

QUALIFICATION SPECIFICATION

 gateway
qualifications



Sport and Active Leisure (Graded) (Level 2)

Access to HE

Apprenticeships

Digital

Employability &
Enterprise

English & Maths

ESOL

Personal & Social
Development

Professional
Development

Vocational

This qualification specification covers the following qualifications:

Qualification Number	Qualification Title
603/2400/4	Gateway Qualifications Level 2 Certificate in Sport and Active Leisure
603/1996/3	Gateway Qualifications Level 2 Diploma in Sport and Active Leisure

Version and date	Change detail	Section/Page Reference
2.1 November 2019	Addition of grading change statement	17
2.2 (April 2021)	Qualification approval from Qualification Wales removed.	Pg7 and 8
2.3 (March 2023)	Removed address and changed back cover	Page 23

About this qualification specification

This qualification specification is intended for tutors, assessors, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The specification should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer the qualifications you must be a Gateway Qualifications recognised centre.

If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: www.gatewayqualifications.org.uk/recognition

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1. Qualification Information

1.1. About the qualifications

The qualifications are regulated by Ofqual (the Office of Qualifications and Examinations Regulation) that regulates qualifications, examinations and assessments in England.

The qualifications have been developed following consultation with further education colleges and adult and community learning who requested new level 2 qualifications that were graded. They are intended primarily for learners post 16 who are interested in Sport and Active Leisure but have not studied Sport and Active Leisure at key stage 4 or who have not achieved level 2 in this subject.

The qualifications may be used within a 16-19 study programme and are intended to give learners the knowledge, understanding and skills that will enable them to progress to further study in a sport or active leisure related area at a higher level.

The qualifications are part of a suite of graded qualifications that Gateway Qualifications has developed to complement the Suite of Skills qualifications in Sport and Active Leisure. The level 2 units in the qualifications have the same content and pass criteria as some of the units in the Suite of Skills qualifications in Sport and Active Leisure but also include merit and distinction criteria.

The qualifications include an optional unit in Improving own Employability Skills. This could be used with learners who are on a programme that encompasses a work placement.

Learners also have the option of completing a substantial project in an area of Sport and Active Leisure. This will support the development of independent learning and research skills that are essential for further study.

1.2. Objective

The objective of the Gateway Qualifications Level 2 Sport and Active Leisure qualifications is to give learners the knowledge, understanding and skills that will enable them to progress to qualifications at a higher level, to an apprenticeship or to employment in a sport or leisure related area.

1.3. Funding

For information on potential sources of funding in England please visit the Education and Skills Funding Agency:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.gov.uk/government/collections/qualifications-approved-for-public-funding>

<https://hub.fasst.org.uk/Pages/default.aspx>

1.4. Geographical coverage

The qualifications have been approved by Ofqual to be offered in England.

If a centre based outside of England (including Scotland) would like to offer the qualifications, they should make an enquiry to Gateway Qualifications.

1.5. Progression opportunities

The qualifications support learners to progress to qualifications in Sport and Active Leisure and related areas at a higher level, to apprenticeships and to employment in the sector.

1.6. Equality, diversity and inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

2. Learner Entry Requirements

2.1 Key information

Qualification Titles	
Age	The qualifications have been approved for learners aged pre-16, 16-18 and 19+. Whilst some of our qualifications are regulated for pre 16 learners our minimum age is 14.
Prior qualifications or units	There is no requirement for learners to have achieved prior qualifications or units in the particular sector prior to undertaking these qualifications.
Prior skills/knowledge/ understanding	There is no requirement for learners to have prior skills, knowledge or understanding. However, to access the qualifications learners should ideally have achieved maths and English at level 1 and be working towards level 2.
Restrictions	There are no restrictions to entry.
Additional requirements/guidance	There are no additional rules or guidance regarding learner entry requirements.

2.2 Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled. Please refer to [Section 4.11 Access Arrangement, Reasonable Adjustments and Special Considerations](#) for further details.

2.3 Recruiting learners with integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification(s).

3. Achieving the Qualifications

3.1 Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

The qualifications are graded at unit and qualification level.

The assignments submitted by learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit as outlined below. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades. Where work for the pass standard is marginal, assessors can take account of any extension work completed by the learners.

3.2 Qualification Size

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Level 2 Certificate in Sport and Active Leisure	230	174	23
Gateway Qualifications Level 2 Diploma in Sport and Active Leisure	450	360	45

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

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

3.3 Qualification structure

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria.

For information on Recognition of Prior Learning please see section **3.4 Recognition of Prior Learning (RPL)**.

Gateway Qualifications Level 2 Certificate in Sport and Active Leisure

Learners must achieve a total of 23 credits including a minimum of 6 credits from the Mandatory Group. The remaining credits can either be taken from the Mandatory Group (additional 6 credits) and from the Optional Group (11 credits) or solely from the Optional Group (17 credits).

Mandatory Group

Learners must achieve one of the two mandatory units totalling 6 credits.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
K/615/8216	Outdoor and Adventurous Activities	2	48	6
T/615/8221	Practical Sport	2	48	6

Optional Group

Learners must achieve a minimum of 11 credits from this group.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
D/615/8228	Sport and Active Leisure Project	2	48	6
H/615/8229	Fitness Testing and Training	2	24	3
Y/615/8213	Anatomy and Physiology for Sport	2	24	3
Y/615/8230	Technical Skills and Tactical Awareness for Sport	2	40	6
D/615/8231	Psychology for Sports Performance	2	32	4
J/615/8434	Nutrition for Sports Performance	2	32	4
H/615/8232	Development of Personal Fitness	2	24	3
T/615/8235	Exercise and Fitness Instruction	2	48	6
A/615/8236	Undertaking an Expedition	2	48	6
F/615/8237	Planning and Running a Sports or Active Leisure Event	2	32	4
R/615/8243	Planning and Leading Sport or Active Leisure Activities	2	32	4
M/615/8248	Sports Coaching	2	40	5
K/615/8250	Injury and Illness in sport	2	24	3
M/615/8251	Effects of Exercise on the Body Systems	2	24	3

Unit Number	Unit Title	Level	Guided Learning	Credit Value
T/615/8252	Basic First Aid Principles	2	8	1
F/615/8450	Working in the Sport and Active Leisure Sector	2	24	3
R/615/8453	Risks and Hazards in Sport and Active Leisure	2	30	4
A/615/7622	Effective Communication for the Workplace	2	30	3
R/615/7724	ICT for the Workplace	2	24	3
J/615/7767	Improving own Employability skills	2	24	3
F/615/7766	Numeracy Skills for the Workplace	2	24	3

Gateway Qualifications Level 2 Diploma in Sport and Active Leisure

Learners must achieve a total of 45 credits including a minimum of 6 credits from the Mandatory Group. The remaining credits can either be taken from the Mandatory Group (additional 6 credits) and from the Optional Group (33 credits) or solely from the Optional Group (39 credits).

Mandatory Group

Learners must achieve one of the two mandatory units totalling 6 credits.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
K/615/8216	Outdoor and Adventurous Activities	2	48	6
T/615/8221	Practical Sport	2	48	6

Optional Group

Learners must achieve a minimum of 33 credits from this group.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
D/615/8228	Sport and Active Leisure Project	2	48	6
H/615/8229	Fitness Testing and Training	2	24	3
Y/615/8213	Anatomy and Physiology for Sport	2	24	3
Y/615/8230	Technical Skills and Tactical Awareness for Sport	2	40	6
D/615/8231	Psychology for Sports Performance	2	32	4
J/615/8434	Nutrition for Sports Performance	2	32	4
H/615/8232	Development of Personal Fitness	2	24	3
T/615/8235	Exercise and Fitness Instruction	2	48	6
A/615/8236	Undertaking an Expedition	2	48	6
F/615/8237	Planning and Running a Sports or Active Leisure Event	2	32	4
R/615/8243	Planning and Leading Sport or Active Leisure Activities	2	32	4
M/615/8248	Sports Coaching	2	40	5

Unit Number	Unit Title	Level	Guided Learning	Credit Value
K/615/8250	Injury and Illness in sport	2	24	3
M/615/8251	Effects of Exercise on the Body Systems	2	24	3
T/615/8252	Basic First Aid Principles	2	8	1
F/615/8450	Working in the Sport and Active Leisure Sector	2	24	3
R/615/8453	Risks and Hazards in Sport and Active Leisure	2	30	4
A/615/7622	Effective Communication for the Workplace	2	30	3
R/615/7724	ICT for the Workplace	2	24	3
J/615/7767	Improving own Employability skills	2	24	3
F/615/7766	Numeracy Skills for the Workplace	2	24	3

3.4 Grading

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

This qualification is graded at unit and qualification level.

The assignments submitted by learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit as outlined below. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades. Where work for the pass standard is marginal, assessors can take account of any extension work completed by the learners.

To achieve a Pass	<ul style="list-style-type: none"> learners must evidence all Pass criteria from the assessment and grading grid
To achieve a Merit	<ul style="list-style-type: none"> learners must evidence all Pass and Merit criteria from the assessment and grading grid should a learner achieve some of the Merit criteria but not all, this would provide the opportunity for additional guidance to enable the learner to progress all work to the required standard to achieve all the Merit criteria partial achievement of the Merit criteria cannot attract the Merit grade.
To achieve a Distinction	<ul style="list-style-type: none"> learners must evidence all Pass, Merit and Distinction criteria from the assessment and grading grid Distinction criteria are qualitative extensions of the Merit criteria should a learner achieve some of the Distinction criteria but not all, this would provide the opportunity for additional guidance to enable the learner to progress all work to the required standard to achieve all the Distinction criteria

- partial achievement of the Distinction criteria cannot attract the Distinction grade.

The qualification grade will be automatically calculated for learners when the learner unit grades are submitted by a centre. The overall grade is calculated based on the rules of combination for the qualification, in the following way:

1. The unit grade is converted to a number of points per credit (see table below).
2. The units required to meet the rules of combination are selected and the points allocated per credit are applied.
3. If the amount of credit needed for the qualification is less than the amount of credit achieved by the learner, ie the learner has overachieved, the total number of points will be adjusted. This will be calculated as a proportion of the total number of credits achieved by the required number of credits to complete the overall grade:

$$\frac{\text{No. of credits required} \times \text{Total No. of Points}}{\text{No. of credits achieved}} = \text{Adjusted Points Total}$$

4. Any surplus credits will be listed on the credit transcript.
5. Number of points are totalled and the overall grade applied according to the 'qualification grade' table.

The table below shows the **number of points scored per credit** at the unit level and grade:

	Points per credit		
	Pass	Merit	Distinction
Level 2	5	6	7

Learners who achieve the correct number of points within the ranges show in the 'qualification grade' table below will achieve the qualification merit or distinction grade:

Level 2 Certificate in Sport and Active Leisure

	Pass	Merit	Distinction
Points range	115-126	127-138	139-161

Level 2 Diploma in Sport and Active Leisure

	Pass	Merit	Distinction
Points range	225-247	248-292	293-315

Gateway Qualifications monitors the maintenance of qualification standards through its quality assurance activity. In order to maintain standards there may be occasions where it is necessary to change the overall grade threshold. In the event of a change notification will be communicated to centres.

Level 2 Certificate in Sport and Active Leisure - Example 1

Achievement of merit qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x grade)
Outdoor and Adventurous Activities	6	Pass	5	30
Fitness Testing and Training	3	Distinction	7	21
Psychology for Sports Performance	4	Merit	6	24
Risks and Hazards in Sport and Active Leisure	4	Pass	5	20
Effects of Exercise on the Body Systems	3	Merit	6	18
Working in the Sport and Active Leisure Sector	3	Merit	6	18
Totals	23			131

Level 2 Diploma in Sport and Active Leisure - Example 1

Achievement of pass qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x grade)
Outdoor and Adventurous Activities	6	Pass	5	30
Exercise and Fitness Instruction	6	Pass	5	30
Sport and Active Leisure Project	6	Pass	5	30
Fitness Testing and Training	3	Pass	5	15
Anatomy and Physiology for Sport	3	Pass	5	15
Technical Skills and Tactical Awareness for Sport	6	Pass	5	30
Psychology for Sports Performance	4	Pass	5	20
Nutrition for Sports Performance	4	Pass	5	20
Effective Communication for the Workplace	3	Merit	6	18
Risks and Hazards in Sport and Active Leisure	4	Merit	6	24
Totals	45			232

Level 2 Diploma in Sport and Active Leisure - Example 2

Achievement of merit qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x grade)
Outdoor and Adventurous Activities	6	Distinction	7	42
Exercise and Fitness Instruction	6	Pass	5	30
Sport and Active Leisure Project	6	Pass	5	30
Fitness Testing and Training	3	Distinction	7	21
Anatomy and Physiology for Sport	3	Pass	5	15
Technical Skills and Tactical Awareness for Sport	6	Merit	6	36
Psychology for Sports Performance	4	Distinction	7	28
Nutrition for Sports Performance	4	Pass	5	20
Effective Communication for the Workplace	3	Merit	6	18
Risks and Hazards in Sport and Active Leisure	4	Merit	6	24
Totals	45			264

3.5 Recognition of Prior Learning

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

*The recognition of prior learning is permitted for this qualification and includes the prior attainment of units on a qualification offered by Gateway Qualifications, e.g. where a learner progresses from a smaller qualification to a larger qualification and where the qualifications have shared content such as an Award, Certificate and/or Diploma.

Centres should refer to the Gateway Qualifications' Recognition of Prior Learning policy and follow the process available on the website.

Qualification Number	Qualification Title	RPL Permitted
603/2400/4	Gateway Qualifications Level 2 Certificate in Sport and Active Leisure*	Yes

Qualification Number	Qualification Title	RPL Permitted
603/1996/3	Gateway Qualifications Level 2 Diploma in Sport and Active Leisure*	Yes

3.6 Links to other qualifications

The qualifications are part of a suite of graded qualifications that Gateway Qualifications has developed to complement the Suite of Skills qualifications in Sport and Active Leisure. The level 2 units in the qualifications have the same content and pass criteria as units in the Suite of Skills qualifications in Sport and Active Leisure but also include merit and distinction criteria.

The qualifications also provide the opportunity to develop employability skills as well as English, maths and ICT skills.

4. Assessment

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

4.1 Method of assessment

The method of assessment for the qualifications is through a portfolio of evidence.

4.2 Assessment language

The qualifications are assessed in English only.

4.3 Assessment booking

Centres must first register learners on the qualification. [See Section 7 Learner Registration and Results.](#)

4.4 Assessment materials

There are no specific assessment materials provided for the qualifications. However, centres should refer to the guidance on assessment.

