should highlight their ability to apply rules consistently and manage the game flow. They should also show competence in handling minor disputes or unexpected situations.

For pass standard, students should provide evidence that they understand how officials apply rules and regulations in real situations. This can be shown through written explanations or observation notes that describe how decisions are made during play. They should identify examples of rule application and explain why these decisions were necessary, without requiring in-depth critique. Consideration of observation techniques and assessment methods is also required. They should also demonstrate that they can perform the role of an official in a competitive situation, applying rules and regulations appropriately in most situations. Evidence should include observation records or video footage showing that they can manage basic officiating tasks with minimal errors. They should also show awareness of health and safety requirements

Learning aim D

For distinction standard, students must evaluate their officiating performance using multiple sources of feedback and assessment methods. Evidence should include a discussion of their strengths and weaknesses supported by examples and realistic recommendations for improvement. They should demonstrate an understanding of how these improvements will enhance future officiating performance.

For merit standard, students should analyse their officiating performance in detail, identifying specific strengths and weaknesses. Evidence should include commentary on technical and interpersonal skills, supported by examples from their officiating experience. They should also suggest areas for development.

For pass standard, students should provide a review of their officiating performance using at least two assessment methods, such as video analysis and peer feedback. Evidence should identify what went well and what could be improved, with basic reasoning for these points.

Links to other units

This unit links to:

- Unit 7: Careers in Sport
- Unit 9: Practical Sports Performance
- Unit 14: Sports Performance Analysis.

Unit 16: Organising Events in Sport and Physical Activities

Level: 3

Unit type: Internal

Guided learning hours: 60

Unit in brief

Students will develop the knowledge and skills required to plan, promote, and deliver sports and physical activity events. They will explore event considerations, create promotional strategies, and deliver and evaluate the success of their event.

Unit introduction

Sports and physical activity events play a vital role in promoting health, community engagement and economic growth. From local charity runs to large-scale tournaments, these events require careful planning, effective promotion and efficient delivery to meet participant and stakeholder expectations.

In today's world, event organisation has evolved to include digital marketing, sustainability practices and inclusive participation strategies. Professionals in the sports industry must understand how to integrate technology, manage risk and ensure accessibility for diverse audiences.

This unit provides students with practical experience in planning and delivering an event. They will develop transferable skills such as teamwork, leadership and problem-solving. It also prepares students for careers in sports management, event coordination and related fields, as well as progression to higher education.

Learning aims

In this unit you will:

A Explore considerations for organising sports and physical activity events

B Plan and promote a sports or physical activity event

C Deliver a planned sports or physical activity event

D Review the effectiveness of the event and own performance.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore considerations for organising sports and physical activity events	**A1** Types and purposes of events **A2** Event considerations **A3** Roles and responsibilities	Written report with examples from real or simulated events.
B Plan and promote a sports or physical activity event	**B1** Planning requirements **B2** Promotion strategies	Event planning document and promotional materials.
C Deliver a planned sports or physical activity event	**C1** Implementation **C2** Leadership and problem-solving	Observation records or witness statements (for delivery). Written evaluation report or presentation.
D Review the effectiveness of the event and own performance	**D1** Event evaluation **D2** Personal reflection	

Content

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

Learning aim A: Explore considerations for organising sports and physical activity events

A1 Types and purposes of events

Types of events

- Competitive events:
  - leagues
  - tournaments
  - championships.
- Recreational events:
  - fun runs
  - charity walks
  - community fitness days.
- Educational events:
  - coaching clinics
  - workshops
  - training camps.
- Hybrid and virtual events:
  - online fitness challenges
  - e-sports tournaments
  - live-streamed competitions.
- Inclusive events:
  - disability sports festivals
  - women-only sessions
  - cultural activities.

Purposes of events

- Fundraising for charities or community projects.
- Promoting health and wellbeing.
- Encouraging social inclusion and diversity.
- Raising awareness of environmental sustainability.
- Supporting mental health and resilience.
- Building brand awareness for sponsors or organisations.

A2 Event considerations

- Target audience:
  - age, gender, cultural background, ability level
  - accessibility
  - inclusivity.
- Venue and facilities:
  - indoor vs. outdoor considerations
  - accessibility (e.g. ramps, signage, parking)
  - technology infrastructure for hybrid events (e.g. Wi-Fi, streaming equipment).
- Legal and ethical considerations:
  - data protection for online registrations
  - safeguarding policies for children and vulnerable adults
  - equality, diversity, inclusivity.
- Sustainability and environmental impact:
  - waste management and recycling
  - green initiatives (e.g. reducing single-use plastics)
  - reducing carbon footprint, tracking and offsetting.
- Technology integration:
  - online registration platforms
  - event management apps
  - social media engagement and live updates
  - use of analytics for participant engagement.

A3 Roles and responsibilities

- Event roles:
  - event manager: overall coordination and leadership
  - finance officer: budgeting, sponsorship and funding
  - marketing and digital media officer: social media campaigns, branding, influencer partnerships
  - sustainability officer: implementing environmentally friendly practices
  - health and safety officer: risk assessments, compliance with regulations.
- Responsibilities:
  - project management and scheduling
  - communication with stakeholders and participants
  - risk management and contingency planning
  - volunteer recruitment and training
  - monitoring inclusivity and accessibility measures.

Learning aim B: Plan and promote a sports or physical activity event

B1 Planning requirements

Setting aims and objectives

- Define SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound).
- Align event goals with organisational mission or community needs (e.g. promoting health, raising funds).
- Consider hybrid event objectives (e.g. in-person + virtual engagement).

Identifying target audience

- Demographics:
  - age
  - gender
  - cultural background
  - ability level.
- Psychographics:
  - interests
  - motivations
  - lifestyle.
- Accessibility needs:
  - disability support
  - language options.

Resource allocation

- Facilities:
  - indoor/outdoor
  - capacity
  - accessibility
  - technology infrastructure (Wi-Fi, audio/visual equipment).
- Equipment:
  - sports gear
  - safety equipment
  - digital tools for registration and streaming.
- Staffing:
  - volunteers
  - officials
  - specialist roles (e.g. sustainability officer, digital media coordinator).

- Technology:
  - event management software
  - QR code check-in systems
  - live-streaming platforms.

Risk assessments and contingency planning

- Identify hazards:
  - weather
  - equipment failure
  - crowd control
  - cyber threats for online systems.
- Develop emergency procedures:
  - fire
  - medical emergencies
  - data breaches.
- Create contingency plans: alternative venues, virtual event options.

Budgeting and funding sources

- Cost breakdown:
  - venue hire
  - equipment
  - marketing
  - staffing
  - insurance.
- Income streams:
  - ticket sales
  - sponsorship
  - grants
  - crowdfunding.
- Financial contingency planning for overspend or low attendance.
- Use of budgeting tools (Excel, event planning software).

Legal and compliance considerations

- Data protection for online registrations.
- Safeguarding policies for children and vulnerable adults.
- Insurance requirements (public liability, event cancellation).
- Health and safety.
- Diversity, Equity, Inclusion (DEI).

B2 Promotion strategies

Digital marketing

- Social media campaigns:
  - Instagram Reels, TikTok challenges, YouTube shorts for engagement
  - scheduled posts using tools like Hootsuite or Buffer.
- Paid advertising:
  - Facebook Ads, Google Ads targeting specific demographics.
- Search Engine Optimisation (SEO) strategies:
  - optimising event website for search engines
  - event hashtags and influencer partnerships
  - collaborate with local sports performers or fitness influencers.
- Live streaming and countdowns:
  - build excitement through teaser videos
  - live question and answer (Q&A) sessions.

Traditional methods

- Posters, flyers, and banners in community spaces.
- Local radio and newspapers for older demographics.
- Partnerships with schools, gyms and community centres.

Branding and sponsorship

- Develop a strong event identity:
  - logo, colour scheme, tagline.
- Sponsorship packages:
  - offer tiered benefits (e.g. logo on materials, social media mentions)
  - align sponsors with event values (e.g. sustainability-focused brands).

Accessibility and inclusivity in promotion

- Use clear, simple language in all materials.
- Provide alternative formats (e.g. Braille, large print, subtitles on videos).
- Represent diversity in promotional imagery.

Technology integration

- Event apps for registration, schedules and updates.
- QR codes on posters for quick access to event details.
- Push notifications for reminders and updates.
- Post-event engagement (e.g. highlights, thank participants).
- Collect feedback via digital platforms.

Learning aim C: Deliver a planned sports or physical activity event

C1 Implementation

Pre-event preparation

- Venue setup:
  - layout planning for safety and accessibility (e.g. wheelchair access, clear signage).
- Equipment checks to ensure all sports gear and technology are functional:
  - branding setup: banners, sponsor logos, digital screens.
- Technology setup:
  - registration systems (e.g. QR code scanners, tablets)
  - live-streaming equipment for hybrid events
  - backup power sources for reliability.
- Volunteer and staff briefing:
  - confirm roles and responsibilities
  - provide emergency contact details and escalation procedures
  - share event schedule and contingency plans.

Following the event plan

- Adhering to timelines and activity schedules.
- Coordinating with team members for smooth transitions between sessions.
- Monitoring participant flow to avoid congestion.

Health and safety compliance

- First aid stations and trained personnel on-site.
- Emergency exits clearly marked and unobstructed.
- Risk assessment/Standard Operating Procedure (SOP) from the venue.
- Hygiene protocols if relevant (e.g. sanitisation stations, masks).

Customer experience

- Efficient registration and check-in process.
- Providing clear information to participants and spectators (e.g. maps, schedules).
- Accessibility support:
  - interpreters
  - mobility assistance
  - quiet zones for neurodiverse participants.

Digital engagement during the event

- Live social media updates (e.g. Instagram stories, TikTok clips).
- Interactive polls, question and answer (Q&A) sessions via event apps.
- Push notifications for schedule updates or announcements.

C2 Leadership and problem-solving

Decision-making under pressure

- Handle last-minute cancellations, weather/travel disruptions.
- Switch to contingency plans quickly (e.g. moving to an indoor venue or virtual format).
- Make financial decisions if unexpected costs arise.

Communication and customer service

- Professional interaction with participants, spectators and sponsors.
- Managing complaints effectively and calmly.
- Using clear, inclusive language in announcements.

Managing unexpected issues

- Technical failures (e.g. live stream issues, app crashes).
- Lack of staff (e.g. volunteer no-shows)
- Equipment shortages.
- Health emergencies or participant injuries.

Team leadership

- Motivate volunteers and staff during stressful periods.
- Delegate tasks effectively to avoid bottlenecks.
- Maintain morale and ensure everyone understands their role.

Post-event responsibilities

- Safe dismantling of equipment and venue clean-up.
- Return borrowed or hired equipment.
- Thank volunteers and sponsors (e.g. emails, social media posts).

Learning aim D: Review the effectiveness of the event and own performance

D1 Event evaluation

Measuring success against objectives

- Compare actual outcomes to SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) set during planning.
- Assess whether the event met its purpose (e.g. fundraising target, participation numbers, inclusivity goals).

Success indicators

- Quantitative measures:
  - attendance vs. target numbers
  - financial performance (e.g. profit/loss analysis, sponsorship income)

  - social media engagement (e.g. likes, shares, comments, hashtag reach)
  - sustainability metrics (e.g. waste reduction, carbon footprint, use of eco-friendly materials).
- Qualitative measures:
  - participant satisfaction (e.g. feedback forms, interviews)
  - volunteer and staff feedback
  - sponsor and stakeholder satisfaction.

Feedback collection methods

- Post-event surveys (e.g. digital and paper).
- Social media polls and comment analysis.
- Focus groups or interviews with key stakeholders.
- Use of event apps for instant feedback during and after the event.

Data analysis

- Use analytics tools for social media and registration data.
- Identify trends and patterns (e.g. peak engagement times, most popular activities).
- Compare performance to similar past events or industry benchmarks.

Reporting

- Create a post-event report summarising:
  - key achievements
  - areas for improvement
  - recommendations for future events.
- Share findings with stakeholders and sponsors.

D2 Personal reflection

Self-assessment

- Evaluate own contribution to planning, promotion, and delivery.
- Identify strengths (e.g. leadership, communication, problem-solving).
- Recognise weaknesses or areas for development (e.g. time management, digital skills).

Reflection tools

- Use reflective models (e.g. Gibbs' Reflective Cycle or Kolb's Learning Cycle).
- Keep a reflective journal during the event process.

Recommendations for improvement

- Suggest practical changes for future events (e.g. better contingency planning, improved digital engagement).
- Propose strategies for enhancing inclusivity and sustainability.

Professional development

- Identify skills to develop for future roles (e.g. project management, digital marketing, budgeting).
- Set personal goals for improvement and link to career aspirations.

Evidence of reflection

- Written evaluation report.
- Presentation to peers or assessors.
- Summarising findings and recommendations.

Assessment criteria

Learning aim A: Explore considerations for organising sports and physical activity events

Pass	Merit	Distinction
A.P1 Explain different types, purposes, and considerations of sports and physical activity events. **A.P2** Describe key considerations for organising events.	**A.M1** Analyse the significance of considerations and roles in organising sports and physical activity events.	**A.D1** Evaluate the interrelationship between considerations and roles in successful delivery of sports and physical activity events.

Learning aim B: Plan and promote a sports or physical activity event

Pass	Merit	Distinction
B.P3 Produce a basic event plan including aims, resources and risk assessment. **B.P4** Create basic promotional materials for the sports and physical activity event.	**B.M2** Produce a detailed and realistic event plan with timelines and budgets. **B.M3** Develop a promotional campaign that demonstrates clear links to sports and physical activity event aims, and target audience.	**B.D2** Justify the plan and promotional strategy, showing how they meet the sports and physical activity event aims, and target audience needs.

Learning aim C: Deliver a planned sports or physical activity event

Learning aim D: Review the effectiveness of the event and own performance

Pass	Merit	Distinction
C.P5 Contribute to the delivery of a sports or physical activity event, fulfilling allocated roles and responsibilities.	**C.M4** Take responsibility for key decisions and demonstrate effective teamwork and communication during delivery of a sports or physical activity event. [SP-PS]	**CD.D3** Evaluate the overall success of the sports or physical activity event and own performance, providing well-justified recommendations for future events.
D.P6 Describe the success of the sports or physical activity event and own contribution.	**D.M5** Analyse the effectiveness of the sports or physical activity event and own performance, suggesting improvements.	

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS √
MY – COP	EL – SRS	IS – T*	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

*	Signposted to indicate opportunities for development as a part of wider teaching and learning
√	Embedded in teaching, learning and assessment
blank	Not embedded or signposted in unit

Essential information for assignments

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

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

Learning aim: B (B.P3, B.P4, B.M2, B.M3, B.D2)

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

Further information for teachers and assessors

Resource requirements

For this unit, students must have access to:

- Suitable event venue.
- Suitable sport or physical activity equipment.
- Physical resources e.g. banners, race numbers, marshal bibs, barrier tape, money tins.

Essential information for assessment decisions

Learning aim A

For distinction standard, students produce an evaluative response that explore show considerations and roles interact to influence sport or physical activity event outcomes. Evidence demonstrates critical thinking, weighing the relative importance of factors like sustainability, digital engagement and legal compliance. Students justify why certain roles or considerations are more influential in specific contexts, using examples from real or simulated events. Their evaluation is balanced, well-reasoned and supported by evidence, showing a deep understanding of interdependencies.

For merit standard, students present a structured analysis of why considerations and roles are important in sport or physical activity event organisation. Evidence shows they can explain the impact of planning decisions on event success, such as how risk assessments ensure safety or how marketing roles influence attendance. They make connections between roles and event requirements, using examples to illustrate significance. The analysis is logical and supported by relevant detail, though it may not fully explore interrelationships.

For pass standard, students provide clear explanations of different sport or physical activity event types, purposes and considerations. Evidence typically includes written reports or presentations that describe examples such as tournaments, charity runs or hybrid events, and outline factors like target audience, venue and legal requirements. They demonstrate understanding by referencing real or hypothetical scenarios, showing awareness of inclusivity, sustainability and technology use. The work is descriptive, with some relevant examples, but may lack depth in linking these factors together.

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Learning aim B

For distinction standard, students provide a well-developed plan and promotional strategy with strong justification for choices. Evidence includes a professional-quality sport or physical activity event plan with SMART objectives, contingency planning and accurate financial breakdowns. Promotional materials are creative, targeted and aligned with branding, using both digital and traditional methods. Students explain why their approach will achieve the event aims, and engage the intended audience, demonstrating critical thinking and strategic planning.

For merit standard, students produce a detailed and realistic plan that demonstrates clear links to sport or physical activity event aims. Evidence includes comprehensive planning documents with timelines, budgets and risk assessments, as well as a promotional campaign using multiple channels. They show awareness of branding, target audience and inclusivity in their materials. The work demonstrates logical organisation, and some justification of the impact of the strengths and areas for development for decisions, though evaluation of effectiveness may be limited.

For pass standard, students create a basic sport or physical activity event plan and promotional materials that meet the brief. Evidence includes a simple schedule, resource list and basic risk assessment, alongside promotional outputs such as posters or social media mock-ups. The plan addresses essential elements like venue, equipment and participant needs. Promotional materials are functional, but may not fully reflect branding or target audience considerations.

Learning aims C and D

For distinction standard, students lead significant aspects of sport or physical activity event delivery, making informed decisions to ensure objectives are met. Evidence includes observation reports highlighting leadership, adaptability, and proactive problem-solving under pressure. They manage unexpected issues effectively, maintain team morale and ensure participant satisfaction. Their contribution has a clear positive impact on event success. They also produce a comprehensive evaluation of the sport or physical activity event and their performance, using evidence such as financial data, engagement metrics and stakeholder feedback. They provide well-justified recommendations for future improvements, considering inclusivity, sustainability and digital engagement. Their reflection demonstrates critical thinking and links to professional development goals.

For merit standard, students take responsibility for key decisions during sport or physical activity event delivery and demonstrate effective teamwork. Evidence shows they adapt to minor challenges, communicate clearly with team members and maintain professionalism. They may lead small aspects of the event or resolve issues such as equipment shortages or schedule delays, showing initiative and problem-solving ability. They should also analyse the sport or physical activity event's effectiveness and their own performance, identifying strengths and weaknesses with supporting evidence. They suggest realistic improvements for future events, considering factors such as planning, promotion and delivery. Their analysis is structured and supported by data or feedback.

For pass standard, students contribute to sport or physical activity event delivery by completing allocated tasks effectively and safely. Evidence may include observation records, photographs or witness statements confirming their role in setup, registration or participant support. They follow instructions, and demonstrate basic teamwork and communication skills, ensuring their responsibilities are met without major problems arising. They must also provide a descriptive review of the sport or physical activity event and their contribution. Evidence includes a written evaluation or presentation summarising what went well and what could be improved. They reference basic success indicators such as attendance or participant feedback, but offer limited analysis.

Links to other units

This unit links to:

- Unit 7: Careers in Sport
- Unit 17: Sports Tourism.

Unit 17: Sports Tourism

Level: 3

Unit type: Internal

Guided learning hours: 60

Unit in brief

Students will explore the evolving landscape of sports tourism, including its economic, social, environmental and technological impact on the modern world, ensuring it is sustainable. They will investigate innovative opportunities for enterprise and develop a plan for a modern sports tourism venture.

Unit introduction

Sports tourism is one of the fastest growing sectors in the global travel industry, encompassing both participation and spectating activities. From attending major international events to engaging in recreational sports holidays, the scope of sports tourism continues to expand, driven by high consumer demand and technological innovation.

In this unit, you will understand the characteristics and impacts of sports tourism at local, national and international levels. You will explore the roles and responsibilities of professionals in the sector, including emerging roles such as digital marketers and sustainability officers. You will investigate enterprise opportunities and apply your knowledge to develop a realistic and innovative sports tourism plan.

The unit supports progression into careers such as tour coordination, event planning, digital marketing and sports enterprise development. It also prepares students for higher education in sport, leisure, tourism or business-related fields.

Learning aims

In this unit you will:

A Explore the characteristics and impacts of sports tourism in the modern world

B Examine the role of innovation and sustainability in sports tourism

C Investigate opportunities and requirements for a sports tourism enterprise

D Develop and present a plan for a sports tourism enterprise.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the characteristics and impacts of sports tourism in the modern world	**A1** Types of sports tourism **A2** Sports tourism businesses **A3** Impacts of sports tourism	Written report. or Presentation with visuals and concise slide and speaker notes.
B Examine the role of innovation and sustainability in sports tourism	**B1** Innovation in sports tourism **B2** Sustainability and ethical practices	Market research report. Summary proposal or infographic.
C Investigate opportunities and requirements for a sports tourism enterprise	**C1** Market research **C2** Enterprise opportunities **C3** Enterprise requirements	
D Develop and present a plan for a sports tourism enterprise	**D1** Components of the plan **D2** Presenting the plan	Written business plan. or Presentation, with visuals and concise slide and speaker notes.

Content

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

Learning aim A: Explore the characteristics and impacts of sports tourism in the modern world

A1 Types of sports tourism

- Spectator-based tourism:
  - attending major international events (e.g. Olympics, Fédération Internationale de Football Association (FIFA) World Cup)
  - domestic and regional events (e.g. local football matches, national championships)
  - emerging spectator formats such as eSports tournaments and hybrid events.
- Participation-based tourism:
  - recreational sports holidays (e.g. ski trips, surfing camps, hiking tours)
  - fitness retreats and wellness breaks (e.g. yoga retreats, boot camps)
  - school, college and university sports tours
  - amateur and professional competition travel.
- Virtual and digital sports tourism:
  - Virtual Reality (VR)-based sports experiences (e.g. virtual stadium tours, simulated training)
  - online fitness challenges and global competitions
  - interactive sports tourism apps and platforms.

A2 Sports tourism businesses

- Primary services:
  - transport logistics (e.g. chartered travel, shuttle services)
  - accommodation (e.g. hotels, hostels, sports resorts)
  - instruction and coaching (e.g. ski instructors, surf coaches)
  - tour coordination and itinerary planning
  - tour ticketing, event access, digital ticketing platforms.
- Secondary services:
  - entertainment and nightlife linked to sports events
  - restaurants and catering tailored to sports tourists
  - souvenir and merchandise retail
  - equipment rental (e.g. bikes, skis, golf clubs)
  - digital platforms offering bookings, reviews.

