

Higher Nationals

Community Coaching for England

Specification

For use with the Higher National Certificate
in Community Coaching for England

First teaching from September 2023

First Certification from September 2024



**Higher National
Certificate Lvl 4**



**Pearson
BTEC**

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1 Introduction

BTEC is an established brand of choice for the world's learning communities, engaging students in applied, practical, interpersonal and thinking skills for more than three decades. The BTEC suite of Pearson qualifications, Higher Nationals (HNs) are widely supported by higher education and industry as the principal vocational qualifications at Levels 4 and 5. BTEC is one of the world's most successful applied learning brands, helping students develop their practical, interpersonal and thinking skills for more than 30 years.

When developing our BTEC Higher National qualifications, we worked with a wide range of students, employers, higher education providers, colleges and subject experts to make sure the qualifications met their needs and expectations. We also work closely with professional organisations to make sure the qualifications were in line with recognised professional standards.

The Pearson BTEC Higher National qualifications are designed to reflect the increasing need for high quality professional and technical education at levels 4 and 5. They provide students with a clear line of sight to employment and to a degree at level 6 if they choose.

1.1 Qualifications indicated 'for England'

Qualifications that are indicated as 'for England' are designed to meet the requirements of specific Occupational Standards. Meeting the requirements of the Occupational Standards relates to:

- qualifications that are 'quality marked' as Higher Technical Qualifications (HTQ)
- qualifications that meet the knowledge, skills, and behaviours for identified job roles that are associated with the relevant Occupational Standards.

1.2 Qualifications not indicated 'for England'

Qualifications that are not indicated as 'for England' can be delivered at any Centre, in any country, including those in England. However, in England these qualifications are not 'quality marked' as Higher Technical Qualifications by the Institute for Apprenticeships and Technical Education (IfATE).

1.3 The Student Voice

Students are at the heart of what we do. That is why we consult them from the start when developing our Higher National qualifications. We involve them in writing groups, seek their feedback and take note of their opinions.

This helps us develop the best possible qualifications and learning experience for students worldwide.

1.4 Why choose Pearson BTEC Higher Nationals?

Pearson BTEC Higher Nationals are designed to help students secure the knowledge skills and behaviours needed to succeed in the workplace. They represent the latest in professional standards and provide opportunities for students to develop behaviours for work, for example by undertaking a group project, or responding to a client brief. A student may even achieve exemption from professional vendor qualifications, or student membership of selected professional bodies, to help them on their journey to professional competence.

At the same time, Pearson BTEC Higher Nationals are intended to keep doors open for future study, should a student wish to progress further in their education after their Level 5 study. The qualifications do this by allowing space for the development of higher education study skills, such as the ability to research. Clear alignment of level of demand with the Framework for Higher Education qualification descriptors at Levels 4 and 5 means that students wishing to progress to Level 6 study should feel better prepared. Pearson BTEC Higher Nationals address these various requirements by providing:

- a range of core, optional and specialist units, each with a clear purpose, so there is something to suit each student's choice of programme and future progression plans
- fully revised content that is closely aligned with the needs of employers, professional bodies, vendors and higher education for a skilled future workforce
- the opportunity to develop transferable skills, useful for work and for higher education, including research skills, the ability to meet deadlines and communication skills
- learning outcomes mapped against professional body standards and vendor accreditation requirements, where appropriate
- assessments and projects chosen to help students progress to the next stage (this means that some are set by the Centre to meet local needs, while others are set by Pearson). Students are required to apply their knowledge to a variety of assignments and activities, with a focus on the holistic development of practical, interpersonal and higher-level thinking skills
- an approach to demand at Levels 4 and 5 that is aligned with the Framework for Higher Education Qualifications (FHEQ)
- support for students and tutors, including Schemes of Work and Example Assessment Briefs.

Pearson BTEC Higher Nationals are intended to keep doors open for future study if a student wishes to take their education further after completing a Higher National programme. They do this by allowing space for students to develop their higher education study skills, such as the ability to research. The study programme is clearly set out in line with the Quality Assurance Agency for Higher Education's Framework for Higher Education qualification standards at Levels 4 and 5. This means that students who want to progress to Levels 5 or 6 study should feel better prepared.

The Pearson BTEC Higher Nationals meet these requirements by providing:

- a range of general and specialist study units, both core and optional, each with a clear purpose, so there is something to suit each student's choice of programme and future progression plans
- up-to-date content, closely in line with the needs of employers, professional bodies and higher education, for a skilled future workforce
- learning outcomes mapped against professional body standards, where appropriate
- support for tutors, including Authorised Assignment Briefs, curriculum planning support and assessment guidance, and
- support for students, including digital learning resources and communities, through HN Global.

1.5 HN Global

Our HN Global website provides a specially designed range of digital resources to give tutors and students the best possible experience during the BTEC Higher Nationals course. More information is available at: www.highernationals.com.

1.6 Qualification title

Pearson BTEC Level 4 Higher National Certificate in Community Coaching for England.

1.7 Qualification codes

Ofqual Regulated Qualifications Framework (RQF) Qualification numbers:

Pearson BTEC Level 4 Higher National Certificate in Community Coaching for England:
603/7857/8.

1.8 Awarding organisation

Pearson Education Ltd.

1.9 Key features

The Pearson BTEC Higher National Community Coaching for England qualification offers:

- an exciting and informative study programme that stimulates and challenges students
- a simple and flexible structure that enables students to take the Higher National Certificate and then build on it in the Higher National Diploma, with optional units linked to their specialist area of study
- core competencies throughout the curriculum, to support lifelong learning skills for personal and professional development
- the opportunity for centres to offer assessments that consider cognitive skills (what students know) along with effective and applied skills (how they behave and what they can do) to support a practical and dynamic approach to learning
- unit-specific assessment and Pearson-set themes designed to encourage thorough and analytical learning, challenge students and develop skills in critical thinking, personal responsibility and decision making
- a flexible approach to assessment that supports progression to higher education or work and allows for different learning styles
- Quality Assurance measures that assure professional organisations, universities, businesses, colleges and students of the integrity and value of the qualifications, and
- a programme of learning designed to meet skills gaps in the current workforce and build today's talent to meet tomorrow's needs in an international environment.

1.10 Collaborative development

We are very grateful to the university and further education tutors, employers, professional bodies and others who have generously shared their time and expertise to help us develop these new Pearson BTEC Higher National qualification in Community Coaching for England. Our thanks go to:

- CIMPSA
- Core Coach Foundation
- Gloucestershire Hockey Association
- British Aikido Board
- Progressive Martial Arts
- LM Academy
- Sport Coach UK
- Careers in Sport
- Sport and Beyond
- Loughborough College
- University of Surrey
- The City of Liverpool College
- Leeds Beckett
- University of Gloucestershire
- AoC Sport
- North Yorkshire Outdoor Learning Service
- SCL
- Life: Labs
- Reading FC
- Inside Performance
- Oxford Brookes.

2 Programme purpose and objectives

2.1 Purpose of the Pearson BTEC Higher Nationals

The purpose of Pearson BTEC Higher Nationals is to develop students as professional, self-reflecting individuals able to meet the demands of employers in the UK Coaching sector and adapt to a constantly changing world. The qualifications aim to widen access to higher education and improve the career prospects of those who take them.