4.5 Access Arrangements, Reasonable Adjustments and Special Considerations

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- British Sign Language (BSL);

- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;
- prompter;
- providing assistance during assessment;
- reader;
- scribe;
- transcript;
- use of assistive software;
- using assistive technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

Special Considerations

Requests for special consideration should be submitted as soon as possible. Please refer to the [Reasonable Adjustments and Special Consideration Policy](#).

5. Centre Recognition and Qualification Approval

5.1 Centre Recognition

Both centre recognition and qualification approval must be gained before centres are permitted to deliver these qualifications. Guidance on the centre recognition and qualification approval processes is available on the website:

<https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/centre-recognition/>

5.2 Qualification-specific centre requirements

Centres must ensure that they have the appropriate resources in place when delivering skills based in the vocational area.

In the delivery of qualification and units to pre-16 learners centres are required to exercise due diligence in respect of the following:

- the learner's needs and access to information and advice about the units offered and how the course of learning will meet their needs;
- the learner's present capacity to undertake the tasks set by tutors, and tutors understanding of how particular tasks accord with the assessment criteria for the unit;
- tutors should be fully conversant with the qualification and unit specification/s offered to learners. Where clarification is required the centre should consult with the assigned Quality Reviewer for further advice and guidance in the delivery of units and refer to the Centre Handbook and Reasonable Adjustment and Special Consideration policy and guidance.
- centres will be required to have appropriate and up to date risk assessments and ensure that appropriate support and supervision is provided; appropriate subject specialists should be consulted where the possibility of harm to learners is identified; this will be monitored through Gateway Qualifications' quality assurance process.
- the centre contact for the unit/qualification being delivered must ensure that all procedures relating to the delivery of the unit/qualification operate effectively in the centre.

5.3 Qualification-specific tutor/assessor requirements

There are no additional internal/external quality assurance requirements for the qualifications.

Tutor/Assessors must be fully qualified and experienced in the subject area in which they are delivering, details of which must be provided to Gateway Qualifications as part of the Qualification Approval application.

6. Quality Assurance

6.1 Qualification-specific quality assurance requirements

There are no additional internal/external quality assurance requirements for the qualifications.

6.2 Malpractice

Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the internal and external assessment process, and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of Gateway Qualifications
- the qualification to the public at large.

Centre staff should be familiar with the contents of Gateway Qualifications Malpractice and Maladministration Policy, <https://www.gatewayqualifications.org.uk/wp-content/uploads/2017/10/Malpractice-and-Maladministration-Policy.pdf>

6.3 Additional requirements/guidance

There are no additional requirements that learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

7. Learner Registration and Results

7.1 Registration

Centres will register learners via the Gateway Qualifications' online registration portal. Learner registration guidance is available on our website, <https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/registering-learners/>.

7.2 Issuing results

Results for learners who do not reach the minimum standard for a pass will be recorded as fail.

7.3 Enquiries

Enquiries about assessment decisions should be made once the centre has followed its internal enquiries and appeal procedures.

Contact details are available on our website:
<https://www.gatewayqualifications.org.uk/contact-us/>

8. What to do next

For existing centres please contact your named Development Manager or Development Officer.

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

9. Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

10. Appendices

10.1 Appendix 1 – Unit details

Outdoor and Adventurous Activities

Level: Level 2
Credit Value: 6
GLH: 48
Unit Number: K/615/8216

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know how outdoor and adventurous activities are organised and provided.	1.1 Identify different providers of outdoor and adventurous activities. 1.2 Explain how different activities are organised and provided.		

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Know about health and safety considerations in relation to outdoor and adventurous activities.	2.1 Describe the health and safety considerations associated with different outdoor and adventurous activities. 2.2 Identify the potential risks and hazards for a specific outdoor or adventurous activity and ways to remove or reduce these.	M(i) Complete a risk assessment for a specific activity which includes consideration of risks and hazards, the likelihood of their happening and their potential impact.	
3 Know about environmental impact in relation to outdoor and adventurous activities.	3.1 Outline the environmental impact of different outdoor and adventurous activities and ways to keep negative impact to a minimum.		D(i) Evaluate how well a particular activity run by a specific organisation has minimised negative environmental impact, including the strategies used and how effective they were.
4 Be able to demonstrate skills and techniques associated with outdoor and adventurous activities.	4.1 Demonstrate appropriate skills and techniques for two different outdoor and adventurous activities.	M(ii) Demonstrate physical (e.g. rowing) and mental (e.g. route-planning) skills and techniques.	
5 Be able to review performance in outdoor and adventurous activities.	5.1 Outline strengths and areas for improvement in the performance of an individual, other than self, in outdoor and adventurous activities. 5.2 Outline own strengths and areas for improvement in outdoor and adventurous activities.	M(iii) Explain own strengths and areas for improvement in performance in outdoor and adventurous activities, clearly presenting evidence to back up their self-assessment.	D(ii) Propose strategies for improving performance for self and for another individual, explaining how they will lead to improved performance.

Indicative Content: Outdoor and Adventurous Activities

Learning Outcome 1:

Different providers: e.g. local provision, national provision, geographical differences, sites and centres, activities provided at different sites and centres, activities in the natural environment.

Organisation of different outdoor and adventurous activities: e.g. Governing body information, coaching pathway in activity with information about awards and cost/location of where running, local clubs, training opportunities, competitions, employment opportunities.

Learning Outcome 2:

Health and safety considerations for different activities: e.g. specific recommendations by the governing body, Adventurous Activities Licensing Authority, Health and Safety Executive, local providers such as schools and colleges.

Risks and hazards for outdoor and adventurous activities: to include what a 'hazard' and 'risk' are, types of hazard, i.e. mechanical, physical, chemical, environmental, biological, organisational, specific hazards within different outdoor activities and the associated risks.

Risk assessment for an outdoor and adventurous activity: i.e. hazards, people who may be affected, likelihood of occurrence, severity, risk rating, potential impact of hazards, measures to minimise/reduce risk.

Could use a local risk assessment template from an organisation or one used by a national organisation.

Learning Outcome 3:

Environmental impact of OAA: e.g. erosion, disturbance of fauna and flora, pollution to include rubbish, chemical products and air pollution and construction of facilities.

Ways to keep to a minimum: e.g.

- reinforcing paths by laying gravel or having raised wooden walkways built over them will help to reduce erosion
- stick to marked paths and trails and pay close attention to signs and even return at another time in order to not disturb local flora and fauna
- use of alternative activities such as mountain biking instead of quad biking will help reduce noise and petrol fumes into the air, taking rubbish with you at end of the day to reduce harm to animals such as eating or getting tangled,
- fixing equipment and not allowing any dangerous liquids to drain into the ground or water to prevent poison to animals and plants
- constructing facilities but respecting the environment and carrying out surveys and collaborating with specialist organisations to carry out surveys in order to avoid disturbing plant and wildlife such as badger sets.

Indicative Content: Outdoor and Adventurous Activities

Visit to an organisation and talk from instructor/manager who will talk about an activity that has been used to minimise negative environmental impact, strategies used and how effective they were.

Learning Outcome 4:

Techniques and skills: e.g. physical skills appropriate for chosen AA activities (balance, agility, co-ordination, power, flexibility, speed, strength, cardiovascular endurance, muscular endurance), e.g. soft skills (teamwork, problem solving, leadership, communication, risk awareness, environmental awareness, negotiation, patience), e.g. skills and techniques appropriate to individual OAA activities.

Outdoor and adventurous activities: e.g. surfing, windsurfing, bodyboarding, skiing, snowboarding, sailing, kayaking, canoeing, orienteering, mountaineering, mountain biking, caving.

Recording evidence of performing activities: e.g. logbook, diary, video, observation record, pictures, witness statement.

Learning Outcome 5:**Review of self and peer performance:**

Feedback (e.g. from video, self, peers, observers, teachers), strengths and areas for development against coaching points as set out by national governing bodies, books, internet, instructors, use SMART (specific, measurable, achievable, realistic, time bound) targets, development opportunities such as coaching courses, clubs, OAA centres, lessons at school/college, impact of action plan on future participation.

Practical Sport

Level: Level 2
Credit Value: 6
GLH: 48
Unit Number: T/615/8221

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Be able to demonstrate skills, techniques and tactics for sports.	1.1 Demonstrate appropriate skills, techniques and tactics for a selected individual sport. 1.2 Demonstrate appropriate skills, techniques and tactics for a selected team sport.		
2 Know rules, regulations and scoring systems of sports.	2.1 Describe the rules, regulations and scoring system for a selected individual sport. 2.2 Describe the rules, regulations and scoring system for a selected team sport.	M(i) Explain the importance of certain rules, regulations and/or the scoring system for a selected individual sport or a selected team sport (e.g. in increasing safety, maintaining flow).	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Know the roles and responsibilities of sports officials.	3.1 Describe the main roles and responsibilities of officials for a selected individual sport. 3.2 Describe the main roles and responsibilities of officials for a selected team sport.		D(i) Explain why it is important for officials for a selected individual sport or a team sport to fulfil their responsibilities effectively D(ii) Assess the effectiveness of an individual or group of officials on a specific occasion.
4 Be able to review sports performance.	4.1 Design an appropriate tool to identify strengths and areas for improvement in sporting performance. 4.2 Apply tool of own devising to identify: <ul style="list-style-type: none"> a) own strengths and areas for improvement in a selected sporting activity b) strengths and areas for improvement for an individual, other than self, or for a team in a selected sporting activity. 	M(ii) Explain how findings from use of tool have resulted in identification of strengths and areas for improvement in a selected sporting activity for self and another person or team.	D(iii) Evaluate the effectiveness of the tool in identifying strengths and areas for improvement.

Indicative Content: Practical Sport

Learning Outcome 1:

Skills and techniques: i.e. demonstrate the ability to perform techniques and apply skills within the selected sports e.g. Badminton: short serve, long serve, smash, drop shot, overhead clear, footwork and movement, ready position to receive serve; Rounders: close catching, high catching, long barrier, retrieving the ball, bowling, batting, fielding on the base.

Tactics: e.g. Badminton: shot selection, positioning, being in the centre of the court, moving your opponent around the court, deception, playing shots as early as possible. Rounders: Strategies and team skills – Fielding - setting the field for good and weak batters; Batting tactics – hitting into the spaces between fielders, hitting over the top of fielders, hitting into the space where there are no fielders; Bowling – Tactics for bowling against individual batters (slow delivery, fast delivery and looping delivery).

Individual Sports: e.g. Badminton, tennis, gymnastics, trampolining, athletics, swimming, martial arts.

Team Sports: e.g. Football, Netball, Cricket, Hockey, Rounders, Volleyball, rugby, basketball, ice hockey.

Learning Outcome 2:

Rules: i.e. rules / laws of the sport devised by international governing bodies, utilised and adhered to by national governing bodies e.g. ICC and ECB – Cricket.

Regulations: i.e. relating to maintaining the health and safety of all participants within selected sports (e.g. cricket players wearing helmets, abdominal guards, pads and gloves; checking of playing surfaces, spaces and equipment; correct number of officials).

Scoring Systems: Methods and procedures of point scoring / gaining points in selected sports, how to win a match in selected sports (e.g. Cricket – speed of runs, four runs for the ball crossing the boundary, six runs for the ball crossing the boundary in the air without bouncing, winning team scores the most runs from one or two innings).

Importance: of rules, regulations and scoring systems for a selected individual or team sport (e.g. football – wearing shin pads and removing jewellery to prevent injury, no two footed tackles to prevent injury and encourage fair play, the whole of the ball crossing the goal line to reduce goals being awarded inaccurately, the advantage rule in football to maintain flow and reduce conflict).

Learning Outcome 3:

Roles: i.e. of officials (referees, linesmen, umpires) in team and individual sports. Badminton – Line judges, umpire, match referee. Rounders – batting umpire, bowling umpire; positioning (e.g.) batting umpire must have view of the batting square, the bowling square and 1st and 4th base, bowling umpire must have view of 2nd and 3rd base and batting square. Umpires swap position after 1st innings.

Indicative Content: Practical Sport

Responsibilities: Hold the required qualifications and certifications needed to be able to apply, interpret and uphold the rules / laws, communicate them clearly and consistently to the participants, check and maintain health and safety (check surface, equipment, clothing, footwear), encourage etiquette and fair play, record and report scores accurately.

Importance: i.e. of officiating correctly and according to the rules / laws of the sport (e.g. safer for participants by maintaining control, maintaining fair play, encouraging good relationships and respect between participants and officials, teams and individuals, developing rapport with participants).

Effectiveness: of officials in performing their duties on a specific occasion (e.g. a competitive situation); Strengths and weakness of officials and impact of their performance within the competitive situation (e.g. poor positioning by an assistant referee not spotting an offside which resulted in a goal, incorrect scoring recorded / reported, checking equipment / space before competition resulting in a safer environment for participants).

Learning Outcome 4:

Design: Create a tool/template that could be used to identify strengths and weaknesses in both an individual and team sport (e.g. tally table to collect data on skills, techniques, tactics, communication, team work, fitness).

Observe: Use the template to collect data on own performance in an individual or team sport identifying strengths and areas for improvement (e.g. skills, techniques, tactics, communication, team work, fitness).

Observe: Use the template to collect data for another individual, or for a team, identifying strengths and areas for performance (e.g. skills, techniques, tactics, communication, team work, fitness).

Explain: Use findings to explain strengths and weaknesses of self and peer/team (e.g. technical models of skills/techniques, raw data and percentages of performance, observation and subjective analysis).

Evaluate the tool: Explain the strengths and weaknesses of the tool used to collect data for self and the other individual or team. What changes would you make to the tool next time and how will this help to improve the collecting of data in the future?

Sport and Active Leisure Project

Level: Level 2
Credit Value: 6
GLH: 48
Unit Number: D/615/8228

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Be able to identify and select a sport and active leisure project.	1.1 Agree a suitable topic and scope for a sport and active leisure project. 1.2 Explain why they have chosen the particular topic or focus for the project. 1.3 Identify intended project outcomes and actions they need to take to achieve these. 1.4 Outline skills needed to complete project. 1.5 Plan how to meet agreed deadlines.	M(i) Explain what they hope to achieve through the project. M(ii) Give reasons why each action is required. M(iii) Describe how these skills will be deployed. M(iv) Produce a plan for the project which includes timelines, order of activities, resources and facilities needed.	D(i) Explain how this will contribute to their understanding of a particular area of sport and active leisure. D(ii) Produce a well-organised and clear plan for the project which includes timelines, order of activities, resources and facilities needed and contingencies.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Be able to carry out research for a sport and active leisure project.	2.1 Identify different sources of information relevant to the project. 2.2 Select data that is relevant and reliable. 2.3 Reference evidence and information appropriately.	M(v) Recognise the relative reliability and bias in different sources. M(vi) Select and combine data from different sources.	D(iii) Analyse data systematically to determine its relevance and reliability
3 Be able to undertake activity to complete a sport and active leisure project.	3.1 Carry out the necessary actions to complete the sport and active leisure project. 3.2 Apply appropriate skills and knowledge to complete the project.	M(vii) Make on-going adjustments where needed. M(viii) Apply a range of relevant skills and knowledge to complete the project.	D(iv) Follow contingency plan where necessary. D(v) Apply and extend own subject skills and knowledge to complete the project.
4 Be able to present a sport and active leisure project.	4.1 Select appropriate information to include in a presentation, including methodology and findings or conclusions. 4.2 Present information in own words, avoiding plagiarism. 4.3 Use appropriate format and language, including subject-specific terms, to present project outcomes to a specific audience.	M(ix) Sequence information to ensure a logical flow.	D(vi) Summarise key points.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
5 Be able to evaluate sport and active leisure project outcomes and own performance.	5.1 Review own performance in planning, carrying out and presenting outcomes from a sport and active leisure project, identifying what went well and what could be improved.	M(x) Determine success criteria and use these to make suggestions for improving performance.	D(vii) Evaluate how well each success criterion was met. D(viii) Summarise knowledge and skills relating to sport and active leisure gained through completing the project.

