

Specification

BTEC Entry 3, Level 1

Edexcel Entry Level BTEC Award in Sport and Active Leisure
(Entry 3) (QCF)

Edexcel Level 1 BTEC Award/Certificate/Diploma in Sport
and Active Leisure (QCF)

For first teaching September 2009

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Qualification titles covered by this specification

Edexcel Entry Level BTEC Award in Sport and Active Leisure (Entry 3) (QCF)

Edexcel Level 1 BTEC Award in Sport and Active Leisure (QCF)

Edexcel Level 1 BTEC Certificate in Sport and Active Leisure (QCF)

Edexcel Level 1 BTEC Diploma in Sport and Active Leisure (QCF)

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Children, Schools and Families (DCSF) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DCSF and the regularly updated website www.dcsf.gov.uk/. The QCF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learner's final certification documentation.

The QANs for the qualifications in this publication are:

Edexcel Entry Level BTEC Award in Sport and Active Leisure (Entry 3) (QCF)	500/5776/5
Edexcel Level 1 BTEC Award in Sport and Active Leisure (QCF)	500/4990/2
Edexcel Level 1 BTEC Certificate in Sport and Active Leisure (QCF)	500/4989/6
Edexcel Level 1 BTEC Diploma in Sport and Active Leisure (QCF)	500/6495/2

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

What are BTEC Entry 3 and Level 1 qualifications?

BTEC Entry 3 and Level 1 qualifications are designed to enhance learners' work and life skills in a range of vocational contexts. They are appropriate for a diverse range of learners including:

- 14-19 year-old learners
- adults returning to study
- those seeking to develop greater independence
- those who have not yet achieved accredited qualifications
- those with specific learning needs.

The intended destinations for learners successfully achieving these qualifications include:

- GCSEs and/or A Levels
- Diplomas
- apprenticeships
- supported employment
- independent living.

BTEC Entry 3 and Level 1 qualifications provide some of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). They attract achievement and attainment points that equate to similar-sized general qualifications and are listed in the Foundation Learning Tier catalogue.

Edexcel Entry Level BTEC Award (Entry 3) (QCF) (6 credits)

The 6-credit Edexcel Entry Level BTEC Award (Entry 3) (QCF) offers a 'taster' qualification that focuses on the personal qualities and work skills that are required for a particular vocational sector.

Edexcel Level 1 BTEC Award (QCF) (7 credits)

The 7-credit Edexcel Level 1 BTEC Award (QCF) provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Edexcel Level 1 BTEC Certificate (QCF) (13 credits)

The 13-credit Edexcel Level 1 BTEC Certificate (QCF) extends the work-related focus from the Edexcel Level 1 BTEC Award (QCF) and covers some of the knowledge and practical skills required for a particular vocational sector.

The Edexcel Level 1 BTEC Certificate (QCF) offers an engaging programme for those who are clear about the vocational area that they wish to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Edexcel Level 1 BTEC Certificate (QCF) can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Edexcel Level 1 BTEC Diploma (QCF) (37 credits)

The 37-credit Edexcel Level 1 BTEC Diploma (QCF) extends the work-related focus from the Edexcel Level 1 BTEC Certificate (QCF). There is potential for the qualification to prepare learners for employment in a particular vocational sector and it is suitable for those who have decided that they wish to enter a specific area of work.

Key features of the Edexcel Entry Level BTEC Award (Entry 3) (QCF) and Edexcel Level 1 BTEC Award/Certificate/Diploma (QCF) in Sport and Active Leisure

The Edexcel Entry Level BTEC Award (Entry 3) (QCF) and Edexcel Level 1 BTEC Award/Certificate/Diploma (QCF) in Sport and Active Leisure have been developed to give learners the opportunity to:

- engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Entry or Level 1 vocationally related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Edexcel Level 1 BTEC (QCF) qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Studies (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel Level 1 BTEC (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS.

The Edexcel Level 1 BTEC Award/Certificate/Diploma in Sport and Active Leisure relates to the following NOS:

- Sport, recreation and allied occupations.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have a set of combination.

The rules of combination specify the:

- credit value of the qualification which sets out the number of credits required at all levels to achieve the qualification
- the credits to be achieved at the level of the qualification or above
- credits from mandatory units, where relevant
- credits from optional units, where relevant
- credits from other units
- credits from equivalent units
- exemptions
- time limits on the process of credit accumulation or exemptions.

Rules of combination for the Edexcel Entry Level BTEC (Entry 3) (QCF) and Edexcel Level 1 BTEC (QCF) qualifications

When combining units for an Edexcel Entry Level BTEC (Entry 3) (QCF) and Edexcel Level 1 BTEC (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel Entry Level BTEC Award in Sport and Active Leisure (Entry 3) (QCF)

- 1 Qualification credit value: a minimum of 6 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 4 credits.
- 3 All credits must be achieved from the units listed in this specification.

Rules of combination for Edexcel Level 1 BTEC (QCF) qualifications

Edexcel Level 1 BTEC Award in Sport and Active Leisure (QCF)

- 1 Qualification credit value: a minimum of 7 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 4 credits.
- 3 All credits must be achieved from the units listed in this specification.

Edexcel Level 1 BTEC Certificate in Sport and Active Leisure (QCF)

- 1 Qualification credit value: a minimum of 13 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 7 credits.
- 3 All credits must be achieved from the units listed in this specification.

Edexcel Level 1 BTEC Diploma in Sport and Active Leisure (QCF)

- 1 Qualification credit value: a minimum of 37 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 20 credits.
- 3 All credits must be achieved from the units listed in this specification.

**Edexcel Entry Level BTEC Award in Sport and Active Leisure (Entry 3)
(QCF) units**

Unit number	Unit title	Credit	Level
1	Investigating Rights and Responsibilities at Work	1	Entry 3
2	Managing your Health at Work	1	Entry 3
3	Safe Learning in the Workplace	1	Entry 3
4	Taking Part in Sport	3	Entry 3
5	Assisting at a Sport or Active Leisure Event	3	Entry 3
6	Improving Own Fitness	3	Entry 3
7	Investigating Rights and Responsibilities at Work	1	1
8	Managing your Health at Work	1	1
9	Safe Learning in the Workplace	1	1
10	Risks and Hazards in Sport and Active Leisure	4	1
11	Taking Part in Exercise and Fitness	4	1
12	How the Body Works	4	1
13	Planning Own Fitness Programme	4	1
14	Leading a Sports and Active Leisure Activity	4	1
15	Working in Sport and Active Leisure	4	1
16	Sport and Active Leisure Group Project	4	1

Edexcel Level 1 BTEC Award/Certificate in Sport and Active Leisure (QCF) units

Unit number	Unit title	Credit	Level
1	Investigating Rights and Responsibilities at Work	1	Entry 3
2	Managing your Health at Work	1	Entry 3
3	Safe Learning in the Workplace	1	Entry 3
4	Taking Part in Sport	3	Entry 3
5	Assisting at a Sport or Active Leisure Event	3	Entry 3
6	Improving Own Fitness	3	Entry 3
7	Investigating Rights and Responsibilities at Work	1	1
8	Managing your Health at Work	1	1
9	Safe Learning in the Workplace	1	1
10	Risks and Hazards in Sport and Active Leisure	4	1
11	Taking Part in Exercise and Fitness	4	1
12	How the Body Works	4	1
13	Planning Own Fitness Programme	4	1
14	Leading a Sports and Active Leisure Activity	4	1
15	Working in Sport and Active Leisure	4	1
16	Sport and Active Leisure Group Project	4	1
17	Job Opportunities in Sport and Active Leisure	4	1
20	Investigating Rights and Responsibilities at Work	1	2
21	Managing your Health at Work	1	2
22	Preparing for Work Placement	1	2
23	Learning from Work Placement	1	2

Edexcel Level 1 BTEC Diploma (QCF) in Sport and Active Leisure units

Unit number	Unit title	Credit	Level
1	Investigating Rights and Responsibilities at Work	1	Entry 3
2	Managing your Health at Work	1	Entry 3
3	Safe Learning in the Workplace	1	Entry 3
4	Taking Part in Sport	3	Entry 3
5	Assisting at a Sport or Active Leisure Event	3	Entry 3
6	Improving Own Fitness	3	Entry 3
7	Investigating Rights and Responsibilities at Work	1	1
8	Managing your Health at Work	1	1
9	Safe Learning in the Workplace	1	1
10	Risks and Hazards in Sport and Active Leisure	4	1
11	Taking Part in Exercise and Fitness	4	1
12	How the Body Works	4	1
13	Planning Own Fitness Programme	4	1
14	Leading a Sports and Active Leisure Activity	4	1
15	Working in Sport and Active Leisure	4	1
16	Sport and Active Leisure Group Project	4	1
17	Job Opportunities in Sport and Active Leisure	4	1
18	Physical Activities for Children	4	1
19	Exploring Dance Skills	4	1
20	Investigating Rights and Responsibilities at Work	1	2
21	Managing your Health at Work	1	2
22	Preparing for Work Placement	1	2
23	Learning from Work Placement	1	2

Assessment

In the Edexcel Entry Level BTEC (Entry 3) (QCF) and Edexcel Level 1 BTEC (QCF) qualifications all units are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

Each unit within the qualification has specified assessment criteria which must be used. To achieve a 'pass' a learner must have satisfied **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria

and

- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms including performance observation, presentations, posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated on the assignments. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see the *Rules of combination for the Edexcel Entry Level BTEC (Entry 3) (QCF) and Edexcel Level 1 BTEC (QCF) qualifications*).

In the Edexcel Entry Level BTEC (Entry 3) (QCF) and Edexcel Level 1 BTEC (QCF) qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria

- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes

‘Credit is awarded for achievement, not for learning effort. This measure of learning time does not determine the time actually taken by any individual learner; the real time varies and is influenced by factors such as the individual’s learning style and prior learning. It is important to emphasise that learning time is not the amount of time served, for example the number of hours a learner rehearses for a performance or the number of hours a learner spends training in the workplace. Nor is learning time the hours that a learner attends a course or the sum of hours of actual participation in learning activities.’

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Centres are advised to consider this definition when planning the programme of study associated with this specification.

Quality assurance of centres

Edexcel’s qualification specifications clearly set out the standard to be achieved by each learner in order to achieve the award of the qualification. This is given in the statement of learning outcomes and assessment criteria in each unit. Further guidance on assessment is given in the *Essential guidance for tutors* section of each unit.

Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

These qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres delivering these qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- **compulsory** Edexcel-provided training and standardisation for lead internal verifiers
- centre risk assessment by Edexcel of overarching processes and quality standards (this would usually be via self-assessment, but will include visits on occasions)
- remedial training and/or assessment sampling for centres identified, through standardisation or risk assessment activities, as having inadequate quality, assessment or internal verification processes
- programmed sampling of internal verification and assessor decisions.

Centres are required to declare their commitment to ensuring quality and appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities. Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Edexcel Quality Assurance handbook

Details of quality assurance are set out in the Edexcel Quality Assurance handbook published annually. Edexcel's qualification specifications set out the standard to be achieved by each learner in order to be awarded the qualification. This is covered in the statement of learning outcomes and grading criteria in each unit. Further guidance on delivery and assessment is given in the *Essential guidance for tutors* section in each unit. This section is designed to provide additional guidance and amplification related to the unit to support tutors, deliverers and assessors and to provide for a coherence of understanding and a consistency of delivery and assessment.

Approval

Centres that have not previously offered BTEC qualifications will first need to apply for, and be granted, centre approval before they can apply for approval to offer the programme.

When a centre applies for approval to offer a BTEC qualification they are required to enter into an approvals agreement.

The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Sanctions and tariffs may be applied if centres do not comply with the agreement. Ultimately, this could result in the suspension of certification or withdrawal of approval.

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme.

The key principles of quality assurance are that:

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

Programme design and delivery

Mode of delivery

Edexcel does not define the mode of delivery for Edexcel Entry Level BTEC (Entry 3) (QCF) and Edexcel Level 1 BTEC (QCF) qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learner's needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Edexcel Entry Level BTEC (Entry 3) (QCF) and Edexcel Level 1 BTEC (QCF) qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel Entry Level BTEC (Entry 3) (QCF) and Edexcel Level 1 BTEC (QCF) qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

Additional and specialist learning

Additional and specialist learning (ASL) consists of accredited qualifications at the same level as, or one level above the Diploma course of study, which have been approved under Section 96 of the Learning and Skills Act 2000. The ASL may include BTEC qualifications which are also available to learners not following a Diploma course of study.

Qualifications for ASL must be selected from the ASL catalogue through the National Database of Accredited Qualifications (NDAQ). The catalogue includes qualifications which have the approval of the Diploma Development Partnership (DDP) and will expand over time as more qualifications are approved. To access the catalogue go to www.ndaq.org.uk and select 'Browse Diploma Qualifications'.

Further units may be added to qualifications within the catalogue and centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions.

Functional Skills

Edexcel Entry Level BTEC (Entry 3) (QCF) and Edexcel Level 1 BTEC (QCF) qualifications give learners opportunities to develop and apply Functional Skills. Functional Skills are also offered as stand-alone qualifications at Entry and Level 1.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Edexcel Entry Level BTEC (Entry 3) (QCF) and Edexcel Level 1 BTEC (QCF) in Sport and Active Leisure are accredited on the QCF for learners aged 14 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements*, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables 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 for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in the Edexcel Entry Level BTEC (Entry 3) (QCF) and Edexcel Level 1 BTEC (QCF) qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content’s relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Outline learning plan* – An outline learning plan is included in each unit and provides an indication of the learning time taken by the average learner to achieve the learning outcomes at the standard determined by the assessment criteria.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

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Unit 1: Investigating Rights and Responsibilities at Work

Unit code: J/501/6333

QCF Level: Entry 3

Credit value: 1

Unit introduction

All employees have rights and responsibilities. This unit will introduce the learner to the concept of having rights at work and what their responsibilities are as an employee. The learner will explore what is meant by having rights, for example, being safe at work, being healthy at work, the right to a minimum amount of pay and the right to be treated fairly. They will also consider the importance of respecting others in the workplace. Practical examples such as appropriate use of language and respecting people's cultures and beliefs will be discussed.

The unit goes on to explore the responsibilities that the learner has when they are employed or participating in work experience. Learning will focus around their responsibility to arrive on time, dress appropriately and complete tasks efficiently and effectively within agreed timelines.

It is very important to know who to go to for support if difficulties arise at work. Learners will research different sources of support that is available to them both with the workplace and from external sources such as the Citizens Advice Bureau.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand that they have rights in the workplace	1.1 identify aspects of working life where they have rights
2 Understand that they should respect the rights of others in the workplace	2.1 describe how the rights of others can be respected
3 Understand that they have responsibilities in the workplace	3.1 identify aspects of working life where they must fulfil certain responsibilities
4 Know where to get help for problems that arise at work	4.1 identify sources of help within the workplace

Unit content

1 Understand that they have rights in the workplace

Workplace rights: eg salary or wages, contract for employment, termination of employment, discrimination and harassment, dealing with trouble at work, health and safety, working hours, holiday entitlement, breaks, leave entitlement, privacy of personal information (Data Protection Act)

2 Understand that they should respect the rights of others in the workplace

Respecting the rights of others: eg right to express opinions and ideas, respect other cultures, religions and views, appropriate use of language, knowledge of what could offend, privacy of others' personal information

3 Understand that they have responsibilities in the workplace

Workplace responsibilities: health and safety; understand what the employee is expected to do at work

4 Know where to get help and advice for problems that arise at work

Sources of help and advice: advisers, eg line manager, human resources department, occupational health, health and safety adviser; documents, eg policies, staff handbook, intranet

Essential guidance for tutors

Delivery

The focus of this unit is on the rights and responsibilities of the individual as an employee in the workplace. Reference to corresponding employer rights and responsibilities is likely to be made in any discussion of the issues, although, it does not form part of the assessment for the unit.

Although learners do not need to have access to the workplace, it would be helpful if they could relate the learning to an actual workplace, either through past experience, a current job or work placement. They should have the opportunity to talk to others who have direct experience of the workplace in order to relate the theory to a real situation. They could also use role play and other simulations to increase their understanding.

Learners should be able to identify a range of areas where they have rights at work (for example right to a clean and safe workplace, to be treated fairly, to be paid a fair wage on time, not to be discriminated against on grounds of gender, sexual orientation, age, race, disability, religious beliefs). A knowledge of legislation is not required for this unit. Learners may be encouraged to gather information from a range of sources on their rights for example Job Centre Plus, Connexions, library, internet.

Learners should be able to demonstrate an understanding that their own behaviour has an effect on the rights of others. Either within a workplace setting (for example at work for those already employed or on work placement) or through simulation, learners should show that they are respecting the rights of others. This might be through speaking in a way that does not cause offence, not distracting others, respecting other people's property, not putting other people in danger, or not discriminating unfairly against people. Learners could be encouraged to find the rights and responsibilities policy for their own setting. Discussion could focus on the appropriateness of the document for example whether it is clear, easy to read and contains appropriate images which show respect for the rights of others.

In addition to the behaviours identified above, learners will need to identify their responsibilities to an employer (for example to follow instructions, to work to the best of their ability, to be honest, to be punctual, not to waste the employer's time, to follow company or organisation procedures such as phoning when they are ill and unable to come in to work or to present themselves neatly and cleanly in the workplace). Learners with access to the workplace could supplement their evidence with a witness statement to the effect that they are behaving as a responsible employee. The statement should make clear what behaviours have been observed.

Learners only need to identify sources of support for rights and responsibilities within the workplace (for example their supervisor, the human resources department, a staff handbook). They do not need to raise actual issues or problems, only to know where they could turn should such issues arise. Speakers may be invited to share their experiences of seeking advice in the workplace.

Assessment

In order to achieve 1.1, the learner must be able to identify at least three different aspects of working life to which they have rights as an employee. This evidence could be presented using a range of different formats, for example as a poster or leaflet, a recorded discussion with the tutor or presented as a list of aspects identified.

To achieve 2.1, the learner must describe how the rights of others can be respected. In order to achieve this, the learner could be provided with a number of different scenarios or clips from a film or television programme. The clips or scenarios should highlight different situations, for example an employee dominating the conversation in a meeting or someone using offensive language. The learner could then demonstrate how the situation could be changed to respect the rights of others.

To achieve 3.1, the learner is required to identify aspects of working life where they must fulfil certain responsibilities. They need to identify at least three different aspects.

For 4.1, the learner must identify three different sources of help if a problem arises at work.

If any of the above evidence is provided as a result of discussions with the tutor, written evidence must be available for internal and external verification.

Essential resources

There are no essential resources required for this unit.

Indicative resource materials

Websites

www.acas.org.uk	Arbitration service, advice on health and well being at work
www.adviceguide.org.uk/	Citizens Advice Bureau
www.direct.gov.uk/en/Employment/Employees/index.htm	Advice on employment rights
www.direct.gov.uk/en/RightsAndResponsibilities/Yourrights	General rights and responsibilities in the workplace including rights for disabled people, carers, older people and young people
www.tuc.org.uk/	Trades Union Congress websites with downloadable leaflets about rights at work including details about minimum wage and equality in wages
www.worksmart.org.uk/rights/	A TUC run website with information about rights at work (paternity and maternity leave, paid holiday etc)

Unit 2: Managing your Health at Work

Unit code: M/501/6360

QCF Level: Entry 3

Credit value: 1

Unit introduction

Much of our time is spent at work. Our work and how we work can have a huge impact on physical and mental wellbeing. During time spent at work, workers can suffer from everyday ailments and aches and pains including headaches, back problems and stress. It is important that people know how to look after themselves whilst they are at work so that they can stay healthy and work effectively.

The aim of this unit is to help learners understand why it is important to be healthy at work and how to keep well at work. Learners will explore different types of health issues that could arise in different working environments.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know why it is important to be healthy at work	1.1 describe why it is important to be healthy at work
2 Know how to keep healthy at work	2.1 identify ways of keeping healthy at work 2.2 identify different types of working environments and their possible health issues

Unit content

1 **Know why it is important to be healthy at work**

Importance of being healthy at work: eg work more efficiently, increased self-esteem, increased enjoyment of work, quality of work could suffer if worker is unhealthy, effects of unemployment on your health, the longer someone is out of work the harder it is to get back

2 **Know how to keep healthy at work**

Keeping healthy: appropriate equipment, eg suitable chair, keyboard arm rests, foot rests; taking regular breaks; exercise; diet; adequate sleep, dealing effectively with stress

Health factors to consider in different work environment: different needs for different environments, eg working in hospital, office, outdoors; different types of illnesses and injuries, eg repetitive strain injury, colds, flu and other illnesses; temperature in work environment, eg summer heat, cold, air-conditioning, heating

Essential guidance for tutors

Delivery

During the delivery of this unit, learners should be given as much practical experience as possible. Delivery methods could include learner-centred tasks such as group work and research tasks or learner-led presentations.

Group discussions could be used to identify the benefits of being healthy at work. Personal experience could be referred to (for example a learner may be able to share how they felt when they experienced unemployment due to ill health).

Speakers from different areas of work may be invited to talk to the group on the importance of keeping healthy at work. This may include references to the benefits that a healthy workforce has for a company or organisation.

When discussing illnesses and injuries at work, it is important to make this as relevant as possible for the learner. If they have already been in work, the learner will be able to refer to experiences that they have encountered. However, this will be difficult for learners who have not had any previous work experience. One way to overcome this would be to make reference to their classroom experiences or perhaps where they do work at home. Topics such as repetitive strain injury, posture, colds and flu could then be discussed in this context.