2.2 Objectives of the Pearson BTEC Higher Nationals

The aims of the Pearson BTEC Higher National in Community Coaching for England are:

- To equip students with community coaching skills, knowledge and the understanding necessary to achieve high performance in the UK community coaching environment
- To provide insight and understanding into the diversity of roles within Sport & Exercise Science and community coaching, recognising the importance of collaboration at all levels
- To equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values
- To provide opportunities for students to enter or progress in employment in community coaching, or progress to higher education qualifications such as an Honours degree in Sport & Exercise Science or a related area
- To provide opportunities for students to develop the skills, techniques and personal attributes essential for successful working lives
- To provide students with opportunities to address contemporary issues facing the industry, and society at large; with particular emphasis on sustainability and the environment, recognising the role that Sport & Exercise Science plays in addressing these issues
- To provide opportunities for students to achieve a nationally-recognised professional qualification within their chosen area of specialisation
- To provide opportunities for students to achieve vendor accredited certifications
- To offer students the chance of career progression in their chosen field, with particular emphasis on achieving management-level positions, professional recognition and beyond
- To allow flexibility of study and to meet local or specialist needs
- To offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic aspirations
- To provide students with opportunities to engage in an industry-recognised apprenticeship scheme that aligns with their employer's needs and their own career aspirations

- To provide students with the context in which to consider professional ethics and their relation to personal, professional and statutory responsibilities within the industry.

2.3 Aims of the Pearson BTEC Level 4 Higher National Certificate in Community Coaching for England are:

The Level 4 units lay the foundations of learning by providing a specialised introduction to coaching in the UK landscape and different coaching functions. This develops and strengthens core skills while preparing the student for Level 5 or to enter employment with the qualities necessary for job roles that require some personal responsibility.

Students will gain a wide range of coaching knowledge linked to practical skills gained through research, independent study, directed study and workplace scenarios.

Students are involved in vocational activities that help them to develop behaviours (the attitudes and approaches required for a competence) and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, which are highly valued in higher education and the workplace.

By the end of Level 4, students will have sound knowledge of the concepts of coaching in the UK. They will be competent in a range of subject-specific skills as well as general skills and qualities relevant to key areas in Sport and Exercise Science.

Graduates successfully completing the Higher National Certificate will be able to demonstrate a sound knowledge of the basic concepts of Sport & Exercise Science. They will be able to communicate accurately and appropriately and they will have the qualities needed for employment that requires some degree of personal responsibility. They will have developed a range of transferable skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies. They will be adaptable and flexible in their approach to Sport & Exercise Science, show resilience under pressure, and meet challenging targets within a given resource.

2.4 Developing students' employability skills and academic study skills

Employability skills (sometimes referred to as transferable skills) are vital to increase students' career prospects and contribute to their personal professional development. Our BTEC Higher National in Community Coaching for England support students in developing the key skills, qualities and strengths that employers are looking for.

We divide employability skills into five main categories.

- Problem-solving skills
 - critical thinking
 - using expert and creative solutions to solve non-routine problems
 - using systems and digital technology, and
 - generating and communicating ideas creatively.
- Independent skills
 - self-management
 - adaptability and resilience
 - self-monitoring and self-development
 - self-analysis, and
 - reflection, planning and prioritising.
- Interpersonal skills
 - leadership skills
 - communicating effectively
 - working with others
 - negotiating and influencing, and
 - presentation skills.
- Commercial skills
 - awareness of the Sport Science sector
 - understanding client needs.
- Business skills
 - awareness of types of organisations
 - legal and statutory responsibilities.

Students also benefit from opportunities for deeper learning, where they can make connections between different study units and areas of interest for detailed study. In this way, BTEC Higher National in Community Coaching for England provide a vocational context in which students can develop the knowledge and academic study skills they need to progress to university degree courses.

These academic study skills include:

- active research
- effective writing
- analytical skills
- critical thinking
- creative problem solving
- decision making
- preparing for exams, and
- using digital technology.

2.5 What could these qualifications lead to?

The Level 4 Higher National Certificate provides a solid grounding, which students can build on if they decide to continue their studies.

Once students have achieved the Level 4 Higher National Certificate, they can develop their careers in the respective sector by:

- Progression onto the Higher National Diploma Sport
- Progression onto Higher National Diploma in Sport and Exercise Science
- entering employment
- continuing existing employment
- linking with the appropriate professional body
- committing to continuing professional development, or
- going to university.

2.5.1 Progression to university

The Level 4 Higher National Certificate is recognised by Higher Education providers as meeting admission requirements to many relevant Sports and Sport Science related courses, for example:

- BA (Hons) Sport & Fitness Studies
- BSc (Hons) Sport and Exercise Science
- BSc (Hons) Sports Studies
- BA (Hons) Sport Coaching
- BSc (Hons) Sport Coaching
- BA Sport Development with Coaching
- BSc (Hons) Sport Coaching and Performance
- BSc (Hons) Sports Coaching and Analysis.

University recognition and articulations

We work with a range of higher education institutions around the world that accept Pearson BTEC Higher Nationals as a qualification for entry to their undergraduate degree courses. Many universities allow advanced entry to the second or third year of the course. Agreements can include transferring learning credits from one course or qualification to the other, articulation and case-by-case admission.

Students should be aware that each university sets its own admission criteria and that those criteria can change. Before applying, students should understand the course entry requirements for the subject and year in which they want to study. For more information on entry requirements, including 2+1 articulations, please visit: <https://www.highernationals.com/degree-finder>.

2.5.2 Use of Maths and English within the curriculum

Those working within the Coaching sector cannot just rely on their technical skills and must ensure they develop all relevant employability skills to increase employment opportunities. For example, they will be required to communicate appropriately with stakeholders throughout their career, so the ability to use Maths and English in a professional context is an essential employability skill that must be developed at all levels of study.

Development of essential Maths and English skills are embedded throughout these qualifications in accordance with industry requirements and below are some examples of how these skills are developed in the BTEC Higher National curriculum:

- Written reports
- Formal presentations
- Informal conversations
- Use of professional, sector specific language.

Some aspects of Sport & Exercise Science require high level maths skills and we strongly recommend all students complete diagnostic maths assessments preferably before beginning a Higher National course, as well as having an A* to C grade and/or 9 to 4 in GCSE Maths (or equivalent) prior to starting the course (*see Entry Requirements in section 5.2 of this specification*).

3 Preparing students for employment

3.1 Designing with employers, for employers

As a large employer and qualification-awarding organisation, Pearson understands the value of developing the skills and talent of the future workforce. We believe in, and champion, higher technical education that is relevant to employers.

We work with employers, students, professional bodies, education providers and other experts to design qualifications with the future workforce in mind. Higher National qualifications blend employability skills with academic, business and technical knowledge. They support trainees and apprentices in their higher apprenticeship and other technical education programmes, as well as students working towards a degree. We update our programmes regularly to maintain their high quality and meet the changing needs of the workforce.

Employers contribute to our Higher Nationals in several ways.

- They are involved in every stage of designing our qualifications, from developing the structure and pathways to selecting subjects, developing content and approving qualifications
- They help us deliver qualifications, for example through vendor accreditation, letters of support and co-badging. Our qualifications actively encourage training providers to work with employers. Work placements and work through learning are key features of BTEC Higher Nationals
- They help us review and update our qualifications to meet occupational standards and provide supporting material such as case studies to reflect the real world of work.

We are committed to equipping apprentices, trainees and organisations with the tools and resources they need to support high-quality, innovative technical education and Higher Apprenticeship programmes that work.

Including a Higher National qualification as part of a Higher Apprenticeship or technical education programme gives students:

- an internationally recognised higher-level qualification in line with the Framework for Higher Education Qualifications, and
- a stepping-stone to continue their education or training and gain a recognised degree or professional qualification.

To find out more, and to access detailed mapping to higher apprenticeship and occupational standards for your qualification, please visit the '*Apprenticeship*' pages on HN Global: <http://hnglobal.highernationals.com>.