- Emerging business models:
  - influencer-led sports tourism packages
  - subscription-based sports travel clubs
  - sustainable tourism enterprises with eco-certification.

A3 Impacts of sports tourism

- Economic impacts:
  - contribution to local and national Gross Domestic Product (GDP)
  - job creation in hospitality, transport and event management
  - multiplier effect through associated industries (e.g. retail, media)
  - investment in infrastructure and facilities.
- Social impacts:
  - community development and pride through hosting events
  - cultural exchange and global connectivity
  - disruption to local life (e.g. overcrowding, noise)
  - crime and anti-social behaviour risks at large events.
- Environmental impacts:
  - overcrowding and strain on natural resources
  - pollution, littering and habitat destruction
  - carbon emissions from travel and energy use
  - positive impacts (e.g. funding for conservation, awareness campaigns)
  - sustainable practices (e.g. carbon offsetting, eco-tourism, green venue design).

Learning aim B: Examine the role of innovation and sustainability in sports tourism

B1 Innovation in sports tourism

- Technology-enhanced experiences:
  - Augmented Reality (AR): used for interactive venue tours, overlaying historical or tactical information during live events, or enhancing museum-style sports exhibits
  - Virtual Reality (VR): enables immersive experiences such as virtual participation in marathons, simulated skiing or surfing, or attending a match from a virtual seat
  - Mixed Reality (MR): combines physical and digital elements for training camps or fan zones.
- Digital platforms and services:
  - Unique Selling Point (USP): refers to the unique benefit exhibited by a company, service, product or brand that enables it to stand out from competitors
  - mobile apps: provide itinerary planning, booking, real-time updates and gamified challenges (e.g. step-count competitions during walking tours)

  - online booking systems: AI-driven platforms that personalise travel packages based on user preferences and behaviour
  - wearable tech integration: devices like smartwatches and fitness trackers used to monitor performance during sports holidays or retreats.
- Data and analytics:
  - big data: used to analyse customer behaviour, predict demand and optimise pricing strategies
  - AI-powered customer service: chatbots and virtual assistants offer 24/7 support, multilingual communication and instant booking help
  - feedback systems: real-time reviews and sentiment analysis help improve service delivery and customer satisfaction.
- Innovative business models:
  - subscription-based travel clubs: offer members exclusive access to sports events, training camps or wellness retreats
  - influencer-led packages: sports personalities or fitness influencers curate and promote travel experiences
  - blockchain applications: used for secure ticketing, loyalty programmes and transparent financial transactions.

B2 Sustainability and ethical practices

- Environmental sustainability:
  - eco-certification: sports venues and accommodations certified for sustainable practices (e.g. Green Key, EarthCheck)
  - carbon offsetting: enterprises offer carbon-neutral travel options or invest in reforestation projects
  - renewable energy: use of solar panels, wind energy and energy-efficient systems in sports facilities and hotels.
- Waste and resource management:
  - plastic reduction: initiatives to eliminate single-use plastics at events and in accommodation
  - recycling programmes: on-site waste sorting and partnerships with local recycling firms
  - water conservation: low-flow fixtures, greywater systems and waterless sports field maintenance.
- Social and ethical responsibility:
  - inclusive tourism: designing experiences accessible to people with disabilities, older adults and underrepresented groups
  - cultural sensitivity: training staff to respect local customs, dress codes and traditions
  - fair employment: ensuring local hiring, fair wages and safe working conditions for all staff.

- Sustainable enterprise planning:
  - embedding sustainability in the business model: including environmental and social goals in mission statements and Key Performance Indicators (KPIs)
  - partnerships: collaborating with Non-Government Organisations (NGOs), local governments and environmental organisations
  - impact measurement: using ESG (Environmental, Social, Governance) metrics to assess and report sustainability performance.

Learning aim C: Investigate opportunities and requirements for a sports tourism enterprise

C1 Market research

Research methods:

- Primary research:
  - surveys
  - interviews
  - focus groups with potential customers or stakeholders.
- Secondary research:
  - industry reports
  - tourism statistics
  - competitor analysis.
- Digital tools for research:
  - social media analytics to track trends and consumer engagement
  - online survey platforms (e.g. Google Forms, SurveyMonkey)
  - use of AI and big data to identify emerging patterns in sports tourism.
- Competitor analysis:
  - identifying existing sports tourism enterprises and their offerings
  - evaluating strengths, weaknesses, pricing and customer feedback
  - benchmarking against successful case studies.
- Resource and infrastructure assessment:
  - availability of venues, transport links, accommodation
  - local government support and tourism board initiatives
  - accessibility for different customer groups (e.g. families, disabled travellers).

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C2 Enterprise opportunities

Types of enterprise

- Event-based:
  - organising tournaments
  - festivals
  - guided sports tours.
- Service-based:
  - coaching holidays
  - wellness retreats
  - equipment rental.
- Digital-based:
  - virtual sports tourism platforms
  - online booking services.
- Revenue models:
  - ticket sales, subscriptions, merchandise, sponsorships
  - crowdfunding and community investment
  - partnerships with local businesses and influencers.
- Staffing and logistics:
  - roles required:
  - event coordinator
  - coaches
  - marketer
  - digital content creator
  - volunteer opportunities and training programmes
  - outsourcing vs. in-house operations.
- Innovation-driven opportunities:
  - eco-tourism and sustainability-focused packages
  - hybrid events combining physical and virtual participation
  - personalised experiences using data analytics.

C3 Enterprise requirements

- Legal and ethical compliance:
  - health and safety regulations
  - equality, diversity and inclusion legislation
  - insurance and liability coverage
  - safeguarding policies for working with children and vulnerable adults
  - data protection compliance for digital platforms.

- Materials and resources:
  - equipment, uniforms, promotional materials
  - booking systems and customer service tools
  - digital infrastructure for virtual services.
- Marketing and awareness:
  - branding and Unique Selling Point (USP)
  - social media campaigns and influencer partnerships
  - Search Engine Optimisation (SEO) and digital advertising strategies.
- Facilities and transport:
  - venue suitability and accessibility
  - transport arrangements for participants and staff
  - accommodation partnerships and packages.
- Timelines and planning:
  - project management tools (e.g. Gantt charts, Trello)
  - milestones for pre-event, live event and post-event phases
  - contingency planning and risk management

Learning aim D: Develop and present a plan for a sports tourism enterprise

D1 Components of the plan

- Concept and Unique Selling Point (USP):
  - define the core idea of the enterprise (e.g. eco-friendly surf camp, virtual cycling tour, inclusive sports retreat)
  - identify what makes the enterprise different or valuable (e.g. sustainability focus, tech integration, cultural immersion).
- Market summary and target audience:
  - overview of market trends and demand for the chosen sports tourism niche
  - define target customer segments (e.g. adventure seekers, wellness tourists, amateur athletes, digital nomads)
  - use demographic and psychographic profiling to tailor offerings.
- Financial plan:
  - budgeting: start-up costs, operational expenses, revenue projections
  - pricing strategy: competitive pricing, value-based pricing, tiered packages
  - funding sources: personal investment, sponsorship, crowdfunding, grants.
- Resources, facilities and location:
  - identify required resources: staff, equipment, digital tools, venues
  - evaluate location suitability: accessibility, appeal, infrastructure
  - consider partnerships with local providers or international networks.

- Legal, ethical and sustainability considerations:
  - legal: insurance, contracts, health and safety compliance, data protection
  - ethical: fair employment, safeguarding, cultural sensitivity
  - sustainability: carbon footprint reduction, waste management, eco-certification.
- Risk assessment and contingency planning:
  - identify potential risks: financial, operational, environmental, reputational
  - develop mitigation strategies and backup plans
  - include crisis communication and recovery procedures.

D2 Presenting the plan

- Presentation formats:
  - choose appropriate format (e.g. pitch deck, video presentation, interactive display, digital brochure)
  - tailor format to audience (e.g. investors, tourism board, school group).
- Visual communication tools:
  - use infographics, charts, maps and timelines to convey key information
  - include mock-ups of branding, promotional materials or app interfaces
  - integrate multimedia: voiceover, music, video clips, testimonials.
- Audience engagement
  - structure presentation with clear objectives and logical structure
  - use storytelling techniques to connect emotionally with the audience
  - prepare for an opportunity for the audience to ask questions and give feedback, demonstrating confidence and adaptability.
- Supporting documentation:
  - business plan summary
  - marketing strategy outline
  - financial projections and resource list
  - sustainability and ethical policy statement.
- Evaluation and improvement:
  - reflect on presentation effectiveness
  - gather feedback from peers or assessors
  - recommend improvements for future pitches or enterprise development.

Assessment criteria

Learning aim A: Explore the characteristics and impacts of sports tourism in the modern world

Pass	Merit	Distinction
A.P1 Describe different types of sports tourism and their characteristics. **A.P2** Explain the economic, social and environmental impacts of sports tourism.	**A.M1** Analyse the interrelationship between types of sports tourism and their impact locally, nationally and internationally.	**A.D1** Evaluate how the significance of sports tourism impacts locally, nationally and internationally, justifying their relevance to enterprise planning.

Learning aim B: Examine the role of innovation and sustainability in sports tourism

Learning aim C: Investigate opportunities and requirements for a sports tourism enterprise

Pass	Merit	Distinction
B.P3 Outline how innovation and sustainability can be applied in sports tourism enterprises. **B.P4** Identify examples of innovative technologies and sustainable practices in the sector.	**B.M2** Explain how innovation and sustainability enhance the value, and appeal of, sports tourism enterprises.	**BC.D2** Justify the feasibility of the proposed enterprise, and recommend innovative and sustainable strategies that improve success and long-term viability.
C.P5 Explain the customer demand and resource requirements for a sports tourism enterprise.	**C.M3** Interpret market data to justify the feasibility of a sports tourism enterprise.	

Learning aim D: Develop and present a plan for a sports tourism enterprise

Pass	Merit	Distinction
D.P6 Develop and present a basic sports tourism enterprise plan using appropriate formats.	**D.M4** Present a structured and well-researched enterprise plan with clear links to market research and audience needs.	**D.D3** Deliver a compelling, professional presentation with strong visual communication, audience engagement and supporting documentation.

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

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√	Embedded in teaching, learning and assessment
blank	Not embedded or signposted in unit

Essential information for assignments

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

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

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

Learning aim: D (D.P6, D.M4, D.D3)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aim A

For distinction standard, students produce a comprehensive evaluation of the sports tourism sector, selecting and synthesising relevant information to support their conclusions. They make insightful judgements about the significance of different impacts and demonstrate how these influence enterprise planning. Their work reflects a high level of critical thinking and contextual awareness.

For merit standard, students present a structured analysis that connects different types of sports tourism with their impacts. They interpret how various factors interrelate and influence the development of the sector. Their work includes comparisons and reasoned judgements supported by mostly relevant examples, showing a deeper understanding of the sector's dynamics.

For pass standard, students demonstrate a basic understanding of the types of sports tourism and their associated impacts. They provide relevant examples and show awareness of how different forms of tourism contribute to economic, social and environmental outcomes. Their work may be descriptive, but shows clear comprehension of the sector's scope and influence.

Learning aims B and C

For distinction standard, students present a well-justified evaluation of the enterprise opportunity, drawing on detailed research and analysis. They consider constraints and challenges, offering realistic solutions. Their work shows strategic thinking and a strong understanding of how research informs decision-making in enterprise development. They also recommend advanced strategies for integrating innovation and sustainability into sports tourism enterprises. They justify their choices with reference to long-term viability, customer expectations and industry standards. Their work demonstrates strategic insight and a forward-thinking approach to enterprise development.

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For merit standard, students analyse market data and use it to justify the feasibility of a proposed enterprise. They consider relevant factors such as competition, customer profiles, and resource availability. Their work is well-organised, and demonstrates a clear link between research findings and enterprise viability. They must also explain how innovation and sustainability enhance the appeal and effectiveness of sports tourism enterprises. They provide examples of technologies and sustainable strategies, showing how these contribute to customer engagement and responsible tourism. Their work reflects thoughtful application of contemporary concepts.

For pass standard, students carry out basic research using appropriate sources and identify realistic opportunities for a sports tourism enterprise. They show understanding of customer demand and resource needs, providing examples that support their explanations. Their work is mostly accurate and demonstrates a foundational grasp of enterprise planning. They also identify basic examples of innovation and sustainability within sports tourism. They describe how these elements can be incorporated into enterprise planning, showing awareness of current trends and ethical considerations. Their work is relevant and demonstrates a developing understanding of modern practices.

Learning aim D

For distinction standard, students deliver a compelling and professional presentation that demonstrates depth of insight and strong audience engagement. They use visual communication effectively and support their plan with well-developed documentation. Their work reflects initiative, precision and a high level of self-management.

For merit standard, students present a well-structured and researched enterprise plan with clear links to market analysis and audience needs. They use visual tools and logical organisation to communicate their ideas. Their presentation shows confidence and a good grasp of planning principles.

For pass standard, students produce a basic enterprise plan that includes key components such as concept, resources and marketing. They present their plan using appropriate formats and demonstrate an understanding of how to communicate ideas effectively. Their work is clear and mostly accurate.

Links to other units

This unit links to:

- Unit 7: Careers in Sport
- Unit 18: Ethical Issues and Performance Aids in Sport
- Unit 21: Influence of Technology in Sport and Physical Activities.

Unit 18: Ethical Issues and Performance Aids in Sport

Level: 3

Unit type: Internal

Guided learning hours: 60

Unit in brief

Students will explore ethical issues in sport and the use of performance aids, including their impact on fairness, health and integrity. They will evaluate how organisations and individuals can uphold ethical values in a modern sporting environment.

Unit introduction

The world of sport is evolving rapidly, with performance aids, new technologies and commercial pressures influencing how athletes train and compete. While these developments can enhance performance and engagement, they also raise significant ethical questions about fairness, equality and athlete welfare.

In this unit, you will examine the ethical values that underpin sport, including integrity, respect and responsibility, and how these are challenged by emerging trends such as wearable technology, supplements and data analytics. You will explore the implications of using performance aids, from legal supplements to banned substances, and the role of global and national organisations in maintaining a level playing field.

Students will investigate how upholding ethical values can be promoted at individual, organisational and event levels, considering modern issues such as sustainability, digital ethics and mental health. This knowledge will prepare students for careers in sport, coaching and sports management, where ethical decision-making is essential.

Learning aims

In this unit you will:

A Explore ethical values and issues in modern sport

B Examine the use of performance aids and their impact on fairness and health

C Investigate the role of organisations in promoting ethical values in sport

D Recommend strategies to uphold ethical values in sporting environments.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore ethical values and issues in modern sport	**A1** Ethical values in sport **A2** Emerging ethical issues	A written report with examples from different sports.
B Examine the use of performance aids and their impact on fairness and health	**B1** Types of performance aids **B2** Impact of performance aids on fairness and health **B3** Regulation and monitoring	A presentation on performance aids: benefits, risks and ethics.
C Investigate the role of organisations in promoting ethical values in sport	**C1** Key organisations **C2** Organisational strategies **C3** Challenges	Strategic plan on organisational roles and strategies for ethical sport.
D Recommend strategies to uphold ethical values in sporting environments	**D1** Strategies for individual athletes **D2** Organisational strategies **D3** Event-level strategies	

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Content

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

Learning aim A: Explore ethical values and issues in modern sport

A1 Ethical values in sport

Students will understand the ethical values impacting athletes in sport

- Fair play:
  - adhering to rules and regulations of the sport
  - avoiding gamesmanship and unsporting behaviour
  - promoting equality of opportunity for all participants.
- Integrity:
  - honesty in performance and decision-making
  - avoiding corruption, bribery and match-fixing.
- Respect:
  - respecting officials, opponents and teammates
  - respecting rules and regulations
  - accepting decisions without aggression or abuse.
- Responsibility:
  - duty of care for self and others
  - maintaining professionalism on and off the field.
- Digital ethics:
  - responsible use of social media by athletes/entourage
  - avoiding online abuse and cyberbullying
  - data privacy in wearable technology and performance analytics.
- Mental health responsibility:
  - the impact of pressure and social media on athlete wellbeing
  - promoting mental health awareness and support systems.
- Environmental responsibility:
  - reducing carbon footprint in training and events
  - supporting sustainability initiatives in sport.

A2 Emerging ethical issues

Students will explore the ethical issues surrounding sports participation, events and organisations.

- Commercialisation and sponsorship:
  - influence of big brands on athlete behaviour and event organisation
  - ethical dilemmas in accepting sponsorship from gambling, alcohol or fast-food companies.
- Athlete activism:
  - use of sport as a platform for social justice and political statements
  - balancing freedom of expression with organisational neutrality.
- Technology and fairness:
  - use of Artificial Intelligence (AI) and Video Assistant Referee (VAR) in officiating – transparency and bias concerns
  - wearable tech and data-driven performance.
- Online abuse and safeguarding:
  - protecting athletes from trolling and harassment
  - implementing safeguarding policies for minors in digital spaces.
- Sustainability and climate impact:
  - ethical responsibility to reduce environmental impact of major events
  - promoting green practices in sports organisations and event planning.
- Equality and inclusion:
  - gender pay gap and representation in leadership roles
  - inclusion of Lesbian, Gay, Bisexual, Transgender or Queer (LGBTQ+) athletes and adaptive sports for athletes with disabilities.

Learning aim B: Examine the use of performance aids and their impact on fairness and health

B1 Types of performance aids

Students will be able to develop an understanding of the different performance aids available to increase sports performance both legally and illegally.

- Legal performance aids:
  - nutritional supplements:
    - protein powders
    - creatine
    - vitamins
    - hydration products.

- Sports drinks.
- Isotonic drinks:
  - hypertonic drinks, electrolytes.
- Carbohydrate supplements.
- Gels.
- Tablets.
- Sports drinks.
- Compression garments:
  - wearable technology
  - Global Positioning System (GPS) trackers
  - heart rate monitors
  - smart clothing:
    - Virtual Reality (VR) headsets
    - sleep trackers
  - recovery tools:
    - cryotherapy chambers
    - massage guns
    - pneumatic compression boots
  - altitude training aids:
    - hypoxic tents
    - oxygen masks.
- Illegal performance aids.
- Technology (e.g. carbon-fibre running shoes, advanced swimsuits, triathlon suits).
- Prohibited substances and effects:
  - anabolic steroids:
    - hormonal manipulation
    - muscle growth
    - increased strength
  - stimulants and narcotics:
  - mask pain
  - increased alertness
  - blood doping and Erythropoietin (EPO):
    - increased oxygen-carrying capacity.

B2 Impact of performance aids on fairness and health

Students will consider the impact of legal and illegal performance aids on athletes' health and the fairness of these enhancements on others participating in sport.

Fairness and Integrity

- Unequal access to technology:
  - wealthier athletes/teams have greater access to advanced legal performance aids (e.g. altitude tents)
  - creating inequality.
- Technological advantage:
  - technology (e.g. carbon-fibre running shoes, advanced swimsuits)
  - ethical concerns (e.g. wearable tech providing real-time data during competition).
- Spirit of sport:
  - undermines the principle of natural talent and hard work
  - being the best you can be vs. winning at all costs
  - public trust in sport diminishes when performance aids dominate headlines.

Health implications

- Short-term risks:
  - misuse of supplements e.g. dehydration, electrolyte imbalance
  - overtraining aided by recovery tools – increased injury risk.
- Accidental doping violations – due to contamination of supplements long-term risks:
  - organ damage (liver, kidneys)
  - hormonal imbalance and infertility
  - cardiovascular disease.
- Mental health:
  - anxiety and guilt
  - depression
  - pressure to conform to 'enhanced' norms in elite sport.

Psychological and social effects

- Pressure to perform:
  - to remain competitive
  - fear of poor performance due to other athletes using performance aids/doping.
- Youth influence:
  - normalisation of supplement use in grassroots sport
  - social media influencers promoting unregulated products.

- Cultural impact:
  - attitudes toward supplements in different countries, sports, events
  - ethical dilemma: balancing cultural norms with performance aid/doping regulations.

Economic and commercial impact

- Sponsorship and branding:
  - companies promoting performance aids for profit
  - ethical concerns about marketing to young athletes.
- Financial barriers:
  - cost of legal performance aids creates inequality between elite and developing nations.
- Reputational damage:
  - reduced fan engagement
  - sponsorship deals cancelled.

B3 Regulation and monitoring

Students will explore the ways national and global organisations manage and try to prevent doping and the use of illegal performance aids.

- World Anti-Doping Agency (WADA):
  - WADA Code: global standard for anti-doping rules
  - annual prohibited list: substances and methods banned in and out of competition
  - whereabouts rule
  - develop and implement anti-doping policies and regulations globally
  - monitor and enforce compliance with the WADA Code.
- International Testing Agency (ITA):
  - ITA: global standard for anti-doping testing
  - manage anti-doping programmes, independent from sporting or political powers
  - role in education, testing and enforcement at international level.
- National Anti-Doping Organisations (NADOs):
  - role in education, testing, and enforcement at national level
  - examples: UKAD (UK Anti-Doping), USADA (United States Anti-Doping Agency).
- International federations:
  - sport-specific rules aligned with WADA Code
  - examples: Fédération Internationale de Football Association (FIFA), Union Cycliste Internationale (UCI), World Athletics.

Testing methods

- In-competition testing:
  - urine and blood samples collected during events.
- Out-of-competition testing:
  - World Anti-Doping Agency (WADA) Whereabouts rule, system for testing elite athletes
  - random testing of athletes at their location (home or training venue).
- Biological passport:
  - long-term monitoring of biomarkers
  - indirectly detects doping
  - identifies irregularities in biomarkers which indicates doping.
- Advanced detection:
  - hair analysis for historical drug use
  - isotope ratio mass spectrometry
  - Dried Blood Spot (DBS) analysis.

Technological advancements

- Artificial Intelligence (AI) and machine learning:
  - predictive analytics
  - identify suspicious patterns in performance data.
- Blockchain:
  - secure, tamper-proof storage of anti-doping records.
- Genetic testing:
  - detecting gene doping and bio-enhancements.

Challenges in enforcement

- Designer drugs:
  - constant development of new substances to evade detection.
- Micro-dosing:
  - small doses timed to avoid detection windows.
- Jurisdictional issues:
  - different legal systems and enforcement powers across countries.
- Cost and resources:
  - high cost of advanced testing limits access for smaller nations.