Indicative Content: Sport and Active Leisure Project
Learning Outcome 1:

Evidence may include witness statements, a personal log, notes of meetings, a video diary.

Example projects could include:

- promoting a sports / leisure event, service or product
- fundraising for sport / leisure
- planning a sports / leisure event
- reorganising office systems in a sport or leisure organisation / club.

Intended outcomes may include:

- improved efficiency
- improved teamwork
- raising funds
- raising awareness
- personal development
- enabling others to achieve their goals.

Skills needed may include:

- communication and interpersonal skills
- organisational skills
- the ability to motivate others
- planning and scheduling
- dealing with conflict / difficult situations.

Learning Outcome 2:

Sources of information may include:

- colleagues
- websites
- similar products / services/activities
- books / journals

Information, data needed and relevant sources will vary according to the project selected but may include:

- availability of staff / participants
- demand for an event / service / product
- staff / participant attitudes
- availability of venues

Reference using

- author, title and date for books and journals

Indicative Content: Sport and Active Leisure Project

- URL's for websites
- full names and positions for information from people.

Learning Outcome 3:

Evidence may include witness statements, a personal log, notes of meetings, a video diary.

Actions, skills and knowledge may include:

- carrying out own roles, taking on and completing tasks
- providing information
- communicating with others
- working as a team, supporting others
- responding to problems
- providing feedback to others.

Learning Outcome 4:

Evidence may include for example, presentation material, witness statements, a personal log, a video.

Presenting a sport and active leisure project

- format and structure
- style – formal / informal
- best use of technology
- audience
- graphics
- supporting handouts / documents needed, where appropriate
- questions following presentation.

Learning Outcome 5:

Evidence may include for example, witness statements, peer assessments, a personal log, notes of meetings, a video diary.

Evaluation of own performance:

- attendance
- reliability
- team skills
- communication skills
- taking responsibility
- meeting objectives
- planning and organisation.

Fitness Testing and Training

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: H/615/8229

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know the fitness testing and training requirements necessary to achieve excellence in a sport.	1.1 Describe the fitness requirements for achieving excellence in a selected sport. 1.2 Describe different fitness training methods used to achieve excellence in a selected sport.	M(i) Explain how different fitness training methods are applied in the pursuit of excellence in a selected sport.	
2 Know how lifestyle and psychological factors affect sports training and performance.	2.1 Describe the potential positive and negative impact of different aspects of lifestyle on sports training and performance. 2.2 Describe the impact of psychological factors on sports training and performance.	M(ii) For specific aspects of lifestyle, explain why they can have positive or negative effects on sports training and performance.	D(i) Compare how lifestyle and psychological factors have affected two different sports performers.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Be able to assess own level of fitness.	3.1 Use appropriate tests for different aspects of fitness. 3.2 Record and interpret test results to assess own level of fitness.	M(iii) Explain how different tests assess different aspects of fitness.	D(ii) Using data gathered, produce a detailed picture of own fitness, explaining why some aspects are at a higher level than others.

Indicative Content: Fitness Testing and Training

Learning Outcome 1:

Fitness requirements for excellence in sport: (e.g. the major fitness components required for specific sports and the level required to achieve excellence in that sport using normative data tables).

Fitness components: i.e. skill related fitness (i.e. agility, balance, co-ordination, speed, reaction time, power; health related fitness (i.e. cardiovascular endurance, flexibility, muscular endurance, power, speed, muscular strength).

Sports: (e.g. football, netball, rugby, volleyball, tennis, badminton, squash, swimming, golf, cricket).

Fitness training methods: i.e. power (e.g. plyometrics, weight- resistance machines, free weights), strength (e.g. weight- resistance machines, free weights, kettlebell), muscular endurance (e.g. circuit, resistance machines), speed (e.g. interval, harness/parachute training, hill sprints), cardiovascular endurance (e.g. continuous, fartlek, interval, threshold training), flexibility (e.g. static, dynamic, PNF, active stretching), agility (e.g. interval, reactive agility), co-ordination (skill based training involving throwing and catching and dribbling/passing balls), balance (balance boards, skill based training), reaction time (computer software or any activities involving reacting to something).

Principles of training: i.e. SPORT: specificity, progression, overload, reversibility, tedium and FITT: frequency, intensity, time, type.

Training variables: (e.g. sets, reps, training zones, work to rest ratios, recovery times).

Learning Outcome 2:

Lifestyle factors: i.e. alcohol, activity levels, drugs, smoking, sleep, stress, diet, travel.

Affect and impact: (e.g. health, obesity, diseases, depression, anxiety, reduced lung capacity, reduced oxygen transport in blood, slow decision making/reaction time, lack of appetite and energy levels). Should include both positive and negative effects.

Psychological factors: (e.g. confidence, anxiety, concentration, attitude, motivation, personality).

Effect: (e.g. improved sports performance, drive, desire to achieve, effort levels, use of certain shots/skills chosen).

Case study of two athletes and how lifestyle and psychological factors have affected them.

Learning Outcome 3:

Indicative Content: Fitness Testing and Training

Pre-test measures: (e.g. PARQ, consent form, checking equipment/risk assessment).

Reliability and validity of tests: (e.g. definition of validity and reliability, order of completion of tests, use of same equipment, timing of testing and environment).

Fitness tests: i.e. agility (e.g. Illinois, T-test, arrow head), balance (e.g. standing stork stand), co-ordination (hand-wall toss test), speed (e.g. 30m sprint), reaction time (e.g. ruler drop test), power (e.g. standing broad, vertical jump test), strength (e.g. handgrip, back dynamometer), cardiovascular endurance (e.g. multistage fitness, 12 minute cooper, Harvard step test, Yo-Yo endurance), flexibility (e.g. sit and reach), muscular endurance (e.g. one minute sit up or press up test), body composition (e.g. skinfold callipers, BMI, bioelectrical impedance). Must be taught the correct procedure and how measures fitness component.

Recording test results: (e.g. table, spreadsheet, graphs).

Normative data: i.e. compare to normative data to assess fitness levels and comparison to excellence and improvements to achieve excellence.

Anatomy and Physiology for Sport

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: Y/615/8213

This unit has 5 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA - PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
1 Know why an understanding of anatomy and physiology is important in sport.	1.1 Explain why professionals working in sport need to know about anatomy and physiology.	M(i) Explain how the structure and function of any two of the systems interrelate e.g. skeletal and muscle system.	D(i) Explain how one or more sports professionals applies a knowledge of human body systems in their specific job role(s).
2 Know about the skeletal system.	2.1 Describe the structure and function of the skeletal system. 2.2 Describe the different types of joint and the movement associated with each.		
3 Know about the muscle system.	3.1 Identify the major muscles in the body. 3.2 Describe different types of muscle and muscle movement.		

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
4 Know about the cardiovascular system.	4.1 Describe the structure and function of the cardiovascular system.		
5 Know about the respiratory system.	5.1 Describe the structure and function of the respiratory system.		

Indicative Content: Anatomy and Physiology for Sport
Learning Outcome 1:

Why professionals in sport need to know about anatomy & physiology: (e.g. physiotherapist to treat injuries/conditions of the body systems, fitness instructor/personal trainer to help improve fitness of different body systems, doctor to diagnose a condition within a body system and decide how to treat it).

How the structure and function of two systems interrelate: (e.g. skeletal and muscular to produce movement, cardiovascular and respiratory in the transport of oxygen and carbon dioxide around the body).

How one or more sports professions applies a knowledge of human body systems in their job role: (e.g. personal trainer, fitness instructor, physiotherapist, sports coach, professional athlete, teacher, sports rehabilitation, doctor, strength and conditioning coach).

Research sports professions and explain how individuals in this profession apply knowledge of anatomy and physiology.

Learning Outcome 2:

Structure of the skeletal system: i.e. cranium, clavicle, scapula, sternum, ribs, vertebral column (Cervical, Thoracic, Lumbar, Sacrum, Coccyx), humerus, ulna, radius, pelvis, femur, patella, tibia, fibula, carpals, metacarpals, tarsals, metatarsals, phalanges.

Function of the skeletal system: i.e. shape, support, protection, movement, blood production, storage of minerals.

Types of joint and location: i.e. fibrous/immovable (skull), cartilaginous/slightly moveable (vertebral column), synovial/freely moveable (knee/shoulder), types of synovial joint and location: i.e. hinge (knee), ball and socket (shoulder/hip), condyloid (wrist), gliding (hand), saddle (thumb), pivot (neck), structure of a synovial joint (e.g. joint capsule, synovial membrane, synovial fluid, ligament, hyaline cartilage).

Movement at joints: i.e. flexion, extension, rotation, abduction, adduction, examples from at least 3 sporting actions using 1-2 joints (e.g. press up, bicep curl) and examples from at least 3 sporting actions using more than 2 joints (e.g. squat, kicking a rugby conversion).

Learning Outcome 3:

Major muscles, individual functions and examples of when used in sport: i.e. location of major muscles in the body to include: biceps, triceps, deltoid, trapezius, latissimus dorsi, pectorals, abdominals, obliques, quadriceps, hamstrings, gastrocnemius, erector spinae, gluteals.

Indicative Content: Anatomy and Physiology for Sport

For example- the biceps muscle flexes the elbow joint and is used to draw back an arrow in archery.

Types of muscle, location, structure and function: i.e. cardiac, smooth, skeletal.

Types of muscle contraction and examples from sport and exercise: i.e. concentric, eccentric, isometric.

Antagonistic muscle action: i.e. antagonistic pairs and how work together to produce movement.

Learning Outcome 4:

Structure of the cardiac system: i.e. location and function of right atrium, left atrium, right ventricle, left ventricle, tricuspid valve, bicuspid valve, semi-lunar valves, septum.

Structure of the vascular system: i.e. location and function of pulmonary vein, vena cavae, pulmonary artery, aorta.

Structure and function of the blood vessels: i.e. structure and function of veins, arteries, capillaries to include similarities and differences between the three blood vessels.

Function of the cardiac system: i.e. blood flow through the heart in one direction.

Function of the vascular system: i.e. blood flow to the body and lungs, transport of oxygen and removal of carbon dioxide, thermoregulation (vasodilation and vasoconstriction).

Changes to the cardiovascular system during exercise (e.g. heart rate, temperature, blood flow to the muscles, blood flow to other parts of the body).

Learning Outcome 5:

Structure of the respiratory system: location and function of the following structures nasal passages, epiglottis, trachea, larynx, pharynx, bronchi, bronchioles, alveoli, intercostal muscles, diaphragm.

Function of the respiratory system: i.e. how oxygen and carbon dioxide are transported in the blood, mechanics of breathing during inspiration and expiration to include what happens to the ribs, diaphragm, intercostal muscles, partial pressure changes, direction of gases.

Indicative Content: Anatomy and Physiology for Sport

Function of the respiratory system: i.e. gaseous exchange at the lungs and the muscles to include diffusion of gases and partial pressure changes.

Changes to the respiratory system during exercise (e.g. increased breathing rate, increased tidal volume and minute ventilation).

Technical Skills and Tactical Awareness for Sport

Level: Level 2
Credit Value: 6
GLH: 40
Unit Number: Y/615/8230

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about the technical and tactical demands of a sport.	1.1 Describe the technical skills and tactical awareness required for a specific sport.		
2 Be able to assess the technical skills and tactical awareness of a sports performer.	2.1 Use appropriate methods to identify strengths and areas for improvement in relation to the technical skills and tactical awareness of an elite performer.	M(i) Provide supporting evidence/data relating to technical skills and tactical awareness in assessment of an elite performer.	
3 Be able to plan for own development of technical skills and tactical awareness.	3.1 Identify own strengths and areas for improvement in relation to the technical skills and tactical awareness for a chosen sport. 3.2 Create a short-term development plan that builds on strengths and addresses areas for improvement.	M(ii) Link specific activities in plan to identified areas for improvement.	D(i) Explain how chosen activities will advance their technical skills and tactical awareness from their identified starting-point.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
4 Be able to undertake a programme to develop technical skills and tactical awareness.	4.1 Complete a development programme of own devising which improves technical skills and tactical awareness for a chosen sport.		
5 Be able to review own technical and tactical development.	5.1 Use own self-assessment and feedback from others to a) identify own progress b) agree further goals for improvement in relation to technical and tactical development for a chosen sport.		

Indicative Content: Technical Skills and Tactical Awareness for Sport
Learning Outcome 1:

Types of skill: cognitive (game plan/tactics before match), perceptual (detecting and interpreting information such as receiving serve in tennis), motor (passing a ball in football) and psychomotor (reading a serve in tennis and performing a return).

Technical demands: i.e. skills for a specific sport such as:

passing, receiving, turning, defending, shooting, dribbling, running with ball, heading in football

short serve, high serve, drop shot, smash, overhead clear in badminton.

sports, e.g. association football, rugby union, tennis, badminton, volleyball, cricket, netball, trampolining, hockey, swimming.

Tactical awareness: i.e. tactics for a specific sport such as:

Football -

e.g. in possession: use of width to create space, positional awareness, understanding of role in specific formation when team win ball, correct choice and use of specific attacking techniques in game

e.g. out of possession: marking and covering, intercepting ball, positional awareness, understanding of role in specific formation when team lose ball.

Badminton -

e.g. variety of serves, moving opponent forwards and backwards and side to side, playing shots early, use of deception, playing to opponent's weaknesses.

Learning Outcome 2:

Methods of assessment: e.g. observation and analysis (e.g. observational/notational analysis, subjective analysis, performance profiling, SWOT analysis).

Strengths and areas for improvement: e.g. skills and tactics for specific sports as mentioned in learning outcome 1.