3.1.1 Employability skills and competencies for student career success

Pearson is committed to delivering learning that is rooted in the real world and to developing work-ready graduates with the professional skills and behaviours that employers need. The Pearson BTEC Higher National curriculum provides a clear line of sight to employment, depending on which specialist areas students complete. The aim is to produce students who are equipped to thrive in the changing world of work, whether they leave with an HNC or an HND qualification.

The table below shows the type of position that a student graduating at each educational level might expect to start in, and some examples of the competencies expected.

Levels of competency			
Employability level at learning level	Level 4 Operational	Level 5 Managerial	Level 6 Professional
General employment outcomes for graduates at each level	Graduates can: <ul style="list-style-type: none"> perform key coaching tasks understand processes and operations work effectively understand the roles and responsibilities so national governing bodies in Sport Coaching. 	Graduates can: <ul style="list-style-type: none"> develop and integrate coaching sessions across team and individual sport increase coaching performance through strategic planning to meet organisation/team aims and objectives. 	Graduates can: <ul style="list-style-type: none"> take the lead and direct others, and manage change effectively in various coaching scenarios and organisations.
Examples of roles in different areas of business	<ul style="list-style-type: none"> Coaching assistant Junior Coach Volunteering. 	<ul style="list-style-type: none"> Coach Community Coach Volunteering. 	<ul style="list-style-type: none"> Participation Coach Children/Youth Development Coach Performance Coach Senior/Advance Coach Mentoring.

3.1.2 Developing competencies for the workplace

Core competencies developed on the specialist pathways of the programme will support students in preparing for a range of employment opportunities in their chosen sector. These core competencies collectively summarise the key capabilities that are important across the sector, covering areas of relevant expertise and technical skills that would be required within the sector to successfully perform a job, as defined in current advertised job vacancies.

Core competencies are developed on programme within a balanced framework of cognitive (knowledge), affective (behaviours) and psychomotor (practical) learning outcomes to encourage a more vocational and practical approach to learning.

The table below shows how the core competencies developed on pathways on the Pearson BTEC Higher Nationals fit a typical job description in various sectors. The job descriptions used are based on jobs advertised at the time this document was published.

Community Coach	
Typical job description	Core competencies gained through the Coaching Higher National Certificate
Teaching relevant skills, tactics and techniques.	Plan an effective coaching session, underpinned by relevant theoretical concepts, aimed at a specific population group or community context Deliver an effective practical coaching session that addresses the needs of a specific population group or community context.
Monitoring and enhancing performance by providing tuition, encouragement and constructive feedback.	Identify appropriate theories and principles relevant to motivation and the impact they have on sport and exercise participation. Describe the effects of self-efficacy on sport and exercise participation and performance. Recognise the impact of group processes, cohesion and leadership on successful participation in sport and exercise. Analyse the impact of sport and exercise participation on psychological wellbeing.
Advising about health and lifestyle issues.	Investigate the connection between food consumption and disease. Explore a range of specific diets, with particular focus on their dietary principles

Community Coach	
Developing training programmes.	Recognise the impact of group processes, cohesion and leadership on successful participation in sport and exercise.
Developing training programmes.	Plan safe and effective fitness training programmes for sport and exercise participants. Carry out safe and effective fitness training programmes for sport and exercise participants.

3.1.3 Professional Body recognition and exemption

In developing the Pearson BTEC Higher National qualification in Community Coaching for England, we have worked closely with:

- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA).

By aligning to professional body competency standards, content and assessment supports student development as professional practitioners for the future. This adds value for students by offering them access to continuing professional development.

Types of professional body agreements for Higher Nationals in Sport Coaching Professional accreditation

This is where the professional body recognises that a specific study programme prepares students to register for a regulated professional qualification. For example, after completing the Pearson BTEC Level 4 Higher National Certificate in Community Coaching for England, students will meet the entry requirements to register for progression onto professional qualifications linked to national governing bodies.

3.1.4 Higher Apprenticeships and Occupational Standards

The Pearson BTEC Higher National in Community Coaching for England map to the following Occupational Standard:

- Sports Coach (Community Coach).

The programme structures set out in *section 6* provide information about the units that are required to meet the knowledge, skills and behaviours defined within these Occupational Standards.

The Level 4 units specified within the programme structures provide the underpinning knowledge, skills and behaviours that support students to engage with the role defined within the Occupational Standards.

4 Centre support

Support for setting up your course and preparing to teach

You can access a wide range of resources and support to help you deliver our Pearson BTEC Higher Nationals with confidence. You will find a list of resources to support teaching, learning, assessment and professional development on HN Global.

4.1 This document

This specification gives you details of the administration of qualifications and information on the units included.

4.2 Support on HN Global

HN Global is a dedicated online learning platform for all Pearson BTEC Higher National students and delivery centres. You can find various free resources to support staff delivering a Pearson BTEC Higher National programme and to guide students on their learning journey. The global forum connects students and tutors and provides the opportunity to discuss common themes and share good practice. HN Global also provides access to the following.

The learning zone includes student study materials such as core textbooks, study skills modules, a 'Progression hub' featuring opportunities to develop employability skills and an e-library and subject materials.

The tutor resources section hosts a wealth of delivery materials, reading lists, blended learning resources, video guidance on assessment, and professional development opportunities. Staff can also access the QA Hub for templates and more centre support.

Short courses provide support for curriculum planning, developing schemes of work and developing students' academic skills.

These are available from the HN Global website at www.highernationals.com.

4.3 Authorised Assignment Briefs

We provide a booklet of Authorised Assignment Briefs (AABs) for a sample of units. These Authorised Assignment Briefs have been developed to support centres with their assessment strategy for the delivery of a sample of units, as well as, providing guidance and inspiration for effective planning and design of future assignment briefs.

They can be used in the following ways.

1. AABs can be modified and customised to meet localisation
2. AABs **can be used by centres if they meet your specific requirements** following internal verification. They have been written to assess student's knowledge, understanding and skills specifically relevant to the unit Learning Outcomes but, they have not been contextualised to meet local need and international diversity. Centres will still need to select and provide a relevant organisation. If using the AAB, the Assignment Brief should still be internally marked and made available for standards verification.

The AABs offer a range of real and simulated assessment activities, for example group work to encourage cooperation and social skills, or a solution focused case study to develop cognitive skills. The assessment grids for each unit explain the specific requirements for assessing these skills.

All assignments must still be moderated in line with the internal verification process.

The tutor resources section on HN Global offers a wide range of resources and guidance documents to help you plan and design assessments effectively.

Please see the Authorised Assignment Brief booklet for more information.

4.4 Assignment checking service

This is a free service for BTEC centres to make sure that assignments enable students to produce suitable evidence across the required Learning Outcomes.

It is especially useful for programme teams who are relatively new to BTEC and who want to check that their assignments are fully meeting a unit's requirements. Please see: <https://qualifications.pearson.com/en/support/Services/assignment-checking-service.html>

4.5 Pearson English

Pearson provides a full range of support for English learning, including diagnostics, qualifications and learning resources. Please see: www.pearson.com/english.

The Pearson English Portal also offers a variety of digital resources. The portal encourages users to get involved, improves teaching and results, and increases the learning experience.

5 Planning your programme

5.1 Delivering the Higher Nationals

As a large employer and qualification-awarding organisation, Pearson understands the value of developing the skills and talent of the future workforce. We believe in, and champion, higher technical education that is relevant to employers.

You play a central role in helping your students choose the right Pearson BTEC Higher National qualification.

Assess your students very carefully to make sure they take the right qualification and the right pathways and optional units. This will allow them to progress to the next stage in their learning or employment journey. You should also check the qualification structures and unit combinations carefully when giving students advice.