Education and prevention

- Athlete education:
  - programmes like WADA's 'Play True' and ITA's 'Clean Sport Education'.

- Coach and support staff training:
  - ensuring ethical guidance and compliance.
- Awareness campaigns:
  - social media campaigns to promote clean sport.
- Youth engagement:
  - early education in schools and academies to prevent doping culture.

Learning aim C: Investigate the role of organisations in promoting ethical values in sport

C1 Key organisations

Students will investigate the national, international and global organisations who work to promote ethical values in sport.

International organisations

- World Anti-Doping Agency (WADA):
  - sets global anti-doping standards and publishes the annual prohibited list
  - oversees compliance by international federations and national agencies.
- International Olympic Committee (IOC):
  - promotes fair play, gender equality and sustainability in global sport
  - implements the Olympic Agenda 2020 for ethical governance.
- Court of Arbitration for Sport (CAS):
  - resolves disputes related to doping, ethics, and governance in sport.

Global, International and National Governing Bodies (NGBs)

- Role and responsibilities
  - enforce rules, codes of conduct and anti-doping measures within their sport
  - provide education on ethics, safeguarding and inclusivity
  - Union of European Football Associations (UEFA) – anti-racism campaigns
  - Video Assistant Referee (VAR) ethics
  - World Athletics – clean sport initiatives and athlete welfare programmes.

Specialist and Advocacy Organisations

- UNICEF (United Nations International Children's Emergency Fund):
  - child protection in sport and safeguarding policies.
- FARE (Football against racism in Europe) Network:
  - anti-racism and anti-discrimination campaigns in European football.
- Mental health charities:
  - supporting athlete mental health and wellbeing, for example Athletes for care, Active Minds.

Emerging and technology-focused organisations

- Esports federations:
  - developing ethical standards for competitive gaming.
- Data protection authorities:
  - ensuring compliance with processing personal data legislation and data privacy in technology e.g. wearable tech and performance analytics.
- Sustainability groups:
  - organisations promoting green practices in major sporting events e.g. green sports alliance, Extreme E and Formula E.

C2 Organisational strategies

Students will explore strategies and initiatives used by different sports organisations to promote ethical values.

- Codes of conduct:
  - athlete/team:
    - coach/entourage/staff
    - official behaviour guidelines
  - zero-tolerance policies for discrimination, harassment and abuse
  - digital conduct policies for social media and online interactions.
- Education and awareness:
  - mandatory anti-doping workshops for athletes and staff
  - safeguarding training for coaches and volunteers
  - digital literacy programmes to prevent cyberbullying and protect data privacy
  - mental health awareness events to support mental well-being.
- Campaigns and initiatives:
  - No to Racism (UEFA) – tackling discrimination in football
  - Play Clean (FIVB) – promoting anti-doping awareness
  - Gender Equality Campaign (IOC) – increasing female participation and leadership.
- Technology for fairness:
  - Video Assistant Referee (VAR) and goal-line technology to reduce officiating errors
  - Artificial Intelligence (AI) transparency in decision-making to avoid algorithmic bias:
    - Blockchain to secure athlete data and anti-doping records.
- Sustainability measures:
  - green certifications for major events (ISO 20121), a voluntary international standard for sustainable event management
  - carbon-neutral event planning and waste reduction strategies
  - encouraging public transport and renewable energy use at venues.

- Diversity and inclusion:
  - policies for gender equality and Lesbian, Gay, Bisexual, Transgender or Queer (LGBTQ+) inclusion
  - accessibility measures for athletes with disabilities
  - reserved entries for minority groups in grassroots programmes.

C3 Challenges

Students will investigate the challenges faced by different sports organisations when trying to promote ethical values in sport.

- Globalisation:
  - different cultural attitudes toward ethics and enforcement
  - international variations in resources and infrastructure.
- Commercial pressures:
  - sponsorship conflicts (e.g. gambling, alcohol, cigarettes, fast-food brands)
  - balancing profit
  - ethical responsibility.
- Technological risks:
  - data privacy breaches e.g. from wearable tech and performance analytics
  - cybersecurity threats e.g. in digital ticketing and online platforms.
- Enforcement issues:
  - limited resources for smaller nations to implement anti-doping programmes
  - inconsistent penalties and lack of harmonisation across sports.
- Social media:
  - managing online abuse, trolling and misinformation
  - athletes' reputational risks from personal posts.
- Balancing innovation and integrity:
  - ethical dilemmas with new tech, for example Artificial Intelligence (AI) officiating, genetic enhancements and advanced equipment
  - pressure to adopt technology quickly without full ethical review.

Learning aim D: Recommend strategies to uphold ethical values in sporting environments

D1 Strategies for individual athletes

Students will develop an understanding of the different strategies used to promote and uphold ethical values in athletes.

- Role modelling:
  - athletes demonstrating fair play and respect on and off the field
  - using social media responsibly to promote positive behaviour.

- Education and awareness:
  - personal commitment to anti-doping education
  - understanding the consequences of unethical behaviour.
- Mental health and wellbeing:
  - seeking support for stress and performance pressure
  - promoting open conversations about mental health in sport.
- Digital responsibility:
  - avoiding online abuse and cyberbullying
  - protecting personal data when using wearable tech.

D2 Organisational strategies

Students will consider the strategies used by sports organisations to promote and uphold ethical values.

- Policy development:
  - codes of conduct for athletes, coaches and officials
  - anti-discrimination and safeguarding policies.
- Training and development:
  - workshops: ethics, diversity, inclusion
  - digital literacy and data protection training.
- Monitoring and enforcement:
  - regular audits of ethical compliance
  - transparent disciplinary procedures for breaches.
- Sustainability initiatives:
  - reducing carbon footprint in events and facilities
  - promoting eco-friendly sponsorships and partnerships.
- Mental health support:
  - access to counselling and wellbeing programmes
  - stress management workshops for athletes and staff.

D3 Event-level strategies

Students will investigate the strategies used when planning sports events to promote and uphold ethical values.

- Inclusive event design:
  - accessibility for athletes with disabilities
  - gender-neutral facilities
  - policies to support equality and diversity.

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- Green event management:
  - carbon-neutral certifications (ISO 20121)
  - waste reduction and recycling programmes.
- Technology and fairness:
  - transparent use of Video Assistant Referee (VAR) and Artificial Intelligence (AI) officiating
  - cybersecurity measures for ticketing and athlete data.
- Anti-abuse measures:
  - monitoring social media during events
  - reporting systems for harassment and discrimination.
- Community engagement:
  - local partnerships to promote diversity and inclusion
  - educational campaigns during major events.

Assessment criteria

Learning aim A: Explore ethical values and issues in modern sport

Pass	Merit	Distinction
A.P1 Explain key ethical values in sport. **A.P2** Explain key ethical issues in sport.	**A.M1** Analyse how ethical issues and values affect participants and organisations in sport.	**A.D1** Evaluate the ethical impact of performance aids on the integrity of sport, providing justified examples.

Learning aim B: Examine the use of performance aids and their impact on fairness and health

Pass	Merit	Distinction
B.P3 Describe different types of performance aids and their intended benefits. **B.P4** Explain the importance of regulation and monitoring in sport.	**B.M2** Analyse the advantages and disadvantages of performance aids for athletes and organisations.	**B.D2** Evaluate the ethical implications of using performance aids, considering health, fairness and regulation.

Learning aim C: Investigate the role of organisations in promoting ethical values in sport

Learning aim D: Recommend strategies to uphold ethical values in sporting environments

Pass	Merit	Distinction
C.P5 Explain the role of organisations in promoting ethical practice in sport.	**C.M3** Analyse the effectiveness of organisational strategies in maintaining ethics in sport.	**CD.D3** Develop a comprehensive plan to enhance ethical standards in sport.
D.P6 Suggest strategies to promote ethical behaviour in sport.	**D.M4** Justify strategies to improve ethical practice in sport, considering feasibility and impact.	

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

*	Signposted to indicate opportunities for development as a part of wider teaching and learning
√	Embedded in teaching, learning and assessment
blank	Not embedded or signposted in unit

Essential information for assignments

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

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aims: C and D (C.P5, D.P6, C.M3, D.M4, CD.D3)

Further information for teachers and assessors

Resource requirements

There are no special resources needed for this unit.

Essential information for assessment decisions

Learning aim A

For distinction standard, students should evaluate the overall impact of ethical values on the integrity of sport, considering multiple perspectives such as athletes, organisations and fans. Evidence should include well-structured arguments, weigh benefits and drawbacks and conclude with justified opinions. Examples should be contemporary and relevant, showing awareness of global trends and future implications.

For merit standard, students should go beyond description by analysing how ethical values influence both participants and organisations. Evidence should include discussion of positive and negative impacts, such as how commercial pressures affect decision-making or how digital ethics can influence athlete behaviour. Analysis should demonstrate cause-and-effect relationships and use examples from different sports or levels of competition to illustrate depth of understanding.

For pass standard, students should provide clear explanations of core ethical values such as fairness, integrity, respect and responsibility, supported by relevant sporting examples. Evidence should demonstrate understanding of why these ethical values matter in maintaining fair competition. They should also identify emerging ethical issues like commercialisation, digital ethics and inclusion, showing awareness of their relevance in modern sport. Responses may be descriptive, but must show accurate use of terminology and examples drawn from real or hypothetical sporting contexts.

Learning aim B

For distinction standard, students should evaluate the ethical implications of performance aid use, considering fairness, health, regulation and long-term consequences. Evidence should include balanced arguments and justified conclusions, supported by real-world examples and reference to organisation regulations. Students should demonstrate critical thinking by addressing both the intended performance benefits and unintended health risks.

For merit standard, students should analyse the advantages and disadvantages of performance aids for athletes and organisations. Evidence should include discussion of health implications, fairness concerns and commercial considerations. Analysis should show how these factors interact, for example how legal performance aids can create inequality or how illegal performance aids can damage the reputation of an athlete, sport, event or organisation.

For pass standard, students should accurately describe a range of performance aids, including legal, illegal and emerging examples, and explain their intended performance benefits. Evidence should demonstrate understanding of how these performance aids are used in practice, supported by examples from different sports. Responses should remain factual and avoid evaluative language at this level.

Learning aims C and D

For distinction standard, students should develop a comprehensive and innovative plan to enhance ethical values in sport. Evidence should include detailed actions, timelines and risk analysis, supported by examples and references to best practice. The plan should demonstrate creativity and a strong link to identified ethical challenges.

For merit standard, students should analyse the effectiveness of organisational strategies in promoting ethical values, such as codes of conduct, education programmes and campaigns. Evidence should include discussion of how these strategies work in practice and their impact on maintaining ethics. Analysis should highlight strengths and weaknesses, supported by examples from different sports or events. Students should justify their recommended strategies by explaining why they are suitable, considering factors such as feasibility, cost and potential impact. Evidence should show logical reasoning and awareness of practical constraints.

For pass standard, students should explain the roles of key organisations such as World Anti-Doping Agency (WADA), International Olympic Committee (IOC) and national governing bodies in promoting ethical values in sport. Evidence should include accurate descriptions of their responsibilities and examples of initiatives or policies they implement. Responses should demonstrate understanding of organisational influence without requiring analysis.

Students should suggest practical strategies to promote ethical values at individual athlete, organisational and event levels. Evidence should demonstrate understanding of how these strategies address identified issues, but detailed justification is not required at this level.

Links to other units

This unit links to:

- Unit 7: Careers in Sport
- Unit 10: Sports Coaching and Leadership
- Unit 12: Business in Sport
- Unit 16: Organising Events in Sport and Physical Activities
- Unit 17: Sports Tourism
- Unit 22: Inclusive Coaching.

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Unit 19: Expedition Skills

Level: 3

Unit type: Internal

Guided learning hours: 60

Unit in brief

This unit will develop the knowledge, skills and understanding students require to plan, prepare for, and undertake a multi-day expedition safely and responsibly. Students will gain practical experience in using equipment, applying expedition skills and techniques, and reviewing their performance.

Unit introduction

Expeditions are an essential part of outdoor and adventurous activities, requiring careful planning, preparation and execution. They provide opportunities to develop resilience, teamwork and problem-solving skills in real-world environments.

In this unit, you will explore the safety and environmental considerations that underpin successful expeditions, including risk assessment, legal responsibilities and sustainability principles. You will learn how to select and use appropriate equipment, develop navigation and campcraft skills, and apply techniques for living outdoors over multiple days.

Students will plan, carry out and review a multi-day expedition, reflecting on their performance and identifying areas for improvement. This experience will prepare students for further study or employment in outdoor education, adventure tourism or related sectors.

Learning aims

In this unit you will:

A Understand the safety and environmental considerations for a multi-day expedition

B Be able to use skills and techniques required for a multi-day expedition

C Be able to select and maintain equipment required for a multi-day expedition

D Be able to plan, carry out and review a multi-day expedition.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the safety and environmental considerations for a multi-day expedition	**A1** Safety considerations **A2** Environmental considerations	Written report.
B Be able to use skills and techniques required for a multi-day expedition	**B1** Navigation skills **B2** Campcraft skills **B3** Personal skills	Demonstration of navigation, campcraft and personal skills. Multi-day expedition plan and choice of equipment.
C Be able to select and maintain equipment required for a multi-day expedition	**C1** Equipment selection **C2** Equipment use, storage and maintenance	
D Be able to plan, carry out and review a multi-day expedition	**D1** Planning **D2** Carrying out the expedition **D3** Reviewing performance	Completion of a multi-day expedition and review of planning and performance.

Content

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

Learning aim A: Understand the safety and environmental considerations for a multi-day expedition

A1 Safety considerations

- Risk assessment process:
  - identifying hazards: terrain, weather, wildlife, fatigue, dehydration
  - assessing risk: likelihood vs. severity, creating a risk matrix.
- Control measures: route choice, group size, supervision ratios, Personal Protective Equipment (PPE), for example hats, suncream, waterproof clothing).
- Legal responsibilities:
  - duty of care for leaders and participants
  - health and safety requirements, outdoor and/or adventurous activities requirements
  - parental consent, medical forms, insurance.
- Emergency procedures:
  - first aid: common expedition injuries (e.g. blisters, sprains), severe expedition injuries (e.g. hypothermia, fracture)
  - evacuation plans: routes, transport, communication with emergency services
  - incident reporting and documentation.
- Weather and environmental hazards.
- Accessing and interpreting weather forecasts and warnings:
  - managing risks from rivers, cliffs and unstable ground.
- Group management:
  - leadership styles and decision-making in emergencies
  - communication systems (e.g. whistles, radios, mobile/Global Positioning System (GPS) devices).

A2 Environmental considerations

- Leave no trace principles:
  - planning to minimise impact
  - travel and camp on durable surfaces
  - dispose of waste properly.
- Minimising impact on wildlife and habitats:
  - avoiding sensitive areas (e.g. nesting sites, wetlands)
  - keeping noise levels low, observing wildlife from a distance.

- Waste disposal and sustainability:
  - human waste disposal: dig a hole and bury it, portable toilets
  - biodegradable products
  - waste bag for sanitary products and non-biodegradable products.
- Fire and fuel management:
  - restrictions on open fires
  - use of stoves
  - collecting dead wood only, where permitted.
- Water source protection:
  - avoid contaminating streams and lakes
  - safe water collection and purification methods.
- Sustainable travel:
  - car-sharing, public transport to expedition start points.

Learning aim B: Be able to use skills and techniques required for a multi-day expedition

B1 Navigation skills

- Map reading:
  - understanding map symbols, scales and contour lines
  - interpreting topographical features (e.g. valleys, ridges, watercourses).
- Compass use:
  - taking and following bearings.
- Route planning:
  - estimating distance and time – one hour for every 5km, plus ten minutes for every 100m climbed
  - identifying escape routes and checkpoints.
- Navigation in different conditions:
  - poor visibility techniques (e.g. handrails – natural or constructed linear features, back bearings)
  - night navigation considerations.
- Digital navigation tools:
  - using Global Positioning System (GPS) devices and smartphone apps
  - battery management and backup navigation methods.

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B2 Campcraft skills

- Tent pitching and shelter building:
  - selecting suitable sites (e.g. flat ground, drainage, wind protection)
  - pitching tents correctly and securely
  - emergency shelters (e.g. tarpaulins, bivvy bags, natural shelters).
- Cooking outdoors:
  - safe use of stoves (e.g. gas, liquid fuel, solid fuel)
  - cooking techniques: boiling, simmering, rehydrating dehydrated meals
  - food hygiene and storage in outdoor environments.
- Water management:
  - collecting water from natural sources
  - purification methods (e.g. boiling, filters, chemical treatments)
  - waste management
  - disposal of water and food waste
  - minimising environmental impact.
- Personal hygiene:
  - maintaining cleanliness in remote environments
  - preventing illness (e.g. handwashing, safe food handling).

B3 Personal skills

- Time management:
  - setting realistic daily targets
  - balancing travel, rest and mealtimes.
- Teamwork and communication:
  - roles within a group (e.g. leader, navigator, cook)
  - effective communication methods in the outdoors
  - being a responsible team member – carrying out responsibilities in a timely way, listening to others, suggesting ideas
  - inclusive and respectful behaviours.
- Providing constructive feedback to team members.
- Problem-solving and decision-making:
  - responding to unexpected challenges (e.g. weather changes, injuries)
  - prioritising safety and group welfare.
- Resilience and coping strategies:
  - managing fatigue, stress and morale
  - staying motivated in adverse conditions.

- Adaptability:
  - adjusting plans based on conditions
  - using initiative when resources are limited.

Learning aim C: Be able to select and maintain equipment required for a multi-day expedition

C1 Equipment selection

- Clothing and footwear:
  - layering principles for different climates (e.g. hot, cold, tropical, desert)
  - footwear considerations for varied terrains (e.g. mountains, forests, deserts)
  - cultural considerations for clothing (e.g. modesty, local norms).
- Rucksacks and load management:
  - selecting appropriate size and capacity for different expedition types (e.g. trekking, canoeing, cycling).
- Cooking and eating equipment:
  - stove types and fuel availability in different countries (e.g. gas, methylated spirits, solid fuel)
  - local regulations on fuel transport and fire restrictions.
- Sleeping systems:
  - sleeping bags and mats for climate zones (e.g. arctic, tropical, temperate)
  - hammocks vs. tents in rainforest or jungle environments.
- Safety and navigation equipment:
  - universal navigation tools: maps, compasses, Global Positioning System (GPS)
  - emergency communication devices: satellite phones, Personal Locator Beacons (PLBs).
- Food and water:
  - selecting appropriate, lightweight, high-energy foods, dietary preferences/ cultural requirements.

C2 Equipment use, storage and maintenance

- Safe use of equipment:
  - stove safety – flat stable ground, good ventilation, wind direction, humid conditions
  - tent pitching in varied terrains (e.g. sand, snow, rocky ground).
- Storage:
  - dry bags to keep clothes and sleeping bags dry
  - fuel in sealed container
  - separate food and fuel
  - essential kit easily accessible (e.g. first aid, waterproofs).

- Maintenance:
  - cleaning and drying equipment and clothing in wet, humid or arid climates
  - preventing mould and corrosion
  - basic repairs using repair kits, tape or spare parts
  - post expedition care – cleaning and drying.
- Environmental responsibility:
  - choosing sustainable equipment and reducing plastic waste
  - understanding local environmental laws and cultural practices.

Learning aim D: Be able to plan, carry out and review a multi-day expedition

[MY - TPR]

D1 Planning

- Route planning:
  - selecting routes suitable for group ability and environmental conditions
  - using maps, compass and local knowledge for route design
  - identifying escape routes and emergency access points.
- Timings and scheduling:
  - estimating travel times using terrain and weather considerations.
  - building in rest periods, meal breaks and contingency time.
- Risk assessment:
  - identifying hazards specific to the region (e.g. wildlife, altitude, climate)
  - developing mitigation strategies and emergency plans.
- Logistics:
  - transport arrangements (e.g. local and international travel considerations)
  - permits and permissions for protected areas or international borders.
- Budgeting:
  - calculating costs for food, equipment, transport and accommodation
  - currency exchange and managing funds in different countries.
- Food and water planning:
  - menu planning for nutritional balance and cultural preferences
  - water sourcing and purification strategies for the destination.
- Legal and ethical considerations:
  - understanding local laws, customs and cultural sensitivities
  - environmental regulations and conservation guidelines.

D2 Carrying out the expedition

- Leadership and roles:
  - assigning responsibilities (e.g. leader, navigator, cook)
  - rotating roles to develop skills across the group
  - teamwork maintaining morale and motivation
  - monitoring health and wellbeing (e.g. hydration, fatigue, altitude sickness)
  - inclusive and respectful behaviours
  - providing constructive feedback to team members.
- Safety monitoring:
  - regular check-ins and adapting plans for changing conditions
  - implementing emergency procedures when necessary.
- Environmental responsibility:
  - applying 'Leave No Trace' principles in diverse environments
  - respecting local communities and cultural sites.
- Adaptability:
  - responding to unexpected challenges (e.g. weather, route closures, illness)
  - decision-making under pressure.

D3 Reviewing performance

- Self-assessment:
  - reflecting on personal strengths and areas for improvement
  - comparing performance against initial objectives.
- Peer and group feedback:
  - structured feedback sessions post-expedition
  - identifying team dynamics and communication effectiveness.
- Evaluation of planning:
  - assessing the accuracy of route, timing and resource planning
  - reviewing contingency plans and their effectiveness.
- Future improvements:
  - recommendations for equipment, skills and planning processes
  - considering sustainability and cultural awareness for future expeditions.
- Presentation of review:
  - producing a written or multimedia report
  - including maps, photos and evidence of decision-making.

Assessment criteria

Learning aim A: Understand the safety and environmental considerations for a multi-day expedition

Pass	Merit	Distinction
A.P1 Explain safety considerations for a multi-day expedition. **A.P2** Explain environmental considerations for a multi-day expedition. **A.P3** Describe legal responsibilities and emergency procedures for a multi-day expedition.	**A.M1** Analyse how safety and environmental considerations influence planning for a multi-day expedition. **A.M2** Analyse the impact of legal and ethical responsibilities on planning a multi-day expedition.	**A.D1** Justify the choice of safety and environmental considerations when planning for a for a multi-day expedition.