Websites may also be a good source of information. Learners could be encouraged to find out what is meant by repetitive strain injury, for example www.patient.co.uk/

The learner may be asked to extract information, for example What causes RSI? How could it be prevented? Learners would not be expected to give detailed or lengthy answers to this type of question.

Learners should also be encouraged to think about how they can manage their health in different types of workplace environments, for example infection control is particularly important when working in a hospital, whilst wearing personal protective equipment (PPE) is essential when working on a building site. Learners could visit different work environments to find out about managing health in specific work areas or speakers could be invited to talk to the group.

Learners could ask friends or colleagues how they keep healthy. A simple questionnaire could be designed and the information gathered could be presented to the rest of the group. Alternatively, posters may be designed on how to manage health at work. The posters could then be displayed in the class or place of learning. This task could provide practice for functional skills if the learners ensured that the information given was grammatically accurate and spelt correctly.

Assessment

In order to achieve 1.1, the learner must describe why it is important to be healthy at work. They should be able to give at least three reasons which benefit themselves and the employer. This could be assessed through a one-to-one discussion with the tutor. Responses could be recorded by the tutor for verification purposes. Alternatively, the learner could produce a poster or leaflet to display their ideas.

To achieve 2.1, the learner must be able to identify three different ways of keeping healthy at work. The learner could produce a leaflet or poster showing different ways of keeping healthy at work. Alternatively they may participate in a discussion which highlights how to keep healthy at work.

For 2.2, the learner must identify at least two different types of working environments and at least one associated health risk or issue for each type of working environment.

Essential resources

Learners will require access to appropriate information about how to keep healthy at work.

Indicative resource materials

Websites

www.direct.gov.uk/

Provides advice on health and safety at work

www.workingforhealth.gov.uk/

Government-run website focussed on improving health and well being of people of working age

www.worksmart.org.uk/index.php

A TUC run website with information about rights at work

Unit 3: Safe Learning in the Workplace

Unit code: R/501/6416

QCF Level: Entry 3

Credit value: 1

Unit introduction

Health and safety is a very important aspect of work experience. This unit will help learners to understand some of the risks and hazards in the workplace. Learners will develop an awareness of their own responsibilities and actions in reducing the risk of harm to self and others. This includes knowing how to follow instructions concerning hazards in the workplace environment and knowing what could cause harm or risk to self or others.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about risks and hazards in the workplace	1.1 list hazards in the workplace 1.2 list risks in the workplace
2 Know what responsibilities people have for safety in the workplace	2.1 identify the person responsible for health and safety in the workplace environment 2.2 identify own responsibility in relation to reporting hazards in the workplace
3 Be aware of how to reduce risk of harm to self or others	3.1 identify examples from the workplace environment which could cause risk of harm to self or others 3.2 outline own behaviour for safe practice in the workplace environment
4 Know how to deal with low risk hazards in the workplace environment	4.1 outline how to follow instructions to deal with low risk hazards in the workplace environment

Unit content

1 Know about risks and hazards in the workplace

Definition of terms: hazard; risk (according to the Health and Safety Executive)

Hazards and Risks in the workplace: low risk hazards and risks relating to eg electricity, fire, hazardous substances, noise, slips, trips and falls, manual handling; personal protective equipment and clothing; working at height, working with animals, working with computers, vehicles and transport

2 Know what responsibilities people have for safety in the workplace

Knowing own responsibilities in relation to reporting risks: being aware of the responsible person to whom risks and health and safety matters should be reported; legal responsibilities, eg awareness of own duties for health and safety; knowing own limitations in dealing with a risk

3 Be aware of how to reduce risk of harm to self or others

Possible examples of risk or harm to self or others in workplace environment: eg environmental issues, personal safety issues, stress, substance misuse in the workplace, work-related violence, bullying and harassment, lone working, mobile working and length of working time

Own behaviour for safe practice in the workplace: knowing relevant workplace policies, procedures and safe working practice aimed at controlling risks to health and safety; remaining alert to the presence of risk in the workplace environment; own conduct in minimising risk in key areas such as housekeeping, eg spillages, obstructions under desks and in walkways, personal hygiene, eg washing hands or disposing of used tissues and handkerchiefs, accidents, eg falls or trips, emergencies, eg fire, recognition of signage and emergency alarms, following given instructions; knowing own limitations and when to get help

4 Know how to deal with low risk hazards in the workplace environment

Following instructions to deal with low risk hazards: eg instructions in clearing a minor non-toxic spillage, instructions for removing minor obstruction in a walkway or emergency exit area

Essential guidance for tutors

Delivery

The unit has been designed to make the key topics practically based wherever possible.

Tutors delivering this unit have the opportunity to use a wide range of resources including group work, presentations, seminars, practical workshops, external visitors, DVDs, simulations and internet based research. It is important to emphasise personal responsibility in relation to health and safety throughout the teaching of this unit.

‘The Essentials of Health and Safety At Work’, published by The Health and Safety Executive (2006) is a key reference guide providing authoritative information on health and safety practice in the workplace.

An understanding of safe working practices could be covered by the use of different case studies or DVDs and learners could summarise key points on fact sheets, posters or leaflets. Learners may also be able to visit different workplace environments to observe health and safety practices and safety equipment used. Learners could speak to friends or relatives who are in employment and ask them about health and safety in their workplace environments.

Role play exercises or group simulations could also be used for some situations, eg a fire drill.

Assessment

The criteria for this unit may be combined in one assignment task, as a series of Health and Safety fact sheets or posters. This could involve internet research, images collected from magazines and brief explanations.

To meet the requirements for 1.1 and 1.2, the learner will need to identify at least one hazard and one risk in a workplace environment. The examples identified by the learner must show that the learner understands the definition of a hazard and the definition of a risk (according to the Health & Safety Executive definitions).

For 2.1, the learner needs to identify the person responsible for health and safety in a specific workplace environment (either real or simulated). Where more than one person is responsible for health and safety in a workplace environment, the learner need only identify one person.

To meet 2.2, the learner must identify their own responsibilities in relation to reporting hazards in a workplace (either real or simulated) – the real or simulated workplace will need to require at least one clear reporting responsibility for the learner to identify.

3.1 and 3.2 could be combined on one fact sheet, leaflet or other appropriate form of evidence. 3.1 requires two specific, straightforward examples from a workplace setting which could cause harm, accidents, incidents or injuries. 3.2 requires learners to identify at least two examples of their own behaviour which could minimise risk in the workplace .

4.1 requires at least one specific example of how to follow set instructions for dealing with low risk hazards in a workplace (either real or simulated). 2.2 and 4.1 could be combined on one fact sheet or other appropriate form of evidence.

Essential resources

‘The Essentials of Health and Safety at Work’ published by The Health and Safety Executive (2006)

Indicative resource materials

Websites

www.healthandsafety.co.uk

Website giving advice on aspects of health and safety

www.hse.gov.uk

Health and Safety Executive

Unit 4: Taking Part in Sport

Unit code: Y/501/7244

QCF Level: Entry 3

Credit value: 3

Unit introduction

Learners who are interested in working in the sports industry need to have an understanding of the wide range of team and individual sports that may be available to their clients. They need to know the rules of the sport, the appropriate clothing, the equipment required to participate in the sport, and the skills and techniques necessary to play the sport.

This unit has been designed to help the learner gain these skills and knowledge through active participation in a range of team and individual sports.

Having experienced different team and individual sports, learners will be encouraged to reflect on their own performance. They will be encouraged to identify what they were good at and what areas they could improve.

Learners could participate in different sporting activities at their centre or as part of their community involvement. These may be sports that they either excel at or have a particular interest in finding out more.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to take part in team sports	1.1 take part in team sports by: <ul style="list-style-type: none"> • dressing appropriately for the team sport • being a team player • following the rules of the team sport • using skills and techniques in different team sports • using sports equipment in different team sports • demonstrating safe practice
2 Be able to take part in individual sports	2.1 take part in individual sports by: <ul style="list-style-type: none"> • dressing appropriately for the individual sport • following the rules of the individual sport • using skills and techniques in different individual sports • using sports equipment in different individual sports • demonstrating safe practice
3 Be able to review own performance	3.1 identify own strengths when participating in sport 3.2 identify areas for improvement

Unit content

1 Be able to take part in team sports

Team sports: different team sport, eg football, rugby, basketball, volleyball, cricket, hockey

Team player: supporting other members of the team; respecting others

Appropriate clothing: clothing, eg high visibility, protective padding, supportive footwear, suitable for weather

Skills and techniques: skills and techniques, eg kicking, throwing, dribbling, shooting, striking, starting, bowling

Rules: rules; scoring systems; regulations; safety

Equipment: types of equipment, eg balls, bats, sticks

2 Be able to take part in individual sports

Individual sports: different individual sports, eg tennis, badminton, squash, athletics, swimming, gymnastics, golf, mountain biking

Appropriate clothing: high visibility; protective padding; supportive footwear; suitable for weather

Rules: rules; scoring systems; regulations; safety

Skills and techniques: skills and techniques, eg kicking, throwing, hitting, running, strokes, swing

Equipment: types of equipment, eg clubs, balls, bats, racquets, nets, bicycle

3 Be able to review own performance

Strengths: specific skills; techniques; team player; individual player

Areas for further practice: specific skills; techniques

Essential guidance for tutors

Delivery

This unit has been designed specifically as a practical unit and it is anticipated that each class will focus on either a team or individual sport. Learners should be given the opportunity to experience a range of different team and individual sports. These experiences may be gained through provision offered by the centre or by participating in community activities. It is not anticipated that learners will experience every sport mentioned in the unit content. However, it is anticipated that learners should experience at least two team sports and two individual sports.

Whilst participating in the team or individual sport, the learner will begin to understand the rules of the sport. They will also begin to develop the skills and techniques necessary for active participation. Learners are not expected to demonstrate a high level of skill or technique. They should, however, be able to participate as fully as possible according to their individual abilities.

In order to enhance the learner's knowledge of different sports, they could observe events either 'live' or on television. This will help learners understand the rules and the skills and techniques required. They will also be able to identify the dress code and equipment used.

The unit has been designed to give learners experience of developing their own practical skills and techniques in sporting activities. Tutors could introduce learners to skills and techniques through simple practices and drills, which show progression through to the game and/or competitive situation.

Learners should be encouraged to continually reflect on their performance and, at the end of each session, learners could reflect on their performance in and knowledge of each sport that they participated in. Learners should identify strengths and areas for improvement for each session.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit content and programme of learning.</p> <p>Individual tutorial to discuss with tutor individual sports that learners will participate in during duration of the unit (this could be a sport in which they are already participating). Discussion of how this will be assessed, eg by checklist, witness statement.</p> <p>Individual tutorials will be held throughout the unit to check how learners are progressing in their performance.</p> <p>Team games quiz covering:</p> <ul style="list-style-type: none"> • rules • winners • losers • dates • players. <p>Group game (any sport).</p> <p>Task – learners research an inspiring team member.</p>
<p>Team Players – small group task/discussion sharing reasons for choice of inspiring team member.</p> <p>Learners rank good team player attributes.</p> <p>Practical: learners take turns to be a captain.</p>
<p>Clothing:</p> <p>Task – learners list protective clothing including:</p> <ul style="list-style-type: none"> • what area of the body it protects • why it is required. <p>Practical – team game.</p> <p>Home study task – learners research rules of Football.</p>
<p>Football* theory.</p> <p>Football practical (skills and techniques).</p> <p>Home study task – learners review own performance.</p>
<p>Rugby* theory.</p> <p>Rugby practical (skills and techniques).</p> <p>Home study task – learners review own performance.</p>
<p>Volleyball* theory.</p> <p>Volleyball practical (skills and techniques).</p> <p>Home study task – learners review own performance.</p>

Topic and suggested assignments/activities
Assessment: learner is observed taking part in team sports, dressing appropriately, contributing to team, following rules, using skills, techniques and equipment and demonstrating safe practice. (Learning outcome 1)
Badminton* theory. Badminton practical (skills and techniques). Home study task – learners review own performance.
Athletics* theory. Athletics practical (skills and techniques). Home study task – learners review own performance.
Swimming* theory. Swimming practical (skills and techniques). Home study task – Learners review own performance.
Assessment: learner is observed taking part in individual sports, dressing appropriately, following rules, using skills and techniques and equipment and demonstrating safe practice. (Learning outcome 2)
Assessment: ongoing one-to-one discussions with tutor to identify strengths and areas for improvement. (Learning outcome 3)
Assessment feedback and review of unit.

* the sports could vary according to resources available.

Assessment

To achieve 1.1, the learner must participate in at least two different team sports. A checklist may be used to assess this criterion. This would be completed and signed by the tutor for each team sport the learner participates in as an observation record of performance.

To achieve 2.1, the learner must participate in at least two individual sports. A checklist may be used to assess this criterion.

Learners could achieve 3.1 and 3.2 through a one-to-one discussion with their tutor. Written evidence of this discussion must be retained for internal and external verification. Alternatively, the learner could record their review in written format, as a video diary or checklist of skills and techniques.

A learner may wish to use evidence from experience they have gained from participating in local community sports and a witness statement may be provided as evidence. Any documentation used as part of the assessment process must be retained for internal and external verification purposes.

Essential resources

Learners will need access to the appropriate environment or facility and equipment required for the activities, as well as resources related to analysis, for example recording equipment.

Indicative resource materials

Textbooks

Harris et al – *BTEC Introduction to Sport and Active Leisure* (Heinemann, 2005)
ISBN 0435460005

Websites

www.skillsactive.com

SkillsActive, the Sector Skills Council for the active leisure sector

Unit 5: Assisting at a Sport or Active Leisure Event

Unit code: D/501/7245

QCF Level: Entry 3

Credit value: 3

Unit introduction

In this unit learners will find out about the range of sporting and active leisure events available in their local area and around the country. Sporting events could include local football matches, cricket matches or indoor events such as basketball matches. Active leisure events vary widely in their type, scale and purpose; from large-scale international events, such as the Olympic Games, to small-scale, local events such as a school sports day and fun runs.

To be able to assist at these events, the learner needs to understand the tasks and responsibilities involved. In this unit, learners will develop the necessary skills for this type of work. This is particularly important as these skills can be transferred into other job roles within the sport and active leisure industry.

The learner will have the opportunity to select an event they are interested in and assist at the event as part of the support team. Following the event the learner will have the opportunity to reflect on their performance as part of the support team.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about a range of active leisure and sport events	1.1 identify active leisure events 1.2 identify sport events
2 Be able to assist at an active leisure or sport event	2.1 assist at an active leisure or sport event by: <ul style="list-style-type: none"> • dressing appropriately for the event • being an active member of the team • listening to and follow instructions accurately
3 Be able to review own performance	3.1 identify own strengths when assisting at an event 3.2 identify areas for improvement

Unit content

1 Know about a range of active leisure and sport events

Active leisure events: types of active leisure event, eg sports days, sponsored charity events including runs, walks, bike rides, fun runs

Sport events: types of sport event, eg football matches, rugby matches, tennis events, five a side football

2 Be able to assist at an active leisure or sport event

Self-management: dressing appropriately for the event including wearing high visibility clothing if required; planning the day; arranging transport

Time management: arriving on time to pre-event meetings; arriving at the agreed time at the event

Communication: listening to and following instructions; sharing information with team members

Behaviour and attitude: being enthusiastic; highly motivated; showing initiative

Team member: respecting others; supporting others when they need help

3 Be able to review own performance

Strengths: specific skills and techniques, eg being a team member

Areas for more practice: specific skills and techniques

Essential guidance for tutors

Delivery

Initially, learners should explore ways in which they can find out about local sport and active leisure events. The tutor could supply a range of materials such as local newspapers, Yellow Pages, leaflets from tourist offices, libraries and access to the internet. Learners could then explore national sport and active leisure events from national newspapers, sporting magazines and the internet.

To help learners understand their role when assisting at an event, event organisers could be invited to speak to the group to explain the role.

The different roles and responsibilities could be introduced by inviting a guest speaker with experience of organising events. Learners could then have a go at organising a practical activity such as a class badminton competition. They could each take on a different role and learn the associated responsibilities, for example, umpire, scoring, equipment.

Learners then need to identify an event they are interested in and have access to. This could be a local fun run or a tournament held at the centre. They could then volunteer their services and be assigned a support role.

Learners then need to review their performance through feedback from their supervisor, peers and/or event participant.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit content and programme of learning.</p> <p>Group task – learners brainstorm different types of active leisure events.</p> <p>Individual task – learners research active leisure events in the local area.</p>
<p>Group Task – learners brainstorm different types of sports events.</p> <p>Individual task – learners research sport events in the local area.</p> <p>Assessment: from their research learners identify two active leisure and two sport events. (Learning outcome 1)</p>
<p>Tutor-led discussion – assisting in an event:</p> <ul style="list-style-type: none"> • roles • responsibilities • skills • attributes. <p>Learners practise role plays according to given scenarios.</p>
<p>Task – learner reviews activity identifying strengths and plans how to improve on weaknesses.</p>
<p>Learners research events coming up in the local area and apply to assist as volunteers. Alternatively, learners could assist at an event which is being held by the centre, eg a fun run or sponsored walk.</p>
<p>Assessment: learner is observed assisting at a sport or active leisure event, including dressing appropriately, acting as a team member and listening to and following instructions. (Learning outcome 2)</p> <p>Assessment: in a one-to-one or group discussion learner reviews own performance in supporting the event. (Learning outcome 3)</p>
<p>Review: group discussion to share experiences.</p>
<p>Assessment feedback and review of unit.</p>

Assessment

To achieve 1.1, learners need to identify two different active leisure events. To achieve 1.2, learners need to identify two different sports events. Both these criteria may be evidenced through group discussions, written evidence or one-to-one discussions with the tutor.

2.1 requires the learner to provide support at a sport or active leisure event. This could involve a variety of roles such as handing out water or refreshments, scoring etc. The event organiser could then complete a witness statement to evidence the assessment process.

3.1 and 3.2 can be evidenced through written descriptions, group discussions or one-to-one discussions with the tutor. The learner could deliver an oral presentation to the tutor, and possibly the rest of class, which reviews own performance in supporting the event.

Essential resources

Learners will need access to local information and the internet for the research aspects of this unit. They will need access to a local or national event in order to undertake the practical element of this unit.

Indicative resource materials

Textbooks

Haris et al – *BTEC Introduction to Sport and Leisure* (Heinemann 2005) ISBN 0435460005

Websites

www.runningsports.org

Provides support and advice for sports volunteers

www.sportengland.org

Provides advice on funding for sporting projects

Unit 6: Improving Own Fitness

Unit code: H/501/7246

QCF Level: Entry 3

Credit value: 3

Unit introduction

This unit will introduce learners to a range of exercise and fitness classes and the ways in which a person can improve their fitness. The main aim of the unit is for learners to actively participate in these exercise and fitness sessions so that they understand what each entails.

Whilst undertaking a range of exercise and fitness activities the learner will need to demonstrate work-related skills, for example, time management, appropriate dress code, ability to follow instructions and health and safety issues. After practical participation in a range of exercise and fitness activities, learners will be able to reflect on their performance. From this, learners can then select exercise and fitness classes that they would like to continue with.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about different exercise and fitness activities	1.1 identify different exercise and fitness activities
2 Be able to demonstrate work skills through participation in exercise and fitness activities	2.1 actively participate in exercise and fitness activities and demonstrate: <ul style="list-style-type: none"> • time management skills • appropriate dress for the activity • following instructions provided by the activity leader • following health and safety guidelines before, during and after activities
3 Be able to review own performance	3.1 identify own strengths and areas for improvement in exercise and fitness activities

Unit content

1 Know about different exercise and fitness activities

Indoor activities: types of indoor activity, eg aerobic classes, yoga, pilates, spinning, gym, swimming, trampolining, bowling, skating

Outdoor activities: types of outdoor activity, eg walking, running, skiing, football, cricket

Gathering information: eg local papers, Yellow Pages™, internet, posters, visits to local health and exercise facilities

2 Be able to demonstrate work skills through participation in exercise and fitness activities

Active participation: enthusiastic; motivated; willing to try; body language; positive attitude

Time management: arrive on time and ready to begin

Dress code: wearing appropriate clothing and footwear

Safety issues: following instructions; health and safety, eg safe environment, clothing, use of equipment

3 Be able to review own performance

Review: types of feedback, eg self-assessment, peer assessment, supervisor report, video recordings, questionnaires

Essential guidance for tutors

Delivery

Learners can be given studio timetables and leaflets from local fitness centres in order to find out about the many different types of exercise and fitness classes available. The tutor could supply a range of materials such as local papers, Yellow Pages™ and access to the internet.

Learners should participate in a variety of exercise and fitness sessions. These can be held at the teaching centre, or off site at exercise and fitness centres. The greater the range of classes and exercise sessions offered, the better. This will allow learners to determine which classes they enjoyed and would like to pursue. It should also give learners the confidence to go into a health facility on their own in the future. Learners should have the opportunity to demonstrate work skills throughout learning outcome 2, for example, they should arrive on time and ready to begin, participate with enthusiasm, follow instructions. Peer group observations may be a valuable tool for providing feedback to colleagues in the group.