Elite performer: e.g. professional athlete, world record holder, Olympic record holder, world champion, Olympic champion, county performer, national champion)

Supporting evidence/technical and tactical data:

Indicative Content: Technical Skills and Tactical Awareness for Sport

e.g. specific number/percentages for skills/techniques such as successful passes, dribbles, shots, tackles, turns in football, smashes, serves, drop shots, overhead clears in badminton, e.g. scatter graph of shots in badminton match to show where shots are placed throughout match, scatter graph to show where on pitches ball is won by team before goal scored to show defensive tactics of a team.

Learning Outcome 3:

Methods of assessment: e.g. observation and analysis (e.g. observational/notational analysis, subjective analysis, performance profiling, SWOT analysis).

Strengths and areas for improvement: e.g. skills and tactics for specific sports as mentioned in learning outcome 1.

Development plan:

aims & objectives: i.e. technical (maintain 75% of shots on target in football in next game), tactical (vary serves in badminton during a match).

targets: i.e. SMART (Specific, measurable, achievable, realistic, time-bound).

training: i.e. planned, structured drills/practices to maintain/develop strengths and weaknesses, e.g. shooting drill against goalkeeper from different distances to maintain shooting accuracy in football and full match situation in badminton where player has to not use the same serve twice in a row in practice matches.

Impact: how will practices and maintaining/improving strengths and weaknesses help to improve technical skills and tactical awareness from starting point in the future against future opposition.

Learning Outcome 4:

Devising a development plan:

aims & objectives, targets, training such as practices used, frequency of training sessions, duration of training sessions, a diary and witness statement from teacher/coach should be used as evidence that plan performed, a before and after analysis should be used to judge success of plan.

Learning Outcome 5:

Review of own technical skills and tactical awareness:

Indicative Content: Technical Skills and Tactical Awareness for Sport

use same methods of assessment from learning outcome 3 to analyse performance now using same criteria as learning outcome 3

methods of assessment: e.g. observation and analysis (e.g. observational/notational analysis, subjective analysis, performance profiling, SWOT analysis)

strengths and areas for improvement: e.g. skills and tactics for specific sports as mentioned in learning outcome 1

strengths and improvements compared to previous analysis from learning outcome 3 and also feedback from peers/teachers and effect on performance.

Action plan: targets for the future both technical and tactical and the potential impact on future performance.

Psychology for Sports Performance

Level: Level 2
Credit Value: 4
GLH: 32
Unit Number: D/615/8231

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know the role of psychology in sport.	1.1 Describe ways in which psychology can be used to improve the sporting performance of an individual or a team. 1.2 Describe the main psychological demands of a selected sport. 1.3 Explain how the use of psychology could support own improvement in a selected sport.		D(i) Explain for a specific individual or team how psychology has been used to improve performance and/or increase motivation, with reference to: <ul style="list-style-type: none"> the main psychological demands of their particular sport the impact of the use of psychology
2 Know how motivation affects sporting performance.	2.1 Describe the impact of motivation on sports performance. 2.2 Describe strategies that can be used to improve motivation in sport.	M(i) Compare the motivation strategies to improve performance used by two different individuals or teams.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Know how personality affects sporting performance.	3.1 Describe the ways in which an individual's personality can influence sporting performance.	M(ii) Explain how different aspects of personality can affect sporting performance in positive and negative ways.	
4 Know about controlling aggression in sport.	4.1 Describe ways in which aggression can affect sporting performance. 4.2 Outline strategies for controlling aggression in sport.		D(ii) Assess how successfully strategies to control aggression have been used in a selected sport.

Indicative Content: Psychology for Sports Performance

Learning Outcome 1:

The use of psychology in sport: improved motivation, improved self-confidence, improved self-efficacy, improved attitudes toward sport, optimal arousal levels, which sports are suited to which personality type, to reduce anxiety levels, to reduce aggression, to attribute success internally and failure to external factors such as luck, improved cohesion of a team, improved leadership of a team.

Psychological demands of sport (e.g. self-efficacy, self-confidence, motivation, self-control, optimal arousal, positive attitude, controlled and channelled aggression, low anxiety).

Help personally: how psychological concepts can help improve performance in own sport, e.g. positive attitude towards sport means attend all training sessions and get better as a result, channelled and controlled aggression means more likely to stay on pitch and as a result, score goals to help team win matches.

Help other individual/team: Case study (choose individual or team and explain the psychological demands of that sport and how psychology can/has improved the motivation and performance of the individual/team).

Learning Outcome 2:

Motivation (i.e. what it is, types of motivation such as intrinsic and extrinsic and examples of each, achievement motivation to include a definition, need to achieve (NACH) and Need to avoid failure (NAF), characteristics of NACH and NAF and implications of these to sports involvement such as wanting to challenge and compete against the best or taking easy option and wanting to only play in a team with friends and against easy opponents in a low league.

Impact of good and bad motivation on performance in sport.

Strategies to improve motivation (e.g. goal setting, self-talk, rewards, visualisation, improved self-efficacy/confidence, make training fun).

Case study: Comparison of motivation strategies used either by two individuals or two teams. Strategies used and how they have helped to improve performance in chosen sport. Could also include differences in strategies used by individuals/teams.

Learning Outcome 3:

Personality: i.e. what personality is, different approaches to personality such as trait theory, situational and interactionist theory, types of personality (e.g. introverts and extroverts, type A and type B), how personality can affect performance in sport.

Indicative Content: Psychology for Sports Performance

Examples: how personality can have a positive and negative affect on performance in sport.

Learning Outcome 4:

Aggression: what it is, types of aggression, e.g. hostile, instrumental with examples, theories of aggression, e.g. instinct, social learning, frustration-aggression, aggressive cue, difference between aggressive and assertive behaviour.

Examples: how aggression has had a positive and negative effect on sports performance of an individual(s).

Strategies to control aggression (praise assertive behaviour, use positive role models, punishment, controlled breathing to reduce arousal, positive reinforcement for controlled aggression, model calm behaviour, performance rather than outcome goals, self-talk, reduce importance of winning an event, imagery).

Example/case study: strategies used to control/reduce behaviour in a specific sport and evidence of success.

e.g. use of sin bins in rugby has reduced the number of serious fouls or indiscipline meaning less serious injuries and is more of a deterrent to players as the ten minutes off the pitch could result in more tries conceded and ultimately close games lost due to other team having numerical advantage.

Nutrition for Sports Performance

Level: Level 2
Credit Value: 4
GLH: 32
Unit Number: J/615/8434

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the importance of nutrition for sport.	1.1 Explain the role that nutrition plays in supporting performance in sport. 1.2 Be able to assess suitability of own diet.	M(i) Explain how a specific individual has used nutrition to improve their sporting performance.	D(i) Explain how the significance of nutrition as a factor in sporting performance has changed over time in relation to one specific sport.
2 Know the nutritional requirements for sports performers.	2.1 Outline the nutritional requirements for a performer in a selected sport.	M(ii) Create a weekly meal plan for a performer in a selected sport giving reasons for choices.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Be able to assess suitability of own diet.	3.1 Use information gathered on own diet to determine how well it matches the nutritional requirements for a selected sport. 3.2 Outline changes needed in own diet to support improved sporting performance.	.	D(ii) Explain how changes will contribute to improved sporting performance.
4 Be able to develop, implement and review a personal nutritional strategy.	4.1 Create a nutritional strategy which is consistent with the requirements for a selected sport and takes into account own current eating habits. 4.2 Follow a nutritional strategy of own devising to improve sports performance. 4.3 Assess the extent to which they followed a nutritional strategy and the impact it has had on their sporting performance. 4.4 Identify any further areas for improvement in own diet needed to support sporting performance.	M(iii) Explain how different elements of the nutritional strategy will support improved sports performance.	D(iii) Explain how further areas for improvement in own diet could be addressed.

Indicative Content: Nutrition for Sports Performance

Learning Outcome 1:

Importance of sports nutrition

What is a balanced diet? 'Diet containing carbohydrates, proteins, fats, vitamins, minerals, water and fibre. Reference eat well plate.

role of nutrition in improving sports performance: (e.g. preventing dehydration, increasing fuel/energy in muscles and better performance).

Example of a sports performer: look at diets of different performers and compare an endurance athlete against a power athlete such as marathon runner against a 100m sprinter.

Endurance athlete such as marathon runner- look at their nutritional strategies before and during an event and the benefit on performance (e.g. use of carbo-loading, endurance gels and water to reduce dehydration and ensure enough fuel/energy for race and faster time in race).

Power athlete such as 100m sprinter- nutritional strategy during training and before an event and the benefit on performance. (e.g. use of creatine and more power/strength and therefore speed in race).

Case study: Comparison of times in a race/event/sport from today with twenty years ago. Comparison of the nutritional strategies and the impact on performance in the event now compared to before.

Learning Outcome 2:

Nutritional requirements for a selected sport

Nutrients: examples of where can obtain carbohydrates, fats, vitamins, minerals, protein, fibre and water from, the function of each in a healthy diet and for a sports performer and also what could happen if don't have enough of the above nutrients when training and competing in sport.

Healthy diet: reference to the eat-well plate for general health, methods of food preparation and advantages/disadvantages of each, importance of a healthy diet (e.g. reduced risk of obesity, reduced onset of diabetes, rickets, osteoporosis, anaemia, high cholesterol, high blood pressure, tooth decay, cancer).

Sport specific requirements: (i.e. nutrition required for sport before, during and after training and competition, during rest periods, meal planning, supplements that could be used, energy intake and hydration methods).

Indicative Content: Nutrition for Sports Performance

Meal plan for sports performer: weekly meal plan for a sports performer detailing reasons for choice of food, snacks, fluids, methods of food preparation and timing of meals.

Learning Outcome 3:
Suitability of own diet

Collecting and recording information (e.g. food table/diary for a period of time including types of food, amount of food and drink taken, times of meals and any snacks during each day and period, methods of food preparation).

Assessment of diet: (e.g. compared to general nutritional guidelines/calories per day, eat well plate, total calories per day and see if below, at or above recommended levels).

Strengths/areas for improvement: i.e. compared to daily requirements, sport requirements for training and competition (e.g. consuming more of some compared to other nutrients for sport, eating at different times, using different food methods such as steaming as opposed to boiling and grilling instead of frying, drinking fluid and types of fluid and timing of fluid for specific sport).

Action plan to diet: any changes to a future dietary plan and how these changes will help to improve future performance in own sport (e.g. increase fluid before and during matches to reduce chances of dehydration and more protein after training and matches to help muscle growth and repair).

Learning Outcome 4:

Nutritional strategy: (e.g. well-balanced diet containing the main nutrients, preparation methods of food, rehydration, timing of meals, snacks and fluids, quantity of food and fluid, energy intake, which substances to avoid that could hinder performance, supplementation that could be used in diet such as energy gels, energy bars, protein shakes, vitamin and mineral supplements).

Meal plans (e.g. types of food and drink and preparation methods used).

Implementation of the strategy: i.e. evidence that the strategy has been followed such as witness statement combined with a daily food diary, benefits of strategy overall on sports performance and also different parts of the strategy.

Monitor and action plan: i.e. was the nutritional strategy successful? Reaction to strategy or parts of strategy, was it simple, was it cheap, did it fit into lifestyle and training/competition needs, what were the end results (more energy, maintenance of

Indicative Content: Nutrition for Sports Performance

weight, weight loss or gain, better sports performance), what changes would you make in the future and how will these help future performance in chosen sport.

Development of Personal Fitness

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: H/615/8232

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Be able to plan a personal fitness training plan.	1.1 Research, plan and agree with an appropriate person a training plan to improve own personal fitness.	M(i) Use research from different sources, to develop own personal fitness plan and justify inclusion of particular elements/activities in the plan.	
2 Know about exercise adherence.	2.1 Outline factors affecting exercise adherence. 2.2 Outline strategies to support own adherence to a personal fitness training plan.	M(ii) Give reasons for selecting particular strategies to support own adherence to a personal fitness training plan.	D(i) Explain how psychological, social and environmental factors can each affect exercise adherence.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Be able to implement, monitor and review a personal fitness training plan.	3.1 Carry out a fitness training programme in line with plan. 3.2 Monitor and record own progress while on fitness training plan.	M(iii) Explain why aspects of the plan were/were not followed and make recommendations for how to improve further areas of own fitness.	D(ii) Present data collected during the programme to demonstrate impact on fitness levels and justify recommendations for further areas for improvement.

Indicative Content: Development of Personal Fitness

Learning Outcome 1:

Planning a personal fitness training plan/programme

Personal/background information: (e.g. name, age, current fitness levels using fitness tests, lifestyle to include smoking, alcohol, sleep, physical activity levels, medical history/medication taken, diet, interests).

Goal setting to include short, medium and long-term goals for the performer.

Designing a fitness training programme: i.e. aims/objectives of the training programme, principles of training (specificity, progression, overload, reversibility, tedium, frequency, intensity, time, type), training methods for the following components: flexibility (i.e. static, dynamic, PNF), strength (i.e. free weights, resistance machines), power (i.e. resistance machines, plyometrics), speed (i.e. interval, SAQ), Aerobic endurance (i.e. continuous, fartlek), muscular endurance (i.e. resistance machines and circuit), warm-ups and cool-downs for programme.

Reasons for inclusion of parts: reasons for the structure of the programme and content to include warm-up, main body of each session, cool down, training methods used, equipment used and why.

Learning Outcome 2:

What is exercise adherence?

'Maintaining an exercise regime for a prolonged period of time'.

Exercise adherence factors: i.e. barriers (e.g. time, money, energy, role conflict, social support, exercising with others, facilities, climate), achievable goal setting and meeting goals, enjoyment factor of activities and individualised exercise programmes.

Strategies to support adherence to an exercise programme: i.e. Use of SMART targets, social support (friend, group, relative, team mate), routine (enjoyable, varied, different), use of music, share goals, monitor goals closely, link to technology such as Fitbit, aim for a challenge such as 10km or half marathon race.

Reasons for selecting techniques: specific reasons for choosing adherence techniques and the benefits for when performing an exercise programme.

E.g. use of music helps to motivate and takes mind away from hard work or exercising with friend helps as won't be able to skip sessions and also will feel bad about letting friend down if don't attend a session.

Indicative Content: Development of Personal Fitness

Psychological, social and environmental factors (e.g. facilities, climate, exercising with others, social support, time, money, role conflict, body shape, goals, where equipment set up, time of day) affecting exercise adherence.

Learning Outcome 3:

Carrying out a fitness training programme:

Programme should be the one planned in learning outcome 1 with evidence that each session has been performed, e.g. signature from gym instructor.

Fitness tests should be performed before, during and after programme to see if programme successful or not.

Training diary/logbook: i.e. record of session to include structure, timings and intensity of session, whether plan carried out, changes to plan and why, parts of session enjoyed and not enjoyed and exercise adherence techniques used.