Learning aim B: Be able to use skills and techniques required for a multi-day expedition

Learning aim C: Be able to select and maintain equipment required for a multi-day expedition

Pass	Merit	Distinction
B.P4 Demonstrate basic expedition skills and techniques under supervision.	**B.M3** Demonstrate navigation and campcraft skills independently and effectively.	**B.D2** Demonstrate confident and accurate navigation, campcraft and personal skills required for a multi-day expedition.
C.P5 Select, use and maintain expedition equipment with guidance.	**C.M4** Select, use and maintain appropriate equipment independently throughout the expedition.	**C.D3** Justify equipment choices and give reasons for their selection for a planned multi-day expedition.

Learning aim D: Be able to plan, carry out and review a multi-day expedition

Pass	Merit	Distinction
D.P6 Produce a plan and risk assessment for a multi-day expedition. **D.P7** Participate in a multi-day expedition and review own performance. [IS - T]	**D.M5** Review own performance including strengths and areas for improvement.	**D.D4** Evaluate the multi-day expedition plan and own performance, proposing realistic improvements for future expeditions.

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR *	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T √	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

*	Signposted to indicate opportunities for development as a part of wider teaching and learning
√	Embedded in teaching, learning and assessment
blank	Not embedded or signposted in unit

Essential information for assignments

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

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.M2, A.D1)

Learning aims: B and C (B.P4, C.P5, B.M3, C.M4, B.D2, C.D3)

Learning aim: D (D.P6, D.P7, D.M5, D.D4)

Further information for teachers and assessors

Resource requirements

For this unit, students must have access to:

- Appropriate expedition training venue e.g. a sports hall, field.
- Appropriate expedition venue.
- Expedition equipment to enable particpation in a mutliday overnight expedition e.g. PPE, water collection, waste disposal, maps, compasses.
- Practical outdoor sessions, GPS, mobile phone, cooking equipment, clothing, boots, sleeping bags, tents, bivouac, food and drink.
- Risk assessments templates.
- Transport e.g. to and from the expedition venue and emergency vehicles.

Essential information for assessment decisions

Learning aim A

For distinction standard, students evaluate the effectiveness of safety, environmental and legal measures implemented when planning and carrying out a multi-day expedition. Evidence should include reasoned judgments, supported by examples from practice or case studies, showing awareness of alternative approaches and their implications.

For merit standard, students analyse how safety and environmental considerations influence planning decisions. Evidence should show logical connections between identified risks, environmental issues, and the choices made in areas such as route selection, equipment use and campsite location. Students should also explain how legal and ethical responsibilities shape expedition planning and practice, demonstrating an awareness of their practical implications for participants and leaders.

For pass standard, students provide clear explanations of safety and environmental factors, showing understanding of why these are important. They also provide an overview with reasons for legal responsibilities that need to be considered for a multi-day expedition and what emergency procedures should be in place. Evidence may include written reports or presentations that identify key risks and environmental impacts, supported by basic examples.

Learning aims B and C

For distinction standard, students display confident and accurate application of navigation, campcraft and personal skills. They can adapt their skills appropriately to changing conditions.

Students justify their equipment choices providing clear and well-reasoned explanations for their selection based on the specific demands of the planned multi-day expedition, such as terrain, weather and group needs. They demonstrate a comprehensive understanding of equipment maintenance, applying appropriate methods to optimise performance, safety and longevity. Students demonstrate advanced maintenance and problem-solving skills, such as repairing gear in the field. Evidence should include reflective notes or discussions explaining decisions and adaptations.

For merit standard, students show independence, and efficiency, in applying navigation and campcraft skills, completing tasks effectively with minimal support. They adapt to minor challenges without assistance. Evidence should highlight consistency and sound decision-making in practical tasks.

Students select appropriate expedition equipment independently, showing good judgement in choosing items suitable for the route, conditions and duration of the multi-day expedition. They demonstrate effective maintenance practices such as carrying out cleaning, drying and minor repairs, to ensure equipment remains safe and functional throughout.

For pass standard, students demonstrate the required navigation and campcraft skills for a multi-day expedition under supervision and may require prompting. They also demonstrate appropriate personal skills that enable them to work effectively as part of a group, such as communicating clearly, managing time and contributing responsibly to shared tasks. Evidence such as photographs and/or video footage should be provided to demonstrate the students' skills.

Students select appropriate equipment for a multi-day expedition with some guidance. They demonstrate basic maintenance techniques, such as cleaning, drying and simple repairs, to keep equipment in usable condition throughout a multi-day expedition. Evidence may include assessor observation records, photographs or video footage showing correct selection and maintenance of equipment.

Learning aim D

For distinction standard, students evaluate both the plan and their performance, suggesting realistic improvements for future expeditions. Evidence should include comprehensive reflections supported by detailed examples from their expedition experience.

For merit standard, students create a detailed multi-day expedition plan with contingencies. They provide a structured review identifying strengths and weaknesses in the planning and participation of the multi-day expedition.

For pass standard, students produce a basic plan and risk assessment for a multi-day expedition and participate in the expedition. They then provide a simple review of their performance, identifying their strengths and areas for development. Evidence may include planning documents, risk assessment and a short reflective report.

Links to other units

This unit links to:

- Unit 1: Health, Wellbeing and Sport
- Unit 3: Sports Injuries Management
- Unit 6: Nutrition for Physical Performance
- Unit 10: Sports Coaching and Leadership
- Unit 17: Sports Tourism.

Unit 20: Instructing Circuit Exercise Sessions

Level: 3

Unit type: Internal

Guided learning hours: 60

Unit in brief

This unit develops the knowledge and practical skills required to plan, deliver and review safe and effective circuit exercise sessions for groups. Students will explore methods to motivate participants, adapt exercises, and ensure health and safety throughout the session.

Unit introduction

Circuit training remains one of the most popular and versatile forms of group exercise, offering a dynamic and engaging way to improve fitness. As a fitness professional, the ability to design and deliver circuit sessions that meet diverse client needs is essential for success in the industry.

In this unit, you will learn how to plan structured circuit sessions that incorporate a variety of exercises targeting different components of fitness. You will develop the skills to instruct circuit sessions confidently, using effective communication and motivational strategies to engage participants and maintain safety.

Finally, you will review your own performance, when delivering a circuit session and using participant feedback, to identify strengths and areas for improvement, ensuring Continuous Professional Development (CPD) and high-quality service delivery in a competitive fitness environment.

Learning aims

In this unit you will:

A Understand the principles of circuit training and participant preparation

B Plan safe and effective circuit exercise sessions

C Deliver and adapt circuit exercise sessions

D Review participant performance and evaluate own delivery of circuit sessions.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the principles of circuit training and participant preparation	**A1** Principles and benefits of circuit training **A2** Preparing participants for circuit sessions **A3** Health and safety considerations	Written report.
B Plan safe and effective circuit exercise sessions	**B1** Planning considerations **B2** Session structure **B3** Documentation	Create a session plan and deliver a circuit session to a small group of participants.
C Deliver and adapt circuit exercise sessions	**C1** Instruction skills **C2** Motivation and engagement **C3** Adaptions and inclusive practice	
D Review participant performance and evaluate own delivery of circuit sessions	**D1** Participant feedback **D2** Self-evaluation **D3** Action planning for improvement	Participant feedback. Self-evaluation report. Action plan with SMART targets.

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Content

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

Learning aim A: Understand the principles of circuit training and participant preparation

A1 Principles and benefits of circuit training

- Purpose and benefits:
  - improves cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition
  - time-efficient: combines aerobic and resistance training in one session
  - adaptable for different fitness levels and goals.
- Types of circuit training:
  - bodyweight circuits: push-ups, squats, lunges
  - resistance-based circuits: dumbbells, kettlebells, resistance bands
  - High-Intensity Interval Training (HIIT) circuits: short bursts of high-intensity exercise with rest intervals
  - sport-specific circuits: drills tailored to specific sports.
- Class structure:
  - warm-up, main circuit, cool-down
  - station design: number of stations, exercise selection, timing.

A2 Preparing participants for circuit sessions

- Screening and readiness.
- Use of PAR-Q (Physical Activity Readiness Questionnaire) and health questionnaires.
- Identifying contraindications and referring when necessary.
- Participant preparation.
- Appropriate clothing and footwear.
- Mental preparation and goal-setting.
- Warm-up: importance of gradual increase in heart rate and mobility.

A3 Health and safety considerations

- Risk assessment:
  - checking environment for hazards (e.g. flooring, space, ventilation)
  - ensuring equipment is safe and functional.
- Dynamic risk assessment:
  - continual observation and appropriate actions related to the environment and equipment during the session to maintain the safety of participants.

- Emergency procedures:
  - knowledge of Emergency Action Plan (EAP)
  - location of first aid kit.
- Safe practice during sessions:
  - correct lifting techniques and posture
  - monitoring participant technique to prevent injury
  - managing group size for supervision.
- Legal and professional responsibilities:
  - insurance, exercise instructor qualifications, first aid certification
  - duty of care and safeguarding vulnerable participants.

Learning aim B: Plan safe and effective circuit exercise sessions

B1 Planning considerations

- Principles of fitness:
  - FITT: Frequency, Intensity, Time, Type
  - progressive overload, specificity, reversibility, individual needs.
- Participant factors:
  - fitness levels, experience, age, health conditions, goals
  - screening results and contraindications.
- Circuit design:
  - number of stations and participants
  - equipment availability and suitability
  - station sequence for muscle balance: avoid overloading one muscle group.
- Adaptations:
  - progressions/regressions for different abilities
  - alternatives for injuries or special populations.
- Environmental factors:
  - space layout: circular, bow-tie, linear
  - ventilation, flooring, lighting.
- Health and safety:
  - risk assessment of area and equipment
  - emergency procedures and first aid readiness.

B2 Session structure

- Warm-up:
  - low-intensity cardiovascular activity
  - dynamic stretches and mobility drills.

- Main circuit:
  - station order: alternate muscle groups for recovery
  - timing: work/rest ratios (e.g. 30 secs work and 15 secs rest)
  - exercise selection: mix of cardio, strength, core.
- Cool-down:
  - gradual reduction in intensity
  - static stretching for major muscle groups.
- Music selection:
  - appropriate Beats Per Minute (BPM) for session type
  - motivational and inclusive.
- Timing and sequencing:
  - total session duration (e.g. 45 minutes)
  - allocate time for setup, instruction and feedback.

B3 Documentation

- Circuit cards:
  - exercise name, diagram, teaching points
  - adaptations for progression/regression.
- Session plan:
  - SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) linked to participant needs
  - warm-up, main circuit, cool-down details.
- Teaching points:
  - key technique cues for each exercise
  - safety reminders and posture checks.
- Adaptation notes:
  - options for different fitness levels and special populations.
- Risk assessment:
  - identify hazards and control measures.
- Equipment checklist:
  - ensure all items are safe and ready for use.

Learning aim C: Deliver and adapt circuit exercise sessions

C1 Instruction skills

- Session preparation:
  - arrive early to set up stations and check equipment
  - ensure safe layout and clear signage for stations.

- Demonstrations:
  - show correct technique for each exercise before starting
  - use slow, controlled movements and highlight key teaching points
  - demonstrate from multiple angles for visibility.
- Verbal communication:
  - give clear, concise instructions using simple language
  - use positive, motivational phrases to encourage effort
  - check understanding by asking questions or observing participant responses.
- Non-verbal communication:
  - maintain eye contact and use open body language
  - use gestures to reinforce instructions.
- Observation and correction:
  - monitor participants continuously for technique and safety
  - provide individual feedback discreetly and positively
  - apply corrective strategies without discouraging participants.
- Positioning:
  - move around the group to maintain visibility and engagement
  - position yourself to observe all participants during key exercises.
- Time management:
  - keep to planned timings for warm-up, main circuit, and cool-down
  - use timers or music cues to manage work/rest intervals.

C2 Motivation and engagement

- Creating a positive environment:
  - greet participants warmly and introduce the session objectives
  - use inclusive language and encourage group interaction.
- Motivational strategies:
  - praise effort and progress, not just performance
  - use challenges (e.g. 'beat your last circuit') to maintain interest
  - incorporate fun elements like partner drills or mini competitions.
- Adaptations during delivery:
  - offer progressions for advanced participants (e.g. increase resistance, add complexity or intensity)
  - provide regressions for beginners or those with limitations (e.g. reduce range of motion, lower intensity)
  - modify exercises for special populations (e.g. low-impact options for older adults, lighter weights for adolescents).

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- Monitoring intensity:
  - use talk test, Rate of Perceived Exertion (RPE) scale, or heart rate checks
  - adjust work/rest ratios based on participant feedback and observation.
- Safety checks:
  - continuously assess environment and participant technique
  - stop or modify exercises if unsafe conditions arise.

C3 Adaptions and inclusive practice

- Progressions (to increase difficulty):
  - add resistance (e.g. heavier weights, resistance bands)
  - increase duration or number of repetitions
  - reduce rest intervals between stations
  - add complexity (e.g. combine movements, add balance challenges)
  - increase speed while maintaining correct technique.
- Regressions (to decrease difficulty):
  - reduce resistance
  - use only bodyweight
  - shorten work intervals or increase rest periods
  - simplify movement patterns (e.g. replace jump squats with bodyweight squats)
  - reduce range of motion for participants with mobility issues.
- Adaptations for special populations:
  - older adults: low-impact exercises, longer rest, avoid high-intensity plyometrics
  - pregnant participants: avoid supine positions after first trimester, no high-impact or contact exercises, focus on posture and core stability
  - participants with disabilities: provide seated or supported options, adapt equipment for accessibility
  - beginners: start with basic movements, provide clear demonstrations, allow extra time for transitions
  - advanced participants: offer optional challenges (e.g. weighted vests, explosive movements).
- Inclusive practice:
  - use neutral, encouraging language; avoid stereotypes
  - ensure accessibility of space and equipment
  - provide visual and verbal instructions for different learning styles
  - encourage self-pacing and allow participants to choose appropriate intensity
  - monitor for signs of discomfort or fatigue and adjust accordingly

- Safety considerations during adaptations:
  - maintain correct technique before increasing intensity
  - avoid overloading vulnerable joints
  - ensure progressions are gradual and appropriate for the individual.

Learning aim D: Review participant performance and evaluate own delivery of circuit sessions

D1 Participant feedback

- Purpose of feedback:
  - identify if session objectives were met
  - understand participant satisfaction and engagement.
- Methods of collecting feedback:
  - informal: verbal comments during or after the session
  - formal: questionnaires, rating scales, online surveys
  - observation: monitor body language, energy levels and technique during the session.
- Key areas to assess:
  - enjoyment and motivation
  - perceived difficulty and appropriateness of exercises
  - safety and clarity of instructions.
- Using feedback:
  - identify trends and common issues
  - make immediate adjustments for future sessions.

D2 Self-evaluation

- Why self-evaluate?
  - continuous improvement and professional development
  - identify strengths and weaknesses in planning and delivery.
- Methods:
  - reflective journals or logs after each session
  - video recordings for objective review
  - peer observation and feedback.
- Areas to review:
  - session structure and timing
  - communication and instructional clarity
  - ability to adapt exercises for different needs
  - management of group dynamics and motivation.

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- Tools:
  - SWOT analysis (Strengths, Weaknesses, Opportunities, Threats)
  - GAP analysis for skill development.

D3 Action planning for improvement

- Setting SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound).
- Professional development:
  - attend Continuing Professional Development (CPD) courses or workshops
  - seek mentorship or shadow experienced instructors.
- Practical improvements:
  - adjust exercise selection or sequencing
  - improve cueing and demonstration techniques.
- Monitoring progress:
  - regularly review and update action plans
  - track participant outcomes and retention rates.

Assessment criteria

Learning aim A: Understand the principles of circuit training and participant preparation

Pass	Merit	Distinction
A.P1 Explain the benefits of circuit training and key considerations for participant readiness.	**A.M1** Analyse how circuit training can be adapted for different client needs.	**A.D1** Evaluate the effectiveness of circuit training for different fitness goals and populations, considering inclusivity and adaptations.

Learning aim B: Plan safe and effective circuit exercise sessions

Learning aim C: Deliver and adapt circuit exercise sessions

Pass	Merit	Distinction
B.P2 Produce a safe and structured plan for a circuit session including warm-up, main component and cool-down.	**B.M2** Justify the choice of exercises and adaptations in the planned circuit session.	**BC.D2** Evaluate the suitability of the planned session, and the effectiveness of delivery methods and adaptations, providing evidence-based recommendations for improvement.
C.P3 Demonstrate safe setup and equipment checks before delivery. **C.P4** Deliver a safe and effective circuit session demonstrating correct technique and communication.	**C.M3** Demonstrate effective adaptations and motivational strategies during delivery.	

Learning aim D: Review participant performance and evaluate own delivery of circuit sessions

Pass	Merit	Distinction
D.P5 Review participant performance and own delivery, identifying strengths and areas for improvement.	**D.M4** Provide detailed recommendations to improve future planning and delivery.	**D.D3** Justify proposed improvements to future sessions with reference to participant feedback, professional standards and best practice.

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

*	Signposted to indicate opportunities for development as a part of wider teaching and learning
√	Embedded in teaching, learning and assessment
blank	Not embedded or signposted in unit

Essential information for assignments

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

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

Learning aims: B and C (B.P2, C.P3, C.P4, B.M2, C.M3, BC.D2)

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

Further information for teachers and assessors

Resource requirements

For this unit, students must have access to:

- Sport facilities (indoor and outdoor) e.g. gym, sports hall, field.
- Exercise equipment e.g. mats, weights,resistance bands video capture equipment e.g. video camera, phone camera.

Essential information for assessment decisions

Learning aim A

For distinction standard, students should evaluate the effectiveness of circuit training for different fitness goals and populations. Evidence should include a balanced discussion of advantages and limitations, supported by examples. Students should draw reasoned conclusions about how circuit training meets diverse needs and identifies potential challenges for instructors and participants.

For merit standard, students should provide a detailed analysis of how circuit training can be adapted for different client needs. Evidence should include examples of progressions and regressions, modifications for special populations and considerations for varying fitness levels. The analysis should show logical reasoning and demonstrate an understanding of why adaptations are necessary for safety and effectiveness.

For pass standard, students should demonstrate understanding by clearly explaining the benefits of circuit training and the key considerations for preparing participants. Evidence should show that students can identify why circuit training is effective for improving fitness. Students should outline essential factors such as warm-up, cool-down, clothing and health screening. Responses should be accurate and relevant, using correct terminology.

Learning aims B and C

For distinction standard, students should critically evaluate the effectiveness of both the planned session and its delivery in meeting participant goals. Evidence should include reflective evaluation of exercise selection, session structure, safety, communication methods and applied adaptations, supported by clear reasoning and specific examples from the session. Students should assess how inclusivity, engagement and performance were supported during delivery, using participant feedback and observation to inform their judgments. They should propose realistic, evidence-based recommendations for improvement, demonstrating awareness of professional standards, best practice and ways to enhance effectiveness and inclusivity in future sessions.

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For merit standard, students should justify their exercise choices and delivery approaches, demonstrating applied knowledge of session planning and instruction. Evidence should explain how exercises and adaptations align with participant goals, abilities and fitness principles such as FITT and progressive overload. During delivery, students should apply effective adaptations and motivational strategies, modifying exercises for different abilities, maintaining participant engagement and using positive reinforcement confidently and appropriately.

For pass standard, students should plan and deliver a safe and effective circuit training session. Evidence should include a clearly structured session plan incorporating a warm-up, main circuit and cool-down, with appropriate exercise selection, timings and basic health and safety considerations. During delivery, students should demonstrate correct technique, clear verbal instructions, effective use of non-verbal communication and appropriate management of time and group dynamics. Evidence should show that students can monitor participant safety, respond to needs and maintain session structure throughout

Learning aim D

For distinction standard, students should justify proposed improvements to future sessions by linking them to participant feedback, observed performance and recognised industry standards. Evidence should show that students have considered how their planning and delivery impacted participant experience and outcomes. They should provide clear, logical reasoning for each suggested improvement, explaining how it addresses identified weaknesses and aligns with best practice in group exercise instruction. Justifications should demonstrate an understanding of professional responsibilities, safety considerations and inclusivity. Students should also reflect on how these improvements will enhance participant engagement, motivation and goal achievement in future sessions.

For merit standard, students should provide detailed recommendations to improve future planning and delivery. Evidence should include specific, actionable suggestions based on participant feedback and self-reflection, demonstrating a clear link between identified weaknesses and proposed improvements.

For pass standard, students should review participant performance and their own delivery, identifying strengths and areas for improvement. Evidence should include observations and basic feedback analysis, showing awareness of what worked well and what could be improved.

Links to other units

This unit links to:

- Unit 1: Health, Wellbeing and Sport
- Unit 2: Fitness Testing
- Unit 5: Anatomy and Physiology in Sport
- Unit 10: Sports Coaching and Leadership
- Unit 13: Fitness Training.

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Unit 21: Influence of Technology in Sport and Physical Activities

Level: 3

Unit type: Internal

Guided learning hours: 60

Unit in brief

Students will explore how technology shapes performance, experience and governance in sport and physical activity. They will develop and justify a strategy for implementing technology ethically, inclusively and sustainably.

Unit introduction

Technology has transformed the way sport and physical activities are played, coached and consumed. Examples range from wearable sensors and video analysis to immersive Virtual Reality (VR) training and AI-driven officiating. Innovations are redefining performance enhancement and fan engagement. These developments bring opportunities for improved accuracy, safety and accessibility, but also raise questions about fairness, privacy and sustainability.

Performers and coaches now rely on data-driven insights for training, recovery and injury prevention. Fans experience sport and physical activities through interactive platforms, Augmented Reality (AR) and real-time analytics. Governing bodies use technology to enforce rules and maintain integrity, while balancing ethical and legal considerations, such as data protection and algorithmic bias.

In this unit, students will examine the role of technology in sport and physical activity, assess its benefits and limitations, and propose a strategy that addresses performance, experience and responsible use. This will prepare students for careers in sports technology, coaching, analysis and event management.