The unit has been designed to give learners confidence and practical experience to encourage them to take part in accessible exercise and fitness sessions. Learners should be encouraged to reflect on their performance.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit content and programme of learning.</p> <p>Group task – learners discuss possible barriers to exercise.</p> <p>Working in small groups, learners list where information may be obtained about exercise and fitness in their own area. Each group can then design a poster/leaflet showing activities in their area.</p> <p>Learners could discuss how they keep fit at present, what motivates or demotivates them, what equipment they need, how much it costs.</p>
<p>Tutor-led discussion – health and safety considerations.</p> <p>Group induction to cardio-vascular gym.</p> <p>Group discussion on importance of dress code, importance of time keeping eg missing warm-ups.</p>
<p>Tutor-led discussion – methods of reviewing own performance.</p> <p>Practise the methods relating them to the practical class.</p>
<p>Practical classes to provide experiences of activities to improve fitness. As part of the preparation for each class the following topics should be covered:</p> <ul style="list-style-type: none"> • suitable clothing • health and safety issues • following instructions. <p>Learners can then review these issues after the class.</p>
<p>Assessment: in one-to-one discussion with tutor, the learner identifies different exercise and fitness activities. (Learning outcome 1)</p>
<p>Assessment: learner is observed participating in exercise and fitness activities and demonstrating time management, appropriate dress, following instructions and health and safety guidelines. (Learning outcome 2)</p>
<p>Assessment: in one-to-one discussions with the tutor, the learner identifies strengths and areas for improvement. (Learning outcome 3)</p>
<p>Assessment feedback and review of unit.</p>

Assessment

To achieve 1.1 learners need to describe four fitness classes and what each entails. This can be evidenced through group discussion or one-to-one discussion with the tutor.

2.1 requires learners to actively take part in two different exercise and two different fitness classes/sessions, for example, a high impact aerobics class and a weight training session. The tutor or fitness instructors can evidence this process by completing an observation record or a witness statement.

3.1 requires learners to review their performance in the two exercise and fitness classes/sessions and to identify own strengths and areas for improvement. This can be done via an interview with the tutor and evidenced by an observation record.

Essential resources

Learners will need access to a local health and fitness facility. They will also need to be able to access a range of exercise and fitness classes and a suitably equipped gym.

Indicative resource materials

Textbooks

Dagleish J et al – *The Health & Fitness Handbook* (Longman, 2001) ISBN 0582418798

Harris et al – *BTEC Introduction to Sport and Leisure* (Heinemann, 2005) ISBN 0435450005

Sharkey B – *Fitness and Health* (Human Kinetics Europe Ltd, 2006) ISBN 0736056149

Websites

www.bases.org.uk	British Association of Sport and Exercise Sciences
www.eatwell.gov.uk	Food Standards Agency
www.nhs.uk	National Health Service
www.nutrition.org.uk	British Nutrition Foundation
www.skillsactive.com	Website of SkillsActive, SSC for the Sport and Active Leisure sector
www.topendsports.com	Top End Sports, provides advice on different aspects of sport, including nutrition.

Unit 7: Investigating Rights and Responsibilities at Work

Unit code: L/501/6382

QCF Level: 1

Credit value: 1

Unit introduction

Everyone has the right to be able to work in a healthy and safe environment, the right to be treated fairly and the right to be respected. The area of rights and responsibilities at work and how it affects the people you work with is an extensive subject. This unit provides an introduction to the concept by discussing basic rights at work and how these rights can be enforced through guidelines, company policies and legislation.

This unit also challenges individual's perceptions of others and how employers and employees should respect the rights of others. The laws that have been introduced to support employees will be considered. However it is not anticipated that these laws will be considered in depth. The learner will know about the law and how to find more information on the content of the law if ever they needed to refer to it.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand what 'rights' and 'responsibilities' are	1.1 explain what 'rights' are 1.2 explain what 'responsibilities' are
2 Understand how to respect the rights of individuals	2.1 explain the factors that may affect the rights of individuals 2.2 explain how to respect the rights of individuals
3 Know laws that can protect the rights of employees	3.1 identify laws that can protect employee rights
4 Know that employers have certain responsibilities	4.1 identify employer responsibilities in regard to: <ul style="list-style-type: none"> • fulfilling a contract • health and safety • equal opportunities and prevention of discrimination

Unit content

1 Understand what 'rights' and 'responsibilities' are

Rights: basic human rights, eg right to life, freedom, education, respect and dignity, to own property, equality before the law; rights at work, eg healthy and safe environment, working conditions, respect, privacy of personal information, fair pay/wages, paid holiday time, right to join and form trade unions

Responsibilities: responsibility to protect, improve and not infringe other's rights; work responsibilities, eg contractual obligations, health and safety requirements

2 Understand how to respect the rights of individuals

Factors affecting rights of individuals: positive images; perceptions eg stereotyping, labelling; unfair discrimination and injustice; cultural background; ignorance or lack of human rights

How to respect others: appropriate behaviour, eg use of appropriate language, politeness in communicating with others, not putting others in danger or at risk through inappropriate behaviour in the workplace, showing tolerance and respect for differences and diversity, avoiding unfair discrimination against others, challenging own perceptions to ensure fairness of thought and action

3 Know laws that can protect the rights of employees

Laws: laws relating to employee rights, eg health and safety, working conditions, salary, equality of opportunity, discrimination, privacy of personal information (Data Protection Act)

4 Understand that employers have certain responsibilities

Employee's responsibilities: health and safety; working conditions; contractual; equality of opportunity, confidentiality of company or organisational information

Essential guidance for tutors

Delivery

Tutors will need to be creative in their approach to this unit which is largely based on knowledge and understanding rather than skills. Active learning, however, can still be achieved, for example through learners going into the workplace to interview employers and employees or through role-playing scenarios. Debate and discussion should also be encouraged, particularly when defining the terms and considering rights and responsibilities beyond those enshrined in law.

Learners should be introduced briefly to the concept of rights and responsibilities in general before they focus on those that relate to the workplace. Discussion might include human rights, rights and responsibilities set out in legislation and those that are less formal such as those relating to particular groups or settings (for example within a school, college, society or club).

Learners would benefit from the opportunity to discuss terms associated with respecting the rights of others for example stereotyping, labelling, prejudice, positive images, discrimination, ageism, racism, sexism, diversity, cultural background. Simple tasks may be used to help the learner understand these concepts, for example they could make a list of the things they believe in and value. They could then consider how this might affect their work. Learners could also be encouraged to discuss how television or radio or magazine advertisements influence the way people think of others, for example through gender stereotyping or generalised perceptions of various cultures, nationalities or age groups. Discussions could then follow on how this could affect work for example women are often seen taking on a domestic role at home and a much smaller percentage of women receive high-paid jobs.

Scenarios could be used as a basis for research on what laws have been put in place to protect the rights of individuals at work, for example a colleague or partner has become pregnant. What are colleague's rights and what rights does the partner have? What laws are in place to support this? This learning outcome could also be linked with learning outcome 4. Learners could find out where they could get help and advice both within the workplace and outside.

Learners will probably find it useful to relate employer responsibilities to the particular aspects of rights and responsibilities that they have covered when looking at them from an employee's perspective. They should be encouraged to think about how the employer, through meeting their responsibilities, allows employees to exercise their rights. (for example an employer's responsibility to maintain a healthy and safe workplace is put in place to ensure that the employees' right to work in a healthy and safe environment is observed).

Assessment

In order to achieve 1.1 and 1.2, the learner must be able to explain what rights and responsibilities are. Practical examples may help to support the learner's response to these criteria.

In order to achieve 2.1, the learner should be able to identify three different factors that may affect the rights of an individual. They should then be able to explain how each factor may affect the rights of the individual.

The evidence provided for 3.2 could be in the form of an information leaflet or booklet which explains how we should respect our colleagues at work. Alternatively a written explanation may be given or an oral presentation could be an effective method of assessment.

To achieve 3.1, the learner must identify three different laws relating to the rights of individuals at work. The learner should name the law and provide a brief, basic outline of the purpose of the law.

4.1 focuses on the employer's responsibilities. The learner must be able to describe the employer's responsibilities at work in regard to fulfilling a contract, health and safety and equal opportunities/prevention of discrimination. Practical examples should be given to support each of these areas. (At least one example is required for each area).

Indicative resource materials

Websites

www.acas.org.uk/	Arbitration service, advice on health and well being at work
www.adviceguide.org.uk/	Citizen's Advice Bureau
www.direct.gov.uk/en/RightsAndResponsibilities/Yourrights	General rights and responsibilities in the workplace including rights for disabled people, carers, older people and young people
www.tuc.org.uk	Trades Union Congress websites with downloadable leaflets about rights at work including details about minimum wage and equality in wages
www.worksmart.org.uk	A TUC run website with information about rights at work (paternity and maternity leave, paid holiday etc)

Unit 8: Managing your Health at Work

Unit code: T/501/6389

QCF Level: 1

Credit value: 1

Unit introduction

Where you work may have an influence on your health. For example, there is a risk of repetitive strain injury if a worker spends much of the working day using a keyboard and mouse, while those working with the public may be at risk of physical or verbal abuse. This unit helps the learner to understand that different areas of work have different health requirements. It also considers how good personal health can be maintained in different areas of work by reducing health risks in the workplace.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand that different areas of work have different health requirements	1.1 explain different health requirements for a chosen area of work
2 Know how to maintain good health in different areas of work	2.1 describe health risks for a chosen area of work 2.2 explain how to reduce health risks in a chosen area of work

Unit content

1 Understand that different areas of work have different health requirements

Areas of work: office-based; service industry, eg hospitals, care homes, childcare; outdoor, eg construction industry, gardening, farming, logistics; retail; public services, eg fire service, police; sport and leisure sector

Health requirements: hygiene, lifting weights, infection control, protective clothing, influence of weather and the outdoor elements, concentration span, shift work, high adrenaline jobs

2 Know how to maintain good health in different areas of work

Health risks: physical and verbal abuse, bullying, use of specialist equipment, eg transporting chemicals, back injury, manual handling, minor injuries, eg slips, falls, trips, spread of infection, stress

Reducing health risks: appropriate equipment, eg supportive chair, keyboard rests; appropriate clothing, eg personal protective equipment (PPE); training and knowledge of procedures and rules, eg food and safety rules; vaccination of staff, eg annual flu vaccination

Essential guidance for tutors

Delivery

If a learner knows the vocational area that they are would like to work in or are already working in, they may focus their learning on that vocational area.

A wide range of delivery methods may be used to teach this unit, including tutorials, presentations, videos, worksheets and internet sources. As many practical activities should be included as possible to help learners relate to the content of the unit.

Small group discussions could be used to help identify the different areas of work that learners may be interested in working in. As far as possible, a range of vocational areas should be identified, including indoor and outdoor environments. Learners could then select one or more vocational areas and carry out research to identify specific health requirements. For example, those working in a care home may be required to use lifting equipment whilst those working in the sport and leisure industry may be working outdoor for significant periods of time and therefore be exposed to the sun.

Learners may be encouraged to access information from relevant websites, for example <http://www.hse.gov.uk/index.htm>.

Learning outcome 2 may be delivered through learner research. Small group work could focus on specific vocational areas and information gathered on potential health risks and ways in which to reduce those risks. Each group could present their findings to the other learners. Information could be presented using PowerPoint or paper based materials. Learners could compile their information into a 'checklist' style document which could be designed as a reference for other learners.

Speakers from appropriate vocational areas could be invited to talk about the way in which their vocational area helps their employees to manage their health at work.

Assessment

In order to achieve this unit, the learner will need to choose a specific vocational area. All the evidence that they present for assessment should be related to the chosen area of work. The learner should clearly identify the chosen vocational area on any work presented for assessment.

In order to achieve 1.1, the learner must explain three different health requirements for their chosen area of work. They should provide details of each health requirement and give examples for each health requirement to support the information provided.

To achieve 2.1 and 2.2, the learner must describe three health risks associated with their chosen vocational area and explain how each health risk may be reduced. The learner could produce a leaflet or poster to evidence this. Alternatively they may participate in a discussion which highlights health risks in their chosen vocational area, with the tutor recording the required descriptions and explanations provided by the learner.

Essential resources

Learners will require access to appropriate information about health requirements and potential health risks for specific types of work.

Indicative resource materials

Websites

www.direct.gov.uk/en/Employment/Employees/HealthAndSafetyAtWork

Advice on health and safety at work

www.workingforhealth.gov.uk/

Government-run website focussed on improving health and well-being of people of working age

www.worksmart.org.uk/index.php

A TUC run website with information about rights at work

Unit 9: Safe Learning in the Workplace

Unit code: R/501/6397

QCF Level: 1

Credit value: 1

Unit introduction

This unit is for learners who are preparing to undertake work experience and provides knowledge and understanding of risks and hazards in the workplace. The unit will develop learners' understanding of their own responsibilities and the appropriate actions to take in order to minimise the risk of harm to self or others in the workplace. Learners will find out about procedures for dealing with hazards and risks in the workplace and the role of health and safety officers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand risks and hazards in the workplace	1.1 define hazard and risk in the workplace environment 1.2 identify examples of hazard and risk in different workplace environments
2 Know how to reduce risk of harm to self or others	2.1 discuss how aspects of personal behaviour can reduce risk of harm 2.2 discuss aspects of different workplace environments which could cause harm to self or others
3 Know procedures to deal with risks within the workplace environment	3.1 discuss procedures for reporting hazards and risks in the workplace 3.2 discuss procedures for dealing with low risk hazards in accordance with instructions
4 Know the duties of the person responsible for health and safety in the workplace environment	4.1 discuss the duties of the person responsible for health and safety in the workplace environment

Unit content

1 Understand risks and hazards in the workplace

Definition of terms: hazard; risk (according to the Health and Safety Executive)

Different examples of hazards and risks: general hazards and risks relating to, eg electricity, fire, hazardous substances, noise, slips, trips and falls, manual handling; hazards and risks relating to specific workplaces, eg working at height, working with animals, working with computers, confined spaces, machinery and equipment, hand tools and sharp objects, personal protective equipment and clothing, pressure equipment, vehicles and transport

2 Know how to reduce risk of harm to self or others

Aspects of personal behaviour can reduce risk of harm: importance of personal awareness eg awareness of policies, procedures, legal obligations and safe working practice relating to controlling risks to health and safety means individual knows how to work correctly with hazardous substances, awareness of presence of risk in workplace environment means individual is prepared and vigilant, awareness of own limitations and when/where to get help means appropriate people can be informed of risk or hazard, recognising signage means individual knows route to follow in fire evacuation; importance of personal conduct in following workplace instructions, guidelines and procedures means reduction of risks in key areas such as housekeeping, eg keeping walkways and workspaces clear, emergencies, eg participating attentively in fire drills, personal hygiene, eg washing hands in workplace, accidents, eg not carrying uncovered hot drinks around the office

Aspects of different workplace environments which could cause harm to self or others: aspects, eg: environment, personal safety, stress, substance misuse in the workplace, work related violence, bullying and harassment, lone working, mobile working and length of working time

3 Know procedures to deal with risks within the workplace environment

Procedures for Reporting hazards: know the appropriate way to report a risk or hazard promptly and who the risks should be reported to, eg poor housekeeping which poses a potential fire hazard should be reported as soon as possible and in person to the fire warden for the relevant floor and logged in the appropriate logbook

Procedures for dealing with low risk hazards in accordance with instructions: know the appropriate action for dealing with low risk hazards, eg a spillage of non-toxic substance should not be left unattended until member of cleaning team arrives to clear it up

4 Know the duties of the person responsible for health and safety in the workplace environment

Duties of the person responsible for health and safety in the workplace: receive information about reported health and safety incidents or concerns, investigate and act on health and safety concerns reported by staff, log records of reported health and safety issues or incidents, give advice and training to staff regarding safe working practices and procedures, carry out health and safety inspections in the workplace, monitor health and safety policies and procedures for the workplace, attend health and safety meetings

Essential guidance for tutors

Delivery

The unit has been designed to make the key topics practically based wherever possible.

Tutors delivering this unit have the opportunity to use a wide range of techniques and resources including presentations, seminars, practical workshops, external visits and simulations.

Additional learning resources could include videos, DVDs, case studies, web-based research, learner presentation and group work.

‘The Essentials of Health and Safety At Work’, published by The Health and Safety Executive (2006) is a key reference guide providing authoritative information on health and safety practice in the workplace.

Learners may be able to visit different workplace environments to observe health and safety practices and could create a checklist, leaflet, poster or presentation to include information about health and safety in the workplace for other learners to follow. Learners could also speak to friends or relatives who are in employment and ask them about health and safety in their workplace environments.

Videos and case studies may be useful in helping learners understand the importance of health and safety in the workplace. In groups, learners could complete web-based research into health and safety practices in different workplace environments and then report back to the rest of the group.

Simulation activities could be used for some procedures, for example a fire drill.

Assessment

The criteria for this unit may be combined into one assignment task as a health and safety portfolio. This may take the form of a loose leaf folder.

To meet criterion 1.1 the learner will need to define both a hazard and a risk (according to the Health and Safety Executive definitions).

To meet the requirements for 1.2 the learner will need to identify two examples of hazards and two examples of risks in three different workplaces.

2.1 requires the learner to discuss aspects of their own behaviour which could minimise risk of harm to self or others in the workplace and 2.2 requires discussion of at least three different aspects of the workplace which could cause harm, accidents, incidents or injuries.

For the three examples required in 2.1, the learner may refer to one or more than one type of workplace environment. In achieving 2.1, the learner must show a basic understanding of the link between personal behaviour and the effect on risk of harm to self or others. In achieving 2.2, the learner must show a basic understanding of how the three different aspects of the workplace could cause harm, accidents, incidents or injuries. 2.1 and 2.2 could be combined in a chart or other appropriate means of evidence.

To meet the criteria for 3.1, learners will need to discuss how to report hazards in a workplace environment (either real or simulated). 3.2 requires two specific examples of procedures for dealing with low risk hazards according to the given instructions for a workplace (either real or simulated). 3.1 and 3.2 could be combined using a pro forma.

For 4.1, the learner needs to describe the duties of the person responsible for health and safety in a specific workplace environment (either real or simulated). Where more than one person is responsible and their duties differ, the learner need only refer to the duties of one person. At least two different aspects of the health and safety officer's duties must be described.

Essential resources

'The Essentials of Health and Safety At Work', published by The Health and Safety Executive (2006).

Indicative resource materials

Websites

www.healthandsafety.co.uk	Website offering advice on aspects of health and safety
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www.hse.gov.uk

Health and Safety Executive

Unit 10: Risks and Hazards in Sport and Active Leisure

Unit code: K/501/7247

QCF Level: 1

Credit value: 4

Unit introduction

The aim of this unit is to introduce learners to risks and hazards in sport and active leisure. Any person who participates in sport or active leisure is at risk of sustaining an injury. It is very important therefore that any person wishing to pursue a career in sport or active leisure has a good grasp of health and safety and is able to respond appropriately to emergency situations.

The risk of a person sustaining an injury can be substantially reduced if the leader and participants are aware of the hazards around them and the ways in which these hazards can be eliminated or minimised. The unit will introduce learners to the concept of hazards and the ways in which it is possible to protect oneself and others.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to maintain the safety of people involved in sport and active leisure	1.1 identify potential hazards to people involved in sport and active leisure 1.2 identify risks to people involved in sport and active leisure
2 Know how to reduce risks to people involved in sport and active leisure	2.1 describe ways of minimising risks to people involved in sport and active leisure
3 Be able to respond appropriately to given, simulated emergency situations	3.1 respond appropriately to a given, simulated emergency situation

Unit content

1 Know how to maintain the safety of people involved in sport and active leisure

Hazard: definition; types of hazards, eg equipment not set up properly/cleared away, slippery floor

Risk: definition; types of risk, eg slipping over on wet floor, falling over equipment, misusing equipment, not wearing protective clothing

2 Know how to reduce risks to people involved in sport and active leisure

Reducing risks in sport and active leisure: protective clothing, eg high visibility clothing, protective footwear, shin pads, helmet, gloves; protective equipment, eg crash mats, goalpost padding; signage, eg notification of hazards, warning signs; safety surfaces in play areas; personnel, eg stewards, sport officials, police support, ambulance service, St John's Ambulance, Red Cross

3 Be able to respond appropriately to given, simulated emergency situations

Emergency situations: minor injuries; major injuries; evacuation

Appropriate responses: immediate response, eg reassure casualty, assess situation, seek help from qualified person; follow instructions within set procedures; communication skills, eg transferring clear information on location, number of casualties, what has happened, state of casualty, casualty age and gender; listening to instructions; record incident following relevant procedures

Essential guidance for tutors

Delivery

This unit should be taught in a practical manner using role play wherever possible.

For learning outcome 1, learners need to understand the difference between a hazard and a risk. To help their understanding, learners could discuss the possible hazards associated with different pieces of equipment, for example, a hazard associated with a treadmill could be the belt that the runner stands on. The learner could then be asked what the risk is. Answers may include the runner falling off the end, the belt becoming wet and the runner falling etc. Learners could visit local sports fields and identify potential hazards and subsequent risks. Alternatively, learners may use health and safety pictures or websites to help them identify potential hazards and risks. Similar tasks could be provided which relate to active leisure activities. If photographic equipment is available, the learner could take photographs of different sport and active leisure environments, for example, football pitch, park, tennis court. They could then use these photographs to identify potential hazards and risks.