Make sure your students have access to a full range of information and advice to help them choose the right qualification and units. When students are recruited, you need to give them accurate information on the title and focus of the qualification they are studying for. Centres must provide a programme specification for approvals but it also essential that centres produce:

- a staff handbook to support full- and part-time members of your team, and
- a student handbook to guide students through the course requirements so they know what is expected of them and understand their rights.

You can find more information in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment* available on our website:

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>

5.1.1 Centre approval

We need to approve all centres before they can offer our qualifications. This is to make sure that centres are ready to assess students and that we can provide the support you need.

For more information about becoming a Centre and gaining approval to run our qualifications, please visit 'UK Centre approvals for schools and colleges' on our website: <https://qualifications.pearson.com/en/forms/-uk-centre-approval-for-schools-and-colleges.html>.

5.1.2 Tutor knowledge

We do not set any requirements for tutors, but we do recommend that centres assess the overall skills and knowledge of the teaching team to make sure they are relevant, up to date and at the correct level.

5.1.3 Resources

As part of your Centre approval, you will need to show that the right resources and workspaces are available to deliver Pearson BTEC Higher Nationals. Some units need specific resources. This is clearly explained in the unit descriptions.

5.1.4 Delivering learning

With our approval, you can deliver our Pearson BTEC Higher Nationals using a mixture of learning options that meet your students' needs. We recommend you offer full-time, part-time, blended learning and distance learning.

If you are delivering distance learning, please see the *Pearson Distance Learning Self-Assessment Policy* at: <https://qualifications.pearson.com/en/forms/-uk-centre-approval-for-schools-and-colleges.html>.

5.1.5 Support from Pearson

For each programme with active registrations we will provide an external examiner to help you plan and review assessments. You will also be able to access training events and support from a dedicated team of Pearson Higher National subject leads. Please see: <https://qualifications.pearson.com/en/qualifications/btec-higher-nationals.html>

5.2 Entry requirements and admissions

Pearson does not set formal entry requirements for our qualifications. But as a Centre, you are responsible for making sure that the students you recruit have a reasonable chance of success on the programme.

Students who have recently been in education are likely to need:

- a BTEC Level 3 qualification in Sport or Sport & Exercise Science
- a GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to C (or equivalent) and/or 9 to 4 (or equivalent) in subjects such as maths and English
- other related Level 3 qualifications
- an Access to Higher Education Diploma from an approved further education institution
- relevant work experience, or
- an international equivalent to the above qualifications.

Our Recognition of Prior Learning policy means that students' previous learning and experience can be taken into account and they may be awarded certain qualifications or units of a qualification based on that learning or experience. Please see *section 9* for more information.

5.2.1 English language requirements

Pearson's mission is to help people make more of their lives through learning. To assist centres to recruit students who have the skills to benefit from undertaking a Higher National programme of study, we are providing the following clarification regarding the English language **admission requirements** when offering places to applicants.

All centres delivering Pearson BTEC Higher National qualifications in English must ensure that each applicant can demonstrate their capability to learn and be assessed at the relevant level in English.

Students applying for a Pearson BTEC Higher National qualification that is taught and assessed completely in English will need a certain level of English language skills.

Before accepting students onto a programme, you must make sure that those who are non-native English speakers and who have not carried out their final two years of schooling in English can demonstrate ability at a standard equivalent to:

- **Common European Framework of Reference (CEFR) level B2**
- **PTE Academic 51**, or
- **IELTS 5.5** (reading and writing must be at 5.5).

Students who have completed a Pearson BTEC Higher National qualification delivered partly or completely in another language but assessed in English will need to demonstrate ability in English to the standard above but at the **end** of the programme.

It is up to you to decide what proof of ability students will need to provide.

5.3 Access to study

This section focuses on the administration you will need to carry out when delivering our Pearson BTEC Higher National qualifications. It will be most relevant to quality controllers, programme leaders and examinations officers.

Our qualifications should:

- be available to everyone able to reach the required standards
- be free from any barriers that restrict access and progress, and
- provide equal opportunities for all those who want to access the qualifications.

For more information, please see our *Equality, diversity and inclusion policy* at: <http://qualifications.pearson.com/>

Please use your integrity when recruiting students to our Pearson BTEC Higher National programmes.

- Make sure that students applying have the information and advice they need about the qualification to be sure it meets their needs
- Check each student's qualifications and experience to make sure they have the
- potential to achieve the qualification
- For students with disabilities and specific needs, consider the support available to the student during teaching and assessment. For more guidance, please see *section 5.6.2 on reasonable adjustments*.

5.4 Student registration and entry

All students should be registered on the qualification they are studying, and suitable arrangements need to be made for internal and external verification. For information on making registrations, please see the information manual available in the support section of our website at: <https://qualifications.pearson.com/en/support.html>.

Students can be formally assessed only for a qualification on which they are registered. If a student changes the qualification they want to study for (for example if they decide to choose a different specialist pathway), you must transfer their registration to the new pathway. We cannot sample a student's work unless they are registered on the correct pathway.

5.5 Access to assessments

Assessments need to be managed carefully so that all students are treated fairly and that results and certificates are published without delay.

Our equality policy requires that:

- all students have an equal opportunity to access our qualifications and assessments, and
- our qualifications are awarded in a way that is fair to every student. We are committed to making sure that:
- students with a protected characteristic as defined by law (for example race, sexuality or religious belief) are not disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for taking a qualification, and
- this achievement can be compared fairly to the achievement of their peers.

For more information on access arrangements, please visit the Joint Council for Qualifications (JCQ) website at: <http://www.jcq.org.uk/>.

5.6 Administrative arrangements for internal assessment

5.6.1 Records

You are required to retain records of assessment for each student. Records should include assessments taken, decisions reached and any adjustments or appeals.

Further information on quality and assessment can be found in our UK and international guides available in the support section on our website:

<https://qualifications.pearson.com/en/support.html>. We may ask to audit your records, so they must be retained as specified. All student work must be retained for **a minimum of 12 weeks** after certification has taken place.

5.6.2 Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a student takes an assessment, to ensure that they have fair access to demonstrate the requirements of the assessments.

You are able to make adjustments to internal assessments to take account of the needs of individual students. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments, if necessary.

Further details on how to make adjustments for students are available on the support section of our website: <https://qualifications.pearson.com/en/support/support-topics/exams/special-requirements/reasonable-adjustment.html>.

5.6.3 Special consideration

Special consideration is given after an assessment has taken place for students who have been affected by adverse circumstances, such as illness, and require an adjustment of grade to reflect normal level of attainment. You must operate special consideration in line with Pearson policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided, or for the format of the assessment (if it is equally valid). You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the JCQ Guide to Special Considerations policy, which can be found on the JCQ website: <https://www.jcq.org.uk/>.

Please note that your Centre must have a policy for dealing with mitigating circumstances if students are affected by adverse circumstances, such as illness, which result in non-submission or late submission of assessment.

5.6.4 Appeals against assessment

Your Centre must have a policy for dealing with appeals from students. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Programme Leader or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to students. If there is an appeal by a student, you must document the appeal and its resolution. Students have a final right of appeal to Pearson, but only if the procedures that you have put in place have been followed. Further details of our policy on enquiries and appeals is available on the support section of our website: <https://qualifications.pearson.com/en/support.html>.