Learning aims

In this unit you will:

A Explore different types of technology used in sport and physical activity

B Investigate how technology improves performance and participant experience

C Examine issues, risks and ethical considerations in the use of technology

D Develop and present a strategy to implement technology for performance or experience improvement.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore different types of technology used in sport and physical activity	**A1** Types of technology **A2** How technology is used	Report. or Infographic with words of explanatory text.
B Investigate how technology improves performance and participant experience	**B1** Improving performance **B2** Improving experience	Case study report. or Presentation with speaker notes.
C Examine issues, risks and ethical considerations in the use of technology	**C1** Issues and risks **C2** Ethical and legal considerations **C3** Sustainability, safety and governance	
D Develop and present a strategy to implement technology for performance or experience improvement	**D1** Strategy development **D2** Implementation and change management **D3** Presentation, evaluation and review	Strategy document and presentation with visuals and summary notes.

Content

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

Learning aim A: Explore different types of technology used in sport and physical activity

A1 Types of technology

Students should understand the range of technologies used globally in sport and physical activity, including:

- Equipment and clothing:
  - smart fabrics and materials: moisture-wicking, temperature-regulating and sustainable textiles
  - competition clothing: aerodynamic cycling suits, high-tech swimsuits, skiwear for extreme climates
  - protective gear: helmets, goggles, impact-resistant padding for global sports (e.g. cricket, American football, ice hockey)
  - eco-friendly innovations: recycled fibres and biodegradable materials for sustainability.
- Sport-specific equipment:
  - traditional equipment (e.g. rackets, skis, kayaks) enhanced with embedded sensors for performance feedback
  - connected equipment (e.g. smart footballs, basketballs, rugby balls with chips for speed and spin tracking)
  - instrumented bats, clubs and rackets for swing analysis in cricket, baseball and tennis.
- Assistive and adaptive technology:
  - sports wheelchairs for basketball, tennis and racing
  - prosthetic limbs for sprinting and jumping events
  - adapted equipment for inclusive participation in parasports worldwide.
- Personal technology:
  - wearables (e.g. Global Positioning System (GPS) trackers, smartwatches, HRV monitors, sleep trackers)
  - cloud-based systems for storing and sharing performance data across teams at local and international level
  - mobile apps for fitness tracking, nutrition logging and remote coaching.

- Facilities and environments:
  - simulated environments: altitude chambers for endurance training, climate-controlled rooms for heat acclimation
  - indoor ski centres and climbing walls for year-round training
  - digital twins for stadium planning, crowd flow and sustainability management.
- Immersive and broadcast technology:
  - Virtual Reality (VR) for skill acquisition and tactical training
  - Augmented Reality (AR) for live data overlays during training or fan engagement
  - broadcast innovations (e.g. Hawk-Eye, Video Assistant Referee (VAR), electronic line calling, multi-angle streaming for global audiences).

A2 How technology is used

Students should explore practical applications of these technologies in different sports and cultural contexts:

- Performance analysis:
  - individual and team technical/tactical analysis using video and Artificial Intelligence (AI) tools
  - biomechanical analysis with motion capture and markerless systems
  - use of ergogenic aids (e.g. hyperbaric chambers and lactate testing) alongside digital monitoring.
- Fitness tracking and programme design:
  - monitoring daily/weekly exercise and recovery using wearables
  - data-driven training plans: frequency, intensity, type and time, FITT (Frequency, Intensity, Time, Type) principle
  - apps for personalised fitness plans and nutrition tracking.
- Injury prevention and rehabilitation:
  - smart mouthguards for concussion detection in rugby and American football
  - Inertial Measurement Units (IMUs) and force plates for return-to-play protocols in global sports
  - tele-rehabilitation using video and Virtual Reality (VR) platforms for remote performers.
- Officiating and rule enforcement:
  - Video Assistant Referee (VAR) and goal-line technology in football (soccer)
  - electronic line calling in tennis and badminton
  - AI-assisted decision-making for fairness and transparency in multiple sports.
- Fan engagement and spectating:
  - Augmented Reality (AR) overlays in spectatorship, including virtual stadium tours.

- Data collection and analysis:
  - quantitative and qualitative performance metrics for performer
  - tactical dashboards for coaches and analysts.
  - cloud-based systems for sharing data internationally and securely
  - use of Artificial Intelligence (AI) in data collection and analysis.

Learning aim B: Investigate how technology improves performance and participant experience

B1 Improving performance

- Data literacy and interpretation:
  - understanding units, sampling rates, reliability/validity, measurement error and uncertainty
  - selecting appropriate performance Key Performance Indicators (KPIs) by sport/physical activity or role (e.g. high-speed running for football, PlayerLoad™/accelerations for court sports, split times for aquatics/athletics)
  - building simple dashboards, reading trend lines, z-scores, confidence intervals, distinguishing signal from noise.
- Wearables and on-body sensing:
  - Global Positioning System (GPS)/Global Navigation Satellite System (GNSS), Inertial Measurement Units (IMUs), heart rate/Heart Rate Viability (HRV), sleep/stress, appropriate use cases and known limitations
  - integrating subjective measures e.g. wellness surveys, session Rating of Perceived Exertion (sRPE), with objective metrics, triangulation for better decisions.
- Biomechanics and technique:
  - video replay, slow-motion and markerless motion analysis for key technical cues, for example ground contact time, joint angles
  - feedback types (knowledge of performance/result), bandwidth feedback, error-based vs. constraints-led coaching, building transfer and retention.
- Tactics and decision-making:
  - team spatiotemporal analysis (e.g. space creation, pressing triggers, set-piece design, opposition tendencies)
  - scenario training e.g. board work, video, Virtual Reality (VR) to accelerate perception-action coupling and anticipation.
- Planning and periodisation:
  - macro/meso/micro cycles, tapering, acute/chronic workload considerations, integrating competition calendars from different federations
  - environmental and travel factors (e.g. heat, altitude, humidity, jet-lag mitigation) for international competition

  - population-specific planning (e.g. youth maturation, menstrual cycle considerations, veteran performers, para-classifications).
- Injury prevention and return-to-play:
  - monitoring spikes/changes in load, contact exposure, high-risk movement patterns
  - Return To Sport (RTS) staging with objective criteria (e.g. strength, asymmetry, jump/landing metrics) and sport-specific demands.
- Coaching integration:
  - co-designing metrics with coaches/performers, turning insights into short, actionable interventions
  - building simple practice constraints (e.g. pitch size, numbers, rules) driven by data insights.

B2 Improving experience

- Officiating and competitive integrity:
  - Video Assistant Referee (VAR)/goal-line/electronic line calling/semi-automated offside; transparency, communication to spectators
  - using decision animations and replays to enhance understanding across languages/cultures.
- Fan engagement (in stadium and remote):
  - personalised second-screen stats, multi-angle streams, interactive polls and quizzes
  - Augmented Reality (AR) overlays, player trackers, heatmaps, culturally localised content (e.g. languages, regional heroes, community stories).
- Accessibility and inclusion:
  - audio description services, captions, sign-language inserts, tactile maps, step-free routing, quiet/sensory spaces
  - design for diverse bandwidth/device contexts (e.g. lite apps, offline features) to include fans in lower-connectivity regions.
- Community participation:
  - remote coaching apps, exergaming for health promotion, open skills challenges and global leaderboards
  - grassroots access to analysis tools (e.g. low-cost/mobile-first) to reduce the digital divide.
- Safety, operations and sustainability:
  - digital ticketing, crowd flow visualisation, emergency comms, privacy-aware Wi-Fi analytics
  - greener fan journeys (e.g. public transport prompts, carbon-aware scheduling), e-programmes over print.

Learning aim C: Examine issues, risks and ethical considerations in the use of technology

C1 Issues and risks

- Access and equity:
  - cost, licensing, import duties, power/charging constraints, shared-use models and open-source options
  - connectivity gaps and device compatibility, low-bandwidth modes and Short Message Service (SMS) based alternatives.
- Accuracy, reliability and validity:
  - calibration, sampling frequency, sensor placement, inter-device variability, lab vs. field differences
  - interpreting limits of agreement, avoiding over-precision and 'false certainty'.
- Usability and adoption:
  - interface simplicity, coach/performer tech literacy, multilingual UX, training and support requirements
  - workflow integration to avoid 'data dumping' and burnout.

C2 Ethical and legal considerations

- Privacy and data protection:
  - lawful bases, consent and transparency, special category data (e.g. health/biometrics), retention, portability, deletion
  - children/young people's data, safeguarding and parental engagement, cross-border data transfers.
- Fairness and bias:
  - dataset representativeness (e.g. gender, age, ethnicity, impairment class), testing for systematic error in models
  - clear escalation when technology disagrees with human officials/coaches, explainability in plain language.
- Commercialisation and rights:
  - player data ownership, access rights and sharing with agents, leagues, sponsors, media
  - conflicts of interest and betting/integrity considerations, third-party vendors and platform lock-in.
- Wellbeing:
  - over-monitoring, pressure and anxiety, implementing digital wellbeing boundaries (e.g. off hours, opt-outs).

C3 Sustainability, safety and governance

- Environmental impact:
  - device lifecycle (e.g. manufacture, energy and e-waste), cloud compute energy and greener configurations
  - procurement policies (e.g. repairability and recycling) and responsible shipping/logistics.
- Security and integrity:
  - basic cyber hygiene, for example Multi-Factor Authentication (MFA), role-based access, incident response, backups
  - anti-tampering, anti-cheat controls, content authenticity and provenance for media assets.
- Governance frameworks:
  - oversight roles, policy packs (e.g. acceptable use and access control), audits
  - complaints/appeals pathways for performers, fans and staff, continuous improvement cycles.

Learning aim D: Develop and present a strategy to implement technology for performance or experience improvement

D1 Strategy development

- Problem definition and objectives:
  - clear needs analysis with stakeholders (e.g. performers, coaches, officials, fans, medical, operations, safeguarding)
  - SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) and a theory of change linking inputs → activities → outputs → outcomes → impact.
- Technology selection and architecture:
  - build/buy/partner decision, interoperability, open standards/Application Programming Interfaces (APIs), device compatibility, offline capability where needed
  - road-testing pilots, success criteria and exit conditions, risk/assumption logs.
- Data governance and compliance:
  - data flow map (e.g. collection → processing → storage → sharing → deletion), roles/responsibilities, Data Protection Impact Assessment (DPIA) - style checklist
  - consent models, privacy notices, role-based access, retention schedules, breach response plan.
- Inclusion and accessibility by design:
  - user testing with diverse populations (e.g. gender, age groups, languages, disability classes)
  - compliance with accessibility standards (e.g. captioning, alt text, colour contrast) and cultural localisation.

- Sustainability and costings:
  - total cost of ownership (e.g. devices, software, connectivity and support, training), funding sources and phased scaling
  - affordability for clubs and organisations (e.g. availability or access to technology, availability of funding)
  - environmental measures (e.g. device reuse, energy settings, shipping consolidation), Key Performance Indicators (KPIs) for environmental impact.

D2 Implementation and change management

- Pilot → scale plan:
  - phased rollout, training curricula for different roles, coaching resources, comms plan for stakeholders/fans
  - support model (e.g. helpdesk, champions network and feedback channels, adoption incentives).
- Risk management:
  - technical, operational, compliance, reputational, and welfare, risks with mitigations and owners
  - contingencies for outages, vendor failure, adverse media and stakeholder objections.

D3 Presentation, evaluation and review

- Presenting the strategy:
  - tailored artefacts, executive summary, coach one-pager, performer Frequently Asked Questions (FAQ), privacy factsheet, venue Standard Operating Procedures (SOP)
  - visuals, mock-ups/wireframes, dashboards, process and data-flow diagrams, Gantt/roadmaps, accessible formatting.
- Evaluation plan:
  - baselines and Key Performance Indicators (KPIs) (e.g. performance, experience, inclusion, sustainability), A/B pilots where feasible, cost–benefit
  - audit cycles (e.g. privacy/security/ethics), bias checks, red-teaming for failure modes, continuous improvement sprints.
- Sustainment and exit:
  - knowledge transfer, documentation, versioning, vendor management, decommissioning plan and data portability
  - lessons learned and scale-out/adaptation to other squads, venues or sports.

Assessment criteria

Learning aim A: Explore different types of technology used in sport and physical activity

Pass	Merit	Distinction
A.P1 Describe a range of technologies used in sport and physical activity, and their purposes. **A.P2** Outline how technology is used in different sporting contexts.	**A.M1** Explain how different technologies are applied in sport and physical activity with relevant examples. **A.M2** Analyse the advantages and disadvantages of selected technologies.	**A.D1** Evaluate the overall impact of different technologies on sport and physical activity, considering benefits and limitations.

Learning aim B: Investigate how technology improves performance and participant experience

Learning aim C: Examine issues, risks and ethical considerations in the use of technology

Pass	Merit	Distinction
B.P3 Identify ways technology supports performance, and experience, in sport and physical activity. **B.P4** Explain how technology can improve performance and participant experience in a selected sport or activity.	**B.M3** Compare the effectiveness of different technologies in improving performance and experience.	**BC.D2** Analyse how technology has transformed performance, and experience, in sport and physical activity.
C.P5 Identify issues and risks associated with technology in sport and physical activity. **C.P6** Explain ethical, legal and sustainability considerations that affect the use of technology.	**C.M4** Explain how ethical, legal and sustainability issues influence decisions about technology use.	

Learning aim D: Develop and present a strategy to implement technology for performance or experience improvement

Pass	Merit	Distinction
D.P7 Develop a basic strategy to implement technology for improving performance or experience.	**D.M5** Produce a detailed strategy with justification of choices and consideration of cost and feasibility.	**D.D3** Present a comprehensive strategy that addresses performance, experience, ethics, inclusion and sustainability, with clear rationale.

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

*	Signposted to indicate opportunities for development as a part of wider teaching and learning
√	Embedded in teaching, learning and assessment
blank	Not embedded or signposted in unit

Essential information for assignments

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

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M3, C.M4, BC.D2)

Learning aim: D (D.P7, D.M5, D.D3)

Further information for teachers and assessors

Resource requirements

For this unit, students must have access to a range of technology resources.

Essential information for assessment decisions

Learning aim A

For distinction standard, students evaluate the impact of multiple types of technologies, considering both benefits and limitations. Evidence should include comparative analysis and real-world examples, supported by research or data, to justify their judgments.

For merit standard, students demonstrate understanding by explaining how technologies are applied in real sports and physical activity contexts. Evidence should include examples of use in training, officiating or fan engagement, showing how each technology contributes to performance or experience.

For pass standard, students provide evidence that they can identify a range of technologies and state their basic purpose. They may use a simple report, poster or infographic to list examples such as wearables, video analysis tools and assistive devices. The emphasis is on breadth rather than depth, so descriptions should be clear and accurate, supported by images or diagrams where possible.

Learning aims B and C

For distinction standard, students must produce an analytical discussion supported by research or case studies. They explore how technology has transformed performance and experience in sport and physical activities, considering historical developments and future trends. They must also evaluate strategies to address mitigating risks and ensuring responsible use, demonstrating critical thinking. Evidence should propose realistic solutions, referencing best practice or policy guidance and justifying why these approaches are effective.

For merit standard, students must compare at least two technologies, highlighting differences in effectiveness. Evidence should include structured comparisons, possibly in a table or chart, and reasoning for why one method may be more suitable in certain contexts. They must also explain how mitigating risks and ensuring responsible use, influence decision-making in sport. Evidence should include examples of legal frameworks, ethical dilemmas, or sustainability concerns, showing an understanding of their practical implications.

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For pass standard, students must explain how technology supports performance and experience in a chosen sport or physical activity. Evidence may include a written report or presentation with examples such as Global Positioning System (GPS) for load monitoring or Video Assisted Refereeing (VAR) for officiating. They also identify common issues such as cost, accessibility, and data privacy. Evidence may be presented as a list or short commentary, provided it is accurate and relevant to sport

Learning aim D

For distinction standard, students present a comprehensive strategy that addresses ethics, inclusion and sustainability. Evidence should include a professional presentation with visuals and supporting documentation, and a rationale that reflects evaluation.

For merit standard, students provide a detailed strategy with clear justification for their choices. Evidence should include cost considerations, feasibility and potential challenges, presented in a structured format such as a report or presentation.

For pass standard, students produce a basic strategy outlining the chosen technology, its purpose and intended benefits. A simple plan or flowchart is acceptable.

Links to other units

This unit links to:

- Unit 9: Practical Sports Performance
- Unit 11: Sports Research Project
- Unit 15: Rules, Regulations and Officiating in Sport
- Unit 18: Ethical Issues and Performance Aids in Sport.

Unit 22: Inclusive Coaching

Level: 3

Unit type: Internal

Guided learning hours: 60

Unit in brief

This unit develops the knowledge, and practical skills, needed to plan and deliver inclusive coaching sessions for diverse participants. Students will explore common barriers to participation and will apply strategies, including technology and innovative practices, to ensure equitable access to sport and physical activity.

Unit introduction

Inclusive coaching is essential in today's interconnected world, where sport and physical activity serve as a universal language that brings people together across cultures and borders. Coaches must understand how to adapt their methods to meet the needs of individuals from different cultural, linguistic and socio-economic backgrounds, as well as those with disabilities or neurodiverse conditions.

The global rise of digital platforms, wearable technology and virtual coaching has transformed how sport and physical activities are delivered. Coaches now need to integrate these tools to enhance accessibility and engagement, while maintaining safeguarding and ethical standards across different countries and legal frameworks.

This unit equips students with the knowledge to identify barriers to participation in various international contexts, apply inclusive strategies and plan sessions that embrace diversity. Students will also develop leadership and communication skills essential for creating positive, inclusive sporting environments in both physical and digital spaces worldwide.

Learning aims

In this unit you will:

A Understand the principles and importance of inclusive coaching

B Explore barriers to participation and strategies to promote inclusion globally

C Plan, deliver and evaluate an inclusive coaching session.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Understand the principles and importance of inclusive coaching	**A1** Target groups for inclusive coaching **A2** Principles of inclusive coaching **A3** Providers and organisations promoting inclusion	A report about target groups for inclusive coaching, the principles that underpin inclusive participation, and providers and organisations that promote inclusion. Presentation on barriers to participation and methods to overcome them.
B Explore barriers to participation and strategies to promote inclusion globally	**B1** Barriers to participation **B2** Strategies to overcome barriers	
C Plan, deliver and evaluate an inclusive coaching session	**C1** Planning considerations **C2** Adaptions for inclusion **C3** Delivery skills **C4** Evaluation	Inclusive coaching session plan, practical delivery and review.

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Content

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

Learning aim A: Understand the principles and importance of inclusive coaching

A1 Target groups for inclusive coaching

Groups of people have been identified as having lower participation levels than other groups in society and would therefore benefit from additional support to increase their activity levels. This list is not exhaustive and will change depending on the demographics of the local community and from country to country.

- Women and girls:
  - address gender inequality in sport and physical activity, cultural restrictions and provide female role models.
- Young people:
  - consider safeguarding, engagement strategies and digital learning preferences.
- Older adults (50+):
  - adapt sessions for mobility, health conditions and social inclusion.
- People with disabilities:
  - physical, sensory and intellectual disabilities; use adaptive equipment and technology.
- Young Carers:
  - create a safe and supportive environment, engagement strategies and affordable options.
- Neurodiverse Individuals:
  - Autism, Attention Deficit Hyperactivity Disorder (ADHD), dyslexia, provide structured routines, visual aids and sensory-friendly environments.
- Lesbian, Gay, Bisexual, Transgender or Queer (LGBTQ+) and gender-diverse individuals:
  - create safe spaces, use inclusive language and respect pronouns.
- Refugees and asylum seekers:
  - address language barriers, trauma-informed coaching and community integration.
- Low socio-economic backgrounds:
  - affordable access, equipment sharing and community-based programmes.
- Linguistic minorities:
  - use multilingual resources and visual communication strategies.

A2 Principles of inclusive coaching

- Equity, diversity and inclusion: ensure fairness and equal opportunities regardless of background.
- Cultural sensitivity: respect religious practices (e.g. fasting and modest clothing), gender norms and traditions.
- Safeguarding and welfare: apply appropriate local safeguarding standards, child protection policies.
- Universal Design for Learning (UDL): adapt coaching to multiple learning styles and abilities.
- Ethical practice: promote respect, confidentiality and integrity in all coaching interactions.

A3 Providers and organisations promoting inclusion

- Public sector:
  - government sport and physical activity agencies
  - municipal recreation programmes
  - national health initiatives.
- Private sector:
  - fitness companies
  - sport academies.
- Voluntary sector:
  - community clubs
  - National Governing Bodies (NGBs) or National Governing Organisations (NGOs)
  - charities promoting sport and physical activity for social development.
- International organisations:
  - International Paralympic Committee (IPC) – promoting disability sport globally
  - International Olympic Committee (IOC) – inclusion policies and gender equality initiatives
  - World Health Organization (WHO) – physical activity guidelines for health
  - Sustainable Development Goals (SDGs) - Goal 3 Good health and wellbeing and Goal 10 Reduced inequalities.
  - Global Esports Federation – inclusion in digital and virtual sports.
- Digital providers:
  - virtual coaching platforms
  - AI-driven fitness apps
  - online adaptive programmes.

Learning aim B: Explore barriers to participation and strategies to promote inclusion globally

B1 Barriers to participation

- Cultural and social barriers:
  - gender norms and expectations in different cultures (e.g. restrictions on women's participation in sport and physical activity)
  - religious practices affecting participation (e.g. fasting during Ramadan, modest clothing requirements)
  - language barriers and lack of multilingual resources
  - lack of culturally relevant role models in sport and physical activity.
- Economic barriers:
  - high cost of equipment, membership fees and travel
  - limited access to affordable facilities in rural or low-income areas
  - financial constraints for adaptive equipment for people with disabilities.
- Personal barriers:
  - low self-confidence or fear of judgement
  - negative body image and social anxiety
  - mental health concerns preventing engagement in physical activity
  - lack of prior experience, fitness or perceived competence.
- Digital divide:
  - limited access to technology for online or hybrid coaching
  - poor internet connectivity in rural or developing regions
  - lack of digital literacy among certain groups (e.g. older adults).
- Historical and structural barriers:
  - gender stereotypes in sport and physical activity (e.g. 'rugby is for men, dance is for women')
  - discrimination based on ethnicity, disability or sexual orientation
  - lack of inclusive policies in sport and physical activity organisations.

B2 Strategies to overcome barriers

- Financial strategies:
  - subsidised or free sessions for low-income participants
  - equipment loan schemes and community sharing programmes
  - partnerships with National Governing Bodies (NGBs)/Non-Government Organisations (NGOs) or sponsors to fund inclusive initiatives.