A selection of protective clothing, or pictures of sportspeople wearing protective clothing, can then be viewed and discussed. A range of pictures and video clips of sportspeople with sporting injuries can be found on the internet. These could be shown to learners with a discussion on the ways in which the hazards and risks could have been minimised to prevent the injury.

Learning outcome 2 focuses on ways to reduce health and safety risks. This work could follow on from learning outcome 1.

Learning outcome 3 focuses on how to respond to an emergency situation. This could be delivered through a series of role plays, for example, a player is hurt at a football match and appears to be in significant pain. Initially, learners could work together as a group to follow simple procedures. Time should be spent ensuring that the learner can pass on a message to a relevant person clearly and effectively.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit content and programme of learning.</p> <p>Tutor-led discussion – definitions of hazards and risks.</p> <p>Learners watch video showing environment with hazards, learners identify the hazards.</p> <p>Tutor-led discussion – how to reduce risks.</p> <p>Practical tasks over a number of sessions – learners participate in sports and active leisure activities and identify potential hazards and risks. Learners discuss ways of minimising risks.</p> <p>Group investigation – high risk sports and potential injuries. This could involve use of internet stories, professional magazines. Learners could monitor injuries over a specified period of time.</p> <p>Group/paired investigation – select a high risk sport – find out how risks are minimised.</p> <p>Practical task – learners review site facility hazards.</p> <p>Task– learners prepare paired presentations on given sporting scenario, including hazards, risks, risk reduction strategies.</p> <p>Learners present their presentations to the class.</p> <p>Assessment: learners identify potential hazards and risks to people involved in sport and active leisure, by labelling a picture. (Learning outcome 1)</p> <p>Assessment: learners state how risks and hazards identified for learning outcome 1 could be reduced. (Learning outcome 2)</p>
<p>Tutor-led discussion:</p> <ul style="list-style-type: none"> • emergency situations and response • first aid. <p>Paired role play activities to practise emergency protocols with video assistance.</p> <p>Home study task – learners revise emergency protocols.</p> <p>Assessment: learners are observed responding appropriately to a given simulated emergency situation. (Learning outcome 3)</p>
<p>Assessment feedback and review of unit.</p>

Assessment

To achieve 1.1 and 1.2, learners need to outline three hazards and three risks to people involved in sport and active leisure. These criteria can be assessed by asking learners to examine a sport of their choice and a picture of a sports facility with a range of hazards and risks. They can then identify three hazards and three possible risks to participants. A short test paper may be given to the learner asking them to identify potential hazards and the associated risks. If illustrations are used it is not necessary to provide an illustration with 'staged' hazards in it. It is of more benefit to the learner to be given illustrations and/or photographs of a 'real life' setting which has no obvious hazards.

To achieve 2.1, learners should identify three ways in which risks and hazards can be minimised or eliminated through the use of protective clothing and/or equipment and/or modifying the game. The risks or hazards for 1.1 and 1.2 could be used for this purpose.

To achieve 3.1 learners could take part in a role-play exercise. Learners are told that a person is suffering from a minor injury and they need to respond and summon help appropriately. Learners are then told that a person is suffering from a major injury and they need to respond and summon help appropriately. The assessor can complete observation records or witness statements as they observe the learner summoning help.

Essential resources

Learners will need access to a sport or fitness facility in order to investigate their emergency procedures. They will need to be able to carry out role-play exercises with appropriate first aid equipment.

Indicative resource materials

Textbooks

Harris et al – *BTEC Introduction to Sport and Leisure* (Heinemann, 2005)
ISBN 0435460005

Websites

www.skillsactive.com

Website of SkillsActive, the SSC for the Sport and Active Leisure sector

Unit 11: Taking Part in Exercise and Fitness

Unit code:	M/501/7248
QCF Level:	1
Credit value:	4

Unit introduction

This unit will introduce learners to a range of exercise and fitness classes and ways in which a person can keep fit. The main aim of the unit is for learners to participate actively in these exercise and fitness sessions so that they understand what each entails. The unit should also give the learner the confidence to participate in exercise and fitness sessions by themselves in the future.

Learners will be asked to research exercise and fitness activities and facilities either in their local area or nationally. Whilst undertaking a range of exercise and fitness activities the learner will need to demonstrate work-related skills, for example, time management, appropriate dress code, ability to follow instructions and health and safety issues. After practical participation in a range of exercise and fitness activities, learners will be able to reflect on their performance. From this, learners can then select exercise and fitness classes that they would like to continue with.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about different exercise and fitness activities and facilities	1.1 describe different exercise and fitness activities 1.2 identify different exercise and fitness facilities
2 Know how to take part in exercise and fitness safely	2.1 describe an induction process for an exercise and fitness activity 2.2 describe warm-up and cool-down activities
3 Be able to demonstrate work skills through participation in exercise and fitness activities	3.1 actively participate in exercise and fitness activities and demonstrate: <ul style="list-style-type: none"> • time management skills • appropriate dress for the activity • following instructions provided by the activity leader • following health and safety guidelines before, during and after activities
4 Be able to review own performance	4.1 identify own strengths and areas for improvement in exercise and fitness activities 4.2 suggest ways of improving own performance in one activity

Unit content

1 Know about different exercise and fitness activities and facilities

Exercise and fitness activities: swimming; classes, eg aerobics, spinning, yoga, Pilates, step, circuits, boxercise, low impact aerobics, body pump, toning classes (legs, bums and tums), aqua aerobics; equipment, eg treadmill, free weights, resistance machines, exercise bike, rowing machine

Exercise and fitness facilities: type; location; access; public, private and voluntary

Gathering information: sources of information, eg local papers, Yellow Pages™, internet, posters; visits to local health and exercise facilities

2 Know how to take part in exercise and fitness safely

Responsibilities of staff: lifeguards; dry-side staff, eg coaches, leisure attendants, first aiders; induction process; warming up; cooling down

Induction: correct use of equipment; health screening

3 Be able to demonstrate work skills through participation in exercise and fitness activities

Active participation: enthusiastic; motivated; willing to try; body language; positive attitude

Time management: arrive on time and ready to begin

Dress code: wearing appropriate clothing and footwear

Safety issues: following instructions; health and safety, eg safe environment, clothing, use of equipment

4 Be able to review own performance

Review: types of feedback, eg self-assessment, peer assessment, supervisor report, video recordings, questionnaires

Improving own performance: goal setting, eg short-and long-term targets; selecting appropriate activities

Essential guidance for tutors

Delivery

Learners can be given studio timetables and leaflets from local fitness centres in order to find out about the many different types of exercise and fitness classes. Learners should also explore ways in which to find out about the local provision of exercise and fitness facilities. The tutor could supply a range of materials such as local papers, Yellow Pages™ and access to the internet. Learners can then list the range of facilities in their local area. Learners could also be taken to a range of fitness centres and explore their facilities and prices.

For the induction process, the tutor or learners could select a facility and go through its induction process. Alternatively, if the centre has their own exercise and fitness facilities, learners can go through an induction process at their learning centre. This will allow learners to understand the correct procedures for using exercise and fitness equipment and basic health and safety policies. Learners should complete some form of health screening process as part of their induction. This may be as simple as a PAR-Q or could include further practical screening such as taking blood pressure readings and basic fitness tests. Learners should also have the opportunity to experience a range of warm-up and cool-down exercises and have a basic understanding of their importance.

Learners should participate in a variety of exercise and fitness sessions. These can be held at the teaching centre or off site at exercise and fitness centres. The greater the range of classes and exercise sessions offered, the better. This will allow learners to determine which classes they enjoyed and would like to pursue. It should also give learners the confidence to go into a health facility on their own in the future. Learners will also gain an insight into how potential clients might feel when faced with new situations, for example, nervous, anxious. Learners have the opportunity to demonstrate work skills throughout this learning outcome, for example they should arrive on time and ready to begin, participate with enthusiasm, follow instructions. Peer group observations may be a valuable tool for providing feedback to colleagues in the group.

The unit has been designed to give learners confidence and practical experience to encourage them to take part in accessible exercise and fitness sessions. Learners should be encouraged to reflect on their performance and identify strengths and areas for improvement for the future.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit content and programme of learning.</p> <p>Group work – learners list different exercise and fitness activities for people of different needs eg age, fitness levels, time constraints.</p> <p>Investigative work – in small groups learners research exercise and fitness facilities in the area. The information gathered could include type, location, access. Learners could present the information gathered to other group members.</p> <p>Assessment: in one-to-one discussion with the tutor, learners describe different exercise and fitness activities and identify different exercise and fitness facilities. Alternatively, the group presentation may be used to assess learning outcome 1, but individual learners would need to demonstrate knowledge. (Learning outcome 1)</p>
<p>Tutor-led discussion on health and safety considerations.</p> <p>Group induction to cardio-vascular gym.</p> <p>Tutor-led discussion on the meaning of induction, warm up and cool down.</p> <p>Using own experiences and/or visiting speakers, discuss different type of induction procedures for different purposes.</p> <p>Learners to participate in an induction to an exercise activity.</p> <p>Tutor-led discussion or visiting speakers to talk about the roles of instructors, life guards, coaches, managers, first aiders.</p> <p>Home study task – learners research the expectations of activity class attendees.</p> <p>Assessment: learners write instructions for the induction process for an exercise and fitness activity and warm-up and cool down activities. (Learning outcome 2)</p>
<p>Tutor-led discussion – methods of reviewing own performance and devising recording methods for learners to use in practical sessions.</p> <p>Practical activities – learners should have the opportunity to participate in a range of exercise and fitness activities. They should demonstrate:</p> <ul style="list-style-type: none"> • active participation • time management • following dress code • following instructions. <p>Home study task – learner reviews own performance.</p>
<p>Assessment: learner is observed participating in fitness and exercise activities demonstrating time management, appropriate dress, following instructions and health and safety guidelines. (Learning outcome 2)</p> <p>Assessment: in one-to-one discussions with the tutor, learners identify own strengths and weaknesses and areas for improvement. (Learning outcome 3)</p>
<p>Assessment feedback and review of unit.</p>

Assessment

To achieve 1.1, the learner needs to describe four exercise and fitness activities and what each entails. This can be evidenced through group or one-to-one discussion with the tutor.

To achieve 1.2 learners should find out about three local exercise and fitness facilities.

For 2.1, learners should describe an induction process. The description may be oral or written but the learner should be able to describe what happens during an induction process. For 2.2, the learner needs to describe two different warm up exercises and two different cool-down exercises. The descriptions should be provided in such a way that other learners would be able to follow the instructions given.

3.1 requires the learner to have actively taken part in two different exercise and two different fitness classes/sessions, for example, a high impact aerobics class and a weight training session. The tutor or fitness instructors can evidence this process by completing an observation record or a witness statement.

4.1 requires the learner to review their performance in two exercise and fitness classes/sessions and to identify own strengths and areas for improvement. This can be done via an interview with the tutor and evidenced through an observation record.

To achieve 4.2, learners should devise a plan to improve their performance for one fitness or exercise class/session. For example, the plan may be a weekly timetable showing which classes the learner intends to attend in order to improve their performance at a body pump exercise class. This may include resistance session in the gym per week plus one beginners body pump class per week which will then progress to two advanced body pump classes per week.

Essential resources

Learners will need access to a local health and fitness facility. They will also need to be able to access a range of exercise and fitness classes and a suitably equipped gym.

Indicative resource materials

Textbooks

Dalgleish J et al — *The Health & Fitness Handbook* (Longman, 2001) ISBN 0582418798

Harris et al – *BTEC Introduction to Sport and Leisure* (Heinemann, 2005) ISBN 0435460005

Sharkey B — *Fitness and Health* (Human Kinetics Europe Ltd, 2006) ISBN 0736056149

Websites

www.bases.org.uk	British Association of Sport and Exercise Sciences
www.eatwell.gov.uk	Food Standards Agency
www.nhs.uk	National Health Service
www.nutrition.org.uk	British Nutrition Foundation
www.skillsactive.com	Website of SkillsActive, the SSC for the Sport and Active Leisure sector
www.topendsports.com	Top End Sports, provides advice on different aspects of sport

Unit 12: How the Body Works

Unit code: T/501/7249

QCF: 1

Credit value: 4

Unit introduction

When a person takes part in sport and active leisure, their body has to react appropriately in order to supply the energy needed for running and jumping etc. It is important therefore that any sports participant understands the main body systems that are involved with this supply of energy. This will help learners to understand why and how they should prepare themselves for sports participation.

The skeletal system, the muscular system, the cardiovascular system and the respiratory system are all explored in this unit. Learners will gain an understanding of the basic function of each system. They will also learn some of the major bones and major muscles of the body. Knowledge of this anatomical terminology is required for any person who wants to work in the sport and active leisure industry. This unit provides good underpinning knowledge for progression routes.

All of these body systems require good nutrition in order to function properly and this unit also explores the basic requirements of a healthy diet. From this information, the learner will be able to know which foods to choose to eat for a healthy diet.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the functions of the skeletal and muscular systems	1.1 identify the functions of the skeleton 1.2 Identify the functions of the muscular system
2 Know the functions of the cardio-respiratory systems	2.1 identify the structure and function of the heart 2.2 identify the structure and function of the lungs
3 Know the requirements of a healthy diet	3.1 identify the different nutrients needed for a healthy diet 3.2 identify functions of each nutrient

Unit content

1 Know the functions of the skeletal and muscular systems

Skeletal system: structure; major bones (vertebral column, cranium, humerus, femur, tibia, patella, fibula, radius, ulna, hips, ribs, sternum)

Functions of the skeleton: mineral storage; movement; shape; protection; red blood cell production

Muscular system: structure; major muscles (quadriceps, hamstrings, biceps, triceps, deltoids, abdominals, erector spine); function (pumps blood around body)

2 Know the functions of the cardio-respiratory systems

Functions of the cardiovascular system: structure of the heart (atria, ventricles); function

Functions of the respiratory system: structure of the lungs (wind pipe, bronchus, bronchioles alveoli); function (oxygen delivery, carbon dioxide disposal)

3 Know the requirements of a healthy diet

Nutrients: carbohydrates; fats (saturated and unsaturated); proteins

Functions of each nutrient: energy; insulation; growth and repair

Sources of each nutrition: carbohydrates, eg rice, pasta, bread, potatoes; unsaturated fats, eg olive oil; saturated fats, eg meat, cream; protein, eg milk, eggs, soya

Hydration: normal levels of fluid intake; effect of participation in sport and active leisure on hydration levels and fluid intake

Essential guidance for tutors

Delivery

Practical delivery should be used wherever possible. In order to teach learners about the skeleton, skeletal models should ideally be used to show each of the major bones. Learners could also try to identify the location of major bones on each other. All five functions of the skeleton could be taught through the use of the whiteboard and/or PowerPoint presentation and discussion. Alternatively, websites have games which may be used as a tool for learning this information.

The main function of the muscular system is for movement. Learners should be taught that muscles work in pairs to produce movement. The learner needs to understand that one muscle 'pulls' or contracts whilst the other relaxes. The major muscles should be taught with the use of diagrams. Learners do not need to know the concept of antagonistic muscles.

The primary function of the heart is to pump blood around the body and to the lungs. Learners could be shown models of the heart to introduce them to the basic anatomy. The main thing is to show that the heart is hollow which allows the blood to flow through it.

Labelled diagrams and drawings of the structure of the respiratory system can be shown to learners. The function of the lungs is to take oxygen to the blood and remove carbon dioxide from it. Learners do not need to be told about diffusion, unless the tutor feels that it is of interest to the group.

Learners can be taught the names of different nutrients and the main function of each. They can then examine food labels to find out for themselves where each nutrient can be found.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit content and programme of learning.</p> <p>Tutor-led discussion on the skeleton.</p> <p>Task – learners label bones.</p> <p>Home study task – learners learn bones and skeletal system.</p> <p>Quiz to test knowledge of bones.</p> <p>Tutor-led discussion on muscles.</p> <p>Task – learners label the muscles.</p> <p>Home study task – learners learn muscles and muscular system.</p> <p>Practical – working in pairs, learners list different machines used in a gym and note the main muscles being exercised when using them. Alternatively, learners are given a check list to complete. Using the information gathered the learners then identify the muscles on an illustration of a skeleton.</p> <p>Quiz – using post it notes learners label each note with the different machines in a gym. The muscles used for different pieces of equipment are labelled on different notes. The learners must then match the equipment to the relevant muscles. They can then check them against the checklist from the previous task.</p> <p>Assessment: quiz to test the learner’s knowledge of the skeleton and muscular systems and the functions of each. (Learning outcome 1)</p>
<p>Tutor-led discussion on the cardio-vascular system.</p> <p>Task – learners label the cardio-vascular system.</p> <p>Home study task learners learn the cardio-vascular system.</p> <p>Quiz to test learner’s knowledge of the cardio-vascular system.</p> <p>Tutor-led discussion on the respiratory system.</p> <p>Task – learners label the respiratory system.</p> <p>Home study task – learners learn the respiratory system.</p> <p>Quiz to test learner’s knowledge of the respiratory system.</p> <p>Practical task – the cardio vascular system and respiratory system in action. Learners record their heart rates before, during and after exercise, and breathing frequency before, during and after exercise.</p> <p>Assessment: learners label the structure and functions of the heart and lungs. (Learning outcome 2)</p>

Topic and suggested assignments/activities
<p>Tutor-led discussion on nutrition, sources and functions.</p> <p>Tutor-led discussion on the need for hydration.</p> <p>Group research on the benefits of a healthy diet for sport and active leisure practitioners. This can include research on the internet and sport magazines to see how healthy eating is promoted. Information can be presented in the form of a group display.</p> <p>In groups learners discussion case studies giving the diets of people participating in different sport and active leisure activities. Learners to suggest correction to diet, and present this to the rest of the group.</p> <p>Home study task – learners revise nutrition.</p> <p>Assessment: in one-to-one discussions with the tutor, learners identify different nutrients and functions of each. (Learning outcome 3)</p>
<p>Assessment feedback and review of unit.</p>

Assessment

1.1 can be achieved through the learner discussing the five main functions of the skeleton. The learner could place sticky labels of the major bones over the appropriate location on a model skeleton or the clothes of a partner. Alternatively, the learner could complete a labelled diagram of the skeleton. Where practical assessment is used, the tutor can complete an observation record or witness statement to evidence the assessment process.

1.2 can be achieved through the learner discussing the function of the muscular system. For the structure, the learner could place sticky labels of the major muscles on a picture or over the appropriate location on the clothes of a partner. The tutor can complete an observation record or witness statement to evidence the assessment process.

2.1 can be achieved through the learner labelling a diagram with the four chambers of the heart and then stating the heart's function. This could be evidenced through one-to-one discussion or a question and answer session with the tutor.

2.2 can be achieved by learners labelling a diagram of the respiratory system, to include the windpipe, bronchus, bronchioles and alveoli. They will then need to state the function the respiratory system. This could be evidenced through one-to-one discussion or a question and answer session with the tutor.

To achieve 3.1, learners need to identify each nutrient listed in the unit content and the function of each. To achieve 3.2 learners need to identify the functions of each nutrient. Again, this could be evidenced through one-to-one discussion or a question and answer session with the tutor. The assessor can complete observation records or witness statements to record evidence of the discussion or question and answer session.

Essential resources

Learners will need diagrams of the skeleton and muscular system.

Indicative resource materials

Textbooks

Dalglish J et al – *The Health & Fitness Handbook* (Longman, 2001) ISBN 0582418798

Haris et al – *BTEC Introduction to Sport and Leisure* (Heinemann, 2005) ISBN 0435460005

Sharkey B – *Fitness and Health* (Human Kinetics Europe Ltd, 2006) ISBN 0736056149

Websites

www.bases.org.uk	British Association of Sport and Exercise Sciences
www.eatwell.gov.uk	Food Standards Agency
www.nhs.uk	National Health Services
www.nutrition.org.uk	British Nutrition Foundation
www.SkillsActive.com	Website of SkillsActive, the SSC for the Sport and Active Leisure Sector
www.topendsports.com	Top End Sports

Unit 13: Planning Own Fitness Programme

Unit code: K/501/7250

QCF Level: 1

Credit value: 4

Unit introduction

In order to take part in sport and active leisure, participants need to have a certain level of fitness. Most participants would like to improve their performance. Increased fitness plays a vital role in improving performance.

This unit introduces learners to the five different components of physical fitness and the training available for each component. Learners will then have the opportunity to participate in training for each component of fitness.

Learners will cover basic fitness testing which will help them to determine if their fitness training is meeting its objectives.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the components of physical fitness	1.1 describe the components of physical fitness
2 Be able to assess own fitness level	2.1 assess own fitness level
3 Be able to plan and use own fitness programme	3.1 with guidance, plan own fitness programme with set targets 3.2 use own fitness programme over a given period of time
4 Know how to overcome barriers that may affect achievement of fitness goals	4.1 identify barriers to achieving fitness goals 4.2 identify ways to overcome barriers
5 Be able to review own fitness programme	5.1 assess the results of own fitness programme

Unit content

1 Know the components of physical fitness

Components: aerobic endurance; flexibility; strength; speed; body composition

2 Be able to assess own fitness level

Fitness levels: aerobic endurance, eg cooper run; strength, eg hand grip dynamometer; flexibility, eg sit and reach; speed, eg time for 50 m sprint; body composition, eg waist to hip ratio

3 Be able to plan and use own fitness programme

Types of training activities: interval training, eg circuits; resistance training, eg weights; flexibility training, eg static, active, passive; speed training, eg acceleration sprints

Plan: when; where; which activity; short-term goals

4 Know how to overcome barriers that may affect achievement of fitness goals

Barriers: time, eg work and family commitments; cost, eg gym membership, equipment; location, eg accessing facilities; motivation, eg targets; injuries

Overcoming barriers: time, eg plan day, use weekends; cost, eg concessions, avoid peak times; motivation, eg involve friends, set goals

5 Be able to review own fitness programme

Review: types of feedback, eg self-assessment; peer assessment; supervisor report; video recordings; questionnaires

Essential guidance for tutors

Delivery

This unit could be delivered alongside other units within the qualification for example Unit 13: Taking Part in Exercise and Fitness. Before learners begin to plan their own fitness programme they should decide what goals they want to achieve and the timescale involved. Goals could include participating in a local charity run in three months time, increasing upper body strength or preparing for a 'marathon' in their gym which would involve using different pieces of equipment over a period of time. Learners may find it helpful to set up a group challenge and then develop their own fitness programme around that challenge.