Review of plan: i.e. strengths of plan, fitness testing results over duration of plan and impact on sporting performance in future, review of goals from plan from learning outcome 1, future changes to plan and how will help improve fitness and goals further in the future.

Exercise and Fitness Instruction

Level: Level 2
Credit Value: 5
GLH: 48
Unit Number: T/615/8235

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about planning exercise and fitness sessions and programmes.	1.1 Outline the principles to be considered when planning an exercise programme and individual fitness sessions. 1.2 Describe the health and safety considerations to be taken into account when planning fitness sessions. 1.3 Outline the personal factors to be considered when planning exercise and fitness programmes for individuals, and the way in which each factor influences the design and content of an individual's programme.	M(i) Explain how programmes for different types of client take account of general principles of exercise and fitness planning, health and safety considerations and personal factors.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Be able to design exercise and fitness programmes.	2.1 Produce exercise programmes for different types of client, which meet their specific needs.		D(i) Justify the content of a programme for one particular client with reference to their current fitness levels, aims and goals, preferences and circumstances.
3 Be able to lead aspects of fitness sessions.	3.1 Lead elements of fitness sessions designed to improve different specific aspects of fitness (e.g. resistance, cardiovascular and circuit training). 3.2 Demonstrate appropriate motivation and communication skills when leading activity. 3.3 Provide explanations to participants of the specific fitness benefits of activities.	M(ii) Demonstrate clear communication skills and provide concise, accurate explanations.	D(ii) Demonstrate responsiveness to participants through modifying activities/approach as appropriate.
4 Be able to assess a fitness session.	4.1 Outline aspects of a fitness session that worked well. 4.2 Outline improvements needed.	M(iii) Back up own judgements about what went well and where improvements are needed with specific evidence.	D(iii) Explain how changes suggested will improve specific aspects of fitness for participants.

Indicative Content: Exercise and Fitness Instruction

Learning Outcome 1:

The principles to be considered when planning an exercise programme and individual fitness sessions include:

FITT Principle

Frequency – how often to train

Intensity – how hard to train

Type – which methods of training to use

Time – how long to train

A successful training programme needs to meet individual needs:

Specificity – training must be matched to the needs of the sporting activity to improve fitness in the body parts the sport uses.

Overload - fitness can only be improved by training more than you normally do. You must work hard.

Progression – start slowly and gradually increase the amount of exercise and keep overloading.

Reversibility – any adaptation that takes place as a result of training will be reversed when you stop training. If you take a break or don't train often enough you will lose fitness.

Health and safety considerations when planning fitness sessions

- Ensure risk assessment forms completed for the session and environment
- Up-to-date maintenance and service records maintained of the equipment using
- PAR-Q (physical activity readiness questionnaire) has been completed
- Effective warm up and cool down to suit the individuals needs
- Effective exercises programmed for the individuals needs

Personal factors to be considered and influences in programme design

- PAR-Q/medical history/medical issues
- exercise history
- motives
- barriers
- current physical activity level;
- goals (short and long term)
- age

The above factors will influence the FITT principle of the programme design, for example those with a lower fitness level would work at a lower intensity

Learning Outcome 2:

Different types of clients can include varied ability, individuals, groups, specific groups (elderly, children, obese)

Structure of the exercise programme:

Indicative Content: Exercise and Fitness Instruction

- introduction to the session;
- warm-up;
- intensity, e.g. max heart rate, training zones, Rating of Perceived Exertion – RPE);
- main component (duration, activities, exercise)
- cool down

Give explanations of one of the programmes to show full understanding.

Learning Outcome 3:

Deliver an exercise session:

- introduction to the session;
- instruction delivery (communication, technique correction, correct body alignment, modification of exercises, observation, motivation, rapport with clients);
- end of the session, e.g. feedback, checking and setting down equipment.

Learning Outcome 4:

Review of performance:

- was the session and exercise fit for purpose?
- was client's progression tracked?
- was session adapted and/or activities modified as appropriate?
- was the session delivered effectively in terms of communication, technique correction, correct body alignment, modification of exercises, observation, motivation, rapport with clients?
- what aspects of performance could be improved?

Undertaking an Expedition

Level: Level 2
Credit Value: 6
GLH: 48
Unit Number: A/615/8236

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about health, safety and environmental considerations when undertaking an expedition.	1.1 Outline the health and safety factors that should be considered when undertaking an expedition. 1.2 Outline the potential impact on the environment of undertaking a specific expedition. 1.3 Outline ways to reduce the negative impact on the environment of undertaking a specific expedition.	M(i) Complete a risk assessment for a specific expedition which includes consideration of risks and hazards, the likelihood of their happening and their potential impact.	D(i) Evaluate how well a particular expedition run by a specific organisation has minimised negative environmental impact, including the strategies used and how effective they were.
2 Be able to use skills and techniques for a multi-day expedition.	2.1 Demonstrate appropriate skills and techniques during a multi-day expedition, including those for navigation, transportation and establishing a camp.	M(ii) Select and make effective use of a variety of appropriate tools and equipment for different tasks.	D(ii) Demonstrate effective decision-making skills.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Be able to plan a multi-day expedition.	3.1 Produce a plan for a multi-day expedition which includes a) resources and equipment b) planned route c) any permissions or consent required d) transport e) accommodation f) contingencies.		
4 Be able to undertake and review a multi-day expedition.	4.1 Carry out a multi-day expedition in line with plan. 4.2 Use own self-assessment, feedback from others (e.g. fellow participants, observers) and relevant governing body guidelines to identify own strengths and areas for improvement in undertaking an expedition. 4.3 Outline ways to improve own techniques and skills in carrying out expeditions.	M(iii) Explain own strengths and areas for improvement in performance on a multi-day expedition, clearly presenting evidence to back up their self-assessment.	D(iii) Propose strategies for improving own performance explaining how they will lead to improved performance.

Indicative Content: Undertaking an Expedition**Learning Outcome 1:**

The health and safety factors that should be considered when undertaking an expedition include

- medical forms
- notification forms
- contact details
- route plan
- chain of command
- expected return time and date
- insurance
- risk assessment
- first aid
- weather forecasts.

Potential impact on the environment of undertaking an expedition.

Environmental impact of OAA: e.g. erosion, disturbance of fauna and flora, pollution to include rubbish, chemical products and air pollution and construction of facilities.

1 Ways to reduce the negative impact:

- reinforcing paths by laying gravel or having raised wooden walkways built over them will help to reduce erosion,
- stick to marked paths and trails and pay close attention to signs and even return at another time in order to not disturb local flora and fauna,
- use of alternative activities such as mountain biking instead of quad biking will help reduce noise and petrol fumes into the air, taking rubbish with you at end of the day to reduce harm to animals such as eating or getting tangled,
- fixing equipment and not allowing any dangerous liquids to drain into the ground or water to prevent poison to animals and plants,
- constructing facilities but respecting the environment and carrying out surveys and collaborating with specialist organisations to carry out surveys in order to avoid disturbing plant and wildlife such as badger sets.

A **Risk Assessment** is a systematic method of looking at work activities, considering what could go wrong, and deciding on suitable control measures to prevent loss, damage or injury in the workplace. The **Assessment** should **include** the controls required to eliminate, reduce or minimise the **risks**.

Could organise visit to an organisation for talk from instructor/manager who will talk about an activity that has been used to minimise negative environmental impact, strategies used and how effective they were.

Learning Outcome 2:

Skills for example:

Indicative Content: Undertaking an Expedition

orientation of map, direction finding, interpretation, grid references, scale and distance, handrail features, use of key, compass skills; camp craft skills e.g. erecting tents, striking tents, selecting camp site, use of terrain for shelter, cooking, bivouac building; travelling skills e.g. pace and rhythm, energy conservation, control skills, traversing difficult ground, avoidance of hazards; weather related skills e.g. weather forecasts, predicting conditions, assessing conditions; advanced skills e.g. navigation using interpretive features, aiming off using compass bearings, identification of position by methods of relocation, navigation in poor visibility/darkness, navigation with speed and accuracy in all conditions, elementary interpretation of weather.

Techniques include for example:

route cards, calculating time, calculating distance, map care and folding, counting off features; camp craft techniques e.g. maintaining a dry tent, cooking, waste disposal, personal hygiene, packing equipment, using equipment, storing equipment; advanced techniques e.g. pacing, calculating distance travelled through time, good route choice with alterations appropriate to conditions, walking on bearing, camping in high wilderness terrain, camping comfortably in difficult weather.

Learning Outcome 3:

Plan should include:

appropriate choice of activity; appropriate choice of location; aims and objectives; permissions e.g. from organisation, line manager, governing body, local authority, parents, participants, landowners, appropriate administrative bodies; logistics e.g. group size, staff/group ratios, transport (to and from expedition area, self-sufficient use of transport, transport support during expedition), accommodation groups, equipment; food; equipment e.g. choice of tent (base tent, mountain tent, cooking tent, lightweight tent, bivouac equipment), personal equipment (rucksack, sleeping bag, sleeping mat, base layers, warmth layers, waterproof protection, footwear), group equipment (stoves, ropes); finance e.g. budgeting, income and expenditure, identifying major cost areas (food, transport, fuel, camping fees), audit systems (maintaining records, safe and secure, money handling, recording all transactions, working to planned budget, planning for emergencies) health and safety e.g. medical forms, notification forms, contact details, route plan, chain of command, expected return time and date, insurance, risk assessment, first aid, weather forecasts.

Learning Outcome 4:

Review of planning to identify own strengths and areas of improvement of undertaking an expedition

- formative and summative
- feedback e.g. observers, peers; strengths; areas for improvement;
- skills e.g. communication, leadership, decision making

Indicative Content: Undertaking an Expedition

- appropriateness of expedition e.g. suitability of area, choice of expedition, matching of expedition to participants,
- health and safety
- areas for improvement.

Planning and Running a Sports or Active Leisure Event

Level: Level 2
Credit Value: 4
GLH: 32
Unit Number: F/615/8237

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Be able to plan a sports or active leisure event.	1.1 Follow an agreed process to produce a plan for a sports or active leisure event which: a) identifies target participants b) identifies key elements or activities for the event c) includes equipment, resources or facilities needed d) takes into account health and safety considerations e) meets participant need f) meets a stated purpose.		
2 Be able to contribute to the organisation of a sports or active leisure event.	2.1 Organise a specific element of a sports or active leisure event in line with an agreed plan.		

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Be able to contribute to the running of a sports or active leisure event.	3.1 Lead a particular activity or element of a sports or active leisure event in line with an agreed plan and so that participants are actively engaged.	M(i) Demonstrate appropriate motivation and communication skills when running a sports or active leisure event.	D(i) Demonstrate awareness of participants' needs and abilities through modifying activities as appropriate.
4 Be able to assess the effectiveness of a sports or active leisure event.	4.1 Use own assessment and feedback from others to determine how well the event met its stated purpose and participants' needs. 4.2 Outline aspects of the event that were successful. 4.3 State how some aspects of the event could be improved.	M(ii) Present evidence from own assessment and feedback from others to demonstrate how well the event met its stated purpose and how future events could be improved.	D(ii) Explain how recommended changes would improve future events and why they have been chosen.

Indicative Content: Planning and Running a Sports or Active Leisure Event
Learning Outcome 1:

Plans should include:

- purpose of event (e.g. making profit, raising money for charity, team building, educational visit, competition)
- activities included in the event (e.g. games, coaching sessions)
- event goals and objectives (e.g. SMART targets, long and short-term objectives)
- event feasibility (e.g. scale, budget)
- health and safety (e.g. risk assessment, first aid requirements, child protection)
- facilities
- policies and procedures
- resources (e.g. staff, equipment, facilities)
- contingency plan.

Learning Outcome 2:

Types of events include:

- tournament (e.g. knockout, league, ladder, round robin)
- participative (e.g. carousel, taster session, fun day, friendlies)
- fundraising (e.g. sponsored event, awareness raising)
- coaching courses (e.g. coaching clinic, booster club)
- outdoor and adventurous (e.g. orienteering, potholing)
- sports camps (e.g. holiday clubs, sports tours)

elements as listed above.

Learning Outcome 3:

Areas to consider when leading an activity:

- carry out own role and responsibilities
- effective use of resources and equipment (e.g. catering equipment, score cards, PA systems, sports equipment)
- ensure health and safety is maintained (e.g. use of risk assessment, cordoned-off areas for spectators)
- decision-making appropriate to own role
- adapt plans as necessary (e.g. numbers of participants change from original plan, change in weather conditions)
- manage participants effectively (e.g. get them to activities on time, manage changeover from one activity to the next)
- communicate effectively throughout the event (e.g. with participants, with spectators, with other staff/volunteers involved)

Indicative Content: Planning and Running a Sports or Active Leisure Event

- respond appropriately to issues that may occur (e.g. injuries, faulty equipment).

Learning Outcome 4:

Review the planning and delivery of the sports event for example:

- strengths (e.g. appropriate facilities used, adaptations made were appropriate, communication was effective)
- areas for improvement (e.g. had incorrect equipment for activities, transition between activities not well managed)
- Personal development opportunities (e.g. additional courses, work experience, skill development, training).

Planning and Leading Sport or Active Leisure Activities

Level:	Level 2
Credit Value:	4
GLH:	32
Unit Number:	R/615/8243
Assessment Guidance:	It is expected that learners will lead sessions or activities under the supervision of a responsible person.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know the characteristics of effective leadership in sport or active leisure.	1.1 Describe the skills, qualities and responsibilities of effective leaders in sport or active leisure.	M(i) Explain why particular skills, qualities and responsibilities are important for effective leaders in sport.	
2 Be able to plan a sport or active leisure activity or session.	2.1 Plan a sport or active leisure activity or session which: a) identifies target participants b) identifies key elements of the activity or session c) includes equipment, resources or facilities needed d) takes into account health and safety considerations.		D(i) Plan a sport or active leisure activity or session which includes activities which differentiate between different participants according to needs/abilities.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Be able to lead a sport or active leisure activity or session.	3.1 Lead a sport or active leisure activity or session, in line with an agreed plan and so that participants are actively engaged.	M(ii) Demonstrate appropriate motivation and communication skills when leading a sport or active leisure activity or session.	D(ii) Demonstrate awareness of participants' needs and abilities through modifying activities as appropriate.
4 Be able to review the effectiveness of a sport or active leisure session.	4.1 Assess the adequacy of their planning of a sport or active leisure activity or session which they led. 4.2 Outline own leadership strengths demonstrated when leading a sport or active leisure activity or session. 4.3 Outline ways in which own leadership skills could be improved.	M(iii) Explain how planning the sport or active leisure activity or session contributed to its effective delivery, identifying any gaps in the plan and making recommendations for future sessions.	D(iii) Evaluate own leadership strengths and areas for improvement and make recommendations for the future with reference to specific aspects of their leadership of the activity or session.