If your Centre is located in England or Wales and the student is still dissatisfied with the final outcome of their appeal they can make a further appeal to the Office of the Independent Adjudicator (OIA) by emailing: enquiries@oiahe.org.uk. In Northern Ireland, a further appeal may be lodged with the Northern Ireland Public Service Ombudsman (NIPSO) by emailing: nipso@nipso.org.uk

5.7 Dealing with malpractice in assessment

'Malpractice' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, Centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see *Pearson's Centre Guidance: Dealing with Malpractice*, available on our website.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the Centre. *The Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

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

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

5.7.1 Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

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

Failure to report malpractice constitutes staff or Centre malpractice.

5.7.2 Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by Centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a JCQ M2 Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

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

5.7.3 Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the Centre from delivering Pearson qualifications
- suspending or withdrawing Centre approval status. The Centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the *JCQ Appeals* booklet: <https://www.jcq.org.uk/exams-office/appeals>.

6 Programme structure

6.1 Units, credits and total qualification time (TQT)

The Higher National Certificate (HNC) is a Level 4 qualification made up of 120 credits. It is usually studied full time over one year, or part time over two years.

This Pearson BTEC Higher National consists of core and specialist units.

- All Core and specialist units in this qualification are mandatory
- Specialist units provide a specific occupational focus to the qualification in line with professional body standards.

Each unit usually carries 15 credits. Units are designed around the amount of time it will take for a student to complete them and receive a qualification. This is known as the total qualification time (TQT). TQT includes guided learning activities, directed learning activities and assessment. Each 15-credit unit has a TQT of 150 hours – 60 guided learning hours (GLH) and 90 hours of independent learning hours (ILH). (More information about guided and independent learning is provided below.)

**The total qualification time for Higher National Certificate (HNC)
= 1,200 hours.**

Examples of activities that can contribute to TQT include:

- guided learning
- independent and unsupervised research and learning
- unsupervised creation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessments
- unsupervised coursework
- watching a recorded podcast or webinar, and
- unsupervised work-based learning.

Guided learning hours

These are the hours where a tutor is present to give specific guidance towards the learning aim being studied. Guided learning hours include lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. They also include supervised assessment activities such as invigilated exams, observed assessments and observed work-based practice.

**The total guided learning hours for Higher National Certificate (HNC)
= 480 hours.**

Some examples of activities that can contribute to guided learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- a live webinar or telephone tutorial with a tutor
- live e-learning supervised by a tutor, and
- all forms of assessment guided or supervised at the time by a tutor or other education or training provider. This includes where the assessment is competence-based and turned into a learning opportunity.

Independent learning hours

These are the hours where a student is learning without the direct guidance of a member of Centre staff. They are critical to the student's ability to develop knowledge and skills, as well as providing them with the opportunity to develop key transferrable skills such as self-discipline, time management and self-motivation.

Some examples of activities that can contribute to independent learning include:

- self-directed research and investigation
- reading set texts or other sources of information
- watching subject-related videos as part of investigation and research
- reviewing recordings of scheduled sessions or notes from those sessions
- peer activities, such as group meetings and online discussions, where students explore their learning together, and
- reviewing and recording thoughts on their own learning.

**The total independent learning hours for Higher National Certificate (HNC)
= 720 hours.**

6.2 Programme structures

Programme structures specify:

- the total credit value of the qualification
- the minimum credit to be achieved at the level of the qualification
- the core units required
- the specialist units required
- the optional units available, and
- the maximum credit value in units that can be Centre commissioned.

When combining units for our Pearson BTEC Higher National qualification, it is up to the Centre to make sure the correct combinations are followed.

6.2.1 Pearson BTEC Level 4 Higher National Certificate in Community Coaching for England

- Requires at least 120 credits = 8 units, each with a value of 15 credits
- 4 core units and 4 specialist mandatory units
- Total qualification time = 1,200 hours
- Total guided learning hours = 480 hours
- All units are at Level 4.

Pearson BTEC Level 4 Higher National Certificate in Community Coaching for England		Unit credit	Level
<i>Occupational Standard: Sport Coach (Community)</i>			
Core unit <i>Mandatory</i>	1: Nutrition	15	4
Core unit <i>Mandatory</i>	2: Fundamentals of Sport & Exercise Psychology	15	4
Core unit <i>Mandatory</i>	3: Anatomy & Physiology	15	4
Core unit <i>Mandatory</i>	4: Professional Skills (Pearson Set)	15	4
Specialist unit <i>Mandatory</i>	5: Coaching Practice & Skill Development	15	4
Specialist unit <i>Mandatory</i>	6: Training, Fitness, Testing	15	4
Specialist unit <i>Mandatory</i>	7: Lifestyle Coaching	15	4
Specialist unit <i>Mandatory</i>	8: Community Coaching	15	4

6.3 Pearson-set units

Pearson-set units form part of the core units. Each year, Pearson will decide on a theme and (for Level 4) a set of topics related to that theme.

It is a formal requirement that you must:

- apply the theme to Level 4 units and select a topic, and
- develop an assignment, to be internally assessed, to involve students in work related to the theme.

Example

Theme: **'Sports Performance'**.

Level 4 topics

- Coaching and performance
- How physical activity impacts on performance
- Biomechanical influences and sports performance
- Injury prevention strategies and how this can benefit performance.

You will find full support in the *Pearson-set Assignment Guidance* for the units, and the theme and topic release documentation, which will be provided for each level.

The Pearson-set unit provides a common framework for centres to develop work that will allow us to:

- compare information across the sector, and
- identify and share best practice in higher education teaching and learning.

We will share the best practice results with all centres.

For more information about assessing Pearson-set units, please see *section 7*.

6.4 Unit descriptor example

The unit descriptor is how we define the individual units of study that make up a Higher National qualification. Students will complete the units included in the programme you offer at your centre.

You can use any of the unit descriptors listed in section 10. We have described each part of the unit as follows.

Unit title	A general statement of what the unit will cover.
Unit code	The Ofqual unit code.
Unit type	There are two-unit types. <ul style="list-style-type: none">• Core (mandatory to all pathways)• Specialist (mandatory to specific pathways)
Unit level	All our Pearson BTEC Higher National Certificate units are at Levels 4
Credit value	The credit value relates to the total qualification time (TQT) and unit learning hours (ULH). It is easy to calculate: <ul style="list-style-type: none">• 1 credit = 10 ULH, so• 15 credits = 150 ULH. To complete a Higher National Certificate, students must achieve all of the credits required.
Introduction	Some general notes on the unit: <ul style="list-style-type: none">• setting the scene• stating the purpose, and• outlining the topics and skills gained through the unit.
Learning Outcomes	These clearly explain what students will be able to do after completing the unit. There are usually four learning outcomes for each unit.
Essential Content	This section covers the content students can expect to study as they work towards achieving their learning outcomes.

Learning Outcomes and Assessment Criteria

Tutors can refer to this table when grading assignments. The table connects the unit’s learning outcomes with the student’s work. Assignments can be graded at ‘Pass’ (P), ‘Merit’ (M) and ‘Distinction’ (D) depending on the quality of the student’s work.

Recommended Resources

Lists the resources that students should use to support their study for this unit. It includes books, journals and online material. The programme tutor may also suggest resources, particularly for local

Web resources – referencing

Some units have web resources as part of their recommended resources list. Hyperlinking to these resources directly can cause problems, as their locations and addresses may change. To avoid this problem, students and tutors should reference web resources as follows.

1. A link to the main page of the website
2. The title of the site
3. The section of the website where the resource can be found
4. The type of resource it is, for example:
 - research
 - general reference
 - tutorials
 - training
 - e-books
 - report
 - wiki
 - article
 - datasets
 - development tool
 - discussion forum.