Learning outcome 3 requires the learner to plan and use their fitness programme. Before beginning this process learners will need to consider the different elements for their plan, for example, time, when, for example, different days in the week, rest days, what parts of their body they want to improve etc. Learners may also find that working in a group is a useful way to discuss ideas.

Learners must then be given time to implement their plan. Time constraints may mean that learners need to identify short-term goals as well as having a long-term plan, for example, it may be necessary to suggest that the learner monitors their fitness level after two or three weeks to see how much they have progressed.

A group discussion may be a useful starting point for finding out about potential barriers to achieving fitness goals. Alternatively, learners may be given case studies to consider. These may be obtained from the internet, fitness magazines or true stories of personalities or sportspeople who have overcome difficulties to achieve their goals. Finally learners should be encouraged to examine barriers to their own participation, and the methods that they could follow to reduce these.

Learning outcome 5 focuses on the review of the fitness programme. Learners will need to consider different ways of reviewing, for example, asking a tutor, testing their fitness level at the beginning and end of the programme, making judgements on how effective the programme had been. Learners should recognise that not all programmes will be successful and that this is not a sign of failure.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit content and programme of learning.</p> <p>Tutor-led discussion on the components of fitness.</p> <p>Home study task – learners rank importance of components of fitness for five different activities.</p> <p>Assessment: in a one-to-one discussion with the tutor, the learner describes the components of physical fitness. (Learning outcome 1)</p>
<p>Tutor-led discussion on methods of fitness level assessment.</p> <p>Practical demonstrations and learner practice:</p> <ul style="list-style-type: none"> • resting heart rate • cooper run • recovery rates • hand grip dynamometer • paired measures. <p>Home study task – learners revise methods.</p>
<p>Tutor-led discussion on methods of fitness level assessment.</p> <p>Practical demonstrations and learner practice:</p> <ul style="list-style-type: none"> • sit and reach • waist to hip ratio • girths • body mass index • vertical jump • standing horizontal jump • paired measures. <p>Home study task – learners revise methods.</p> <p>Assessment: learner is observed undertaking different tasks to assess own fitness level. (Learning outcome 2)</p> <p>Tutor-led discussion on methods of improving fitness level.</p> <p>Practical demonstrations and learner practice:</p> <ul style="list-style-type: none"> • resistance training • endurance training.

Topic and suggested assignments/activities
<p>Tutor-led discussion – methods of improving fitness level.</p> <p>Practical demonstrations and learner practice:</p> <ul style="list-style-type: none"> • flexibility training • speed training.
<p>Tutor-led discussion – barriers to exercise.</p> <p>In pairs, learners consider case studies and how barriers can be overcome.</p> <p>Assessment: learners identify two barriers which relate to their own fitness programme, and how these will be overcome. (Learning outcome 4)</p>
<p>Task – learners design own programme.</p> <p>Learners identify weaknesses from previous task and design programme to improve weaknesses and set goals.</p> <p>Training sessions with on-going monitoring of learner's progress throughout.</p> <p>Assessment: Learners produce plan for training programme and are observed carrying out programme. (Learning outcome 3)</p>
<p>Post training programme measure of fitness levels.</p> <p>Home study task – review training programme.</p> <p>Assessment: in one-to-one discussion with the tutor, learners assess the results of their fitness programme. (Learning outcome 5)</p>
<p>Assessment feedback and review of unit.</p>

Assessment

Where possible, assessment of this unit should be holistic rather than having a specific task for each learning outcome.

To achieve 1.1, learners need to describe each of the five components of physical fitness. This can be assessed through group or one-to-one discussions with the tutor. Where a discussion has been used, an observation record or tape recording of the discussion will need to be provided as evidence of the assessment process. Alternatively, the learner may provide a written description of the components.

To achieve 2.1, the learner should be able to assess their own fitness level. Different tasks may be used to achieve this, for example identifying minimum and maximum heart rate.

Having assessed their fitness level they should then set goals and plan a fitness programme around those goals to achieve 3.1 and 3.2. If a learner chooses a long-term goal they would also need to include short-term goals to assess progress. An example of this could be to run 5 km in under 30 minutes in three months time. However, in two weeks time the learner would aim to run 1 km in seven minutes.

To achieve 4.1 and 4.2, the learner must identify two barriers and describe ways of overcoming those barriers. The barriers should relate to their own fitness programme.

To achieve 5.1, the learner must be able to assess the results of their fitness programme. This could be in a one-to-one discussion with their tutor or through written evidence. Observation records will be required throughout practical activities.

Essential resources

Learners will need access to exercise and fitness facilities and equipment, as well as access to suitable groups that can be, or act as, clients.

Indicative resource materials

Textbooks

Dalgleish J et al – *The Health & Fitness Handbook* (Longman, 2001) ISBN 0582418798

Sharkey B – *Fitness and Health* (Human Kinetics Europe Ltd, 2006) ISBN 0736056149

Journals

Health and Fitness (Hubert Burda Media)

Running Fitness (Natmag-Rodale Ltd)

Runners World

Websites

www.bases.org.uk

British Association of Sport and Exercise Sciences

www.nhs.uk

National Health Service

Unit 14: Leading a Sports and Active Leisure Activity

Unit code: M/501/7251

QCF Level: 1

Credit value: 4

Unit introduction

This unit gives learners an introduction to planning and leading sports and active leisure activities. It provides them with what could be their first step into leadership and of making sports and active leisure sessions structured and exciting for the participants.

The unit looks at the qualities necessary for sports and active leisure leadership. Learners will identify these qualities by studying real examples of successful leaders, possibly those they have worked with or observed in the community.

The unit introduces the planning process involved in sports and active leisure leadership and learners are given the opportunity to put this into practice by organising and delivering part of a sport or active leisure sessions.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the qualities and responsibilities of a sports or active leisure leader	1.1 identify the qualities of a sports or active leisure leader 1.2 identify the responsibilities of a sports or active leisure leader
2 Know the different parts of a sports or active leisure session	2.1 describe the different parts of a sports or active leisure session
3 Be able to plan for a sports and active leisure session	3.1 plan an activity for part of a sport or active leisure session
4 Be able to support delivery of part of a sports and active leisure session	4.1 support the delivery of a part of the planned sport or active leisure session

Unit content

1 Know the qualities and responsibilities of a sports or active leisure leader

Qualities: appearance; leadership style, eg autocratic, democratic; personality, eg introvert, extrovert; enthusiasm; motivation, eg intrinsic, extrinsic; communication; confidence

Responsibilities: professional conduct; health and safety, eg warm up cool down, risk assessment, insurance; child protection, eg legal obligations, equality; ethics and values

2 Know the different parts of a sports or active leisure session

Components of a sports or active leisure session: warm-up; main body eg technical development, skill development, tactical development, fitness development; cool-down; feedback

3 Be able to plan for a sports and active leisure session

Plan: session plan; location; health and safety; equipment; expected outcomes; number of participants; warm-up; main body, eg technical development, skill development, tactical development, fitness development; cool-down; feedback

Activity selection: activities for each component of the session; warm up, eg dynamic stretching, pulse raiser, skill familiarisation; method of evaluation

4 Be able to support delivery of part of a sports and active leisure session

Deliver: demonstration of a range of skills, qualities and responsibilities appropriate to leading a sport or active leisure session; demonstration of skills and techniques; consideration of health and safety

Parts of a sports or active leisure session: warm-up; main body, eg technical development, skill development, tactical development, fitness development; cool-down; feedback

Essential guidance for tutors

Delivery

It is important that learners develop an understanding of the qualities and responsibilities of a sports active leisure leader. Practical situations, either through role play or observations, should be used to support knowledge gained in the classroom. Leadership skills should be developed through experience, guided and supported by the tutor. Learners should be given the opportunity to view various sports coaches in action and observe the methods used by these experienced coaches when working with a variety of sports participants from all ages and of all abilities.

Before learners lead the session the tutor should provide examples of specific activities that are appropriate for leading sport and active leisure sessions. The emphasis at this level should be on fun and enjoyment and not skill or technical development.

At an early stage in the course each learner should be given the opportunity to support the tutor in delivering sport and physical activity sessions to the group or other groups. This is an ideal way for each learner to experience the role and encounter the difficulties that may arise when leading sport and physical activity sessions.

When assisting in the planning and delivery of sport and active leisure sessions learners could take a part of the session under the supervision of an experienced coach or tutor. A hands-on approach should be more enjoyable and beneficial to the learner, and more interesting and relevant for the tutor to deliver. This should allow learners to develop confidence and organisational and personal skills. Tutors should check activity plans before learners' deliver their parts, so as to judge the appropriateness and give guidance accordingly. Any experience of working with a sports leader will benefit learners immensely.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit content and programme of learning.</p> <p>Tutor-led discussion on leadership in sport, and past and present examples of effective and less effective leaders.</p> <p>Task – learners to rank the qualities and responsibilities of a leader.</p> <p>Home study task – learners assess own leadership qualities.</p> <p>Assessment: in a one-to-one discussion with the tutor, learners identify the qualities and responsibilities of a sports or active leisure leader. (Learning outcome 1)</p>
<p>Tutor-led discussion – the components of an activity session.</p> <p>Demonstration of warm-up session.</p> <p>Practical task – learners design warm up with appropriate instructions for an activity session.</p> <p>Home study task – learners practise warm up routine giving instructions.</p>
<p>Tutor-led discussion – the components of an activity session.</p> <p>Demonstration of components of main session.</p> <p>Practical task – learners design main section for an activity session with instructions to be given.</p> <p>Home study task – learners practise warm up and main activity giving instructions.</p>
<p>Tutor-led discussion - components of an activity session.</p> <p>Demonstration of cool down.</p> <p>Practical task – design cool down with instructions for an activity session.</p> <p>Home study task – learners practise warm up, main activity and cool down giving instructions.</p>
<p>Tutor-led delivery on paperwork, session plans, group details, health and safety, goals.</p> <p>Home study task – Learners record session plan for chosen activity session.</p> <p>Assessment: learner describes the different parts of a sport or active leisure session and then selects activities to complete a session plan. (Learning outcomes 2 and 3)</p>
<p>Practical – learners practise own sessions ready for assessment.</p>
<p>Assessments: group participation in activities designed by group members. (Learning outcome 4)</p>
<p>Assessment feedback and review of unit.</p>

Assessment

To achieve 1.1 and 1.2, learners need to identify the qualities and responsibilities of a sports or active leisure leader. These criteria could be evidenced through group discussions, one-one discussions with the tutor or question and answer sessions. Learners could base their findings on the research and observations they carried out supporting an experienced coach or leader.

To achieve 2.1, the learner must describe the different parts of a sport or active leisure session. To fully describe the parts of a session the learner must be able to break down each part of a particular session and comment on the function of each part of the session for the participants. There is a clear link between 2.1 and 3.1.

3.1 requests that the learner must select activities for each part of a sport or active leisure session. Learners could demonstrate this through completing a session plan that clearly identifies the appropriate parts of the session, for example an appropriate warm up for a football match may include dynamic stretches, a pulse raiser and ball familiarisation skills that are appropriate to the main activity of the session.

Finally, after the planning stage learners should be given the opportunity to support the delivery of a part of a sport or active leisure session to achieve 4.1. When supporting delivery of the part, the coach or tutor should give the learner appropriate guidance to support the development of the session. If appropriate, the coach may allow learners to lead the delivery of these parts of the sessions. When allowing learners to lead, the experienced coach should always be present to offer support when required. However, it is not a requirement of the criterion for the learner to deliver the session alone at this level.

Essential resources

Learners need access to a range of sports and recreational facilities and equipment required for the activities they will be supporting and leading, as well as access to suitable groups that could be used as participants.

Indicative resource materials

Textbooks

Harris et al – *BTEC Introduction to Sport and Leisure* (Heinemann, 2005) ISBN 0435460005

Websites

www.ccpr.org.uk

Central Council of Physical Recreation

www.youthsporttrust.org

Youth Sport Trust

Unit 15: Working in Sport and Active Leisure

Unit code:	T/501/7252
QCF Level:	1
Credit value:	4

Unit introduction

The principal aim of this unit is to help the learner develop the work-related skills required in the sport and active leisure industry.

Customer service is of primary importance in the sport and active leisure industry, virtually all personnel are required to work with customers in some way. This unit will introduce learners to the basic concepts of customer service and its importance and ensure they understand how to deliver good customer service.

Most people working in sport and active leisure will be required to set up and take down sporting equipment. This unit will teach learners the principal requirements of these activities.

The sport and active leisure industry also requires personnel to be able to work as part of a team and the unit gives the learner the opportunity to work as a team member. Employees in the sport and active leisure industry sometimes need to work unsociable hours, so this unit helps the learner to work out how they would manage the practicalities of shift work.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about customer service in sport and active leisure	1.1 describe good customer service 1.2 demonstrate communication skills when dealing with customers
2 Be able to work as a team member to set up and take down equipment for a sport or active leisure activity	2.1 work as a team member to set up the equipment for a sport or active leisure activity 2.2 work as a team member to take down the equipment from a sport or active leisure activity
3 Understand the work patterns for sport and active leisure	3.1 identify the different shift patterns for two people working in sport and active leisure 3.2 describe how to manage own time effectively when working shift patterns in sport and active leisure

Unit content

1 Know about customer service in sport and active leisure

Personal presentation: dress/uniform; manner; personal hygiene

Communication skills: verbal, eg tone of voice, polite, clear, confident; non-verbal, eg negative/positive body language, eye contact, posture

Importance of good customer service: repeat business; customer satisfaction; job satisfaction

2 Be able to work as a team member to set up and take down equipment for a sport or active leisure activity

Work as a team member: communication skills, eg listening, questioning; help other team members; contribute ideas; cooperate; respect others; complete all set tasks

Setting up equipment: correct equipment for activity; procedures for setting up equipment; following guidelines; health and safety

Taking down equipment: taking down equipment safely; health and safety; following guidelines, storage

3 Understand the work patterns for sport and active leisure

Work patterns: hours of work; shift work, eg early starts, late finishes, night work, weekend work, bank holiday work; irregular work pattern; flexitime; days off during week; annual leave

Time management: preparation for work; location; transport to and from work; costs

Essential guidance for tutors

Delivery

This unit should be delivered as a practical unit where ever possible. If learners have access to a sports facility in their centre they may be able to spend time there developing the skills and knowledge required for the unit, for example if the learner has access to a gym they may have the opportunity to work as part of a team to set up and dismantle equipment. They may also get the opportunity to meet the customer and demonstrate their communication skills.

Learning outcome 1 can be introduced by asking learners to discuss what they think is meant by good customer service. Learners may then be given the opportunity to visit a sport or active leisure venue and witness for themselves different methods of providing good customer service. Learners could be given a checklist to investigate such as:

- 1 how were you greeted?
- 2 was the receptionist friendly/have good manners?
- 3 ask the staff a question about the location of a facility such as the toilet and note how the question was dealt with
- 4 personal presentation of staff.

A question and answer session with a member of staff could also be set up so that learners can ask a variety of other questions that relate to the learning outcome.

Learning outcome 2 can be delivered by learners taking part in team building activities. They will need to be shown how to set up, take down and store sport and/or active leisure equipment in line with the centre and equipment guidelines. Learners should be able to do this as part of a team. When learners have demonstrated good team-work skills, it may be an idea to ask learners to set up, take down and store equipment that usually requires more than one person, for example equipment for trampolining.

Learning outcome 3 can be delivered through presentations by, or interviews with, guest speakers. People working in the sport and active leisure industry can discuss their shift work patterns and how they overcome the practicalities of this such as public transport and how they manage their time, for example public transport timetables change at weekends and bank holidays.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit content and programme of learning.</p> <p>Tutor-led discussion on:</p> <ul style="list-style-type: none"> • what is meant by customer service? • who are the customers? • what are their needs? • what types of information do customers need? • what types of problems do customers have? • personal presentation • communication skills. <p>Assessment: learners design a 'good customer service' check list. Learners are observed communicating with customer in given role-play activities. (Learning outcome 1)</p> <p>External visit to a leisure centre to take part in an activity and observe overall level of customer service.</p> <p>Review the visit and the customer service offered.</p>
<p>Tutor-led delivery on working as a team.</p> <p>Task – in small groups learners design an activity session which uses equipment, decide on individual responsibilities for putting up and taking down equipment.</p> <p>Practical – learners practise putting up and taking down equipment for an activity.</p> <p>Assessment: learners are observed working as a team and putting up and taking down equipment for a sport or active leisure activity. (Learning outcome 2)</p>
<p>Tutor-led delivery – working within the sports and leisure industry including:</p> <ul style="list-style-type: none"> • work patterns • time management. <p>Task – learners identify two different jobs in the sport and active leisure centre. Learners identify the work patterns for the different jobs. If they were to apply for one of these positions, how would they manage their own time to accommodate their own leisure time? Discussion of the advantages and disadvantages of working in the sports and active leisure industry.</p> <p>Assessment: in one-to-one discussions with the tutor, learners identify shift patterns and how to manage own time when working shift patterns in sport and active leisure. (Learning outcome 3)</p>
<p>Assessment feedback and review of unit.</p>

Assessment

1.1 and 1.2 could be evidenced by an observation record completed by the tutor.

To achieve 1.1, learners need to describe methods of good customer service; this could be evidenced through a discussion with the tutor. This discussion could be held at a sport or active leisure facility where the learner observes and describes good customer service and its importance.

To achieve 1.2, learners could take part in a role-play exercise. For example, the learner could take the role of a member of staff delivering good customer service to a fellow peer. They would have to dress appropriately, paying attention to personal presentation and hygiene together with exhibiting good communication skills.

2.1 and 2.2 could be assessed by observing a designated group of learners working together to set up and take down sport or active leisure equipment. For example, they could be told that eight people want to play badminton. Learners would then have to work together to determine which equipment they need and how many different sets they need. They would then need to work together to set the equipment up appropriately. They would then need to demonstrate that they can work together to take the equipment down and store it appropriately.

To achieve 3.1, learners need to identify different shift patterns for two people working in sport and active leisure. This can be assessed through one-to-one discussions or question and answer sessions with the tutor.

To achieve 3.2, learners need to describe how they would manage their own time effectively when working shift patterns in sport and active leisure. This can be assessed through one-to-one discussions or question and answer sessions with the tutor. The learner could be asked to imagine themselves one of the staff from 3.1 and to identify when they would have to get up, travel times and method of travel for each shift and the costs incurred.

Essential resources

Learners should have access to people currently operating within the sport and active leisure industry, for example leisure attendants, lifeguards, receptionists as this will allow learners to gain first-hand experience of customer service. Learners need access to sport and/or active leisure equipment and be able to demonstrate setting it up, taking it down and storing it as part of a team.

Indicative resource materials

Textbooks

Haris et al – *BTEC Introduction to Sport and Leisure* (Heinemann, 2005) ISBN 0435460005

Stafford-Brown et al – *BTEC First Sport: For Performance, Exercise, Fitness and Outdoor Recreation* (Hodder Arnold, 2006) ISBN 034092604

Websites

www.skillsactive.com

Website of SkillsActive, the Sector Skills Council for the Sport and Active Leisure sector.

Unit 16: Sport and Active Leisure Group Project

Unit code: A/501/7253

QCF Level: 1

Credit value: 4

Unit introduction

The principal aim of this unit is to help the learner develop work-related skills by giving them the opportunity to work with others to find out about an aspect of sport and active leisure. The learner will be introduced to a range of sport and active leisure topics and work with members of a group to research a topic that interests them. Throughout this unit the learner will have the opportunity to develop the teamworking skills essential for working in sport and active leisure including communication skills, self-management, and problem-solving skills.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to find out about an aspect of sport and active leisure	1.1 plan the aspect of sport and active leisure to be researched 1.2 work as part of a team to research information
2 Be able to demonstrate work-related skills in presenting the information as a team member	2.1 use communication skills to present information clearly and accurately 2.2 make a positive contribution as a team member 2.3 use self-management skills to meet deadlines and solve problems
3 Be able to assess own work-related skills in researching an aspect of sport and active leisure	3.1 assess own work-related skills in researching an aspect of sport and active leisure

Unit content

1 **Be able to find out about an aspect of sport and active leisure**

Aspects of sport and active leisure: facilities, eg leisure centres, gyms, swimming pools, sports clubs; local events, eg fun runs, sponsored walks

Research: internet search engines; questionnaires; interviews; collecting evidence; confidentiality

Teamwork: helping other team members; contributing ideas; cooperating; negotiating; persuading; respecting the contribution of others

2 **Be able to demonstrate work-related skills in presenting the information as a team member**

Communication skills: applying literacy skills; able to produce clear and accurate records, listening and questioning skills

Team member: helping other team members; contributing ideas; cooperating, negotiating, persuading; respecting others

Self-management: flexibility; organising self; accepting responsibility; meeting agreed deadlines, eg completing all set tasks, completing tasks on time

Problem solving: recognising problems; making suggestions on how to solve problems; thinking creatively to solve problems

3 **Be able to assess own work-related skills in researching an aspect of sport and active leisure**

Assess own work: constructive feedback from colleagues/tutor/line manager; areas of strength and weakness; setting targets for further development

Essential guidance for tutors

Delivery

This unit has been designed to enable learners to develop their teamworking skills by working in groups to research an aspect of sport and active leisure.