- Cultural and social strategies:
  - provide culturally sensitive coaching (e.g. women-only sessions, modest clothing options)
  - offer multilingual resources and interpreters for non-native speakers
  - use diverse role models to inspire participation.
- Personal support strategies:
  - one-to-one mentoring and buddy systems for confidence building
  - positive reinforcement and inclusive language during sessions
  - mental health support and signposting to relevant services.
- Digital inclusion strategies:
  - provide offline resources for those with poor connectivity
  - offer digital literacy workshops for older adults or disadvantaged groups
  - use mobile-friendly tools for accessibility.
- Policy and organisational strategies:
  - implement anti-discrimination and safeguarding policies
  - schedule sessions at times that respect cultural and religious practices
  - collaborate with international organisations, for example International Paralympic Committee (IPC), International Olympic Committee (IOC), United Nations (UN), to align with global inclusion standards.

Learning aim C: Plan, deliver and evaluate an inclusive coaching session

C1 Planning considerations

- Participant profiling:
  - age, gender, ability level, cultural background, language needs
  - neurodiversity considerations (e.g. sensory sensitivities, structured routines)
  - physical and mental health conditions
  - disability considerations (e.g. visual, hearing, physical impairments).
- SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) tailored to the group.
- Risk assessment and safeguarding:
  - identify hazards in physical and digital environments
  - apply international safeguarding standards (e.g. child protection, anti-bullying).
- Session structure:
  - warm-up, main activity, cool-down adapted for inclusivity
  - progressive activities to suit mixed abilities.

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- Technology integration:
  - use of wearables for performance tracking
  - Virtual Reality (VR) drills for skill development
  - mobile apps for feedback and engagement.
- Resource planning:
  - adaptive equipment (e.g. lightweight balls, visual aids)
  - multilingual instructions and visual communication tools.

C2 Adaptions for inclusion

- Physical adaptations:
  - modify playing areas (e.g. smaller courts, clear boundaries)
  - use lightweight, sensory or tactile equipment for sensory needs.
- Instructional adaptations:
  - simplify language and use visual demonstrations
  - provide instructions in multiple languages or with pictures.
- Technological adaptations:
  - gamification to increase engagement (e.g. points, leaderboards)
  - assistive technology for disabilities (e.g. screen readers, adaptive controllers).
- Environmental adaptations:
  - quiet zones for neurodiverse participants
  - gender-neutral changing facilities where possible
  - safe and supportive environment for open discussions.

C3 Delivery skills

- Leadership styles:
  - democratic: encouraging input from participants
  - transformational: inspiring and motivating diverse groups
  - culturally responsive leadership: adapting style to cultural norms and expectations.
- Communication techniques:
  - verbal and non-verbal cues, active listening
  - use of interpreters or translation apps for language barriers.
- Behaviour Management:
  - positive reinforcement and inclusive language
  - conflict resolution strategies for multicultural groups.
- Technology in delivery:
  - live streaming sessions for remote participants
  - real-time feedback using apps or wearable data.

C4 Evaluation

- Self-reflection:
  - assess personal performance, inclusivity and adaptability.
- Feedback collection:
  - peer and participant feedback using surveys or digital tools.
- Effectiveness review:
  - did adaptations meet participant needs?
  - was technology used effectively and safely?
- Improvement planning:
  - identify alternative strategies for future sessions
  - consider sustainability and scalability for international contexts.

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Assessment criteria

Learning aim A: Understand the principles and importance of inclusive coaching

Learning aim B: Explore barriers to participation and strategies to promote inclusion globally

Pass	Merit	Distinction
A.P1 Explain target groups and principles of inclusive coaching. [IS - C&SI] **A.P2** Identify providers and organisations promoting inclusion in sport and physical activity.	**A.M1** Analyse how different providers address inclusion for different participant needs.	**AB.D1** Evaluate the effectiveness of inclusive practices and recommend improvements for different participant needs.
B.P3 Describe barriers to participation and suggest strategies to reduce them to meet the needs of different types of participants.	**B.M2** Compare and contrast strategies for reducing barriers for different types of participants.	

Learning aim C: Plan, deliver and evaluate an inclusive coaching session

Pass	Merit	Distinction
C.P4 Produce a plan for an inclusive coaching session for a chosen group, considering their needs. **C.P5** Deliver an inclusive coaching session safely.	**C.M3** Justify the plan, explaining choice of activities and adaptations to meet the needs of the participants. **C.M4** Reflect on delivery, identifying strengths and areas for improvement.	**C.D2** Evaluate the planning and delivery, assessing strengths, limitations and alternative approaches to meet the needs of the participants.

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI √	

Table key

*	Signposted to indicate opportunities for development as a part of wider teaching and learning
√	Embedded in teaching, learning and assessment
blank	Not embedded or signposted in unit

Essential information for assignments

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

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

Learning aim: C (C.P4, C.P5, C.M3, C.M4, C.D2)

Further information for teachers and assessors

Resource requirements

For this unit, students must have access to:

- Sport facilities (indoor and outdoor) and equipment to enable particpation in a range of sports and physical activities.
- Video capture equipment e.g. video camera, phone camera.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, students must evaluate the effectiveness of inclusive practices for different types of sport and physical activity participants. Evidence should include reasoned judgments about what works well and what could be improved, supported by examples from sport or physical activity. Students should propose realistic recommendations for enhancing inclusion, demonstrating critical thinking and the ability to apply theory to practice. The evaluation should be balanced, considering both benefits and limitations of current approaches. They must also integrate their evaluation of barriers and strategies with the analysis from Learning aim A, providing a holistic view of inclusion in sport and physical activity. Evidence should include evaluation of the effectiveness of strategies. Recommendations should be practical, innovative, and clearly linked to identified barriers.

For merit standard, students must go beyond description and provide an analysis of how different sport and physical activity providers implement inclusive practices for different types of participants. This involves comparing approaches across sectors, identifying strengths and weaknesses, and considering cultural or organisational factors. Evidence should show that students can interpret how inclusion is embedded in real-world settings and why certain strategies are more effective than others. Examples should be specific and demonstrate a deeper understanding of the practical application of inclusive principles. They also compare different strategies for reducing barriers, explaining why some approaches may be more effective than others in certain contexts. Evidence should demonstrate an ability to consider cultural, economic, and technological differences. The discussion should show insight into the suitability of strategies for different situations, supported by examples.

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For pass standard, students must provide clear explanations of different target groups and outline the principles of inclusive coaching. Evidence should demonstrate understanding of why inclusion matters and how it applies to diverse participants. They should also describe a range of sport, or physical activity, providers and organisations that promote inclusion, showing awareness of their roles and responsibilities. Responses may include examples of public, private, voluntary, and digital providers, as well as international bodies such as the International Olympic Committee (IOC) or International Paralympic Committee (IPC). Work should be descriptive, accurate, and supported by relevant examples, but does not need to include detailed analysis. They must also identify and describe a range of barriers that prevent participation in sport and physical activity, such as cultural, economic, personal, and digital challenges. They should also suggest practical strategies to reduce these barriers, showing an understanding of how these strategies relate to specific groups. Evidence should be clear and relevant, but may remain largely descriptive without detailed comparison or justification.

Learning aim C

For distinction standard, students should provide an evaluation of both the plan and delivery, considering the effectiveness of adaptations, leadership style and technology use. Evidence should include reasoned judgements about what worked, what did not, and why, supported by examples. Students should propose alternative approaches and improvements, demonstrating problem-solving and reflective skills.

For merit standard, students should justify their planning decisions, explaining why specific adaptations and technologies were chosen to support inclusion. During delivery, they should show confidence, adaptability and the ability to engage participants effectively. Reflection should be detailed, linking strengths, and weaknesses, to the original plan and participant feedback.

For pass standard, students should produce a clear and structured session plan that demonstrates consideration of participant needs, cultural factors and safety requirements. The plan should include objectives, activities, adaptations and resources. During delivery, students should demonstrate basic coaching skills, effective communication and safe practice. Reflection should identify what went well and areas for improvement, even if analysis is limited.

Links to other units

This unit links to:

- Unit 10: Sports Coaching and Leadership
- Unit 18: Ethical Issues and Performance Aids in Sport.

Unit 23: Enhanced Exercise and Fitness Training

Level: 3

Unit type: Internal

Guided learning hours: 60

Unit in brief

This unit explores the theoretical and practical requirements for working as a gym instructor.

Unit introduction

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

In this unit, you will gain an understanding of health screening methods used to ensure the safe participation of clients exercising in a gym. You will explore the different types of exercises that can be performed in a gym, including the use of cardiovascular and resistance equipment and how each of these exercises can be performed safely and with the correct technique. You will instruct a safe and effective gym-based exercise session, taking into account clients' needs and how these sessions can be adapted to meet different needs. Experienced gym instructors will always review and reflect upon their sessions. You will explore different methods for collecting feedback on performance, enabling you to identify your strengths and areas for improvement.

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

Learning aims

In this unit you will:

A Explore methods of working with and screening clients to improve their lifestyle management

B Explore principles of exercise and training to develop fitness safely in an exercise environment

C Explore specific populations' exercise requirements and contraindications to exercise

D Instruct clients through gym-based exercise sessions.

Summary of unit

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

Content

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

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

A1 Forming working relationships with clients

The definition of the exercise customer.

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

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

A2 Client screening processes

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

- Reasons for screening.
- Physical, psychological and social reasons for clients' participation.
- Types of information that can be collected from clients and methods of collection.
- Gaining client feedback to ensure they understand the reasons for the collection of information and how it will be used.

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- Selection of appropriate screening methods for different types of clients:
  - questionnaires (PAR-Q, Youth Specific PAR-Q lifestyle questionnaires, PARmed-X for pregnancy, health commitment statement, organisation-devised methods)
  - parental or guardian participation and gym etiquette consent for under 16 year olds
  - interviews
  - observation
  - informed consent
  - levels of exercise participation
  - current levels of ability
  - advantages and disadvantages of written and verbal screening
- Applications to monitor specific physiological conditions.
- Health assessments:
  - resting heart rate
  - blood pressure
  - submaximal cardiorespiratory fitness
  - muscular strength
  - weight
  - height
  - BMI
  - waist circumference
  - hip circumference
  - waist to hip ratio
  - contraindications and limitations for testing
- Adolescents – screening should be carried out by a qualified youth physical activity instructor.
- Identifying risks and referring clients:
  - Identifying joint movements and muscles that clients should target or strengthen based on findings
  - tools to risk stratify clients – Irwin and Morgan traffic light system, other national/international evidence-based tools, nationally/locally agreed protocols/referral/care pathways
  - absolute contraindications to exercise
  - referring clients to medical professional or clinician with medical conditions, past or present injuries and disabilities
  - referring antenatal women to a medical professional to obtain medical clearance prior to commencing an exercise programme
  - referring postnatal women with stress incontinence, pelvic floor muscle weakness, lower abdominal or pelvic floor area, groin, low back pain or difficulty walking,

abdominal muscle weakness, excessive abdominal doming, abdominal muscle separation or softness/sinking at the umbilical mid-line, umbilical hernia
    - referring postnatal women who have not attended a 6-8 week postnatal check up with a medical professional to obtain medical clearance prior to commencing high impact physical activity
    - promoting a healthy lifestyle nutrition, opportunities for physical activity in daily life, discourage smoking
    - issues if screening information is not collected and correctly processed.
    - posture assessment
- Data protection and client confidentiality – storing of data, disposal of confidential data.

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

B1 Health and safety in an exercise environment

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

- National, local, legal and organisational procedures for health and safety for working in a fitness environment.
- Working as a member of a team – communication, adaptability, confidence, team work, problem solving, time management, ability to follow instructions.
- Persons responsible for health and safety in a general fitness environment, e.g. supervisor, manager, team leader.
- Maintaining a clean and safe exercise environment:
    - cleaning substances – anti-bacterial spray
    - cleaning equipment – mop, paper towels etc
    - cleaning routines and organisational standards in an exercise environment
    - personal safety – personal protective equipment, e.g. rubber gloves when using cleaning fluids
    - manual handling and lifting
    - dealing with toxic substances, industrial gases, body fluids, fire, infectious waste, sharps, chemical spills dust and vapours, noise, faulty electrical equipment, faulty sport- or activity-specific equipment
    - hazards – definition, identification of hazards in the exercise environment; surfaces, staff, customers, behaviour, attitudes and needs, equipment, free weights, machines, exercise studio, gym, aqua equipment and pool, sound system, operations that can affect the health and safety of the instructor and client equipment and premises, activities in an exercise programme, other activities taking place in the same location, client assessment methods; isolating, eliminating or minimising hazards

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  - Risk assessments – carrying out risk assessments and minimise risk within the exercise setting, demonstrating a duty of care to clients, client safety and wellbeing, legal responsibilities, compliance with national guidelines, health and safety policies, ethics and professional conduct.
- Risk management procedures:
  - systems for identifying, assessing, reviewing and minimising risk
  - systems for logging action
  - systems for informing staff of risk management procedures and health and safety requirements
  - industry and national guidelines for normal operating procedures
  - supervision
  - systems for informing participants of facility rules, correct use of services and equipment and health and safety requirements
  - systems for maintenance of equipment and facilities
  - breaches in risk management procedures/health and safety
  - maintenance of risk management/health and safety records
  - when to go to colleagues for advice if unsure about hazards in the workplace
- Dealing with accidents, injuries and signs of illnesses:
  - types of accidents, injuries and illnesses in a fitness environment
  - dealing with accidents, injuries and illnesses in line with legal and organisational procedures
  - first-aid equipment checks to ensure it meets health and safety guidelines, is present and functional
  - when to contact the on-site first aider or emergency services
  - procedures to follow to contact emergency services
  - roles that different staff and external services play during an emergency
  - emergency action plans
  - reporting procedures
  - control of substances hazardous to health (COSHH)
  - manual handling techniques
  - electrical safety and security
  - safe storage of equipment.
- Accessing up to date health and safety information to carry out all work tasks safely and responsibly.
- Legislative rights and responsibilities for workplace health and safety.
- Manufacturer's guidelines for use, maintenance and storage of equipment.
- Music licence fees.

B2 Types of exercise and exercise equipment

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

- Types of gym-based exercise equipment.
- Cardiovascular machines:
  - treadmill
  - cycle
  - rowing machine.
- Free weights:
  - dumbbells
  - barbells
  - collars and benches.
- Resistance machines.
- Resistance training equipment, the effects of the following on exercise and the participant:
  - resistance
  - force
  - axis.
- Variable resistance.
- Types of exercises:
- Cardiovascular exercises – correct set-up to include seat height, duration, speed:
  - upright cycle
  - recumbent cycle
  - treadmill
  - stepper
  - rowing machine
  - elliptical trainer
  - cross trainer.
- Fixed resistance machine exercises – correct resistance machine set-up and adjustment – seat height, point of pivot, lever length; primary and secondary muscle groups involved in each exercise:
  - seated chest press
  - bench press
  - pec dec
  - seated row
  - shoulder press
  - lateral pull-down (in front of chest)

  - assisted pull-up
  - triceps pushdown (high pulley)
  - triceps press
  - bicep curl (low pulley)
  - seated bicep curl
  - leg press
  - seated knee extension
  - lying leg curl
  - seated leg curl
  - abdominal machine
  - seated abductor
  - seated adductor
  - lower back machine.
- Body weight exercises:
  - chin-ups /pull-ups
  - press-ups
  - lunge
  - squat
  - abdominal curl
  - plank
  - prone back raise.
- Free weight exercise; primary and secondary muscle groups involved in each exercise.
- Lifting, passing and spotting techniques:
  - dumbbells – front raise, single arm row, bent arm pullover, shoulder press,
  - lateral raise, prone flyes, single arm triceps press, bicep curl, lunge, tricep extension
  - deadlift
  - squat
  - barbell – upright row, bench press, supine triceps press, bicep curl, lunge, deadlift, squat, lying triceps extension
  - spotting.
- Small equipment – mats for abdominal exercise:
  - functional exercise and functional equipment – exercises that address the movement patterns/muscle actions/components of fitness required for activities of daily living
  - flexibility – static, passive, dynamic, active stretching methods
  - mobility – mobilisation of joints exercises

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

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

C1 Antenatal and postnatal women

- Changes to the body systems during antenatal and postnatal period:
  - general changes to the cardiovascular system
  - general changes to the respiratory system
  - impact of hormones and endocrine system
  - changes to musculoskeletal system (including bone, tendon, ligaments and joints)
  - effects of pregnancy on joint alignment
  - muscular system
  - the nervous system
  - implications of posture
  - exercise implications and contraindications of stability
- Contraindications for antenatal women:
  - should not exercise in the supine position after 16 weeks of pregnancy
  - no exercise in the prone position
  - limited prolonged motionless standing
  - no loaded forward flexion
  - no overhead resistance exercise
  - no leg adduction and abduction against a resistance
  - no isometric exercises
  - no rapid changes of direction or position, uncontrolled twisting
  - no exercise with a risk of falling or abdominal trauma
  - no excessive and uncontrolled de-stabilisation techniques
  - no high-intensity exercise or high impact
  - avoid hot and humid conditions.
- Symptoms experienced by antenatal women that should stop any further participation in exercise:
  - dizziness, faintness or nausea
  - discharge such as bleeding or leakage of amniotic fluid
  - pain such as abdominal pain, contraction type pain, unexplained pain in the back, pelvis, groin, buttocks or legs
  - excessive shortness of breath, chest pain or palpitations

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- Exercise requirements for antenatal women:
  - no participation in exercise until medically cleared by a medical professional
  - beginners 15 minutes continuous activity gradual increase to 30 minutes continuous low-moderate intensity aerobic activity low impact
  - exercise sessions last no longer than 45 minutes
  - participant should be fully hydrated and have sufficient calorie intake
  - continual checks for appropriate exercise intensity – heart rate monitor, talk test.
- Contraindications for postnatal women:
  - no participation in exercise until signed off by health care professional
  - higher risk of certain conditions, e.g. air embolism, thrombosis and haemorrhage, during the first weeks post birth
  - no high-intensity exercise
  - no high-impact, twisting, rapid, ballistic or aggressive movements for at least six months and introduced progressively thereafter
  - no 'sit-up', 'crunch' or 'oblique crossover' type exercises
  - babies should not be used as resistance or weight for exercise and should be excluded from the exercise area.
- Exercise requirements for postnatal women:
  - re-educate posture, joint alignment, muscle imbalances, stability, motor skills, transverse abdominis muscle recruitment and pelvic floor muscle function before progressing to more vigorous exercise
- Musculoskeletal system factors with antenatal and postnatal women:
  - Effect of pregnancy on joint alignment and posture
  - Hormonal changes increase risk of injury
  - Joint misalignment
  - Muscle imbalance and motor skill decline

C2 The older adult

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

- Functional status at any age depends on a person's rate of ageing, health, gender, lifestyle behaviour and socio-economic influences.
- Changes to the body systems in the older adult:
  - general changes to the cardiovascular system
  - general changes to the respiratory system
  - impact of hormones and endocrine system

  - changes to musculoskeletal system (including bone, tendon,
  - ligaments and joints)effects on joint alignment
  - muscular system
  - the nervous system
  - implications of posture
  - exercise implications and contraindications of stability.
- 40 is the approximate age at which the ageing process begins.
- 50 is the age at which the progressive losses to the body systems start to occur:
  - muscular strength (fewer, smaller and weaker fibres)
  - power (fewer fast twitch, smaller, weaker and slower)
  - bone density (thinner, more brittle bone and less ability to withstand fracture)
  - aerobic endurance (fewer capillaries, less elastic vessels and reduced intake, uptake and utilisation of oxygen)
  - balance and co-ordination (less sensory input and less postural stability, less ability to prevent a trip turning into a fall)
  - flexibility, agility and later mobility and transfer skills (stiffer joints, reduced range and ease of movement and less ability to perform activities of daily living (ADLs) such as getting up and down from floor, chairs safely etc.)
  - reduced motor learning (slower motor learning)
  - reduced visual and aural acuity (sight and hearing difficulties)
  - poorer short-term memory
  - potentially serious disease is increasingly prevalent with increasing age
  - activity levels remain low or decrease with increasing age the losses in each of the body systems (NB from the age of 40) result in a corresponding loss of 1-2% loss per year in physical capacity.
- Contraindications:
  - avoid extreme spinal flexion
  - high-impact and high-intensity exercises should be closely monitored.
- Exercise requirements:
  - highly trained individuals in the 50+ age range are a very small and elite group accounting for approximately 1% of the 50+ population
  - longer time spent and more gradual warm-up (15 minutes) and cool-down
  - use of the talk test and RPE scale to monitor intensity
  - continual checks for correct technique for injury prevention
  - more time during transitions, e.g. floor to standing
  - simplify exercise when correct technique cannot be maintained
  - teach new exercises with the easiest position and/or the lightest resistance and progress slowly initially.

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- Musculoskeletal system factors with older adults
  - the ageing process of bone remodelling, joints, muscle strength, power, bone density, reduced flexibility and mobility.

C3 Adolescents

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

  - flexibility training – adaptations need to be provided and stretching to the point of 'mild tension'
  - individual's development age not just chronological age
  - gym etiquette
  - supervised muscular strength and endurance programme is beneficial to a child's overall growth and development
  - variety of training methods and equipment
  - size- and age-appropriate equipment for the exercise activity
  - interval training for aerobic fitness
  - monitoring exercise intensity – use of a heart rate chart alongside the use of RPE until full physical maturity has been reached
  - progression in resistance – reps and sets to be programmed when the adolescents are physically and mentally ready
  - frequency: 2-3 times a week to develop strength.
- Rest between sessions:
  - 48 hours recovery for heavier exercise sessions
  - intensity: repetitions and resistance: lighter resistance (15-20 repetitions), moderate resistance (10-15 repetitions), heavier resistance (6-10 repetitions)
  - time: single sets and progress to 3-4 sets, rest (between sets)
  - type: promote muscle balance and joint stability by using a whole-body approach and working all major muscles. Avoid too much eccentric muscle work.
- Musculoskeletal system factors with adolescents
  - growing pains
  - development of peak bone mineral density
  - common overtraining/overuse injuries, e.g. jumper's knee.

C4 People with disabilities

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

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

Learning aim D: Instruct clients through gym-based exercise sessions.