Indicative Content: Planning and Leading Sport or Active Leisure Activities**Learning Outcome 1:**

The skills, qualities and responsibilities of effective leaders in sport or active leisure include:

- role model
- motivator
- planner
- instructor
- mentor
- facilitator
- demonstrator
- adviser
- supporter
- fact finder
- counsellor
- organiser.

Learning Outcome 2:

The plan should include:

- age, including the differences between adults and children, gender, level of ability and stage of participant development, experience, fitness levels, health issues/medical conditions/disability (e.g. asthma, sight impairment), aims and objectives of the participants (e.g. to develop specific skills or roles), goals for the session, ensuring that they meet the needs of individual participants and the group.
- sport/activity session plans follow accepted good practice for the sport or activity and should be consistent with own level of technical knowledge and competence
- sports/activities and styles will motivate the participants and achieve planned goals
- realistic timings, sequences, intensity and duration of activity
- a balance of instruction, activity and discussion
- resources required for each session
- plan for differentiation (e.g. know how activities can be adapted to both increase and decrease the level of challenge)
- mental capabilities and key methods for improving participants performance (connection, confidence, concentration, motivation, emotional control, cohesion).

Learning Outcome 3:

Indicative Content: Planning and Leading Sport or Active Leisure Activities

The activities led should be:

- clearly in line with the session goals
- provide technically correct explanations and demonstrations appropriate to participants' needs and level of experience
- motivate participants appropriate to their needs and in line with accepted good practice
- communicate effectively and clearly with all participants
- ensure all participants have the opportunity to take a full and active part in planned activities
- ensure all participants achieve and enjoy the session
- deliver sessions at a pace appropriate to the participants' needs
- carry out emergency procedures when appropriate
- review participants' performance considering strengths, weaknesses, areas for improvement
- use appropriate coaching styles and methods
- provide feedback to participants during the session to help participants achieve their goals
- adapt sessions to respond to the participants' changing needs
- provide opportunities for participants to reflect on their learning and apply their reflections to their performance
- encourage participants to take responsibility for their own learning.

Learning Outcome 4:

Reviewing the effectiveness could include:

- evaluation of participants progression according to the session evaluation plan and against planned goals
- review of effectiveness of activities, and session overall against planned goals
- evaluation of the effectiveness of own management of the session, including health and safety and welfare issues
- Consideration of participants feedback in evaluating their performance
- provision of feedback to participants (e.g. verbal/written in next session).

Sports Coaching

Level: Level 2
Credit Value: 5
GLH: 40
Unit Number: M/615/8248

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about sports coaching.	1.1 Outline how athletes can benefit from sports coaching. 1.2 Describe some of the key strategies and techniques coaches use to improve sporting performance. 1.3 Outline the key skills of a successful sports coach.	M(i) Explain how some of the key strategies and techniques coaches use benefit athletes' performance.	D(i) Analyse one or more specific strategies or techniques used in sports coaching detailing how they are applied for maximum impact.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Be able to plan a sports coaching session.	2.1 Produce a plan for a coaching session, relevant to the participants, including: a) skills and techniques to be worked on b) main components of the session c) resources and facilities required d) health and safety considerations.	M(ii) Produce a clear and detailed plan for a coaching session which includes differentiated activities according to different participants' needs.	
3 Be able to contribute to the delivery of a sports coaching session.	3.1 Demonstrate appropriate coaching techniques when delivering an aspect of a coaching session.		D(ii) Demonstrate responsiveness to participants when delivering an aspect of a coaching session.
4 Be able to review own coaching skills.	4.1 Outline skills used to positive effect when delivering coaching. 4.2 Outline coaching skills which need further development. 4.3 Identify ways of improving coaching skills.	M(iii) Explain own strengths and areas for development in coaching skills with evidence to back up their self-assessment.	D(iii) Explain how chosen activities will improve coaching skills.

Indicative Content: Sports Coaching**Learning Outcome 1:**

Benefit from sports coaching

- improve performance
- focus the mind
- advance to the next level
- develop and improve skills
- For sports psychology, to handle the emotional side of sport e.g. dealing with failure, dealing with success, recovering from injury and enhance performance with visualisation, relaxation and imagery techniques

Sports coaching can build:

- good work ethic
- confidence
- sportsmanship
- discipline and focus
- communication skills
- leadership and team playing.

Key strategies and techniques coaches use to improve sporting performance can include:

- observation analysis
- performance profiling
- fitness assessment
- goal setting
- simulation
- modelling
- effective demonstration,
- technical instruction,
- developing performer coaching diaries,
- adapting practices to meet individual needs,
- designing effective practice sessions.

The key skills of a successful sports coach could include:

- communication
- organisation
- analysing
- problem solving
- evaluating
- time management.

Learning Outcome 2:

The coaching session plan should include:

Indicative Content: Sports Coaching

- aims and objectives
- SMART (specific, measurable, achievable, realistic, time-bound) targets
- roles
- responsibilities
- participants, e.g. number, ability, needs, age, gender
- resources, e.g. human, physical
- health and safety, e.g. risk assessment, emergency procedures, contingencies
- components of session, e.g. warm-up, main body, cool down
- sequencing
- coaching skills and techniques
- feedback.

Learning Outcome 3:

To demonstrate

- role and responsibilities
- skills and techniques
- consideration of health and safety, e.g. emergency procedures, contingencies; use of resources, e.g. equipment, facilities
- components of session, e.g. warm-up, main body, cool down
- sequencing
- feedback.

Learning Outcome 4:

Review performance

- against aims and objectives
- against targets
- formative and summative
- feedback, e.g. participants, observers, peers, assessors; strengths
- areas for improvement
- development plan, e.g. opportunities, further qualifications, potential barriers.

Injury and Illness in Sport

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: K/615/8250

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about injuries and illness associated with sports participation.	1.1 Describe different types of injury associated with sports participation. 1.2 Describe different types and signs of illness associated with sports participation. 1.3 Outline the effect on sports performers of different types of injury and/or illness.	M(i) Explain the causes and effects of the most common sports injuries in a particular sport and how risk of injury can be reduced.	D(i) Examine in detail the impact of either an injury or illness on a specific sports person, explaining how it was acquired, what effects it had on their body and performance, and how it was treated.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Know about the causes of sports injuries and ways to reduce these.	2.1 Outline the causes for different, common sports injuries including those associated with a) performer's own actions b) external factors. 2.2 Outline ways to reduce the risk of sports injury for self, through own actions. 2.3 Describe ways in which organisations apply health and safety legislation and regulations to reduce risk of injury to participants in sporting activity.		
3 Know about treatments for sports injuries and illness.	3.1 Describe treatments for common sports injuries. Outline appropriate immediate responses to different types of sports injury, accident or sudden illness.		

Indicative Content: Injury and Illness in Sport

Learning Outcome 1:

Different types of injury associated with sports participation.

- **Acute** – Acute injuries occur due to sudden trauma to the tissue, with the symptoms of acute injuries presenting themselves almost immediately
- **Overuse** - Overuse injuries occur over a period of time, usually due to repetitive loading of the tissue, with symptoms presenting gradually

Common acute injuries include:

- **sprains** - a partial or complete tear of a ligament with symptoms of pain, swelling, bruising, loss of function.
- **strains** - when a muscle becomes overstretched and tears. Strains are often caused through excessive physical activity or effort without correctly warming up.
- **fractures** - a crack or full break in bone/s. Can be closed or open where the bone punctures the skin. Symptoms of intense pain, loss of function, swelling, bruising, and possible deformity
- **dislocations** - partial (subluxation) or total (luxation) separation of a joint. Most commonly affects ball and socket joints. Symptoms include pain, bruising, swelling, loss of function.

Common overuse injuries include:

- **Osteoarthritis** degeneration of joint cartilage and the underlying bone. Causes pain and stiffness, especially in the hip, knee, and thumb joints.
- **Bursitis** inflammation of the bursa, usually in shoulder, hip, and heel. Symptoms of local tenderness, pain and swelling are common.
- **Tendinopathy** refers to a range of tendon injuries with associated local pain upon movement. Common sites are patella, rotator cuff, wrist flexor, and achilles tendons.

Different types and signs of illness associated with sports participation.

- **Heart attacks** occur in many sports, especially ones with a lot of running. The cause of a heart attack is usually a blockage of the blood vessels of the heart. This stops the blood flow all over the body as the heart is neither supplying nor receiving blood and makes the heart beat irregular
- **Asthma** a respiratory condition marked by spasms in the bronchi of the lungs, causing difficulty in breathing. It usually results from an allergic reaction or other forms of hypersensitivity
- **Osteoporosis** a medical condition in which bones become brittle and fragile from loss of tissue, typically as a result of hormonal changes, or deficiency of calcium or vitamin D
- **Fibromyalgia** musculoskeletal pain, fatigue and tenderness in localised areas

Effect on sports performers of different types of injury and/or illness.

Physiological response:

- the clotting Mechanism (Coagulation)

Indicative Content: Injury and Illness in Sport

- the Inflammatory Response
- scar tissue and remodeling process
- hematoma

Psychological responses:

- Shock and denial of receiving the injury
- anger
- anxiety
- depression
- frustration

Learning Outcome 2:

Causes for different, common sports injuries

- **Intrinsic** - physical aspect of the athlete's body that can cause injury
- **Extrinsic** - risk factor external to the body, that causes injury

Extrinsic risk factors can be categorised into four areas:

- coaching
- incorrect technique
- environmental factors
- safety hazards

Intrinsic factors can be categorised in to three areas:

- training effects
- individual variables
- postural defects.

Ways to reduce the risk of sports injury

Coaching

- Have up to date knowledge of the sport and their athletes
- Should adapt coaching to ability/ age/ fitness level of the participant
- Be fully qualified for the level of performance/athletes
- Fully prepare and train athletes effectively

Environment

- A risk assessment/ hazard awareness must be completed before each session
- Playing surface
- Weather Conditions

Indicative Content: Injury and Illness in Sport

Equipment

- The correct equipment should be used for the activity
- All equipment should be used safely and correctly following appropriate guidelines
- The size of the equipment should be linked to the age group
- All equipment should be regularly checked and maintained

Organisations follow health and safety legislation in sport, exercise, health and leisure, for example:

- Health and Safety Executive (HSE),
- employer's responsibilities (e.g. Public Liability insurance)
- fire safety
- Equality Act 2010, i.e. access of facilities
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR), i.e. what must be reported, types of reportable incidents, recording requirements,
- manual handling
- equal opportunities (EOPS)
- Control of Substances Hazardous to Health (COSHH) Regulations 2002
- Duty of care, legal and ethical responsibilities when leading activities.

Learning Outcome 3:

Treatments for common sports injuries

- **RICE** treatment for strains, sprains and bruises.

R - Rest: stop activity to prevent further injury.

I - Ice: apply an ice pack to reduce blood flow, pain and swelling.

C - Compression: wrap a bandage tightly around the area to reduce internal bleeding and swelling.

E - Elevation: raise the injury above heart level to reduce swelling and throbbing.

RICE treatment lessens the pain and helps to reduce injury recovery time.

- **Cuts** – dry the skin around the cut and cover with a clean dressing.
- **Grazes** – check for dirt within the graze. Cover with a specialist non-stick dressing.
- **Blisters** – do not break the blister. Cover it with a specialist plaster that stays in place until it falls off naturally. This eases pain and protects the area from further damage.

Sudden illnesses

- **Dehydration/Hypothermia** - Move sufferer to a warmer, sheltered area, provide extra clothing or a survival bag, give warm drinks, keep checking for pulse and breathing
- **Unconsciousness/Concussion** Follow the DRABC (Dr ABC) checklist:

Indicative Content: Injury and Illness in Sport

D - Danger: Check that you and the sufferer are not in danger. Make sure everyone is safe.

R - Response: Shake and shout - is the person unconscious?

A - Airway: Check that the airway is clear.

B - Breathing: Check that the sufferer is breathing.

C - Circulation: Check for a pulse.

Effects of Exercise on the Body Systems

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: M/615/8251

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Be able to investigate the short-term effects of exercise on the body systems.	1.1 Describe the short-term effects of exercise on the musculoskeletal, cardiovascular and respiratory systems. 1.2 Use appropriate methods and tools to identify the short-term and long-term effects of exercise on the musculoskeletal, cardiovascular and respiratory systems.	M(i) Compare the short-term effects of exercise on one or more of the body systems of two different people.	D(i) Compare and contrast short and long-term effects of exercise on the body systems of two different people.
2 Know the long-term effects of exercise on the body systems.	2.1 Describe the long-term effects of exercise on the musculoskeletal, cardio-respiratory and respiratory systems.		

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Know about exercise energy systems.	3.1 Outline the key characteristics of the aerobic and anaerobic energy systems and the main differences between the two systems. 3.2 Outline different physical activities which use the aerobic and anaerobic energy systems.	M(ii) Explain how different physical activities use the two energy systems.	
4 Know the impact of drugs on sports performance.	4.1 Describe the effects on the body of different types of drugs used by sports performers. 4.2 State how different types of drug affect sports performance. 4.3 State how different types of drug affect sports performance.	M(iii) Explain in detail how drugs have had a negative impact on at least one individual sports performer.	D(ii) Explain how a specific drug, commonly used in a particular sport, works to improve sports performance.

Indicative Content: Effects of Exercise on the Body Systems

Learning Outcome 1:

The short-term effects of exercise on:

- Musculoskeletal system for example increased joint and muscle temperature, increased muscle elasticity, increased production of synovial fluid for joint lubrication and nourishment and increased range of movement at joints.
- Cardiovascular System for example increased heart rate due to the heart having to work harder to pump oxygenated blood around the body, increased breathing rate in order to supply more oxygen to working muscles and remove carbon dioxide, increased blood pressure, increased blood supply and blood flow to working muscles, sweat production and skin reddening
- Respiratory system for example increased breathing rate and increased Tidal volume to support the increased demand of oxygen

Methods and tools but for long term effects

- Musculoskeletal system - flexibility - Sit and reach, strength - grip dynamometer, muscular endurance- one-minute press-up, one-minute sit-up
- Cardiovascular system - aerobic endurance: multi-stage fitness test, known as the bleep test, step test, - VO2 max (ml/kg/min): the maximum amount of oxygen uptake, usually measured in ml of oxygen per kg of body mass per minute. It is a measure of cardiorespiratory endurance.
- Respiratory system – peak flow to measure how fast air comes out of the lungs

Short term methods of monitoring for all systems

- Talk test, RPE/Borg scale, HR Monitoring, visual indications

Comparison of two different people for example sedentary person with an athlete, marathon runner with a power lifter, comparing one or more of the body systems, musculoskeletal, cardiovascular and/or respiratory.