The tutor could start delivery of this unit by introducing a wide range of possible topics to act as a stimulus to help learners select a topic that interests them.

Tutors could use a wide range of techniques including presentations, practical workshops, external trips and guest speakers to stimulate learner interest. Additional resources can include local newspapers, journals, videos, DVDs, case studies.

Learners should be involved in selecting the aspect of sport and active leisure for their team to research. Teams could be made up of around three to five people.

In small groups learners can discuss and analyse appropriate methods to use when researching aspects of sport and active leisure and then report back to the rest of the group.

In their team, learners can discuss possible tasks and decide which tasks are manageable, achievable and match the skills and interests of the team members in ‘what if?’ scenarios. Learners could agree an action plan which involves contributions from all team members.

Learners will need a mixture of tutor support and individual research to complete their agreed tasks. This may include suggestions by the tutor of suitable websites, appropriate methods for obtaining relevant information and helpful local organisations and personnel who could be contacted.

Learners could work in teams to design a checklist to record when and how they used work-related skills during planning, researching and presenting their research.

Presentation of the team’s research to the whole group provides an opportunity for individuals to demonstrate their communication skills and make a positive contribution as a team member. The whole group could be involved in peer assessment of communication skills, which would be helpful to learners when completing a self-assessment of their work-related skills for learning outcome 3.

Learners should analyse their own performance in the team task for learning outcome 3, using evidence from their checklist. Learners should concentrate on their own work-related skills as a member of the team rather than how well the team outcome was achieved. Ways for learners to develop work-related skills could be explored through tutorials.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion – what makes a good team? What roles are there within a team?</p> <p>Group activity – ground rules for team work.</p> <p>Team building activities.</p> <p>Tutor-led discussion on what is involved in a group project, eg what information to gather, how to gather information, how to present the information, timescales and team roles.</p> <p>Activity – work-related skills – design a format to log communication skills and their contribution as a team member.</p> <p>Tutor-led discussion on possible topics to research.</p> <p>Small group tutorial to select a topic to research from a given list and agree deadlines (if learners are particularly interested in a topic not on the list, this may also be acceptable).</p> <p>Group work – plan research including allocation of individual tasks.</p> <p>Tutor-led discussion on self-management skills eg managing time, solving problems.</p> <p>Activity – work-related skills – add the self-management skills to the log.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • small group work – gather information for group project • small group tutorials on a regular basis to monitor progress • work on presentation for group project • present information. (Learning outcomes 1, 2 and 3)
<p>Assessment feedback and review of unit.</p>

Assessment

For 1.1, the learner will need to outline the aspect of sport and active leisure they have chosen to investigate with the group. How the team negotiated and planned the tasks, the methods chosen to find the relevant information, the tasks allocated to individual team members and the contribution of individuals may be presented in the form of a record of group discussions.

To meet the requirements of 1.2, the contribution of individuals to the research and allocated tasks will need to be identified and assessed, which may be through witness testimonies, peer group or tutor assessment. Documentation for both 1.1 and 1.2 will need to be retained for internal and external verification.

Evidence for 2.1 will depend on the method chosen by the group to present the information. This may be in the form of a short talk, a poster, PowerPoint slides, a leaflet. The communication skills used by individuals will need to be assessed. This may be evidenced through witness testimonies, peer group assessment, and/or one-to-one discussions with the tutor/line manager. Documentation will need to be retained for internal and external verification.

Learners could complete a self-assessment checklist where they record the contribution they made as a team member, how and when they used self-management skills, when they met deadlines agreed by the team and situations when they used problem-solving skills to meet 2.2 and 2.3. This would be verified by the tutor.

This checklist will then be a valuable source of evidence for 3.1 when the learner is required to assess their own work-related skills. This criterion may be assessed through one-to-one discussions with the tutor/line manager or through written evidence. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

Essential resources

There are no essential resources for this unit.

Indicative resource materials

Textbooks

Harris et al – *BTEC Introduction to Sport and Leisure* (Heinemann, 2005) ISBN 0435460005

Stafford-Brown et al – *BTEC First Sport: For Performance, Exercise, Fitness and Outdoor Recreation* (Hodder Arnold, 2006) ISBN 034092604

Dalgleish J et al – *The Health & Fitness Handbook* (Longman, 2001) ISBN 0582418798

Sharkey B – *Fitness and Health* (Human Kinetics Europe Ltd, 2006) ISBN 0736056149

Journals

Health and Fitness (Hubert Burda Media)

Running Fitness (Natmag-Rodale Ltd)

Runners World

Websites

www.bases.org.uk	British Association of Sport and Exercise Sciences
www.ccpr.org.uk	Central Council of Physical Recreation
www.eatwell.gov.uk	Food Standards Agency
www.nhs.uk	National Health Services
www.nutrition.org.uk	British Nutrition Foundation
www.skillsactive.com	SkillsActive, the Sector Skills Council for the sport and active leisure sector
www.topendsports.com	Top End Sports
www.youthsporttrust.org	Youth Sport Trust

Unit 17: Job Opportunities in Sport and Active Leisure

Unit code: R/501/7274

QCF Level: 1

Credit value: 4

Unit introduction

The principal aim of this unit is for learners to develop a plan for starting work in sport and active leisure by being given the opportunity to explore job opportunities across the sport and active leisure sector. The learner will explore conditions of employment and the qualifications and skills required for different jobs within sport and active leisure. The learner will have the opportunity to set realistic short- and medium-term goals for their career pathway in sport and active leisure.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about job opportunities in sport and active leisure	1.1 identify jobs in different sectors of sport and active leisure 1.2 describe the job roles in one sport and active leisure facility
2 Know about terms and conditions of employment within sport and active leisure	2.1 describe the conditions of employment within sport and active leisure
3 Know about the qualifications and skills needed for jobs in sport and active leisure	3.1 present information about the qualifications and skills required for selected jobs in sport and active leisure
4 Be able to plan how to start work within sport and active leisure	4.1 produce a plan to start work within sport and active leisure

Unit content

1 Know about job opportunities in sport and active leisure

Job opportunities: responsibilities involved in and skills required for different jobs, eg leisure attendant, fitness instructor, sports coach, physical education teacher, school sports coordinator, sports and exercise scientist, professional performer, sports therapist, sports retailer

2 Know about terms and conditions of employment within sport and active leisure

Work patterns: hours of work; shift work, eg early starts, late finishes, night work, weekend work, bank holiday work, irregular work pattern, flexitime, days off during week; annual leave

Pay: eg weekly, monthly, salary scales, increments

Benefits: pension, bonus for overtime, uniform/ clothing allowance, subsidised/free meals, training/professional development

3 Know about the qualifications and skills needed for jobs in sport and active leisure

Qualifications: essential and desirable, eg GCSEs, NVQs, apprenticeships, BTEC Nationals, Coaching Awards, swimming qualification, First Aid at Work; moving and lifting, first aid, diploma, degree

Skills and qualities: personal qualities, eg ability to relate to others, respectful; work-related skills, eg communication, teamwork, problem solving, self-management; level of fitness; Criminal Records Bureau (CRB) check

4 Be able to plan how to start work within sport and active leisure

Career planning: personal skills audit; own abilities; interests; values; personal qualities; lifestyle; constraints

Finding out about jobs: career pathways; experience requirements; methods, eg websites, Connexions, careers fairs; journals, people, eg family, friends, tutor

Making plans: consider options; realistic short-term goals; medium-term goals

Essential guidance for tutors

Delivery

Tutors delivering this unit have the opportunity to use a wide range of techniques including presentations, seminars, practical workshops, external trips and guest speakers. Additional learning resources can include journals, videos, DVDs, case studies, learner presentations and group work.

The tutor could start delivery of this unit by inviting guest speakers working in different jobs across the sport and active leisure sector. Learners could prepare questions to ask speakers about their job roles and conditions of employment.

Learners may be able to visit different sport and active leisure settings and interview or work shadow an employee. On return learners could create a leaflet to include information about the job role and conditions of employment which other learners could use as a factsheet.

Videos and case studies may be used to help learners understand the range of job roles in the sector and the difference between different types of facilities.

In groups learners could complete web-based research into job roles in different sport and active leisure facilities and then report back to the rest of the group.

For learning outcome 2, learners could work in groups and use the local and national press and the internet to find a variety of job adverts and list the work patterns, pay and benefits advertised.

The opportunity to analyse real job descriptions, covering a wide range of jobs in sport and active leisure, would help learners to understand the similarities and differences between the work patterns, pay and benefits of different jobs in the sector.

Learners could be grouped with those who are interested in similar jobs to complete web-based research into the qualifications, skills and qualities required for their preferred jobs in the sector and then report back to the rest of the group. Learners may use PowerPoint or flipcharts to present this information.

The learners could visit Connexions or access careers advice from Learndirect to help them begin their career plan. The need for goal setting and the difference between long- and short-term goals could be explored through a question and answer session.

Learners at this level may need support in completing a personal skills audit and identifying and setting long- and short-term goals for themselves for learning outcome 4. This may be achieved through one-to-one discussions or tutorials.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion on job opportunities in:</p> <ul style="list-style-type: none">• sport• active leisure. <p>Small group research – learners select one of the above and gather information about the following:</p> <ul style="list-style-type: none">• range of jobs• working patterns• pay• benefits• qualifications• skills and qualities. <p>Research could involve internet, visits to Connexions, visits to settings, professional journals.</p> <p>Activity – group presentation of information to include a fact sheet for other learners.</p> <p>Activity – learners invite an employee from the sport and active leisure sector to share information about their job. Alternatively, learners may visit an appropriate facility or talk to an employee to gather information.</p> <p>Activity – using the information gathered from the group work on skills, qualities and qualifications, the individual learner carries out a personal skills audit, eg using a template or online assessment.</p> <p>One-to-one tutorial to discuss opportunities in line with skills audit.</p> <p>Assessment – using the information gathered from the activities outlined above, individual learners provide evidence for each of the assessment criteria within the unit. (Learning outcome 1, 2, 3 and 4)</p>
Assessment feedback and review of unit.

Assessment

The assessment criteria for this unit may be combined into one assignment task as a plan to start work. This may take the form of a loose-leaf folder.

To meet 1.1 learners will need to identify three different jobs in the sports and active leisure sector. To meet the requirements for 1.2, learners will need to select one sport and active facility, for example, a community leisure centre or a private health club and describe the different jobs within it, for example, leisure attendant or fitness instructor.

To meet 2.1 learners could select three jobs in different areas of sport and active leisure and compare the work patterns, pay and benefits. This could be presented in table format.

For 3.1, learners will need to give details about the skills, qualities and qualifications required for three jobs. These could be the three jobs selected for 2.1.

To produce the career plan for 4.1 the learner needs to undertake a personal skills audit and identify their interests. This could be recorded using a pro forma.

Learners will need to provide evidence of their research into possible jobs in sport and active leisure, this may be evidenced with leaflets, downloads from websites, documentation from tutorials/discussions with tutors or carers advisers.

The career plan should identify one medium-term goal and two short-term goals.

Essential resources

There are no essential resources for this unit.

Indicative resource materials

Textbooks

Haris et al – *BTEC Introduction to Sport and Leisure* (Heinemann, 2005) ISBN 0435460

Stafford-Brown et al – *BTEC First Sport: For Performance, Exercise, Fitness and Outdoor Recreation* (Hodder Arnold, 2006) ISBN 034092604

Dalglish J et al – *The Health & Fitness Handbook* (Longman, 2001) ISBN 0582418798

Sharkey B – *Fitness and Health* (Human Kinetics Europe Ltd, 2006) ISBN 0736056149

Journals

Health and Fitness (Hubert Burda Media)

Running Fitness (Natmag-Rodale Ltd)

Runners World

Websites

www.bases.org.uk	British Association of Sport and Exercise Sciences
www.ccpr.org.uk	Central Council of Physical Recreation
www.connexions.com	Advice for 13-19 year olds, including careers advice
www.eatwell.gov.uk	Food Standards Agency
www.learndirect-advice	Careers advice
www.nhs.uk	National Health Services
www.nutrition.org.uk	British Nutrition Foundation
www.skillsactive.com	SkillsActive, the Sector Skills Council for the sport and active leisure sector
www.topendsports.com	Top End Sports
www.youthsporttrust.org	Youth Sport Trust

Unit 18: Physical Activities for Children

Unit code: R/502/3382

QCF Level: 1

Credit value: 4

Unit introduction

Physical activities are essential to the health, development and wellbeing of children. It is important, therefore, for people caring for children to know about suitable physical activities to be able to provide a range of appropriate and challenging experiences for them. Ensuring children are safe during physical activities is essential and in this unit learners will find out the measures that need to be taken to ensure children are protected during activities.

This unit aims to develop knowledge and understanding in these key areas as well as building up essential skills such as self-management, time-management, contributing to a team, problem solving, working safely and communication skills.

For learning outcome 1 learners investigate the possible physical experiences that can be provided for children of different ages in both the indoor and outdoor environment and the health benefits provided by physical activities. Learning outcome 2 introduces safety issues and the measures that adults need to take to ensure that children can enjoy physical activities safely. Learning outcome 3 gives learners the opportunity to develop personal skills through planning and preparing physical activities for children.

This unit may be delivered in a class or in a work setting. However, it is essential that learners have practical experience of planning physical activities and familiarity with the equipment and resources required for different types of physical activities. While examples of physical activities are given in the unit content, we recognise that physical activities can encompass more than the activities outlined in this unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about physical activities for children	1.1 describe physical activities for children 0-3, 3-5 years
2 Understand the role of the adult when children are involved in physical activities	2.1 explain the role of the adult when children are involved in physical activities
3 Be able to plan and prepare physical activities for children	3.1 as a team member, plan and prepare a physical activity for children and demonstrate: <ul style="list-style-type: none"> • self-management skills • a positive contribution as a team member • meeting agreed deadlines • problem-solving skills • safe practice • communication skills

Unit content

1 Know about physical activities for children

Physical activities for children 0-3 years: indoor and outdoor opportunities; toys; resources; opportunities for activities, eg crawling, rolling, walking, running, climbing, pushing toys, riding a tricycle, kicking a ball, throwing a small ball, building with large bricks, moving to music, digging in sand

Physical activities for children 3-5 years: indoor and outdoor opportunities; resources; opportunities for, eg running, climbing, hopping, swinging, balancing, jumping, riding a tricycle, kicking ball, building with large bricks, catching a ball, using a bat, swimming, digging, dancing

2 Understand the role of the adult when children are involved in physical activities

Adult role: observation; supervision; giving praise and support; knowing about individual abilities of child or young person; providing safe equipment; checking equipment for faults; using safety equipment; recognising hazards; assessing risk

3 Be able to plan and prepare physical activities for children

Planning: type of activity; when; where; duration; age group; suitability; equipment needed

Self-management: flexibility; taking responsibility, eg gathering materials, setting up, tidying up; self-starting; assertiveness; readiness to improve own performance based on feedback

Time-management: attendance; punctuality; completing task within agreed timeline

Team member: respecting others; co-operating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others

Problem solving: identifying problem, eg lack of resources, equipment broken, making suggestions how to solve problem; creative thinking

Health and safety: checking equipment, recognising hazards

Communication skills: applying literacy skills, eg reading; able to produce clear and accurate records of activities; listening and questioning skills; discuss activities with colleagues, tutor

Essential guidance for tutors

Delivery

It is essential that learners have practical experience of planning physical activities and familiarity with the equipment and resources required for different types of physical activities.

The unit focuses on physical activities that may be appropriate for children of different ages and has been designed to make the key topics practically based wherever possible. In this unit learners' employability skills will be assessed through completion of a teamwork task.

For learning outcome 1, learners need to be introduced to a wide range of possible physical activities and experiences for children 0-3 and 3-5 years.

This may be achieved in a variety of ways. Learners could conduct paired research using websites and prepare fact sheets of their findings for other learners. Visits to different childcare settings and playgrounds to observe children of different ages involved in physical activities would help learners to relate theory to practice.

Learners could be encouraged to keep a record of age-appropriate activities and the equipment and resources required for different types of physical activities to help them to meet the requirements of assessment criterion 1.1.

Learning outcome 2 could be introduced by inviting a guest speaker such as a practitioner from a child care setting or an after school club to explain the importance of observation and supervision of children when children are involved in physical activities. Learners could prepare questions to ask the speaker about how risk is assessed and managed before and during physical activities with children.

Learners could work in groups to analyse videos of children involved in different physical activities to identify the measures adults need to take to ensure the children's safety. Tutor-led discussion could follow to clarify the role of the adult when children of different ages are involved in physical activities.

Learners could participate in a physical activity, such as a ball game, and with tutor support undertake the required risk assessment which would help to link theory to practice.

Visits to different settings to observe the measures taken by adults to ensure children's safety would further consolidate learning.

To introduce learning outcome 3, tutors could assess learners' knowledge of the team-working skills required for providing physical activities for children. This could be achieved by giving learners a scenario such as an obstacle course for a group of six children aged 3-5 in an outdoor area. Learners could work in small groups to decide how to plan and implement the activity. Each group could present their findings which would generate discussion on the teamworking skills required to plan, prepare and implement a successful activity. The key features of teamwork could be collated on the board/flip chart. The required teamworking skills could be agreed by the whole group and made into a checklist which can be used to record when and how they use teamworking skills for assessment criterion 3.1.

Learners should be involved in selecting a physical activity for a group of children for their team to plan. Teams could be made up of around three to five people. Tutors could provide scenarios to include different ages of children and situations to help groups make their selection.

In their team, learners can discuss possibilities for tasks and decide which tasks are manageable, achievable and match the skills and interests of the team members in ‘What if?’ scenarios. Learners could agree an action plan which involves contributions from all team members.

Groups can present their plans for the physical activity to the rest of the group and set up the required equipment. It may be possible for the group to implement the activity with the rest of the group participating. This would provide further opportunities for individuals to demonstrate employability skills such as communication, problem-solving skills and health and safety.

Also, it may be possible for learners to participate in physical activities with groups of children. Witness statements or a checklist signed by tutors or supervisors recording learners’ use of employability skills could provide further evidence towards 3.1.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and programme of learning.</p> <p>Tutor-led discussion – range of physical play activities for children indoors and outdoors.</p> <p>Practical – group task. Learners research physical activities using resources eg internet, journals.</p> <p>Assessment: Learners provide information on physical activities for children aged 0-3 and 3-5 years. (Learning outcome 1)</p>
<p>Tutor-led discussion on the role of the adult in supervising children’s physical play.</p> <p>Learners visit to a child care setting, or watch videos to observe children involved in physical activities.</p> <p>Practical – in pairs learners discuss scenarios provided by the tutor of safe and unsafe physical play situations and then feed back to the group.</p> <p>Assessment : record the role of the adult during children’s physical activities. (Learning outcome 2)</p>
<p>Tutor-led discussion on planning a physical activity and the skills needed.</p> <p>Learners to devise a way of recording their personal skills.</p> <p>Learners research children’s physical activities using the internet, journals.</p> <p>Learners practise preparing and setting up physical activities for children.</p> <p>Assessment: learners produce plans for a children’s physical activities, and are observed preparing the activities. Learners record their personal skills. (Learning outcome 3)</p>
<p>Assessment feedback and review of unit.</p>

Assessment

For assessment criterion 1.1, learners will need to include a brief description of three different, suitable physical activities for each of the age ranges (0-3 and 3-5 years). The description will need to outline what is involved in each activity and any resources or equipment required. This may be in the form of a booklet, loose leaf folder or completion of a table.

To meet assessment criterion 2.1 learners will need to explain how the adult would need to be involved when children are participating in different physical activities. This could be achieved by adding this information to each of the activities described in 1.1.

Assessment criterion 3.1 may be evidenced through witness testimonies, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. Learner must be able to demonstrate that they have developed each of the skills stated in the content. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

Essential resources

Equipment and resources required for different types of physical activities.

Indicative resource materials

Textbooks

Filer J – *Healthy, Active and Outside: Running and Outdoors Programme in the Early Years* (David Fulton, 2008) ISBN 9780415436526

Macdonald S, Featherstone S and Hardy M – *The Little Book of Playground Games* (Featherstone Education 2004) ISBN 9781904187899

Weatherill C – *Primary Playground Games* (Scholastic, 2003) ISBN 9780439983372

Websites

www.bbc.co.uk/parenting/

BBC – advice on parenting

[www.bigeyedowl.co.uk/
physical-activities.htm](http://www.bigeyedowl.co.uk/physical-activities.htm)

Early years experience

www.gameskidsplay.net/

Games kids play

[www.teachingideas.co.uk/pe/
contents01games.htm](http://www.teachingideas.co.uk/pe/contents01games.htm)

Teaching ideas

Unit 19: Exploring Dance Skills

Unit code: J/502/3833

QCF Level: 1

Credit value: 4

Unit introduction

This unit aims to introduce learners to dance skills through participation in practical workshops and the rehearsal and performance of a dance piece. In tutor-led workshops learners will develop their physical skills, becoming stronger, more flexible and physically aware. They will develop their movement memory and learn how dancers move by observing and copying their tutor. They will also learn how to behave appropriately during dance workshops, developing focus and concentration and working cooperatively with tutors and peers.