D1 Instructing a gym-based exercise session

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

- Pre gym-based exercise session checks.
- Preparing clients for exercise session.
- Explain and correctly demonstrate safe and effective technique for each exercise.
- Checking client's understanding of how to perform each exercise safely and effectively.
- Provide teaching points for each exercise to support clients in performing the correct and safe technique.
- Communicate as appropriate to the clients' needs and the environment.
- Change position to observe client or group exercise clients.
- Monitor the safety and intensity of each exercise – heart rate monitoring, RPE, heart rate training zones, talk test.
- Provide timely clear instructions and feedback.
- Adapt exercise with suitable progressions and regressions according to clients' needs.
- Provide safe and effective cool-down activities.
- Use of relevant anatomical and physiological terminology in the provision of fitness advice and programming.
- Concluding a gym-based exercise session.

D2 Reviewing own performance in providing gym-based exercise

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

Assessment criteria

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

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

Pass	Merit	Distinction
A.P1 Carry out and intepret the results from a screening process for a client demonstrating methods to develop a good working relationship.	**A.M1** Assess screening information for a client and provide lifestyle recommendations to improve participation in regular exercise.	**AB.D1** Justify lifestyle recommendations for a client to improve their participation in regular exercise.
B.P2 Demonstrate knowledge of health and safety in the exercise environment through appropriate cleaning methods, risk assessments and procedures to deal with accidents and injuries.	**B.M2** Assess the importance of correct use of equipment and appropriate exercise session planning to maintain the health and safety of clients.	
B.P3 Demonstrate correct use of equipment and technique for cardiovascular, fixed resistance machines, free weights, functional and flexibility training exercises.		

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

Learning aim D: Instruct clients through gym-based exercise sessions

Pass	Merit	Distinction
C.P4 Explain the contraindications and exercise requirements for antenatal and postnatal women, the older adult, adolescents and people with disabilities. [IS-C&SI]	**C.M3** Assess methods that can be used to adapt cardiovascular, resistance, functional and flexibility exercises for one type of person in a specific population.	**CD.D2** Evaluate the delivery of a gym-based exercise session, justifying suggestions made to improve own performance and providing adaptations to the session for a client from a specific population.
D.P5 Carry out a gym-based exercise session.	**D.M4** Assess the delivery of a gym-based exercise session, making recommendations for future improvements to own performance.	
D.P6 Review own performance in the delivery of a gym-based exercise session.		

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI √	

Table key

*	Signposted to indicate opportunities for development as a part of wider teaching and learning
√	Embedded in teaching, learning and assessment
blank	Not embedded or signposted in unit

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. The *Pearson BTEC International Level 3 Qualifications Supplementary Information* document gives information on setting assignments. There is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

Learning aims: C and D (C.P4, D.P5, D.P6, C.M3, D.M4, CD.D2)

Further information for teachers and assessors

Resource requirements

For this unit, students must have access to:

- Fully equipped fitness environment e.g. a gym, sports hall, fitness testing laboratory.
- Range of fitness training equipment e.g. cardiovascular and resistance machines, fixed weights.
- Sport facilities (indoor and outdoor) and equipment to enable particpation in a range of sports and physical activities.
- Health screening tools e.g. Physical Activity Readiness Questionnaire (PAR-Q).
- Fitness testing equipment e.g. stopwatches, heart rate monitors, skinfold callipers.
- Current industry guidelines, and resources on fitness training methods and health and safety standards.

Essential information for assessment decisions

Learning aims A and B

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

For merit standard, students will carry out different methods of screening and select the most appropriate method for a client, in order to gain the maximum amount of information and understanding of their lifestyle and exercise aims. Students will give suggestions to support the client in ensuring they exercise safely in line with their specific identified requirements. They will also review the strengths and weaknesses of different types of methods to improve regular participation in regular exercise for the client and recommend the methods that are most appropriate. They will assess the potential risks to health from using incorrect technique when performing cardiovascular, fixed resistance machines, free weights, functional and flexibility exercises. They will also assess risks to health from not following the FITT principles and additional principles of fitness when designing a series of session plans.

For pass standard, students will carry out client screening for a client. They will demonstrate appropriate methods to engage with a client and methods that can be used to build a good working relationship and connect with them. Students will interpret the results in terms of any lifestyle concerns and exercise requirements for the client. They will explain any requirements for the client to help them to exercise safely in relation to the information

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supplied in the screening process. They should feedback the results from the screening and demonstrate the ability to provide sensitive feedback and any relevant healthy lifestyle advice to their client based on collected information and test results/'norms'. Students will give reasons for factors that may affect safe exercise participation and identify any requirements that the client may have to help them exercise safely. Students will provide appropriate methods to improve the client's participation in regular exercise showing an understanding of which methods are more appropriate for their needs. Students will demonstrate how to follow appropriate legislation in relation to client data protection and confidentiality. Students will check and maintain an exercise environment to ensure it is safe for their client to use. They will use appropriate cleaning equipment and products to maintain the cleanliness of the exercise environment. Students will demonstrate the correct and safe way to perform cardiovascular exercises, resistance exercises (fixed weights and free weights), functional exercises, flexibility exercises and mobility exercises. They will show that they understand how to use the different types of gym-based equipment used for each type of exercise and why a particular piece of equipment may be preferable to another. Students will also know how to adapt exercises based on a client's fitness or individual needs. Students will also be able to explain how each component of fitness is trained by specific exercises.

Learning aims C and D

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

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

Students will also need to demonstrate how they would adapt their session for a person from a named specific population (antenatal women, postnatal women, the older adult, adolescents and people with disabilities).

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

Students will consider how adaptations to each exercise can be made to meet the needs of each client. Students will demonstrate that they are able to carry out the correct techniques when performing cardiovascular endurance and resistance training. They will demonstrate a variety of ways to adapt each exercise or provide a variety of alternative exercises to meet the needs of contrasting clients.

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

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

They must consider the aims and objectives of the session, the client's needs, the equipment to be used and the exercise activities taking place. The activities must be safe and effective, meaning they must be appropriate to the client's needs and requirements and designed to achieve the planned outcomes.

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

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

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Students must show they have instructed for a minimum of:

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

Joint/movement	Resistant machine	Free weight	Body weight
Shoulder flexion	Seated chest press (neutral grip)	Front raise (DB)	NA
Should extension	Seated row (low pulley) Seated row (neutral grip)	Single arm row Bent arm pullover (DB)	NA
Shoulder abduction	Shoulder press	Shoulder press (DB) Lateral raise (DB) Upright row (BB)	NA
Shoulder abduction	Lat pull down (in front of chest) Assisted pull up	Chin-ups / Pull-ups	NA
Shoulder horizontal flexion	Bench press Seated chest press (BB grip) Pec dec	Bench press Flyes (DB)	Press up
Shoulder horizontal extension	Seated row (BB grip)	Prone flye (DB)	NA
Elbow extension	Triceps pushdown (high pulley) Tricep press	Supine Triceps press (BB) Single arm Triceps press (DB)	Press up
Elbow flexion	Biceps curl (low pulley) Seated bicep curl	Biceps curl (BB) (DB)	
Hip extension	Leg press Total hip	Lunge (BB, DB optional) Dead lift (BB) (DB)	Lunge
Hip adduction	Seated adductor Total hip		

Joint/movement	Resistant machine	Free weight	Body weight
Hip abduction	Seated abductor Total hip		
Knee extension	Seated knee extension Leg press	Lunge Dead lift (BB) (DB) Squat (DB) (BB)	Lunge Squat
Knee flexion	Lying thigh curl Seated thigh curl		
Trunk flexion	Abdominal machine	Abdominal curl	
Spinal extension	Lower back machine	Dead lift (BB) (DB)	Back raise

Students need to show that they can deliver the gym-based exercise session safely and effectively. There must be evidence that the student has instructed a safe and effective warm-up and cool-down.

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

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

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

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

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

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Students will review how the session went, identify what worked well in the session and areas for improvement. They will also review their own delivery of the gym session and consider areas for development including how they can financially plan for the future, taking into account the costs associated with working as a gym instructor and how they can support an organisation to support secondary spends to improve their revenue.

Links to other units

This unit links to:

- Unit 2: Fitness Testing
- Unit 3: Sports Injuries Management
- Unit 5: Anatomy and Physiology in Sport
- Unit 13: Fitness Training
- Unit 21: Influence of Technology in Sport and Physical Activities
- Unit 24: Personal Training Methods and Programming.

Unit 24: Personal Training Methods and Programming

Level: 3

Unit type: Internal

Guided learning hours: 60

Unit in brief

This unit explores the theoretical and practical requirements for working as a personal trainer.

Unit introduction

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

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

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

Learning aims

In this unit you will:

A Explore client health and wellbeing to plan personal training programmes

B Explore personal training methods and programming

C Plan, deliver and review personal training sessions for a client.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore client health and wellbeing to plan personal training programmes	**A1** Biomechanics in personal training **A2** Strategies to encourage long-term positive lifestyle practice **A3** Health conditions and client screening methods	Written report covering the effect of biomechanics in personal training. Visual/audio evidence of students carrying out screening processes with a client and a written report focusing on screening activity results, factors affecting safe exercise participation and when to refer clients. Exercise and health recommendations based on the results and factors, supported by evidence of completed lifestyle screening activities.

Learning aim	Key content areas	Assessment approach
B Explore personal training methods and programming	**B1** Personal training methods for cardiovascular endurance **B2** Personal training methods for muscular strength **B3** Personal training methods for muscular endurance **B4** Personal training methods for flexibility **B5** Personal training methods for functional exercise	A written report which compares different types of training for specific components of fitness and how they can be adapted to meet the needs of specific clients. Personal training programme for two contrasting clients. Session plans. Visual/audio evidence of students instructing a personal training session. The session plan and an evaluative report of own performance and client's performance must be evidenced.
C Plan, deliver and review personal training sessions for a client	**C1** Planning a personal training session **C2** Instructing a personal training session **C3** Reviewing own performance in providing personal training **C4** Reviewing client's performance, fitness levels and goals	

Content

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

Learning aim A: Explore client health and wellbeing to plan personal training programmes

A1 Biomechanics in personal training

- Levers – how length can affect intensity of exercise.
- Gravity.
- Centre of gravity.
- Momentum.
- Force.
- Length-tension relationships.
- Open and closed chain kinetic – advantages and disadvantages of each type of movement.
- The effect of exercise on posture:
  - core stabilisation exercises
  - impact on posture
  - potential for injury/aggravation of problems.
- Postural changes – forward flexed with shoulder girdle protraction, thoracic kyphosis, long, weak upper back extensors, and short tight pectoral muscles and are prone to neck and shoulder pain.
- Abnormal degrees of curvature of the spine and their implications.
- Medical conditions associated with dysfunctional stabilisation, e.g. common spinal disorders

A2 Strategies to encourage long-term positive lifestyle practice

- Identification of client's readiness to change their behaviour.
- Clarify own role in supporting client with adherence to exercise.
- Clarify client's role and responsibilities in adherence to exercise.
- Motivational theories:
  - arousal theories
  - stages of change
  - transtheoretical model
  - motivational interviewing.

- Interventions to support clients at each stage of change:
  - decisional balance sheet
  - pros and cons
  - cost benefit analysis
  - fitness testing
  - goal setting
  - behavioural modification techniques
  - contingency planning
  - rewards
  - reinforcement strategies
  - self-monitoring.
- Goal setting – SMART goals linked to client's needs and wants, reviewed and adapted.
- Strategies to maintain client contact between exercise sessions.

A3 Health conditions and client screening methods

- Factors that affect client health and wellbeing:
  - Lifestyle factors, e.g. smoking, nutrition, weight management, stress.
  - Psychological factors, e.g. intrinsic and extrinsic motivation, social support, peer pressure.
- Common health conditions:
  - physical health conditions – obesity, osteoporosis, back pain, high blood pressure, low blood pressure CHD, pre diabetes, diabetes, stroke, cancer, asthma, chronic fatigue, eating disorders, chronic obstructive pulmonary disease, arthritis
  - mental health conditions – stress, depression, anxiety.
- Screening process:
  - one-to-one consultation
  - questionnaires – PAR-Q, PAR-Q+, organisational devised methods, lifestyle questionnaires
  - use of psychological questionnaires to assess readiness to change
  - health assessments – selecting appropriate fitness tests for a client's current fitness capacity and readiness to participate, protocol, organising equipment and methods to conduct fitness assessments that enable client's fitness capabilities to be assessed accurately:
    - client monitoring during fitness assessments
    - contingency management techniques to deal with a range of problems and issues that may arise during fitness assessments
    - formats for recording information, ensuring information is accessible for considering during retesting in the future
    - analysis of fitness assessments

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  - contraindications and limitations for testing, factors affecting the ability of the client to exercise and complete the fitness assessments, when to use alternative methods of data collection
- ethical, legal and organisational procedures and practices for the conduct of safe fitness assessments, collection and storage of client information
- postural assessment – static and dynamic postural analysis, optimal postural alignment, postural deficiencies/deviations.
- risk factor screening, risk factors, e.g. heart disease
- referral to medical professional
- informed consent – explaining to the client the aims, purpose and value of pre exercise fitness assessments and what they will involve, clients rights and providing consent prior to participation in fitness assessments.
- methods of collecting information appropriate to the client, e.g. data collected via digital health platforms and wearable technologies.
- deciding which information about the client to collect
- importance of collecting accurate information about clients before beginning
- any fitness assessments, alternatives to physical fitness assessments
- strengths and weaknesses of fitness assessments for different types of clients
- methods to improve validity and reliability of testing for exercise clients, impact of poor validity and reliability on fitness assessment results in relation to
- exercise client motivation and programme design
- types of errors that can occur during fitness assessments
- explaining to clients the importance of fitness assessments for individualized exercise programmes
- putting the client at ease during the fitness assessment process, showing empathy and being sensitive to client's goals and current state of readiness
- methods to inform clients of a fitness assessment analysis using suitable communication methods
- methods to discuss and agree informed recommendations to the clients regarding the implications for exercise program design
- feedback from clients to ensure fitness assessment results were understood
- recording recommendations for the clients exercise program based on the assessment results
- treating clients' information with sensitivity, discretion and confidentiality
- professional limitations relating to the safe operation and scope of practice
- medical and health conditions indicating the need for medical clearance.

- Referral to other qualified specialists:
  - doctors
  - physiologists
  - physiotherapists
  - occupational therapists
  - strength and conditioning coach
  - dietitian/nutritionists
  - exercise referral instructors
  - sports therapist/sport rehabilitator
  - sports psychologist
- Regular assessments to monitor progress.
- Health related information sources for self and client:
  - national health care sources of information and international sources, e.g. American College of Sports Medicine
  - evidence-based health benefits of physical activity
  - dose-response relationship

Learning aim B: Explore personal training methods and programming

B1 Personal training methods for cardiovascular endurance

Cardiovascular exercise training methods and their application to a practical context.

- Principles of cardiovascular training: training thresholds, percentage of heart rate max.
- Types of cardiovascular endurance training methods:
  - continuous training – training at a steady pace at moderate intensity for a minimum period of 30 minutes
  - fartlek training – the intensity of training is varied by running at different speeds or over different terrains
  - interval training – a work period followed by a rest or recovery period.
- Equipment required for aerobic endurance training.
- Location – gym-based, outdoor-based, e.g. park, cross country, fitness trail.

B2 Personal training methods for muscular strength

- Muscular strength training methods and their application to a practical context.
- Principles when training for strength: calculation or 1 RM, repetitions and sets, rest periods between sets, low repetitions and high loads, order of exercises to prevent or maximise muscle fatigue.
- Methods: pyramid sets, super-setting, giant sets, tri sets, forced repetitions, pre/post exhaust, negative/eccentric training.

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- Equipment required – dumbbells, bar bell, weights, bench.
- Location – gym, outdoor, e.g. park with strength training equipment.

B3 Personal training methods for muscular endurance

- Muscular endurance training methods and their application to a practical context.
- Principles when training for endurance: repetitions and sets, rest periods between sets, high repetitions and low loads, order of exercises to prevent muscle fatigue.
- Methods: circuit training, fixed resistance machines, free weights.
- Equipment: free weights, fixed resistance machines, resistance bands/tubing, body weight.
- Location – gym-based, outdoor, e.g. fixed outdoor circuit training stations.

B4 Personal training methods for flexibility

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

B5 Personal training methods for functional exercise

- Functional training methods and their application to a practical context.
    - core stability exercise
    - gym-based exercises (plank, bridge, V-sit).
    - balance training methods
    - static balance: exercises focus on retaining the centre of mass above the base of support when stationary
    - dynamic balance: focus on retaining the centre of mass above the base of support when moving
    - method: using stable and unstable surfaces on which to balance
    - coordination training methods
    - exercises which involve the use of two or more body parts together
    - equipment – balance ball, wobble board, resistance bands
    - location – gym, studio, outdoor.

Learning aim C: Plan, deliver and review personal training sessions for a client

C1 Planning a personal training session

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

C2 Instructing a personal training session

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

- Pre-personal training preparation.
- Evaluate the personal training environment for suitability for the planned exercise and to ensure client safety.

- Identify, obtain and prepare the resources and equipment needed for planned exercises.
- Use a range of equipment to achieve the clients' goals.
- Checking equipment in line with manufacturers specifications for use, care and checking processes.
- Ensuring area is sufficient and safe for the session.
- Appropriate temperature and ventilation.
- Completing a risk assessment in the personal training environment.
- Checking the personal training environment for hazards and reporting procedures at venue for health and safety.
- Preparing clients for personal training session.
- Checking client's ability and any medical conditions.
- Advising clients of the facility's emergency procedures.
- Advising clients on safety considerations when using the exercise equipment.
- Preparing the client for the session – planned objectives, exercise, relative contribution of aerobic and anaerobic fitness, focus of the exercises, physical and technical demands of each exercise, the purpose and value of each exercise, how the session links to their goals, purpose and expected results of the session.
- Confirming or revising plans with the client as appropriate.
- Warm-up – importance and value of the warm-up is explained to the client; appropriate to the client, planned exercise in the main component, appropriate to the environment.
- Teaching and instructing using a range of suitable equipment including resistance machines, free weights, small equipment and cardiovascular equipment.
    - follow relevant guidelines for hands-on- contact with clients
    - how the structure and function of the body systems can determine the benefits and appropriateness of different exercises to meet clients' needs
    - assess signs and symptoms of client to indicate an unplanned change in intensity to increase or decrease effort
    - provide timely clear instructions and feedback
    - adapt exercises with suitable progressions and regressions according to clients' needs
    - provide alternative exercises
    - ensuring exercises are safe and appropriate for clients, giving alternatives to potentially harmful exercises
    - adjusting incorrect or unsafe exercise techniques
    - giving fitness advice to clients
    - breaking down exercises and movements to their component parts

  - provide positive reinforcement, motivation techniques to support the client
  - use of appropriate music if relevant to the session objectives.
- Cool-down – provide safe and effective cool-down activities.
- Ending the session:
  - feedback to the client on how they have performed
  - allow the client to feed back or reflect on the session and ask questions and identify any difficulties they may have
  - methods of collecting feedback from the client
  - identifying when to review clients' programme
  - feedback to allow the client to continue their programme for gym-based exercise without direct supervision.
- Follow correct procedures for checking and putting away equipment used.
- Ensure the area used is in an acceptable condition for future use.

C3 Reviewing own performance in providing personal training

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

C4 Reviewing client's performance, fitness levels and goals

- Appraise client's performance in the personal training session.
- Monitoring and reviewing client's achievement of SMART targets.
- Re-establish clients specific fitness goals.
- Recommendations for client.
- Reassess client's fitness levels to determine the effectiveness of their current programme.
- Adaptations and modifications to the session and programme based on client performance and results of fitness tests.
- Revise an exercise programme in consultation with a client based on individual needs.
- Give positive feedback to the clients about their progress and changes to the programme.
- Provide ongoing client support, e.g. emails, phone calls, social media.
- Digital tracking software to analyse objective performance.

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Assessment criteria

Learning aim A: Explore client health and wellbeing to plan personal training programmes

Pass	Merit	Distinction
A.P1 Carry out a screening process and interpret the results for a client demonstrating methods to develop a good working relationship. **A.P2** Explain biomechanics in personal training.	**A.M1** Assess the screening information for a client and provide lifestyle recommendations to improve participation in regular exercise.	**A.D1** Justify lifestyle recommendations and the personal training programme produced for a client to improve their health and wellbeing.

Learning aim B: Explore personal training methods and programming

Learning aim C: Plan, deliver and review personal training sessions for a client

Pass	Merit	Distinction
B.P3 Produce a safe personal progressive training programme for a client.	**B.M2** Assess the personal training programme for a client.	**BC.D2** Evaluate the planning and delivery of a personal training session, justifying suggestions made to improve own and client's performance.
C.P4 Plan and deliver a personal training session to a client.	**C.M3** Assess own planning and delivery and client's performance from a personal training session.	
C.P5 Demonstrate correct technique and adaptations for cardiovascular, muscular endurance, muscular strength, flexibility and functional exercises.		
C.P6 Review own and client's performance from a personal training session.		
C.P7 Review client's fitness levels and modify the client's personal exercise programme to meet their requirements.		

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

*	Signposted to indicate opportunities for development as a part of wider teaching and learning
√	Embedded in teaching, learning and assessment
blank	Not embedded or signposted in unit

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence. The *Pearson BTEC International Level 3 Qualifications Supplementary Information* document gives information on setting assignments. There is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

Learning aims: B and C (B.P3, C.P4, C.P5, C.P6, C.P7, B.M2, C.M3, BC.D2)

Further information for teachers and assessors

Resource requirements

For this unit, students must have access to:

- Fully equipped fitness environment e.g. a gym, sports hall, fitness testing laboratory.
- Range of fitness training equipment e.g. cardiovascular and resistance machines, fixed weights.
- Sport facilities (indoor and outdoor) and equipment to enable particpation in a range of sports and physical activities.
- Health screening tools e.g. Physical Activity Readiness Questionnaire (PAR-Q).
- Fitness testing equipment e.g. stopwatches, heart rate monitors, skinfold callipers.
- Current industry guidelines, and resources on fitness training methods and health and safety standards.