Similarities and differences of all the long term and short-term effects on the body systems, musculoskeletal, cardiovascular and/or respiratory.

Learning Outcome 2:

The long-term effects of exercise on:

- Musculoskeletal system- increase in size and growth of the muscle fibre (hypertrophy), increase of capillary density (capillarisation), increased tendon strength and thickness, increased bone density, increased range of motion, increased joint stability
- Cardiovascular system - Decrease in resting heart rate, the resting heart rate is able to slow down because the heart is trained to pump a larger slow down because the heart is trained to pump a larger quantity of blood with every beat,

Indicative Content: Effects of Exercise on the Body Systems

increase in heart size and strength, decreased resting heart rate, increased stroke volume, increased cardiac output, decreased risk of hypertension (high blood pressure)

- Respiratory system - decreased resting breathing rate, increased resting tidal volume, increased Vital Capacity (VC) due to an improved lung function (Vital Capacity is the amount of air that can be forcibly expelled from the lungs after breathing in as deeply as possible), increased efficiency to deliver oxygen and remove waste products, increased lung efficiency and gaseous exchange and increased maximum oxygen uptake (VO₂ max).

Learning Outcome 3:

The key characteristics of:

Aerobic energy systems – this means that the system requires oxygen, the activities that use the aerobic system to provide energy are used for sustained activity are long-distance events

The energy is supplied by muscle glycogen and fatty acids for the first 240 to 600 seconds

This system uses oxygen as a means of making energy (re-synthesising ATP)

The activity is of low to moderate intensity beyond 90 seconds.

The Anaerobic energy system –without the use of oxygen, activities that use this anaerobic system to provide energy are very high intensity and explosive. That is, they use short bursts of exercise lasting a few seconds.

- ATP-CP/lactic acid anaerobic system relies on stored adenosine triphosphate (ATP), energy supplied by ATP is up to four seconds, creatine phosphate (CP) helps restore ATP, CP is restored aerobically, with oxygen, energy is supplied by ATP and CP for four to 20 seconds) when this system runs out of ATP-PC stores, glycolysis takes place
- Glycolysis/lactic acid anaerobic system relies on energy supplied by ATP, CP and muscle glycogen for 20 to 45 seconds, the ATP is made from glucose which is stored in the liver and muscles, energy is supplied by muscle glycogen between 45 to 240 seconds, waste product is lactic acid, when this system is unable to maintain energy requirements, the aerobic system starts to produce energy

Aerobic energy systems example activities are marathon running, long-distance swimming, long-distance cycling, walking

Anaerobic energy system example activities include, javelin throw, weightlifting, sprinting, high jump

Glycolysis/lactic acid anaerobic system example activities include running 400 m, 800 m, and 1500 m distances.

use of the energy systems within the context of the different physical activities.

Learning Outcome 4:

Indicative Content: Effects of Exercise on the Body Systems

The effects on the body of different types of drugs used and the effects on sports performance:

Anabolic steroids – increase muscle mass and strength

Stimulants - to enhance performance by making athletes more alert and aware

Peptide – to give more energy

Diuretics – used to remove fluid from the body, to hide other drug use or lose weight

Beta blockers – used to lower heart rate

Narcotics – used to mask pain

Negative impacts can include:

- harmful side effects (e.g. heart attack, infertility, cancer, aggression, addiction),
- negative influence on ethical values in society,
- negative influence on the profile of a sport or athlete
- Termination of sporting career.

Consideration of impact of this on different sports performers.

Basic First Aid Principles

Level: Level 2
Credit Value: 1
GLH: 9
Unit Number: T/615/8252

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the legal requirements for provision of first aid in the workplace.	1.1 Explain the legal duties of employers for the provision of first aid in the workplace. 1.2 Describe provisions made for first aid in a specific workplace including personnel, equipment, facilities and information.		D(i) Explain how a specific employer meets the legal requirements for the provision of first aid in the workplace and why adhering to the requirements is important.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Understand basic first aid procedures.	2.1 Explain procedures to be followed for different emergency first aid situations in given scenarios. 2.2 Outline record-keeping requirements for a specific workplace. 2.3 Explain why it is important to keep records of incidents, accidents and treatments.	M(i) For a specific incident (real or simulated), assess how effectively those involved followed procedures for responding to and recording the incident.	

Indicative Content: Basic First Aid Principles**Learning Outcome 1:**

'All employers must provide adequate and appropriate equipment, facilities and personnel to ensure their employees receive immediate attention if they are injured or taken ill at work'. HSE 2015.

Legal duties of employers may include:

- carry out a risk assessment to identify what first aid arrangements are required
- must make appropriate first aid arrangements for the workplace
- provision of first aid kits fully stocked
- appointed person to take charge of first aid arrangements
- trained first aiders
- make sure all employees have details of first aid arrangements.

Learners need to describe provisions for a specific workplace e.g. residential care home, nursery.

Learning Outcome 2:

Different emergency first aid situations may include cuts, dizziness or fainting, falls, seizures, foreign objects, bites. The scenarios should relate to the client group that learners are going to be working with.

Learners should know their own limitations when first on the scene of an accident or someone is unwell. Procedures may include:

- assess situation quickly and calmly
- protect yourself
- prevent cross infection
- comfort and reassure
- give early treatment but know own limitations
- get help.

Record keeping requirements may include:

- accident report book (legal requirement)
- notification of child taken ill or having accident during child care for parent.

The importance of record keeping may include:

- avoid further injury or illness e.g. allergic reaction
- record of incident if there are legal implications
- provides historical evidence which may result in a risk assessment.

Working in the Sport and Active Leisure Sector

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: F/615/8450

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about the sport and active leisure sector.	1.1 Describe the size and scope of the sport and active leisure sector. 1.2 Outline the contribution of the sport and active leisure sector to society. 1.3 Outline the main sub-sectors of the sport and active leisure sector.		D(i) Compare the economic and health/social contribution to the economy of two different sub-sectors.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Know about a specific sub-sector of the sport and active leisure industry.	2.1 Describe the composition of a specific sub-sector in terms of public, private and voluntary organisations. 2.2 Outline the size of a specific sub-sector in terms of employment and participation. 2.3 Outline the key values, principles or codes of practice relevant to a specific sub-sector. 2.4 Outline the roles of key organisations involved in a specific sub-sector.	M(i) Explain how a selected organisation within a specific sub-sector upholds its key values, principles or codes of practice.	
3 Know about employment opportunities in the sport and active leisure sector.	3.1 Outline relevant sources of information on career progression, education and training. 3.2 Outline potential job roles within the sector that match own interests, skills and qualifications held (existing or planned). 3.3 Describe potential career pathways within the sport and active leisure sector, relevant to own aspirations.	M(ii) Compare two different entry level job roles to identify which better matches own interests, skills and (planned) qualifications.	D(ii) Explain the steps required to follow a selected career pathway which matches own aspirations, giving details of likely timeline.

Indicative Content: Working in the Sport and Active Leisure Sector
Learning Outcome 1:
Size and scope may include number of:

- customers (participants, spectators)
- employees (full-time, part-time, seasonal, casual and volunteers)
- facilities (ownership, type – e.g. leisure centres, AstroTurf, grass pitches, tennis courts)
- number and range of activities and opportunities

Contribution to society should include: Health, Social, Economic, Educational

Sub-sectors should be identified such as:

- health and fitness
- sport and recreation
- outdoors Activity
- playwork

Learning Outcome 2:
Types of sport / active leisure organisations:

- private (e.g. private gyms, health centres, sports clubs)
- public (e.g. leisure centres, community sports centres)
- voluntary (e.g. non-profit making organisations - charities, grassroots sports and leisure clubs)

Differences between the three sectors – i.e. their aims and objectives, funding and operational procedures.

Size of the sub-sector to include number of:

- employers
- employees
- types of employment (i.e. full-time, part-time, seasonal, sessional)
- volunteering activities
- facilities
- sport and leisure opportunities.

Codes of practice: Facility maintenance, Customer service standards, Health and safety

The FIA (Fitness Industry Association) who are ensuring standard procedures are followed.

Indicative Content: Working in the Sport and Active Leisure Sector

Key organisations may include: user groups, trade unions, regulatory and professional bodies / organisations

Key roles – e.g. consumer support and protection, training and advice, industry standards and law enforcement, research and inspection.

Learning Outcome 3:
Sources of information on career progression, training and education:

- sector skills council
- line managers / senior managers
- career centres
- awarding bodies
- training providers
- professional bodies
- internet
- journals.

Main job roles:

- recreational assistant
- receptionist
- personal trainer
- sports coach
- duty manager
- fitness instructor
- sport development officer
- leisure facility manager
- lifeguard.

Career pathways – e.g. understanding of:

- diversity of career pathways
- local and national career pathways within the sub-sector
- progression routes / pathways
- qualifications and experience required
- transferable skills necessary
- personal skills necessary
- need for references

Key factors in career progression –transferable skills, team working and leadership, experience, personal qualities, professional development.

Risks and Hazards in Sport and Active Leisure

Level: Level 2
Credit Value: 4
GLH: 30
Unit Number: R/615/8453

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about risks and hazards to people involved in sport and active leisure.	1.1 Outline potential risks and hazards to people involved in different sport and active leisure activities. 1.2 Describe ways to deal with potential hazards associated with different sport and active leisure activities.	M(i) Explain how consideration of people, equipment and environment can help reduce risks and hazards.	
2 Know how to reduce risks to people involved in sport and active leisure.	2.1 Describe ways organisations and staff can minimise risks to people involved in sport and active leisure. 2.2 Describe how individuals participating in sport and active leisure can reduce risks for themselves.		D(i) Explain how organisations and/or staff can support individuals to reduce risks for themselves.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Be able to carry out a risk assessment for a sport and leisure activity.	3.1 Complete a risk assessment which identifies risks and hazards and ways to minimise these for a specific sport and leisure activity.	M(ii) Identify likelihood of particular risks and potential impact.	
4 Be able to respond appropriately to an emergency situation.	4.1 Follow appropriate guidelines/procedures in responding to a given simulated emergency situation.		D(ii) Assess the extent to which they followed guidelines/procedures in responding to a simulated emergency situation and explain how they might improve their response to future similar emergencies.

Indicative Content: Risks and Hazards in Sport and Active Leisure

Learning Outcome 1:

Risks and hazards:

What is a 'risk' and what is a 'hazard'.

Types of environment in which hazards may occur, i.e. sports hall, gym/fitness suite, swimming pool, changing room, playing fields, communal areas such as café, reception, leisure centre/multi-sport facility.

Types of hazard: i.e. environmental (slip or trip hazard, faulty equipment), biological (waste, infection), chemical (cleaning materials), psychological (stress, fatigue).

Risk/hazards:

- sports hall (e.g. wet floor, rubbish on floor, hole in floor, broken basketball hoop, unsecured football goal, broken bench).
- gym/fitness suite (e.g. faulty/broken equipment, equipment too close to each other, fire doors blocked, dumbbells not put away).
- swimming pool (e.g. slippery sides, chipped tiles in or outside of pool, too much chlorine, broken diving board).
- changing room (e.g. damaged tiles in shower, broken bench or locker, wet/cleaned floor, boiling water from shower).
- playing fields (e.g. glass on surface, frozen surface, hole in ground, animal faeces, broken goals, drain on or near to pitch).
- communal areas (e.g. wet/cleaned floor, bags left unattended).

Ways to deal with potential hazards: i.e. checking of surfaces, equipment frequently, replacing faulty equipment quickly, servicing equipment frequently, safety signs visible such as when floor cleaned, avoiding using/moving activities to different/safer facilities, cordoning off areas that are not safe to use, using indoor facilities in event of bad weather.

Learning Outcome 2:

Minimising risk:

Organisations: e.g. clear health and safety policies/procedures, up to date health and safety procedures, regular staff training and supervision such as handling, lifting and constructing equipment such as trampolines or dealing with hazardous materials correctly, displaying health and safety signs/information clearly, dealing with hazards promptly, up to date risk assessments, use of personal protective equipment, keep areas clean and well maintained such as lighting working and floors cleaned regularly, observing people in activities such as in gym and using equipment, completing gym

Indicative Content: Risks and Hazards in Sport and Active Leisure

inductions with members, ensuring people use correct equipment when exercising/participating in sporting activities.

Individuals: e.g. have/wear correct equipment, have correct safety equipment, follow rules of the activity/organisation, listen to staff when using facilities, ensure put equipment away when finished using, ensure only participate if fit to do so, ensure know how to use equipment safely and properly, take off jewellery, avoid exercising when chewing gum, ensure footwear is suitable and secure, perform warm-ups and cool downs, work within own capabilities such as not lifting too heavy weights.

Learning Outcome 3:
Risk assessments:

Types of risk assessment (e.g. generic, site, dynamic), **steps to a risk assessment** (identify hazard, identify people at risk, work out the risk and decide on the control measures, record findings and implement them, review and update assessments), **control measures** (e.g. auditory, visual, physical, procedural), **aims of risk assessment** (e.g. eliminate, minimise, protect people from harm).

Should use a template that is used by an organisation such as a school, college, sports club, etc. to carry out the risk assessment.

Learning Outcome 4:
Responding to emergency situations:

Types of emergency: i.e. accidents (e.g. seizure, choking, wounded and bleeding, shock, unconscious, fracture, dislocation, puncture), fire, missing person, chemical or gas leak, power cut, suspected bomb. (should follow recommended guidelines by St John's ambulance/red cross for accidents).

Strengths/weaknesses of simulated emergency situation, action plan to improve in future.

Effective Communication for the Workplace

Level: Level 2
Credit Value: 3
GLH: 30
Unit Number: A/615/7622

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the importance of effective communication in the workplace.	1.1 Explain how effective communication creates a positive impression of the organisation on the customer. 1.2 Explain how effective communication between colleagues enables work to be completed to a high standard. 1.3 Describe the possible impact of poor communication on an organisation.	M(i) Explain the key features of effective communication in a specific workplace.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Know how different types of communication are appropriate for different situations.	2.1 Describe the main types of communication, oral and written, used in organisations. 2.2 Explain why different types of communication are required for different circumstances and when communicating with different people.	M(ii) Compare and contrast the different approaches taken by an organisation when presenting similar information to different audiences.	D(i) Evaluate the effectiveness of a specific document or other form of communication in presenting information to its intended audience.
3 Use appropriate forms of written communication.	3.1 Select appropriate formats of written communication for different purposes.	M(iii) Produce documents that combine visual and text-based information.	D(ii) Produce a document that presents complex information in a way that is accessible to the intended audience.
4 Use appropriate forms of oral communication.	4.1 Communicate clearly in speech in different workplace situations, adjusting register and tone to match the audience and purpose of the communication.		D(iii) Use oral communication to present complex information or issues, in a manner appropriate to the audience and purpose of the communication.