Learners will work with their tutor on preparing of a dance piece in any style, which will be choreographed by the tutor.

Learners will also develop employability skills throughout the unit as they will learn the importance of reliability, a positive attitude and respect for others in relation to participating in dance workshops.

The unit will culminate in a performance of the dance piece to an invited audience for example peers, friends, family members.

This unit provides a skills base for learners that can be used and developed in other units such as *Performing Arts Individual Repertoire and Showcase*, *Preparing Performing Arts Work* and *Presenting Performing Arts Work*.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to participate in practical dance workshops	1.1 use physical skills in practical dance workshops 1.2 use interpretive skills in practical dance workshops
2 Be able to develop a dance piece for performance	2.1 develop a dance piece with direction and guidance
3 Be able to use dance skills in performance	3.1 perform with a degree of accuracy 3.2 perform using physical expression appropriate to the style of the piece 3.3 perform with a degree of musicality
3 Be able to demonstrate employability skills through participation in practical activities	3.1 be reliable when taking part in practical activities 3.2 show a positive attitude to practical activities 3.3 be respectful to others in practical activities

Unit content

1 Be able to participate in practical dance workshops

Physical skills: posture; alignment; coordination; balance; spatial awareness; rhythm; timing; movement memory

Interpretive skills: musicality; focus; dynamic range; facial expression

Workshops: warm-up; skills development; repeating movement phrases; refining materials

2 Be able to develop a dance piece for performance

Development: interpretation; following choreography; applying rehearsal techniques; movement memory

Dance role: a role in an extract from a dance piece

3 Be able to use dance skills in performance

Dance skills: accuracy of movement; focus; musicality; dynamics; expression

Performance: piece choreographed by tutor

Dance style: styles, eg jazz, ballet, contemporary, urban, rock 'n' roll, folk, African, Bollywood

4 Be able to demonstrate employability skills through participation in practical activities

Reliability: attendance; punctuality; being ready to work; suitable attire

Positive attitude: signs of positive attitude, eg focus, enthusiasm, motivation, willingness to try

Respect for others: tutors and peers; listening to others, being supportive of others; respecting the views of others; responding appropriately to feedback

Essential guidance for tutors

Delivery

The unit should be delivered through a series of tutor-led practical dance workshops designed to allow learners to explore a range of skills. Learners should be encouraged to develop good practice in terms of preparing and warming up for class, dressing appropriately and being supportive of others.

Early sessions should concentrate on building confidence in the use of physical skills through the introduction of simple movement material to develop posture, coordination and balance. In initial workshops tutors could introduce learners to a range of dance styles for example jazz, contemporary, urban, folk. However it would be equally appropriate to concentrate on a single style. Movement memory and accuracy should be developed through the repetition of short movement patterns and learners should explore a range of group relationships through the use of compositional devices such as unison, canon, formations, entrances and exits. Interpretive skills and musicality should be developed through exploration of the stylistic qualities of the style or styles being covered. Learners could be encouraged to keep a scrapbook of the work undertaken in classes.

Learners will need to apply the physical and interpretive skills they have developed to a piece of dance, which will be choreographed and rehearsed under the direction of the tutor and performed to an audience. In choreographing the piece tutors should remember that all learners must be given an appropriate performance and, therefore, assessment opportunity. The choice of a simple piece, that allows learners to perform well, is preferable to a more complex movement sequence that some learners may struggle to perform.

Rehearsals should be carried out within a vocational context, with learners working as a dance company. Learners should develop an understanding of the rehearsal process through participation in activities such as warmups, exploring ideas, learning movement sequences, refining material and technical/dress rehearsals. They should be given the opportunity to develop employability skills in these sessions with the importance of focus, cooperation, reliability and respect for others being stressed. Learners should also be encouraged to undertake some independent learning through homework activities that could include practising the routine.

The unit does not need to culminate in a large-scale public performance. Learners could, for example, show their work to a small audience of family and friends. It would also be appropriate for the piece to be shown as part of a larger showcase that might include work prepared in other units.

Outline learning plan

The outline learning plan has been included in this unit as guidance only. It is not mandatory.

Topic and suggested assignments/activities
Unit introduction. Practical workshops to introduce physical skills and movement patterns. Observing the work of a dancer you like. Assessment: tutor observation sheet. (Learning outcomes 1, 2 and 4: 1.1, 1.2, 4.1, 4.2, 4.3)
Practical workshops to develop physical and interpretive skills in relation to group dance eg unison, canon, formation, entrance and exits. Practical workshops to explore the stylistic features of a chosen dance style through physical and interpretive skills. Assessment: video recordings and tutor observation sheet. (Learning outcomes 1 and 4: 1.1, 1.2, 4.1, 4.2, 4.3)
Learning and rehearsing choreography for performance piece. Practising routine. Assessment: video recordings and tutor observation sheet. (Learning outcomes 1 and 4: 1.1, 1.2, 2.1, 4.1, 4.2, 4.3)
Final rehearsals. Performance(s). Post-performance discussion. Assessment: video recordings. (Learning outcomes 2 and 3: 2.1, 3.1, 3.2, 3.3)

Assessment

Evidence for this unit will be generated through practical workshops, rehearsals and a performance. Achievement of assessment criteria 1.1, 1.2 and 2.1 can be evidenced through recordings of practical sessions, which should be supported by tutor observation. Learners should demonstrate a willingness to participate in workshop activities, a positive manner and the use of physical and interpretive skills when taking part in activities and rehearsals.

The performance should be recorded and supported by tutor observations. Peer evaluations and/or audience feedback could also be used as evidence. For 3.1, learners should demonstrate that they can contribute to the performance, demonstrating a degree of accuracy in their use of movement work. To achieve 3.2 learners must demonstrate the use of physical expression, through movement, gesture and facial expression, in their dance work. To achieve 3.3 degree of musicality must be demonstrated through the application of timing and an awareness of the stylistic qualities of the piece.

To achieve 4.1 learners must be punctual for meetings and rehearsals and able to focus on working immediately. For 4.2 they should demonstrate a willingness to participate in discussions and other activities with a positive manner. To achieve 4.3 learners should show respect and support for others when discussing and developing ideas, in rehearsals, and when receiving direction and instruction.

Essential resources

For this unit learners should have access to a practical dance space, preferably with a sprung floor and mirrors, in which to work and perform. Video equipment will be needed for evidence recording purposes.

Indicative resource materials

Textbooks

Ashley L – *The Essential Guide to Dance, Third Edition* (Hodder Arnold, 2008)
ISBN 978-0340968383

Gough M – *Knowing Dance: A Guide to Creative Teaching* (Dance Books, 1999)
ISBN 978-1852730703

McGreevy-Nichols S, Scheff H and Sprague M – *Building Dances: A Guide to Putting Movements Together* (Human Kinetics Europe Ltd, 2004) ISBN 978-0736050890

Ashley L – *Dance Sense: Theory & Practice for GCSE Dance Students, 2nd Edition* (Northcote House, 2006) ISBN 978-0746311561

Unit 20: Investigating Rights and Responsibilities at Work

Unit code:	J/501/6414
QCF Level:	2
Credit value:	1

Unit introduction

Employees and employers have responsibilities to each other. They should also expect their rights to be upheld. These rights and responsibilities relate to areas such as the provision of terms and conditions of employment, privacy of personal information, health and safety, equal opportunities and the right to be paid a minimum wage. The Health and Safety at Work Acts set out responsibilities and rights for both employees and employers. Employees are expected to carry out their work in a way that has regard to the safety of others. Employers are expected to abide by a range of requirements governing such aspects as providing safe machinery and equipment, carrying out regular health and safety checks, ensuring the training of employees in health and safety issues, and carrying out a risk assessment to assess the dangers of particular work activities.

The aim of this unit is to help the learner understand what is meant by the terms ‘rights’ and ‘responsibilities’ and how they are enforced. They will also gain an understanding of some of the legislation that is there to protect them and the employer. The unit will also help the learner find sources of help and advice relating to their rights and responsibilities.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand why rights and responsibilities are important in a workplace</p>	<p>1.1 explain reasons why rights and responsibilities are important in a workplace</p> <p>1.2 understand how rights and responsibilities are established and enforced in a workplace</p>
<p>2 Understand why employees and employers have certain rights and responsibilities</p>	<p>2.1 identify the rights and responsibilities an employee has at work</p> <p>2.2 explain the implications of employee rights and responsibilities</p>
<p>3 Be able to access sources of guidance and information about rights and responsibilities at work</p>	<p>3.1 identify key representative bodies for employers and employees who would be able to advise on rights and responsibilities</p> <p>3.2 describe the type of advice given by key representative bodies</p>

Unit content

1 Understand why rights and responsibilities are important in a workplace

Reasons why rights and responsibilities are important: safety and wellbeing of staff, visitors and customers in the workplace, complying with the law, complying with standards and morals of our society, provides guidelines for resolving workplace problems or conflict in an appropriate way, establishes order and agreed obligations in a workplace, enables employers to conduct business in a fair and productive way, protection of employees, protection of employers

Types of rights: right, eg human rights, rights in workplace, rights of the child, legal rights, informal rights, eg club membership

Types of responsibilities: responsibilities, eg member of society, workplace responsibilities, family responsibilities

How rights and responsibilities are established and enforced: use of legislation, codes of conduct; regulatory or advisory bodies/organisations; employer and peer expectations

2 Understand why employees and employers have certain rights and responsibilities

Rights and responsibilities: health and safety; pay and benefits; job recruitment and advertising; terms and conditions at work; contract of employment; appraisal, promotion and training; dismissal, redundancy and retirement, privacy of personal information

Implications: safe work environment; policies and procedures; work culture

3 Be able to access sources of guidance and information about rights and responsibilities at work

Representative bodies: bodies, eg HSE (Health and Safety Executive), Citizens' Advice Bureau, Equality and Human Rights Commission, trade unions, staff associations, CRB (Criminal Records Bureau)

Type of advice: safety of working environment and practices; financial; legal; benefits

Essential guidance for tutors

Delivery

Although this unit could be presented through small group discussions, it is important to use a range of delivery methods. Television programmes or extracts from films can be a valuable learning tool. Similarly, speakers invited to share their experiences can also be a useful source of information.

Learners could consider the concept of rights and responsibilities in general before they focus on those that relate to the workplace. Discussion might include human rights, children's rights, consumers' or patients' rights, rights and responsibilities set out in legislation and those that are less formal such as those relating to particular groups or settings (for example within a school, society or club): they could consider issues such as justice, fairness, equality, citizenship and safety. They can then go on to relate these to the context of the workplace.

Tutors will need to be creative in their approach to this unit which is largely based on knowledge and understanding rather than skills. Active learning, however, can still be achieved, for example through learners going into the workplace to interview employers and employees or through role-playing scenarios. Debate and discussion should also be encouraged, particularly when defining the terms and considering rights and responsibilities beyond those enshrined in law.

For each assessment criterion, it is likely that group discussion and shared research will be appropriate. However learners should independently record their assessment evidence.

Assessment

In order to achieve 1.1, the learner must be able to give at least one reason why rights are important in the workplace, and at least one reason why responsibilities are important in the workplace. In addition, the learner's explanations must show a clear understanding of the terms 'rights' and 'responsibilities'.

For 1.2, the learner will need to consider how rights and responsibilities are established and enforced at work. The learner could be provided with a case study which requires them to identify how certain aspects of legislation could be enforced. Alternatively the learner could select two different rights and explain how they are enforced in the workplace.

For 2.1 and 2.2, the learner is required to identify at least two rights and responsibilities for each area listed in the content. Employer rights are much fewer than employer responsibilities; it is reasonable, therefore, that the learner should focus largely on employer responsibilities. They must also be able to explain the implications of the rights and responsibilities, rather than just listing them. For example, a learner listing an employee's right to one week's notice for every full year worked, could note that this means that an employer cannot dismiss a member of the workforce on the spot simply because they are no longer needed.

For 3.1, the learner must identify three key representative bodies. They must then describe the type of advice given by each of the chosen representative bodies. Trade unions, staff associations and bodies such as the CBI or trade associations as sources of information and guidance. A case study may be used as an assessment method for this criterion.

Essential resources

Learners will require access to appropriate sources of information about rights and responsibilities in the workplace.

Indicative resource materials

Websites

www.acas.org.uk/	Arbitration service, advice on health and well being at work
www.adviceguide.org.uk/	Citizen's Advice Bureau
www.direct.gov.uk/en/RightsAndResponsibilities/Yourright	General rights and responsibilities in the workplace including rights for disabled people, carers, older people and young people
www.equalityhumanrights.com	The Equality and Human Rights Commission
www.tuc.org.uk/	Trades Union Congress websites with downloadable leaflets about rights at work including details about minimum wage and equality in wages
www.worksmart.org.uk/rights/	A TUC run website with information about rights at work (paternity and maternity leave, paid holiday etc)

Unit 21: Managing your Health at Work

Unit code: J/501/6137

QCF Level: 2

Credit value: 1

Unit introduction

The aim of this unit is to help the learner understand how they can be instrumental in managing their own health whilst at work. The learner will find out what their responsibility is in maintaining good health at work. They will consider the importance of taking regular breaks throughout the day, maintaining a balanced diet and wearing suitable clothing for the job. The learner will also learn what services the employer might offer to the employee and other sources of help to ensure good health at work.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria
1	Understand the employee's role in maintaining good health at work	1.1 explain how employees can maintain good health in the workplace
2	Know the services employers can provide to help maintain the health of the workforce	2.1 explain services that can be provided by employers to help maintain the health of the workforce
3	Know sources of help to ensure good health at work	3.1 describe different sources of help to ensure good health at work 3.2 explain the services offered by different sources of help

Unit content

1 Understand the employee's role in maintaining good health at work

Employee's role: appropriate diet and exercise; reduce and report potential risks and hazards; wear correct protective clothing if required; take regular breaks, maintain work-life balance; manage ill health appropriately

2 Know the services employers can provide to help maintain the health of the workforce

Services provided by employers: first aid; health surveillance and medical check-ups; access to health support networks, eg advice on dealing with addictions, counselling services; sick pay; health initiatives to benefit employees, eg healthy eating campaigns in workplace canteen, keeping active campaigns, subsidised gym memberships or bicycle purchases for staff, onsite gym or recreational facilities, free annual flu vaccinations at work

3 Know sources of help to ensure good health at work

Sources of help: workplace occupational health; trade unions; community occupational health; first aid officer; health and safety officer; support networks (particularly for self-employed workers)

Services offered by sources of help: prevention of risks or hazards to health in the workplace; counselling for stress, addictions or any other personal difficulties; advice on rights and responsibilities in the workplace; risk assessments; provision of specialist support equipment, first aid treatment to deal with injuries or medical incidents in the workplace

Essential guidance for tutors

Delivery

Tutors delivering this unit have the opportunity to use a wide range of techniques including presentations, seminars, practical workshops, external trips and guest speakers. Additional learning resources can include journals, videos, DVDs, case studies, learner presentation and group work.

In learning outcome 1, learners will need to explore the role they have to play in maintaining their own health at work. Practical scenarios may be given which allow the learner to identify what action they could take to ensure good health, for example ‘How can employees maintain good health when a sickness bug goes through the work place?’ Learners could also be provided with newspaper or magazine articles to find out what types of health situations arise and how good health may be promoted.

In learning outcome 2, the learner will find out about the services that an employer might provide to promote good health. If possible, a local employer could be invited to talk about the services they offer. Alternatively an internet search could be undertaken of large companies to find out what services they offer.

Learners should be given the opportunity to find information on different sources of help available to them at work. They should understand the role of the service and what the service provides. It would also be appropriate to consider services available to the self-employed worker.

Assessment

In order to achieve 1.1, the learner must explain how employees can maintain good health in the workplace. The learner will need to provide detailed information on five different examples for example the employee is responsible for maintaining a healthy diet and taking regular exercise. Practical examples of how this can be achieved must also be provided, for example using the stairs instead of the lifts, and drinking sufficient water throughout the day. This information could be evidenced in a number of different ways, for example the learner may gather the information and present it to the group or they may prepare an article for an internal newsletter for colleagues. If this assessment method is chosen, the learner should use language, formatting and structure that is appropriate for the intended audience.

For 2.1, the learner must explain two different services that an employer provides to promote healthy working. This evidence may be provided in the form of a letter to employees naming the service on offer and explaining what the service is. Alternative methods of evidencing learning may be used.

3.1 and 3.2 require the learner to describe different sources of help to ensure healthy working and explain the services provided. Three different sources should be described and an explanation of the services offered should be given for each source.

The learner could produce a leaflet or poster to evidence this. Alternatively they may participate in a discussion which highlights sources of help to ensure healthy working, with the tutor recording the required descriptions and explanations provided by the learner.

Essential resources

Learners will require access to appropriate sources of information about maintaining good health at work.

Indicative resource materials

Websites

www.direct.gov.uk/en/Employment/Employees/HealthAndSafetyAtWork

Advice on health and safety at work.

www.worksmart.org.uk/index.php

A TUC run website with information about rights at work

www.workingforhealth.gov.uk/

Government-run website focussed on improving health and well being of people of working age

Unit 22: Preparing for Work Placement

Unit code: T/501/6148

QCF Level: 2

Credit value: 1

Unit introduction

Attending a work placement will give the learner the opportunity to experience a work setting. They will find out about the roles and responsibilities of individual employees, specific types of careers and general workplace skills. However, if the learner is not prepared for work placement and does not know what they expect to learn, then this valuable experience may not reach its full potential.

The unit will help the learner find out, prior to starting their placement, about the company or organisation where they are going to be working. It will also raise their awareness to the skills and knowledge that they already have and could use during the work placement. The learner will find out how to set goals which meet their employer's expectations. All these skills will be crucial when learners begin the job- seeking process.

Although the term 'company or organisation' has been used throughout this unit, it can refer to any type of work placement for which the learner may be preparing.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the company or organisation where they plan to do the work placement	1.1 explain key information about the company or organisation providing the work placement and where this information was obtained
2 Understand information they need before starting work placement	2.1 explain the terms and conditions of the work placement 2.2 explain the tasks they would need to perform as part of the work placement
3 Understand what the company or organisation expects of the learner during the work placement	3.1 explain why workplace values are important for success at the work placement 3.2 describe personal presentation requirements appropriate to the placement 3.3 explain how they could deal effectively with situations of emotional stress, difficulty or confusion during the work placement
4 Be able to set goals for the work placement including skills development	4.1 set specific, realistic goals for the work placement, including a goal that relates to skills development

Unit content

1 Understand the company or organisation where they plan to do the work placement

Information about the company/organisation: type of company or organisation; ownership, eg public or private; function, eg service provision, retail, construction, logistics, administrative; location; size eg small, large, number of employees, number of departments, international, national or local organisation; internal and external customers

Sources of information: sources, eg company leaflets or brochures, company or organisation website, newspaper, magazine or internet articles about company or organisation, Connexions, Job Centre Plus, learners who have previously been on work placement at the same company or organisation, staff from the company or organisation, conversation or correspondence with company or organisation providing the work placement

2 Understand information they need before starting work placement

Terms and conditions of work: hours of work; absence procedures; dress code; line manager or supervisor; health and safety responsibilities, eg evacuation procedures, first aid procedures, reporting hazards; refreshment facilities; seeking advice relating to work and/or colleague relationships

Tasks: daily routine tasks, eg opening post, taking messages, checking emails, checking equipment for health and safety purposes, setting up equipment, liaising with line manager; project work

3 Understand what the company or organisation expects of the learner during the work placement

Workplace values: definition of values, eg concepts and ideas that lead to workplace satisfaction; different types of values, eg place customer service at heart of business, produce quality products, celebrate diversity, promote mutual respect, encourage creativity, recognise and reward achievement and good work

Importance of workplace values in a work placement: helps learner understand what is expected of them by employer and helps in meeting those expectations, eg how to treat other staff and customers appropriately, how to do job to a high standard, how to prioritise daily tasks, how to make decisions

Personal presentation: appropriate clothing for job role; personal hygiene; attitudes and behaviours; body language

Dealing effectively with situations of emotional stress, difficulty or confusion: use appropriate sources of support and guidance in situations of emotional stress, eg speak to work placement supervisor if there are difficulties in getting along with another colleague, ask questions or request clarification if instructions or messages are unclear or confusing, ask for help or guidance from other people if a task is difficult or unclear, consult user guides or request further training and assistance if nervous about using a new piece of equipment

4 Be able to set goals for the work placement including skills development

Goal setting for the work placement: different types of goals, eg personal goals, work-related goals, skills development; goals for the work placement should be in line with employer's expectations for the work placement; setting a goal that draws on a current skill or knowledge of learner or skills and knowledge the learner would like to acquire

Essential guidance for tutors

Delivery

Although each learner will be attending a different work setting, the principles behind preparing for the work placement will be the same. Before starting to find out about their work placement, learners could be encouraged to discuss what information they need to know about the organisation in which they are going to be working. A checklist could be compiled by the learners to help direct their research. Learners could collect information on aspects such as the function of the organisation, its structure (if relevant) and types of customers. Information may also be gathered from the internet and visits to the careers office to find out about the organisation providing the work placement.