Essential information for assessment decisions

Learning aim A

For distinction standard, students will interpret the results of the lifestyle assessments and screening tests for a client and evaluate how the results can have an impact on their lifestyle and training programme requirements. They will be able to provide suggestions as to what type of exercises would be suitable, with reasoning and justification from evidence discovered in the screening process and provide justified reasoning for methods they could use to improve their participation in regular exercise. Students will provide justified reasoning for the inclusion of each specific exercise and progression of the training programme, based on the client's screening information and lifestyle and how the training programme is going to meet their needs.

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

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

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

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

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

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

Students will provide appropriate methods to improve the client's participation in regular exercise showing an understanding of which methods are more appropriate for their needs.

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

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Learning aims B and C

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

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

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

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

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

For pass standard, students will demonstrate a practical understanding of personal training methods for cardiovascular, muscular strength, muscular endurance, flexibility and functional exercise. They will be able to perform correct and safe techniques for all types of exercise and be able to provide teaching points to support clients to perform the correct techniques. Students will be able to show that they understand the different types of equipment used in a gym and outside of a gym for each type of exercise and why a particular piece of equipment may be preferable to another for individual clients. They will know how to adapt each exercise for clients with different fitness levels and individual needs. They will also be able to offer alternative exercises to support clients with different needs.

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

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

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

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

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

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

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

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

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

Students must show the ability to observe and correct poor technique where required, giving regular teaching points to meet individual needs.

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

Links to other units

This unit links to:

- Unit 2: Fitness Testing
- Unit 3: Sports Injuries Management
- Unit 4: Sport Psychology
- Unit 5: Anatomy and Physiology in Sport
- Unit 6: Nutrition for Physical Performance
- Unit 13: Fitness Training
- Unit 21: Influence of Technology in Sport and Physical Activities
- Unit 23: Enhanced Exercise and Fitness Training.

5 Planning your programme

Is there a student entry requirement?

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

Students are most likely to succeed if they have:

- five international GCSEs at good grades, and/or
- BTEC qualification(s) at Level 2
- other appropriate qualifications or achievement at year 11 or age 16 in core subjects. Students may demonstrate ability to succeed in various ways. For example, students may have relevant work experience or specific aptitude shown through diagnostic tests or non-educational experience.

If students are studying in English we recommend that they have attained at least Level B2 in the Common European Framework of Reference for Languages or Pearson Global Scale of English 51. Please see resources available from Pearson at www.pearson.com/english.

Supporting you in planning and implementing your programme

There will be lots of free teaching and learning support to help you deliver the new qualifications:

- Delivery guides are provided for each mandatory unit as well as a selection of optional units. These guides are intended to give an introduction to the unit, an overview of the assessment requirements, and a summary of the teaching content to be delivered and assessed.
- Sample delivery plans for all qualification sizes, designed to help you plan and deliver a teaching programme across a specified duration. These plans consist of the mandatory units required in each size as well as a selection of optional units recommended by us.
- Sample schemes of work are provided for each mandatory unit as well as a selection of optional units. These schemes of work are intended to show you how to deliver the teaching and assessment for each unit within the guided learning hours given. Each scheme of work provides an example of how each lesson can be structured, identifying key teaching topic areas, and how this content can be delivered using a range of teacher and student activities. These are available in Word™ format for ease of customisation.
- Our resources guide sets out the minimum resources required to support the planning, teaching and preparation for assessments for all units in this specification.

- For units assessed with a Pearson Set Assignment Brief, we have provided a sample assignment as an example of the form of assessment for the unit. For the remaining units, we will allow you to set your own assignments, according to your students' preferences and to link with your local employment profile. We also provide Authorised Assignment Briefs, which are approved by Pearson Standards Verifiers.
- Our transition guide highlights key similarities and differences between the new qualification and Pearson BTEC International Level 3 in Sport (2020), which this qualification replaces .

Using Pearson Progress to support the planning, delivery and management of internal assessments

Pearson Progress is a digital support system that helps you to manage the assessment and quality assurance of these qualifications. This application supports the delivery, assessment and quality assurance of International BTECs in centres and supports teachers, assessors and students as follows:

- course creation
- creating and verifying assignments
- creating assessment plans and recording assessment decisions
- upload of assignment evidence
- tracking progress of every student.

The system is accessible to teachers and students so that they both can track their progress.

Training and support from Pearson

There are many people available to support you and give you advice and guidance on the delivery of these qualifications. They include the following:

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

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC International Level 3 qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

We also offer 'Getting Ready to Teach' events which are designed to get teachers ready for delivery of the BTEC International Level 3 qualifications. They include an overview of qualification structures, planning and preparation for internal assessment, and quality assurance.

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

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

6 Understanding the qualification grade

Awarding and reporting for the qualification

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

Eligibility for an award

In order to be awarded a qualification, a student must complete all units AND achieve a Pass or above in all mandatory units unless otherwise specified. Refer to the structure in *Section 3 Structure*. Students must:

- complete and **have an outcome** (D, M, P or U) for all units within a valid combination
- achieve all the **mandatory units at Pass or above** shown in *Section 3 Structure*
- achieve the **minimum number of points** at a grade threshold.

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

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

Awarding the qualification grade

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

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

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

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

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

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

Points available for units

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

Grade	Unit size (60 GLH)
U	0
Pass	6
Merit	10
Distinction	16

Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your students when the unit grades are submitted and the qualification claim is made. Students will be awarded qualification grades for achieving the sufficient number of points (with valid combinations) within the ranges shown in the relevant *Calculation of the qualification grade* table for the cohort.

Calculation of the qualification grade

Applicable for registration from 1 September 2026.

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

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

Example grading tables

In this section, you will find examples of how students can meet a range of qualification grade thresholds based on the unit points accumulated, to determine an overall qualification grade.

Pearson BTEC International Level 3 Certificate in Sport (180 GLH)

Achievement of a Certificate with a Merit grade

Unit number	GLH	Type (Int/PSA)	Grade	Unit points
1	60	PSA	Pass	6
12	60	Int	Merit	10
13	60	Int	Distinction	16
TOTAL	**180**		**Merit**	**32**

In this example, the student has sufficient points for a Merit grade. The student has met the minimum requirement for Pass or higher in the mandatory unit.

Pearson BTEC International Level 3 Extended Certificate in Sport (360 GLH)

Achievement of an Extended Certificate with a Pass grade

Unit number	GLH	Type (Int/PSA)	Grade	Unit points
1	60	PSA	Distinction	16
2	60	PSA	Merit	10
9	60	Int	Pass	6
12	60	Int	Pass	6
13	60	Int	Pass	6
14	60	Int	Pass	6
TOTAL	**360**		**Pass**	**50**

In this example, the student has sufficient points for a Pass grade. The student has met the minimum requirement for Pass or higher in the mandatory units.

Pearson BTEC International Level 3 Foundation Diploma in Sport (540 GLH)

Achievement of a Foundation Diploma with a Distinction grade

Unit number	GLH	Type (Int/PSA)	Grade	Unit points
1	60	PSA	Distinction	16
2	60	PSA	Merit	10
3	60	PSA	Distinction	16
9	60	Int	Distinction	16
10	60	Int	Pass	6
12	60	Int	Merit	10
13	60	Int	Merit	10
14	60	Int	Distinction	16
15	60	Int	Distinction	16
TOTAL	**540**		**Distinction**	**116**

In this example, the student has sufficient points for a Distinction grade. The student has met the minimum requirement for Pass or higher in the mandatory units.

Pearson BTEC International Level 3 Diploma in Sport (720 GLH)

Achievement of a Diploma with a PP grade

Unit number	GLH	Type (Int/PSA)	Grade	Unit points
1	60	PSA	Pass	6
2	60	PSA	Merit	10
3	60	PSA	Merit	10
4	60	PSA	Pass	6
5	60	PSA	Merit	10
9	60	Int	Pass	6
10	60	Int	Merit	10
12	60	Int	Unclassified	0
13	60	Int	Unclassified	0
14	60	Int	Merit	10
15	60	Int	Pass	6
16	60	Int	Merit	10
TOTAL	**720**		**PP**	**84**

In this example, the student has sufficient points for a PP grade despite receiving an Unclassified result for Units 12 and 13. The student has met the minimum requirement for Pass or higher in the mandatory units.

Pearson BTEC International Level 3 Diploma in Sport (720 GLH)

Achievement of a Diploma with an MM grade

Unit number	GLH	Type (Int/PSA)	Grade	Unit points
1	60	PSA	Merit	10
2	60	PSA	Merit	10
3	60	PSA	Distinction	16
4	60	PSA	Pass	6
5	60	PSA	Distinction	16
9	60	Int	Pass	6
10	60	Int	Merit	10
12	60	Int	Pass	6
13	60	Int	Pass	6
14	60	Int	Merit	10
15	60	Int	Distinction	16
16	60	Int	Merit	10
TOTAL	**720**		**MM**	**122**

In this example, the student has sufficient points for an MM grade. The student has met the minimum requirement for Pass or higher in the mandatory units.

Pearson BTEC International Level 3 Diploma in Sport (720 GLH)

An Unclassified result for a Diploma

Unit number	GLH	Type (Int/PSA)	Grade	Unit points
1	60	PSA	Unclassified	0
2	60	PSA	Merit	10
3	60	PSA	Distinction	16
4	60	PSA	Pass	6
5	60	PSA	Distinction	16
9	60	Int	Pass	6
10	60	Int	Merit	10
12	60	Int	Pass	6
13	60	Int	Pass	6
14	60	Int	Merit	10
15	60	Int	Distinction	16
16	60	Int	Merit	10
TOTAL	**720**		**Unclassified**	**112**

In this example, the student has sufficient points for an MM grade but has not met the minimum requirement for Pass or higher in all of the mandatory units. An Unclassified result for Unit 1.

Pearson BTEC International Level 3 Extended Diploma in Sport (1080 GLH)

Achievement of an Extended Diploma with an MMM grade

Unit number	GLH	Type (Int/PSA)	Grade	Unit points
1	60	PSA	Pass	6
2	60	PSA	Merit	10
3	60	PSA	Pass	6
4	60	PSA	Pass	6
5	60	PSA	Distinction	16
6	60	PSA	Pass	6
7	60	PSA	Pass	6
8	60	PSA	Merit	10
9	60	Int	Pass	6
10	60	Int	Distinction	16
11	60	Int	Merit	10
12	60	Int	Pass	6
13	60	Int	Unclassified	0
14	60	Int	Merit	10
15	60	Int	Pass	6
17	60	Int	Merit	10
19	60	Int	Distinction	16
22	60	Int	Merit	10
TOTAL	**1080**		**MMM**	**156**

In this example, the student has sufficient points for an MMM grade despite receiving Unclassified result for Unit 13. The student has met the minimum requirement for Pass or higher in the mandatory units.

Pearson BTEC International Level 3 Extended Diploma in Sport (1080 GLH)

Achievement of an Extended Diploma with a DDD grade

Unit number	GLH	Type (Int/PSA)	Grade	Unit points
1	60	PSA	Distinction	16
2	60	PSA	Merit	10
3	60	PSA	Merit	10
4	60	PSA	Pass	6
5	60	PSA	Distinction	16
6	60	PSA	Pass	6
7	60	PSA	Distinction	16
8	60	PSA	Distinction	16
9	60	Int	Merit	10
10	60	Int	Distinction	16
11	60	Int	Merit	10
12	60	Int	Distinction	16
13	60	Int	Merit	10
14	60	Int	Merit	10
15	60	Int	Distinction	16
17	60	Int	Merit	10
19	60	Int	Distinction	16
22	60	Int	Merit	10
TOTAL	**1080**		**DDD**	**220**

In this example, the student has sufficient points for a DDD grade. The student has met the minimum requirement for Pass or higher in the mandatory units.

Pearson BTEC International Level 3 Extended Diploma in Sport (1080 GLH)

An Unclassified result for an Extended Diploma

Unit number	GLH	Type (Int/PSA)	Grade	Unit points
1	60	PSA	Unclassified	0
2	60	PSA	Merit	10
3	60	PSA	Pass	6
4	60	PSA	Pass	6
5	60	PSA	Pass	6
6	60	PSA	Pass	6
7	60	PSA	Merit	10
8	60	PSA	Merit	10
9	60	Int	Merit	10
10	60	Int	Pass	6
11	60	Int	Merit	10
12	60	Int	Unclassified	0
13	60	Int	Pass	6
14	60	Int	Merit	10
15	60	Int	Unclassified	0
17	60	Int	Merit	10
19	60	Int	Pass	6
22	60	Int	Merit	10
TOTAL	**1080**		**Unclassified**	**122**

In this example, the student has sufficient points for a PPP grade but has not met the minimum requirement for Pass or higher in all of the mandatory units. An Unclassified result for Unit 1.

Appendix 1 Glossary of terms used for internally assessed units

Term	Definition
Adequate	Student work is satisfactory or acceptable in quality and quantity.
Analyse	Students break the issue/situation down into the key elements and show their understanding of the issues/situation applied to the scenario/context. Responses would be significantly beyond generic.
Apply/use/employ	Students implement a method, technique, process or approach in an activity.
Assess	Students give careful consideration to all the factors or events that apply, identify which are the most important or relevant, and make a judgement on the importance of the factors.
Carry out	Students demonstrate skills through practical activities, in line with certain requirements.
Clear/ly	The qualities required are well demonstrated, unambiguous and beyond a basic level.
Coherent	Student intentions are clear, logically structured and can be interpreted by others.
Compare	Students show knowledge and understanding by identifying the main factors relating to two or more items/situations or aspects of a subject that is extended with the required explanations, e.g. similarities/differences, advantages/disadvantages, impacts.
Comprehensive	Used to describe either scope or depth, for example: Student work is well developed and thorough, covering all aspects/information in terms of both depth and breadth. OR Students demonstrate in-depth and accurate understanding of the aspects being assessed.
Confident	Student work demonstrates well-developed and secure application of skills or processes that are significantly beyond a basic level.

Term	Definition
Consistent	Students demonstrate reliable and constant practice that maintains a set standard.
Create/produce	Students generate an idea/outcome to specific criteria.
Demonstrate	Students carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Students provide an account of something, or highlight a number of key features of a given topic or process, that shows a level of understanding.
Detailed	Students cover most if not all of the expected requirements and demonstrate a high level of understanding.
Develop	Students apply a process of improving/progressing skills, concepts or work in order to produce outcomes.
Discuss	An issue, situation or process will be presented and the student will need to break the issue/situation/process down into the key elements, show their understanding of the issues/situation/process applied to the scenario/context (so generic answers are not acceptable), and show interrelationship in their answers.
Effective	Students demonstrate skills or provide outcomes that are well developed with a range of proficient qualities and that achieve objectives.
Evaluate	Students consider various aspects of a subject's qualities in relation to its context such as strengths or weaknesses, advantages or disadvantages, pros or cons. They will come to a judgement supported by evidence, which will often be in the form of a conclusion.
Examine	Students demonstrate an ability to thoroughly inspect something in order to determine its qualities beyond a basic exploration.
Explain	Students can give an insight into the topic showing some level of understanding by providing reasons or examples.
Explore	Students undertake practical research or investigation to develop their skills or understanding of the topic/activity.
Implement	Students take actions or measures to put something into effect.

Term	Definition
Investigate	Students perform a systematic inquiry into a topic using research skills, usually to demonstrate their understanding of a topic.
Justify	Students give relevant and logical reasons or evidence to support their actions or opinions.
Partial/some	To an extent, but not completely. Students do not include all of the requirements.
Perform	Students demonstrate a range of skills required to complete a given activity.
Prepare	Students organise a task/equipment/individuals/activities in advance of carrying it out.
Realistic/feasible	Students demonstrate insight into the logistics and manageability of proposals/plans/objectives/ideas and show consideration of the potential to achieve the outcomes.
Refine/optimise	Students make considered improvements to outcomes.
Review	Students consider evidence in order to make judgements about the qualities.
Understand	Students demonstrate insight or ability to interpret a subject.
Undertake	Students demonstrate skills through practical activities, often referring to given processes or techniques.

Appendix 2 Transferable Skills framework

Code = transferable skill initials-skill cluster initials

Managing yourself

Code	Skill cluster	Performance descriptor
MY-TPR	Taking personal responsibility	• Demonstrates understanding of their role and responsibilities and the expected standards of behaviour. • Demonstrates compliance with codes of conduct and ways of working. • Makes use of available resources to complete tasks. • Manages their time to meet deadlines and the required standards. • Demonstrates accountability for their decisions or actions.
MY-PS&R	Personal strengths and resilience	• Identifies own personal strengths and demonstrates the ability to use these in relevant areas. • Demonstrates the ability to adapt own mindset and actions to changing situations or factors. • Uses challenges as learning opportunities.

Code	Skill cluster	Performance descriptor
MY-COP	Career orientation planning	• Undertakes research to understand the types of roles in the sector in which they could work. • Reviews own career plans against personal strengths and identifies areas for development to support progression into selected careers. • Takes part in sector-related experiences to support career planning.
MY-PGS	Personal goal-setting	• Sets SMART goals using relevant evidence and information. • Reviews progress against goals and identifies realistic areas for improvement. • Seeks feedback from others to improve own performance.

Effective learning

Code	Skill cluster	Performance descriptor
EL-MOL	Managing own learning	• Maintains a focus on own learning objectives when completing a task. • Demonstrates the ability to work independently to complete tasks. • Reviews and applies learning from successful and unsuccessful outcomes to be effective in subsequent tasks.
EL-CL	Continuous learning	• Engages with others to obtain feedback about own learning progress. • Responds positively to feedback on learning progress from others. • Monitors own learning and performance over the short- and medium-term.
EL-SRS	Secondary research skills	• Defines the research topic or question. • Uses valid and reliable sources to collate secondary data. • Interprets secondary data and draws valid conclusions. • Produces a reference list and cites sources appropriately.
EL-PRS	Primary research skills	• Defines the research topic or question. • Carries out primary data collection using appropriate and ethical research methodology. • Interprets primary data to draw valid conclusions.

Interpersonal skills

Code	Skill cluster	Performance descriptor
IS-WC	Written communication	• Produces clear formal written communication using appropriate language and tone to suit purpose.
IS-V&NC	Verbal and non-verbal communications	• Uses verbal communication skills effectively to suit audience and purpose. • Uses body language and non-verbal cues effectively. • Uses active listening skills and checks understanding when interacting with others.
IS-T	Teamwork	• Engages positively with team members to understand shared goals, and own roles and responsibilities. • Respectfully considers the views of team members and consistently shows courtesy and fairness. • Completes activities in line with agreed role and responsibilities. • Provides support to team members to achieve shared goals.
IS-C&SI	Cultural and social intelligence	• Demonstrates awareness of own cultural and social biases. • Demonstrates diversity, tolerance and inclusivity values in their approach to working with others.

Solving problems

Code	Skill cluster	Performance descriptor
SP-CT	Critical thinking	• Demonstrates understanding of the problem or issue to be addressed. • Makes use of relevant information to build ideas and arguments. • Assesses the importance, relevance and/or credibility of information. • Analyses, interprets and evaluates information to present reasoned conclusions.
SP-PS	Problem-solving	• Presents a clear definition of the problem. • Gathers relevant information to formulate proposed solutions. • Selects relevant and significant information to formulate proposed solutions. • Identifies negative and positive implications of proposed solutions. • Presents and justifies selected solutions to problems.
SP-C&I	Creativity and innovation	• Identifies new and relevant ideas to help solve a problem. • Refines ideas into workable solutions based on test results and/or feedback.

Appendix 3 Digital Skills framework

Problem solving

Using digital tools to analyse and solve problems:

Performance descriptor	Unit mapping
Use digital tools and techniques for research, collaboration and resolution of problems.	Units 1, 4, 6, 7
Have up-to-date knowledge of ways that technology is used within a sector.	Units 1, 4, 6, 7
Present ideas and findings using digital tools.	Units 1, 4, 6, 7
Use digital tools to manipulate data.	Units 1, 4, 6, 7

Digital collaboration and communication

Using digital tools to communicate and share information with stakeholders:

Performance descriptor	Unit mapping
Understand and use digital collaboration and communication platforms.	Units 1, 3, 7, 8, 11, 20, 22
Use collaboration tools to meet with, share and collaborate with customers and colleagues.	Units 1, 3, 7, 8, 11, 20, 22

Transacting digitally

Using digital tools to set up accounts and pay for goods/services:

Performance descriptor	Unit mapping
Use online systems to access and update digital records.	N/A
Set up accounts to complete transactions.	N/A

Digital security

Identify threats and keep digital tools safe:

Performance descriptor	Unit mapping
Understand the types of malware.	N/A
Understand the threats involved in carrying out online activities.	Units 2–3, 6, 13–14, 16, 19, 21
Protect personal and organisation information and data.	Units 2–3, 6, 10, 13–14, 16, 19, 21
Keeping systems secure.	Units 2–3, 6, 13–14, 16, 19, 21

Handling data safely and securely

Follow correct procedures when handling personal and organisational data:

Performance descriptor	Unit mapping
Manage passwords and keep them secure.	Units 2–3, 6, 13–14, 16, 19, 21
Identify websites and services that are secure and insecure.	Units 1, 3–4, 6–8, 11, 20, 22
Understand the digital policy for a sector.	Units 2–3, 6, 13–14, 16, 19, 21
Understand the impact of online data.	Units 1–4, 6–7, 13–14, 16, 19, 21
Understand copyright and intellectual property.	Units 1, 4, 6–8, 10, 13, 16, 19–21

Appendix 4 Sustainability framework

Sustainable development goal	Unit mapping
SDG 1: No poverty	
SDG 2: Zero hunger	Unit 6
SDG 3: Good health and wellbeing	Units 1 Units 3–4 Units 5–7 Units 9, 11, 13 Units 16–18
SDG 4: Quality education	Units 7, 9
SDG 5: Gender equality	Units 7, 11, 14
SDG 6: Clean water and sanitation	
SDG 7: Affordable and clean energy	
SDG 8: Decent work and economic growth	Units 7, 12
SDG 9: Industry, innovation and infrastructure	
SDG 10: Reduced inequalities	Units 2, 10
SDG 11: Sustainable cities and communities	Unit 17
SDG 12: Responsible consumption and production	Units 12, 17, 19
SDG 13: Climate action	
SDG 14: Life below water	
SDG15: Life on land	
SDG 16: Peace, justice and strong institutions	
SDG 17: Partnerships for the goals	

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