Indicative Content: Effective Communication for the Workplace**Learning Outcome 1:**

Reasons for effective communication may include:

- the business understands who their customer is and their needs
- promotes confidence between the customer and the business.

Ways effective communication promotes high standards may include:

- everyone understands the goals that they are working towards
- reduces the likelihood of mixed messages.

Possible impact of poor communication may include:

- loss of customer and no new customers
- legal action
- financial penalties
- loss of business.

Learning Outcome 2:

Examples of main types of communication may include:

- oral - team meetings, telephone conversations, one-to-one meetings, conference calls, Skype
- written - email, notes, minutes of meetings, reports, letters, charts, diagrams, illustrations.

Reasons for using different types of communication may include:

- cost
- need to respond quickly
- gather people together who are working in different parts of the country or internationally
- meet specific needs such as visual and auditory impairment, reading difficulties, English is not the first language.

Learning Outcome 3:

To achieve this learning outcome learners must provide appropriate evidence of using different forms of written communication.

The learner could be set a selection of scenarios for which they need to select an appropriate format (for Pass) and then produce them (for Merit/Distinction).

Indicative Content: Effective Communication for the Workplace

Examples of purposes should be varied and may include may include:

- to record a conversation
- to promote a new activity
- to respond to a complaint
- to present evidence of a problem to a team
- to provide attendance figures to a manager

Learning Outcome 4:

To achieve this outcome learners must provide sufficient evidence to demonstrate their ability to use appropriate forms of oral communication.

Audiences should be varied and may include:

- colleagues
- customers
- senior managers

Situations should be varied and may include:

- 1:1 meetings with manager
- group meetings with colleagues
- presentations
- informal conversation

ICT for the Workplace

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: R/615/7724

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know the importance of making effective use of ICT in the workplace.	1.1 Explain how effective use of ICT can contribute to the overall effectiveness of an organisation. 1.2 Describe the possible impact of poor use of ICT on an organisation.		
2 Be able to identify the ICT requirements of workplace tasks.	2.1 Describe the ICT requirements for different complex workplace tasks.	M(i) Compare and contrast two given software applications capable of meeting the requirements of a specific task.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Be able to make safe use of an ICT system to undertake workplace tasks	3.1 Use ICT to complete different complex workplace tasks efficiently. 3.2 Develop and use storage systems to enable efficient retrieval of information. 3.3 Follow workplace guidelines for safe and secure use of ICT.	M(ii) Use a combination of different ICT methods to complete a single complex task.	D(i) Recommend improvements to a given set of guidelines for safe and secure use of ICT, based on own experience of their use.
4 Be able to use ICT to find and select information for workplace tasks.	4.1 Use ICT to locate and select relevant and reliable information from different sources to meet the requirements of a complex workplace task.		D(ii) State ways of checking the reliability of online sources.
5 Be able to use ICT to present and share work-related information.	5.1 Be able to use ICT to present and share work-related information. 5.2 Use appropriate software to present conclusions including: <ul style="list-style-type: none"> • text • images • graphs/charts in a format, suitable for the purpose and for the audience.	M(iii) Use ICT to present and share information on a complex topic.	D(iii) Use appropriate software to present information on a complex topic including edited audio and video clips.

Indicative Content: ICT for the Workplace**Learning Outcome 1:**

Examples of how ICT can contribute to the effectiveness of an organisation may include:

- information is easily accessible
- information can be stored and retrieved efficiently
- data can be used for a range of purposes including marketing and developing new products and services
- widen the market place e.g. international, other parts of the country.

Inefficient use of ICT can result in:

- financial losses
- time wasting.

Learning Outcome 2:

Different ICT software application that can meet the requirements of complex work tasks could include:

- software for entering data regarding attendance at activities
- software for sending and receiving emails and attachments securely
- software for specific work tasks e.g. spreadsheets.

Learning Outcome 3:

Use of workplace ICT policies and procedures to safely use ICT to complete different workplace tasks efficiently. This could include:

- enter, search, sort and edit confidential data
- apply editing, formatting and layout techniques to meet workplace tasks
- creating work related records that can be accessed by other staff
- creating text, graphic, numerical data
- creating, using and maintaining secure passwords and file labelling
- ways to check reliability of online sources.

Learning Outcome 4:

Use of ICT to research information from different sources to meet the requirements of complex work could include:

- reading policies and procedures to confirm action to be taken
- receiving, reading, sending and recording information received by email with attachments

Indicative Content: ICT for the Workplace

- safe and effective online web search for information – e.g. search engines
- recognising currency, relevance and bias when selecting and using information.

Learning Outcome 5:

Learning Outcome 5:

Use of ICT to present and share information using appropriate software could include:

- text
- tables
- graphics
- records
- numbers
- charts and graphs
- audio and video clips

These must be presented in a format suitable for the audience so may be printed or for viewing on screen.

Improving own Employability Skills

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: J/615/7767

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the responsibilities and working patterns associated with a specific role in a work environment.	1.1 Explain the responsibilities and tasks associated with a specific job role in a chosen work environment. 1.2 Explain the working patterns (e.g. typical hours, shift-work) associated with a specific job role in a chosen work environment.	M(i) Explain how a specific job role fits within the staff structure in a chosen work environment.	D(i) Explain the inter-relationship between different roles in a specific work environment.
2 Be able to work with due regard for health and safety in the work environment.	2.1 Follow relevant legislation and workplace guidelines for health and safety in the work environment.	M(ii) Contribute to the minimising of risks and hazards through own conduct in the work environment.	D(ii) Explain the legal responsibilities of employers and employees for health and safety in the work environment.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Be able to meet the professional standards expected in a chosen work environment.	<p>3.1 Follow instructions in a specific work environment to complete tasks to a set standard, seeking help if needed.</p> <p>3.2 Observe relevant codes of conduct and guidelines in a work environment (e.g. for personal presentation, punctuality, ringing in sick).</p>	M(iii) Apply understanding gained from completing one task to other related tasks.	D(iii) Demonstrate use of initiative in completing tasks.
4 Be able to review own learning gained in a work environment.	<p>4.1 Describe skills and knowledge gained in a work environment.</p> <p>4.2 Outline areas where further development is still needed.</p>	<p>M(iv) Describe the relevance of the skills and knowledge gained to their future career plans.</p> <p>M(v) Outline key actions to be taken to increase own work-related knowledge and skills.</p>	D(iv) Explain how their experience in a work environment has enabled them to assess their own employability skills and behaviours.

Indicative Content: Improving own Employability Skills
Learning Outcome 1:

Responsibilities and tasks for a specific role will be outlined in the job description. These will vary according to the role. Difference between responsibilities and tasks.

Examples of working patterns include:

- working hours (regular or irregular)
- Shift patterns
- number of breaks provided

Learning Outcome 2:

Evidence may include witness statements, certificates or a personal log. Examples may include:

- attending Induction/work based training
- following procedures during a fire practice
- personal presentation
- wearing Personal Protective Equipment (PPE)
- adjusting desk and chair to ensure good posture
- knowledge of location of First Aid Kit and how to reach First Aiders.

Learning Outcome 3:

Learners need to provide sufficient and valid evidence to achieve this outcome.

Evidence may include witness statements, peer assessment or a personal log.

Learning Outcome 4:

Skills and knowledge developed/needed may include:

- product/service knowledge
- understanding of an industry/workplace
- customer service skills
- personal organisation
- personal presentation
- communication skills
- understanding of health and safety
- ICT skills.

Numeracy Skills for the Workplace

Level: Level 2
Credit Value: 3
GLH: 24
Unit Number: F/615/7766

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Be able to recognise when to use numeracy skills in a work-related context.	1.1 Outline how numeracy skills can be used to find solutions in different work-related situations.	M(i) Give examples of situations which call for a range of different numeracy skills.	
2 Be able to select appropriate mathematical approach to solving work-related problems.	2.1 Identify possible mathematical methods that could be used to solve specific work-related problems. 2.2 Select the most appropriate mathematical approach for each situation.	M(ii) Select the most appropriate mathematical approach to solve a specific work-related problem, requiring multiple mathematical steps or processes.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Be able to apply appropriate numeracy skills in a work-related context.	<p>3.1 Collect and collate supporting information needed to apply numeracy skills in work situations.</p> <p>3.2 Apply different mathematical approaches, using the appropriate numeracy skills, to work-related problems or situations.</p> <p>3.3 Use appropriate checking procedures and evaluate their effectiveness at each stage.</p>	M(iii) Apply a suitable mathematical approach, using a range of appropriate numeracy skills to a specific work-related problem or situation requiring multiple mathematical steps or processes.	D(i) Link different numerical skill sets in addressing a specific work-related problem or situation, demonstrating appropriate levels of precision and accuracy.
4 Be able to interpret and communicate results in situations where they have applied numeracy skills in a work-related context	<p>4.1 Analyse findings from the mathematical approaches applied to work situations.</p> <p>4.2 Identify solutions to work-related problems or tasks based on their findings.</p> <p>4.3 Use mathematical justifications to explain their conclusions or recommendations to others.</p>		D(ii) Communicate results relating to a specific work-related problem or situation, using mathematical justifications, in a way that takes into account audience and purpose.

Indicative Content: Numeracy Skills for the Workplace

Learning Outcome 1:

Examples of when to use numeracy skills in the workplace could include:

- Calculating and recording numbers of participants / customers
- Dealing with money for bookings when there are multiple factors, e.g. different prices for different age groups
- Making payments to suppliers when calculations are required for part payment of invoices/multiple factors are required to determine actual payment
- Checking bills and invoices for equipment and supplies
- Working out the volume of paint required to mark out areas for pitches/courts (e.g. football, rugby, netball, hockey)
- Calculating league tables in competitions with complex scoring variables
- Calculating staffing costs
- Organising work programmes / schedules e.g. hours of work, number of staff needed
- Measuring chemicals in a swimming pool relating to the capacity of water the pool holds
- Managing timings of bookings (e.g. in a leisure centre / sports centre)
- Calculating how much of something to buy (e.g. how many footballs, shuttlecocks, tennis balls are needed in a complex situation or over a period of time)
- Recording and analysing information on computers and other technology to keep accurate records, e.g. of the number of or types of users in a leisure centre, number of swimmers in a swimming pool, bookings attended / missed.

Examples of situations which call for a range of different numeracy skills could include:

- Calculating the number of staff needed for varying events and numbers of participants and calculating the resulting staffing costs
- Calculating the number, sizes and area of pitches/courts which will fit into a given space
- Utilising the correct volume of chemicals; mixing in the correct proportions based on the volume of water and used at the correct time (i.e. in a swimming pool).
- Collating and assigning results of fixtures, matches and games to teams / individuals (e.g. for recreational football leagues, badminton leagues, athletics fixtures) and then calculating positions/ league places in tournaments and festivals.

Using computers and other technology to record information and use to solve problems and assess trends/patterns or make predictions.

Learning Outcome 2:

Possible mathematical methods identified could include:

- Measuring volume – (e.g. water in a swimming pool)

Indicative Content: Numeracy Skills for the Workplace

- Working out a temperature range from measuring temperature in different paces or at different times – (e.g. water temperature; building / facility temperature / changing room temperature)
- Calculating angles – (e.g. placing equipment at the correct angle)
- Decimal notation for money; approximation and rounding
- Calculating percentages, fractions and ratios (e.g. staff to customers ratios; chemical ratios; percentage of a facility being used)
- Calculating percentage increases / decreases (e.g. increase / decrease in income or expenditure; increase / decrease in users or participants)
- Calculating area (e.g. number of pitches which fit in an area)
- Calculating averages (mean, median, mode; e.g. average users per month; average age of participants)
- Complex and or overlapping time calculations (e.g. timings of bookings, start and end times, rota timings)
- Estimating skills – (e.g. the number of staff needed for specific events; the quantity of chemicals needed to keep a swimming pool operating; the potential costs of equipment)
- Use of computers / technology such as spreadsheets to record and calculate data and financial transactions.

Learning Outcome 3:

Appropriate numeracy skills will include applying the appropriate methods as detailed in learning outcome 2 (above) in addition to:

Appropriate numeracy skills will include applying the appropriate methods as detailed in learning outcome 2 (above) in addition to:

- Collecting and collating complex data with multiple factors (e.g. number of participants at specific age groups / users; results of fixtures / matches with layered/complex scoring systems; costs of equipment in relevant multiples; prices of entry / usage with varying factors; booking records / quantities / timings; details of chemicals used, area sizes / pitch marking paint required for different sports).
- Checking and evaluation procedures – for accuracy – (e.g. using calculators; computers and technology for checking manual calculations; checking calculations against estimates; rounding figures; using inverse calculations i.e. checking multiplication by calculating division; considering alternative methods which may have been more suitable).

Learning Outcome 4:

Analysing findings could include:

- Using spreadsheets or paper/calculator to calculate, analyse and interpret complex data (e.g. for analysing results of events with multiple factors; providing results and feedback to participants; athletes and users, comparing current and potential costs to make savings)

Indicative Content: Numeracy Skills for the Workplace

- Use of graphs, diagrams and, charts to present findings (e.g. graphs showing percentage of users using each area of a facility; diagrams showing the chemical calculations for a swimming pool; scaled charts showing pitch layouts, sizes and areas, income and expenditure, charts showing percentage increase/decrease of energy use)
- Using fractions, ratios and percentages to make comparisons – (e.g. daily usage of a leisure centre as a percentage of total usage; number of participants taking part in different sports as ratios; percentage increase / decrease to compare income / expenditure month to month, year to year;

Interpreting and identifying solutions can be shown through prepared feedback to a senior team member or by the use of programmes such as Excel to apply mathematical ideas in practical situations and being able to manipulate figures.

Mathematical justifications could be shown through report writing and may include:

- Clear comparisons with other data sets showing differences or similarities - (e.g. savings that could be made on staff costs; increases / decreases in equipment expenditure and usage over set time periods; changes in types of users / participants over varying periods of time; Variations in bookings / booking types / booking amounts; increases / decreases in missed bookings; changes in usage of a sports centre – i.e. percentages using different parts of the facilities; increases / decreases in income)
- Identification of any errors or anomalies in the data
- Recognition of the accuracy and reliability of the data collected, analysed and interpreted
- Recognition of bias in the data collected and analysed – (e.g. significant increases in income, expenditure and customers, based upon large one-off events; differences in user figures based on detrimental events such as unplanned centre closures; increases in expenditure based upon external factors, i.e. increases in chemical costs for a swimming pool).
- Recognition that the correct mathematical methods have been used to collect, analyse, interpret and present data – (e.g. presenting customers over time as a line graph rather than a bar chart presenting football pitch dimensions via scaled diagrams rather than in a sketch; presenting the number of users of a facility booking squash courts rather than tennis courts as a percentage rather than a scatter graph).