Examples

[1] www.food.gov.uk

[2] Research allergies intolerances

[3] General reference regulation legislation

[4] Food alerts discussion forum

[1] www.nutrition.org.uk

[2] Nutrition science

[3] Research

[4] General reference

7 Assessment

Pearson BTEC Higher Nationals are assessed using a combination of:

- Centre-developed internal assignments that are set and assessed by centres, and
- Pearson-set assignments, which are set by centres in line with our guidelines and graded by centres.

Pearson-set units are mandatory and target particular industry-specific skills.

The number and value of these units are dependent on qualification size.

- For the HNC, centres will assess one compulsory Pearson-set unit targeted at particular skills. This is a Level 4 core unit carrying 15 credits.

All other units are assessed through internal assignments set by the Centre.

7.1 Principles of internal assessment

This section summarises the main features of internal assessment and explains how you can offer it effectively. Full details are given in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available on the enhanced Quality Assurance section of our website:

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>. All your assessment team will need to refer to this document.

For Pearson BTEC Higher Nationals, you must meet the expectations of stakeholders and the needs of students by providing a programme that is practical and applied.

You can tailor programmes to meet local needs and should use links with local employers and the wider business sector.

Effective internal assessment is challenging, engaging, practical and up to date. It must also be fair to all students and meet national standards.

7.1.1 Assessment through assignments

For internally assessed units, assessment takes the form of an assignment carried out after the unit (or part of the unit if several assignments are used) has been delivered. An assignment may take a variety of forms, including practical and written. It is a distinct activity completed independently by students (alone or in a team). It is separate from teaching, practice, exploration and other activities that students complete with direction from tutors.

Students should receive each assignment as an Assignment Brief with a hand-out date, a completion date and clear requirements for the evidence they must provide. There may also be specific practical activities which the student must complete under tutor observation as part of the assignment. Assignments can be divided into separate parts and may require several forms of evidence. A valid assignment will enable a clear and formal assessment grade based on the assessment criteria.

7.1.2 Using unit-based criteria

You must base your assessment decisions for Pearson BTEC Higher Nationals on the specific criteria we have provided for each unit and grade level. We have based these criteria on a framework to make sure that standards are consistent in the qualification and across the whole range of qualifications. We have developed each unit to assess the student's understanding, practical skills and the vocational qualities necessary for the qualification.

The assessment criteria for a unit are based on a hierarchy. For example, if a merit criterion requires the student to show 'analysis' and the related pass criterion requires the student to 'explain', then to gain a merit the student will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the student's evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a student has completed all the assessments for a unit, the assessment team can give a grade for the unit. This grade is based on the highest level the student is judged to have met for all the criteria.

- To achieve a pass, a student must have met all the pass criteria for the learning outcomes, demonstrating that they have covered the unit content and achieved Level 4 or 5 of the national framework
- To achieve a merit, a student must have met all the merit criteria (and the pass criteria) through high performance in each Learning Outcome
- To achieve a distinction, a student must have met all the distinction criteria (and the pass and merit criteria), demonstrating outstanding performance across the whole unit.

A pass cannot be awarded just because the student has completed all the assignments. Students must meet all of the pass criteria. If they do not, their grade should be reported as 'unclassified'.

7.1.3 The assessment team

You will need an effective team for internal assessment. There are three key roles involved, each with different responsibilities. These roles are listed below.

- **The Programme Leader** is responsible for the programme, its assessment and internal monitoring to meet our requirements. They must register with us each year. They are also responsible for:
 - record keeping
 - liaising with the standards verifier
 - acting as an Assessor
 - supporting the rest of the assessment team
 - making sure that the team has the information it needs about our assessment requirements
 - organising training, and
 - using our guidance and support materials.
- **Internal Verifiers** oversee all assessment activity with the Programme Leader. They check that assignments and assessment decisions are valid and meet our requirements. All Internal Verifiers will follow the same standards and procedures as instructed by your Programme Leader. Internal Verifiers are usually also assessors, but they do not verify their own assessments
- **Assessors** set assignments or use assignments to assess students to national standards. Before taking any assessment decisions, they are trained by the Programme Leader to all work to the same standards and procedures. They also work with the Programme Leader and Internal Verifiers to make sure the assessment is planned and carried out in line with our requirements
- Our **external examiner** will sample student work across your assessors. They will also want to see evidence of how you have verified assignments and assess your decisions.

Full information is provided in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment* available in the enhanced Quality Assurance section of our website: <https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>.

7.1.4 Effective organisation

Internal assessment needs to be well organised so that you can track student progress and so that we can make sure your assessments are in line with national standards. It is particularly important that you manage the overall assignment programme and deadlines to make sure that all your students can complete their assignments on time.

When developing an overall plan for delivering and assessing your programme, you will need to consider:

- the order in which you deliver units
- whether delivery will take place over short or long periods of time, and
- when assessment can take place. We support you in this through:
- assessment and feedback guidance documents available on HN Global, and
- training materials and sample templates for curriculum planning.

Please also see to the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment* available in the enhanced Quality Assurance section of our website: <https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>.

7.1.5 Preparing students

You need to make sure that your students understand their responsibilities for assessment and the centre's arrangements. From induction onwards, you will want to make sure that students are motivated to work consistently and independently to achieve their qualifications. They need to understand:

- how assignments are used
- the importance of meeting assignment submission deadlines, and
- that all the work submitted for assessment must be their own. To support them, you should provide a guide that explains:
- how you use assignments for assessment
- how assignments relate to the teaching programme
- how to use and reference source materials, including how to avoid plagiarism, and
- your centre's approach to assessments – for example how students must submit assignments, what happens if they submit late work, and how they can request an extended deadline in special circumstances.

7.2 Formative assessment and feedback

7.2.1 Frequency and timing of formative assessment

Pearson does not define a minimum or maximum number of formative assessment points. However, students should have some formative assessment for each assignment, in order to provide them with an understanding of their progress and to identify areas for continued development.

Formative assessment that is too frequent can be detrimental to students' development. On the one hand it will create an environment where students are working to produce for the formative assessment, rather than using the outcomes of formative assessment to support their learning and development toward the summative assessment. In addition, too much formative assessment risks becoming 'coaching' as students will have time to respond only to what has been indicated in formative feedback.

Therefore, the frequency of formative feedback should be considered carefully, as part of an overall curriculum plan, to occur at points where there is a clear benefit for the student in gaining further insight into their development and progress.

The timing of formative assessment should also be considered. Formative assessment that is too close to a summative assessment does not provide effective learning for the student. With limited time between formative and summative assessment there is less opportunity for the student to make effective use of the feedback from formative assessment to address any issues in the work toward summative assessment. Again, there is also a risk that the feedback from formative assessment becomes simply instructions (coaching) for the student.

Care should be taken to ensure that formative assessment takes place with sufficient time for the student to reflect upon the feedback from the formative assessment and make whatever adjustments they deem necessary to improve their future work or performance toward summative assessment.

It is important to recognise that formative assessment can, in some cases, be continuous, depending on the learning and teaching strategy that has been adopted for a unit or programme. For example, where students may be undertaking a large project, which they are working on throughout the semester/term, you may have regular tutorials (either group or individual) to review work-in-progress and provide students with feedback that helps them to understand their progress and development. In this context, the tutorials are a form of continuous formative assessment. The feedback from these tutorials still needs to avoid coaching and tutors should plan for tutorials (formative assessment) to stop at a point where there is sufficient time, before the summative assessment, to make effective use of the feedback in the later tutorials.

7.2.2 Formative feedback

While assessment and feedback always constitute a part of the student's learning, the purpose of assessment will vary, depending on when it is undertaken and the aim of the assessment activity.