To help the learner understand the concept of ‘terms and conditions’ of work, they could undertake a comparison of different terms and conditions of work to identify the common elements. Although some aspects will not be relevant for work placement (for example annual leave entitlement) learners should be able to identify those terms and conditions that are relevant for example dress code, absence notification, hours of work.

Learners should extract the relevant details about the main tasks relating to the job role or main areas of learning at the company or organisation. This could be done from leaflets or marketing brochures for the organisation, visits to the careers office and/or tutor led group discussions. Ideally, the learner will have an interview with the employer prior to starting the work placement. This would provide them with an opportunity to find out about the tasks that they will be expected to undertake. Alternatively, learners who have previously participated in the same or similar work placement could be asked to speak to learners in small groups.

It would be useful for tutors to stress the importance of workplace values and rules and the possible skills or qualities needed to satisfy the requirements of the placement. To help learners understand the concept of ‘workplace values’, they could think about their own values for example honesty, being trustworthy, respect for others. This could then be translated into the workplace situation and how it relates to day-to-day working and enhances the chances of a successful work placement experience.

Employers could be invited as guest speakers to discuss expectations of learners during work placement. It is important that learners are given the opportunity to discuss these qualities and expectations so that they can identify a range of possible skills and goals to aim for. These should be linked to their course requirements or career ideas, in order to help them get the most out of their time on work experience.

Learners going into a work placement might feel nervous and concerned that they will appear incompetent or will not be able to do what they are instructed to do. It would therefore be beneficial to prepare learners to deal effectively with any potential feelings of stress or confusion. For example, a group discussion or role play activity could be used to explore different types of stressful, confusing or difficult situations in a work placement; it could also assist learners in developing skills and confidence in asking appropriate questions or asking others for help and guidance. Alternatively, learners could watch a TV or film clip that depicts a stressful or confusing scene in the workplace and then hold a group discussion about what could be done to resolve the stress, difficulty or confusion in that workplace scenario. This could help address learners’ fears and concerns about handling uncertain or difficult situations they may encounter.

Learners may discuss possible work placement goals in group situations and/or individually with tutor or careers advisors, but should be encouraged to come up with their own final action plan, identifying personal targets and opportunities for development of skills or knowledge from the placement. Time will need to be spent helping learners produce relevant and realistic goals which are relevant to their situation.

Assessment

In order to achieve 1.1, the learner must be able to explain key information about their proposed work placement and where this information was obtained. This explanation needs to provide information on the type, size and purpose of the organisation, the organisational structure and its internal and external customers (if relevant).

2.1 requires the learner to provide an explanation of the terms and conditions of work that are relevant to their work placement. Information could include detail such as hours of work, dress code, number of days attending work placement, breaks, absence procedures.

2.2 requires the learner to provide an explanation of the tasks that they are likely to do during work placement. This explanation should provide detailed information for each task and should not simply be a list. Details could include information on the procedures to be followed, health and safety issues, quality checking processes for example check work has been completed to a satisfactory standard by the line manager, time scales (if relevant).

To achieve 3.1, the learner must be able to explain the importance of at least two workplace values and why they are important to a work placement experience. Part of this explanation should demonstrate the learner's understanding of what workplace values are.

Evidence of understanding of 3.2 could be included as part of 3.1. The learner must describe at least two personal presentation requirements for the upcoming work placement.

For 3.3, the learner needs to provide two examples of situations in the workplace where they might encounter stress, difficulty or confusion. For each example, the learner must explain at least one positive action they could take to help resolve the stress, difficulty or confusion. The learner's explanation of the positive action must be appropriate and relevant to the nature of the stressful, difficult or confusing situation which they have given as an example.

For 4.1, the learner must be able to demonstrate their ability to set specific, realistic goals for the work placement. The learner needs to provide four goals, one of which must be related to skills development. The skills development goal may relate to an existing skill which the learner would like to use during the work placement, or a new skill which the learner would like to acquire during the work placement.

Essential resources

In order to make this unit relevant, the learner must be preparing to go on a suitable work placement. Employers must also be prepared for the upcoming work placement and support the learner in gathering relevant information.

Indicative resource materials

Websites

www.projectsmart.co.uk/smart-goals.html

Project management resource giving advice on setting SMART goals

www.need2know.co.uk/

Advice on work experience

www.qmr.com

Quality Media Resources – provides training resources for organisations on developing working relationships

www.trident-edexcel.co.uk/

Edexcel service to help learners gain work experience

www.work-experience.org

National Council for Work Experience

Unit 23: Learning from Work Placement

Unit code: L/501/6186

QCF Level: 2

Credit value: 1

Unit introduction

Work placement can be a valuable experience for all learners. It can help them develop new skills and increase their knowledge of a vocational area. However, in order to achieve this, the learner must be able to reflect on what they have learned and use that learning for future development and goal-setting. Although this unit has been designed to be used after a learner has experienced a work placement, they will need to have gathered evidence during their work placement which they can apply in carrying out the requirements of the unit.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to present evidence of learning gained from tasks undertaken during the work placement	1.1 show evidence that explains the learning gained from tasks undertaken during the work placement
2 Understand what skills were used or gained during the work placement	2.1 explain how they used their strengths or skills during the work placement and where they experienced challenges
3 Understand aspects of the work placement that could have been improved	3.1 explain any aspect of the work placement experience that could have been improved and how it could have been improved
4 Be able to use learning from the work placement to set career-related goals	4.1 describe how the work placement experience might assist them in making choices about a future career 4.2 set short-term and long-term goals which build on their learning from the work placement

Unit content

1 **Be able to present evidence of learning gained from tasks undertaken during the work placement**

Evidence of tasks undertaken: employer reference, tutor report, description of tasks undertaken, video log, reports, minutes of meetings attended

Presenting evidence: methods, eg portfolio, CD, video, handwritten, electronic, word processed; verbal and written presentations; informal and formal presentations

Explaining learning gained from tasks undertaken: what was learned from specific work placement tasks, when this was learned, how it was learned, how it can be evidenced

2 **Understand what skills were used or gained during the work placement**

Strengths and skills: personal skills, eg self-management, team work, business and customer awareness, communication; prior knowledge and experience, eg hobbies, interests, previous work experience, knowledge gained in school or college subjects; personal qualities, eg enthusiasm, patience, confidence, curiosity

Challenges: learning new skills, retaining information, establishing relationships with other people, prioritising tasks, asking others for help

3 **Understand aspects of the work placement that could have been improved**

Aspects that could have been improved: aspects, eg additional learning or experience of a particular task, practise certain skills before undertaking work placement, communicating more effectively with supervisor, managing time more efficiently

4 **Be able to use learning from the work placement to set career-related goals**

Making choices about a future career as a result of work placement: making choices, eg knowledge of new vocational area or area of interest, confirming whether they do or do not wish to work in a particular sector or industry, awareness of personal skills, awareness of strengths and weaknesses, desire to find out further information about a particular career, industry or organisation

Setting goals: SMART goals; skills and knowledge development, eg further study, investigate specific career options or work areas; employment opportunities or goals, eg apply for full time employment, seek voluntary work in a particular area

Essential guidance for tutors

Delivery

In order to achieve this unit, the learner must have experienced a work placement. The length of time spent in the work placement is not defined, however sufficient time must be given to allow the learner to achieve the assessment criteria.

The learner will be expected to have gathered evidence of the tasks or activities that they are involved in during their work placement. They will then be able to use the evidence gathered from the work placement to demonstrate competence for each assessment criterion. The learner is also expected to have gathered evidence showing new skills or knowledge they have acquired as a result of various work placement tasks or activities. It would therefore be helpful for tutors to encourage learners to think about how they can show that they have gained new skills or knowledge from the tasks and activities.

Prior to starting the work placement, a group discussion may be used to identify different forms of evidence. This could include employer or tutor reports, evidence of work completed, descriptions of tasks or activities undertaken (perhaps in the form of a diary or minutes of meetings that the learner attended or facilitated). In this regard, the learner must adhere to the company policy on confidentiality and intellectual property.

Different methods of record keeping should be discussed. Examples of previous learner work could be shown. Paper based and/or electronic record keeping methods may be used.

Learning outcome 2 focuses on the learner's skills, strengths and the challenges faced. The skills discussed should be based on the CBI employability competencies detailed in their 'Time Well Spent' report found on the CBI website: www.cbi.org.uk.

The skills required for employability include self-management, team working, business and customer awareness, problem solving, communication, number and ICT skills. It would be appropriate to spend time discussing the meaning of these skills and how they relate to individual learners. Checklists could be developed which allow the learner to describe when they demonstrated their skills during their work placement. Checklists could also be used to describe those aspects of the work placement experience that could have been improved, and how they could have been improved.

The learner also needs to consider their strengths based on their personal skills, knowledge and experience. One-to-one discussions or small group discussions may be used to identify what the learner's strengths are. Alternatively, the learner may ask their employer to help them identify their strengths.

Small group discussions could be used to help the learner identify the challenges of the work placement. Record sheets may be developed to allow the learner to identify the challenges and then state how they overcame them.

In order to achieve learning outcome 3, the learner will need to know and understand what SMART goals are. This method of target setting is often used as part of performance development review processes and it is important for learners to understand how to set such goals. The acronym has a number of variations:

S – specific, significant, stretching

M – measurable, meaningful, motivational

A – agreed upon, attainable, achievable, acceptable, action-oriented

R – realistic, relevant, reasonable, rewarding, results-oriented

T – time-based, timely, tangible, trackable

A useful website for more detailed information is <http://www.projectsmart.co.uk/smart-goals.html>

Assessment

In order to achieve 1.1, the learner must present evidence of tasks undertaken in the work placement and what was learned from the tasks undertaken. This evidence can then be used as a basis for the remaining assessment criteria. The evidence presented must show that the learner has learned something new, ie skills or knowledge. The learner needs to relate the development of the skill or knowledge to their specific experiences and completed work tasks. It is not sufficient for the learner to simply write a description of an activity or task undertaken. They must also be able to explain how they have evidenced that they have learned something new, for example checklist completed by work placement supervisor, witness statement, practical demonstration of a new skill.

For 2.1, the learner must explain how they used their strengths or skills and where they experienced challenges. (These could be strengths or skills which the learner had before the work placement or those which they acquired during the work placement). This could be cross-referenced to the evidence provided for 1.1 or a separate explanation could be provided which highlights a range of strengths and challenges.

3.1 requires the learner to give an explanation of what could be improved and how it could be improved. This could be cross-referenced to the evidence provided in 1.1. Alternatively, a separate piece of work which is more generic, could be provided.

In 4.1, the learner needs to make straightforward value judgements on how their work placement has helped them in planning their career choices. The learner must make at least one suggestion regarding how the work placement experience has influenced their thinking about their future. The suggestion need not be lengthy or complex.

In achieving 4.2, the learner must be able to set and produce appropriate evidence of two short-term and two long-term SMART goals as a result of what they have learned from their work placement. The method used to evidence the learner's goals may take the form of a log, presentation, poster, written statement provided by the learner (with supporting notes from the tutor) or other appropriate format.

Essential resources

Learners will need to have undertaken a period of work experience.

Indicative resource materials

Websites

[www.direct.gov.uk/en/
EducationAndLearning/](http://www.direct.gov.uk/en/EducationAndLearning/)

Advice on education and learning including
options for 14-19 age group and adult learning

www.work-experience.org

National Council for Work Experience

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467 467
Fax: 01623 450 481
Email: publications@linney.com

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

SkillsActive
Castlewood House
77-91 New Oxford Street
London
WC1A 1PX

Telephone: 020 7632 2000
Email: skills@skillsactive.com
Website: www.skillsactive.com

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DIDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel/BTEC qualification framework for the Sport and Active Leisure sector

Progression opportunities within the framework.

NQF Level	General Qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	NVQ/Occupational
5		BTEC HNC/Ds in Sport and Leisure Management and Sport and Exercise Sciences		
4				
3	Advanced Subsidiary GCES Physical Education and Leisure Studies Advanced GCES Physical Education and Leisure Studies	Edexcel Level 3 BTEC Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Sport and Sport and Exercise Sciences	BTEC Level 3 Certificate and Diploma in Sailing and Watersports	NVQs in Sports Development, Leisure Management, Achieving Excellence in Sports Performance, and Spectator Safety
2	GCSE Physical Education (full and short course)	Edexcel Level 2 BTEC Certificate, Extended Certificate and Diploma in Sport	BTEC Level 2 Subsidiary Certificate and Certificate in Sailing and Watersports	NVQs in Coaching, Teaching and Instructing, Activity Leadership, Instructing Exercise and Fitness, Operational Services, and Spectator Safety
1			BTEC Award/Certificate/Diploma in Sport and Active Leisure	NVQ in Sport, Recreation and Allied Occupations
		Edexcel Level 1 BTEC Award/Certificate/Diploma in Sport and Active Leisure (QCF)		
Entry		Edexcel Entry Level BTEC Award in Sport and Active Leisure (QCF)		

Annexe B

Wider curriculum mapping

Study of the Edexcel Entry Level BTEC (Entry 3) (QCF) and Edexcel Level 1 BTEC (QCF) qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship issues

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, eg learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

National Occupational Standards mapping

The grid below maps the knowledge covered in the Edexcel Level 1 BTEC (QCF) qualifications in Sport and Active Leisure against the underpinning knowledge of the Level 1 SSC National Occupational Standards in Sport, Leisure and Allied Occupations.

KEY

indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Level 1 National Occupational Standards	Units																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
C21 Help to maintain facility areas										✓													
C35 Deal with accidents and emergencies										✓													
D41 Help to plan and prepare a session														✓									
D42 Lead an activity within a session														✓									
C11 Help to set up, take down and store equipment															✓								
D15 Help to give good levels of service to participants															✓								

Annexe D

Edexcel Entry Level Skills for Working Life in Sport and Leisure specialist units legacy (certification end date 30/08/2011)/Edexcel Entry Level BTEC Award in Sport and Active Leisure new (Entry 3) (QCF) (accreditation start date 01/09/2008) – unit mapping overview

Old units New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit 1						
Unit 2						
Unit 3			P			
Unit 4		P				
Unit 5						
Unit 6						
Unit 7						
Unit 8						
Unit 9						
Unit 10						
Unit 11						
Unit 12						
Unit 13						
Unit 14						

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

BTEC Introductory in Sport and Leisure legacy (certification end date 31/08/2011)/Edexcel Level 1 BTEC in Sport and Active Leisure (QCF) new (accreditation start date 01/09/2008) – unit mapping in depth

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 1	Investigating Rights and Responsibilities at work			<i>New unit</i>
Unit 2	Managing your Health at Work			<i>New unit</i>
Unit 3	Safe Learning in the Workplace			<i>New unit</i>
Unit 4	Taking Part in Sport	9	Taking Part in Sport	(NB. Unit 4 is an Entry level unit) Coverage of old learning outcomes: 1 Be able to take part in team sports 2 Be able to take part in individual sports 3 Be able to review performance
Unit 5	Assisting at a Sport or Active Leisure Event	7	Organising a Sport or Leisure Event	(NB. Unit 5 is an Entry level unit) Coverage of old learning outcomes: 1 Know about a range of active leisure and sport events 2 Be able to assist at an active leisure or sport event <i>New:</i> 3 <i>Be able to review own Performance</i>
Unit 6	Improving Own Fitness			<i>New unit</i>

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 7	Investigating Rights and Responsibilities at Work	5	Social Responsibility at Work	Coverage of old learning outcomes: 3 Know that laws can protect the rights of employees <i>New:</i> 1 <i>Understand what 'rights' and 'responsibilities' are</i> 2 <i>Understand how to respect the rights of individuals</i> 4 <i>Know that employers have certain responsibilities</i>
Unit 8	Managing your Health at Work			<i>New unit</i>
Unit 9	Safe Learning in the Workplace			<i>New unit</i>
Unit 10	Risks and Hazards in Sport and Active Leisure			<i>New unit</i>
Unit 11	Taking Part in Exercise and Fitness	1	Starting Work in Sport and Leisure	Partial coverage of old learning outcomes: 1 Know about different exercise and fitness activities <i>New:</i> 2 <i>Know how to take part in exercise and fitness safely</i> 3 <i>Be able to demonstrate work skills through participation in exercise and fitness activities</i> 4 <i>Be able to review own performance</i>

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 12	How the Body Works	3	The Healthy Body	Partial coverage of old learning outcomes: 1 Know the functions of the skeleton and muscular systems 2 Know the functions of the heart and respiratory system <i>New:</i> 3 <i>Know the requirements of a healthy diet</i>
Unit 13	Planning Own Fitness Programme			<i>New unit</i>
Unit 14	Leading a Sports and Active Leisure Activity			<i>New unit</i>
Unit 15	Working in Sport and Active Leisure	10	Introducing Customer Service	Coverage of old learning outcomes: 1 Know about customer service in sport and active leisure <i>New:</i> 2 <i>Be able to work as a team member to set up and take down equipment for a sport or active leisure activity</i> 3 <i>Understand work patterns for sport and active leisure</i>
Unit 16	Sport and Active Leisure Group Project			<i>New unit</i>

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 17	Job Opportunities in Sport and Active Leisure	1	Starting Work in Sport and Active Leisure	Coverage of old learning outcomes: 1 Know about job opportunities in sport and active leisure <i>New:</i> 2 <i>Know about terms and conditions of employment within sport and active leisure</i> 3 <i>Know about the qualifications and skills needed for jobs in sport and active leisure</i> 4 <i>Be able to plan how to start work within sport and active leisure</i>
		4	Personal Effectiveness	Coverage of old learning outcomes: 4 Be able to plan how to start work in sport and active leisure <i>New:</i> 1 <i>Know about job opportunities in sport and active leisure</i> 2 <i>Know about terms and conditions of employment within sport and active leisure</i> 3 <i>Know about the qualifications and skills needed for jobs in sport and active leisure</i>

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 18	Physical Activities for Children			<i>New unit</i>
Unit 19	Exploring Dance Skills			<i>New unit</i>
Unit 20	Investigating Rights and Responsibilities at Work			<i>New unit</i>
Unit 21	Managing your Health at Work			<i>New unit</i>
Unit 22	Preparing for Work Placement			<i>New unit</i>
Unit 23	Learning from Work Placement			<i>New unit</i>

Annexe E

Mapping to Functional Skills

Entry 3	Unit number																									
	1	2	3	4	5	6	7	8	9	10	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
English – Speaking and listening																										
Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English – Reading																										
Independently read and understand straightforward texts for a purpose																				✓						
English – Writing																										
Write documents with some adaptation to the intended audience																										

Entry 3	Unit number																											
	1	2	3	4	5	6	7	8	9	10	9	10	10	11	12	13	14	15	16	17	18	19	20	21	22	23		
Mathematics – Learners can																												
Understand practical problems in familiar and accessible context and situations																												
Begin to develop own strategies for solving simple problems																												
Select and apply mathematics to obtain answers to simple given practical problems that are clear and routine																												
Interpret and communicate solutions to practical problems in familiar contexts and situations																												
Use simple checking procedures																												

Entry 3	Unit number																										
	1	2	3	4	5	6	7	8	9	10	9	10	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
ICT – Use ICT systems																											
Interact with and use an ICT system to meet needs																											
Store information																											
Follow and understand the need for safety and security practices																											
ICT – Find and select information																											
Select and use appropriate sources of information	✓																			✓							
Use ICT to search for and select information that matches given requirements	✓																			✓							
ICT – Develop, present and communicate information																											
Enter and develop information to meet needs, in the form of text, images and number																											
Bring together information to achieve a purpose																											
Present information and review its effectiveness																											
Select and use ICT to communicate																											

Level 1	Unit number																												
	1	2	3	4	5	6	7	8	9	10	9	10	10	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
English – Speaking and listening	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Take part in formal and informal discussions/exchanges																													
English – Reading																													
Read and understand a range of texts																					✓	✓	✓	✓	✓	✓	✓	✓	✓
English – Writing																													
Write documents with to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience																													

Level 1	Unit number																											
	1	2	3	4	5	6	7	8	9	10	9	10	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
Mathematics – Learners can																												
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non routine																												
Identify and obtain necessary information to tackle the problem																												
Select and apply mathematics in an organised way to find solutions to practical problems for different purposes																												
Use appropriate checking procedures at each stage																												
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations																												

Level 1	Unit number																											
	1	2	3	4	5	6	7	8	9	10	9	10	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
ICT – Use ICT systems	✓																											
Interact with and use an ICT systems independently to meet needs																												
Use ICT to plan work and evaluate their use of ICT systems																												
Manage information storage																												
Follow and understand the need for safety and security practices																												
ICT – Find and select information																												
Select and use a variety of sources of information independently to meet needs	✓						✓													✓	✓			✓				
Access, search for, select and use ICT based information and evaluate its fitness for purpose	✓						✓													✓	✓			✓				

Level 1	Unit number															
ICT – Develop, present and communicate information																
Enter, develop and format information to suit its meaning, and purpose including: text and tables, images, numbers, graphs, records																
Bring together information to suit content and purpose																
Present information in ways that are fit for purpose and audience																
Evaluate the selection and use of ICT tools and facilities used to present information																
Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively																

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