Formative assessment feedback is given to students during the learning journey. This is to say that it relates to formative assessment that may be undertaken, at any point, prior to the summative assessment. Just as formative assessment is undertaken to support students to understand their progress, the associated feedback must be aimed at helping the student to recognise their current position and how to move forward.

Formative assessment should always result in qualitative feedback: NOT a grade. When giving formative assessment feedback it is important to avoid giving students advice that directly informs the work that they may do for summative assessment. This is referred to as 'coaching' and is inappropriate. Feedback should provide students with general advice on how to progress in their studies, but should not tell them what to do. For example, a tutor might say:

'...your analysis of the research is not clear, you will need to look at the research more critically...'

rather than

'...what you should be writing is...'

In the former, the tutor is supporting the student to understand their current progress and how to improve. While the latter is 'coaching' the student.

Formative assessment can be either formal or informal. We might schedule specific points where students present work for formative assessment. Such instances can be valuable opportunities for group discussion and peer assessment. In such cases, it is expected that students will receive written formative assessment feedback. In other instances, the formative assessment feedback may be during tutorials or classroom activities.

7.3 Making valid assessment decisions

7.3.1 Authentic student work

An Assessor must assess only student work that is authentic – in other words, the student's own independent work. Students must sign a declaration for each assessment to confirm that it is their own work. This declaration must confirm that:

- any evidence submitted for the assignment is the student's own, and
- the student understands that if this is not the case, they may face penalties for malpractice.

Assessors must make sure that evidence is authentic by setting valid assignments and supervising students during the assessment period. Assessors must also take care not to provide direct input, instructions or specific feedback that may influence the student's work and final grade.

You can use Pearson templates or your own templates to document authentication.

If your assessor suspects that a student's evidence is not authentic, they must take action in line with our policies for malpractice. (See *section 5.7 Dealing with malpractice in assessment* for more information.)

7.3.2 Making assessment decisions using criteria

Assessors must use our criteria to make assessment decisions. They can judge the evidence from a student using all the relevant criteria at the same time, but they must be satisfied that there is enough detailed evidence for each of the criterion required. For example, including a concluding section may not be enough evidence to meet the criterion requiring 'evaluation'.

Assessors should use the information and support available to help them reach their decisions. This includes:

- examples of moderated assessed work, and
- their Programme Leader and assessment team's experience.

7.3.3 Dealing with late assignments

For assessment to be fair, it is important that students are all assessed in the same way and that some students are not given an advantage by having extra time or the opportunity to learn from others. You should develop and publish your own regulations on late assignments and circumstances where you may agree to an extension.

Students must understand your policy on completing assignments by the deadlines you give them. You may agree to extend a deadline for a genuine reason such as illness in line with your Centre policies. (See also *section 5.6 Administrative arrangements for internal assessment*).

You can apply a penalty to assignments that are submitted late. To do this, you should:

- assess the assignment normally
- apply the penalty or cap to the grade awarded
- tell the student their uncapped grade to recognise the learning they have achieved and provide genuine assessment feedback
- record both the uncapped and capped grades, and
- have both grades verified by a suitable Assessment Board, taking into account any genuine reasons for the assignment being late.

Please also see to the *BTEC Higher Nationals Centre Guide for Quality Assurance and Assessment*, which can be found on our website:

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>.

7.3.4 Providing assessment decisions and feedback

Once your assessment team has completed the assessment process for an assignment, they will provide a formal assessment decision. This should be recorded formally and reported to the student. The information given to the student:

- must show the formal decision and how it has been reached, including how assessment criteria have been met
- may show why they have not demonstrated achievement against assessment criteria
- must not provide feedback on how to improve evidence, and
- may provide feedback on how to improve in the future.

7.3.5 The opportunity to resubmit an assignment

If a student's assignment does not pass after the first assessment, they must have the opportunity to resubmit the assignment for reassessment.

- Students can have the assignment reassessed once only
- If coursework, project- or portfolio-based assignments need to be reassessed, this will usually involve carrying out the original activity again
- For examinations, reassessment will involve completing a new activity
- The grade for a reassessed assignment will be capped at a pass
- Assignments already graded at a pass or higher cannot be reassessed.

7.3.6 Repeat units

If a student fails to achieve a pass for a unit following reassessment, your Assessment Board may agree that they can repeat the unit. In this case:

- the student must pay the unit fee and study the unit again, with full attendance
- the grade for the unit (if successfully completed) will be capped at a pass. Students can repeat a unit once only.

7.3.7 Assessment boards

It is a formal Pearson requirement that centres hold must have an Assessment Board for all your Pearson BTEC Higher National programmes. The main purpose of an Assessment Board is to make recommendations on:

- the grades achieved by students on the units
- extenuating circumstances
- cases of cheating and plagiarism
- students progressing to the next stage of the programme
- the awards to be made to students, and
- students resubmitting assignments and repeating units.

Assessment boards may also monitor academic standards. The main board meetings normally take place at the end of the session, but if your Centre operates on a semester system there may be meetings at the end of the first semester. There may also be separate meetings to deal with referrals.

If you do not have an Assessment Board, our external examiner will discuss this with your quality nominee and Programme Leader. Assessment Board reports and minutes provide valuable evidence of a your Quality Assurance processes.

7.4 Planning and record keeping

For internal processes to be effective, your assessment team needs to be well organised and keep effective records. We will work closely with you to make sure you are meeting national standards. This process gives stakeholders confidence in your assessment approach.

Your Programme Leader must have an assessment plan, produced as a spreadsheet. This plan should include:

- the time required to train the assessment team and make sure they are working to the same standards and procedures
- the time available for teaching and carrying out assessments, including when students may complete assessments and when Quality Assurance will take place
- the completion dates for different assignments
- who is acting as Internal Verifier for each assignment and the date by which the assignment needs to be verified

- a procedure for Internal Verifiers to sample assessors' decisions that covers all assignments, assessors and a range of students
- a process to assess and verify students' work so that they receive formal decisions quickly, and
- a system for scheduling resubmissions.

The Programme Leader must also keep records of all assessments carried out.

The key records are:

- checking of Assignment Briefs
- student declarations
- Assessor decisions on assignments, with feedback given to students, and
- confirmation of assessment decisions.

Examples of records and more information are available in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available on the enhanced Quality Assurance process section of our website:

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>.

7.5 Calculating the final qualification grade

7.5.1 Compensation

Compensation for the HNC

Students who have attempted but not achieved a pass in one of their Level 4 15-credit units can still be awarded an HNC as long as they have completed and passed the remaining units.

7.5.2 Conditions for the award

Conditions for awarding our HNC

To achieve our Pearson BTEC Level 4 Higher National Certificate qualification, a student must have:

- completed units equivalent to 120 credits at Level 4, and
- achieved at least a pass in 105 credits at Level 4.

7.5.3 Calculating the overall qualification grade

The calculation of the overall qualification grade is based on the student's performance in all units. Students are awarded a Pass, Merit or Distinction qualification grade using the points gained through all 120 credits, based on unit achievement.

All units in valid combination must have been attempted for each qualification. The conditions of award and the compensation provisions will apply as outlined above. All 120 credits count in calculating the grade (at each level, as applicable).

Units that have been attempted but not achieved, and subsequently granted compensation, will appear as 'Unclassified'; i.e. a 'U' grade, on the student's Notification of Performance, that is issued with the student certificate.

Points per credit

Grade	Points
Pass	4
Merit	6
Distinction	8

Point boundaries

Grade	Point boundaries
Pass	420–599
Merit	600–839
Distinction	840 +

7.5.4 Modelled student outcomes

Pearson BTEC Level 4 Higher National Certificate

				STUDENT 1		STUDENT 2		STUDENT 3		STUDENT 4		STUDENT 5	
	Credits	Level	Grade point	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core 1	15	4	4	P	60	P	60	P	60	D	120	D	120
Core 2	15	4	4	P	60	P	60	P	60	D	120	M	90
Core 3	15	4	4	P	60	P	60	P	60	D	120	M	90
Core 4	15	4	4	P	60	P	60	M	90	M	90	M	90
Core 5	15	4	6	M	90	P	60	M	90	M	90	M	90
Core 6	15	4	6	M	90	P	60	M	90	M	90	M	90
Opt 1	15	4	6	M	90	M	90	D	120	D	120	D	120
Opt 2	15	4	6	M	90	M	90	D	120	D	120	D	120
TOTAL	120				600		540		690		870		810
GRADE					M		P		M		D		M

Optional (Opt)

The tables above are provided as general examples of using unit grades to calculate qualification grades. They do not reflect the specifics of this qualification.

8 Quality assurance

The Quality Assurance system for all Pearson BTEC Higher National programmes is linked to Level 4 and Level 5 of the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ). This means that centres have effective Quality Assurance processes to review their programme delivery. It also means that assessment grades are in line with national standards.

The Quality Assurance process for centres offering our Pearson BTEC Higher National programmes has five main features:

1. The approval process
2. Monitoring internal systems
3. Independent review of assessments
4. Annual programme monitoring report
5. Annual student survey.

8.1 The approval process

If you want to deliver our programmes at your Centre, you must apply first through the existing Centre approval process and then through the programme approval process. We can consider your application by:

- carrying out a desk-based review, or
- visiting your Centre.

You will need to provide evidence that your Centre:

- has the human and physical resources needed to deliver and assess the programme effectively
- understands the rules of independent assessment and agrees to follow them
- has a strong internal assessment system supported by 'fit for purpose' assessment documentation, and
- has a system to internally verify assessment decisions so that they are consistent across all assessors and sites.

Your application must be supported by the head of the centre (your principal or chief executive). It must include a declaration that you will operate the programmes strictly and in line with our requirements.

If your Centre is already approved and you want to renew approval, you may be able to use our automatic approval process.

We may withdraw qualification or Centre approval if we believe you can no longer quality assure your programme delivery or assessment standards.

8.2 Centre and qualification approval

As part of the approval process, your Centre must meet the conditions listed below before offering the qualification.

- You must have suitable physical resources (for example equipment, IT, learning materials, teaching rooms) to support delivery and assessment of the qualifications
- You must provide the specific resources required for individual units
- Staff involved in the assessment process must have relevant skills or experience
- You must have systems to provide continuing professional development for staff delivering the qualification
- You must have suitable Health and Safety policies for students and staff using equipment
- You must deliver the qualification in line with current equality legislation.

In this way, we can provide qualifications that meet the needs and expectations of students worldwide.

8.3 Monitoring internal systems

You will need to demonstrate that you continue to meet our Centre approval criteria over time and across all Higher National programmes. This involves providing evidence to our external examiners for review.

Our examiners will check that:

- your systems and the way you use them remain suitable for supporting the programmes
- you apply student registration and appeals policies consistently, and
- you have effective internal examination and standardisation processes.

In some cases, you may present evidence of your operation within a recognised code of practice such as that of the Quality Assurance Agency for Higher Education.

However, we may still want to confirm independently that these arrangements are operating to our standards.

If our examiners identify problems with your internal systems, we will take steps to help you correct them.

8.4 Independent review of assessments

The external examiner will review your internal assessments for all Pearson BTEC Higher National programmes benchmarked to Levels 4 and 5 of the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications. They will either:

- confirm that your internal assessments meet national standards and allow certification
- provide actions to improve the quality of your assessments before allowing certification.

8.5 Annual programme monitoring report (APMR)

This annual review form gives you the opportunity to analyse and reflect on the most recent teaching year. It also provides us with information to help us improve the Quality Assurance of the Pearson BTEC Higher National programmes. An overview report is produced to outline the findings of the APMR each year. You can access this at HigherNationals.com at: <http://monitoring-report.highernationals.com>.

8.6 Annual student survey

Pearson will conduct an annual survey of Pearson BTEC Higher National students. This provides us with a snapshot of every Higher National student's experience as part of the Quality Assurance process. Each Centre with enough students taking part in the survey will get its own report about their results. You can access the report on HN Global at <http://hnglobal.highernationals.com>.

8.7 Continuing quality assurance and standards verification

Each year we update our *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment* available in the enhanced Quality Assurance section of our website <https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>. The handbook contains detailed guidance on the quality processes you should follow.

Our key principles of Quality Assurance

- A Centre delivering Pearson BTEC Higher National programmes must be approved by us and must have our approval for the programmes or groups of programmes it is delivering
- As part of gaining our approval, the Centre agrees to always follow our terms and conditions for delivering programmes effectively

- We provide approved centres with a range of materials and opportunities for reviewing internal materials through our assessment-checking service. This service demonstrates the processes required for effective assessment and provides examples of effective standards. You must use these materials and services to make sure all staff delivering Pearson BTEC Higher National qualifications keep up to date with the guidance on assessment
- You must follow agreed processes for:
 - making sure assessors and verifiers all work to the same standards and procedures
 - planning, monitoring and recording assessment processes, and
 - dealing with special circumstances, appeals and malpractice.
- We will work in partnership with you to help you achieve quality-assured assessment
- We will help you follow best practice and use suitable technology to support Quality Assurance processes
- We will try to make sure our Quality Assurance processes do not create unnecessary administrative work for you
- We will monitor and support you in achieving effective assessment and Quality Assurance.

We will do this by:

- making sure that you complete a suitable declaration at the time of approval
- carrying out approval visits to your Centre
- making sure you have a well-trained, effective team of assessors and verifiers
- sampling and verifying your assessments, assessed student work and other relevant documents, and
- reviewing your strategy for assessing and quality-assuring your BTEC programmes.

As an approved centre, you must advertise your certification only with our permission and in line with our reporting requirements.

If you do not have and maintain a strong approach to Quality Assurance, you will not be able to apply for certification for any of Pearson BTEC Higher National qualifications.

If you do not follow our recommendations for improving your Quality Assurance, we may withdraw approval for you to deliver our qualifications.

8.8 Use of Higher Technical Qualifications (HTQ) quality mark

When delivering the BTEC Higher National in Community Coaching for England, centres must take care to ensure that they use the HTQ quality mark with due care and attention on promotional material.

The quality mark must be only used by centres in relation to an approved Higher Technical Qualification to demonstrate that the qualification has been:

- approved by the Institute for Apprenticeships and Technical Education (IfATE), and to advertise a specific course leading to a Higher Technical Qualification
- for careers advisory purposes, to explain and promote the Higher Technical Qualifications programme as a whole.

It should be used only to promote approved Higher Technical Qualifications and must not be used in a way that could reasonably be misinterpreted as a wider endorsement of any other qualifications or your Centre overall.

For more information about who can use the quality mark and how it should be used, please refer to *The Higher Technical Qualification Quality Mark Guidelines* at: <https://www.gov.uk/guidance/higher-technical-education-reforms>.

9 Recognition of Prior Learning and attainment

Recognising prior learning (RPL) is a way of awarding credit if a student can demonstrate they meet the assessment requirements for a unit through knowledge, understanding or skills they already have. As long as the assessment requirements are met, RPL can be used to accredit a unit, units or a whole qualification.

RPL provides a route for recognising the achievements of continuous learning from a range of activities using any valid assessment procedure. We encourage you to recognise students' previous achievements and experiences at work, at home, in leisure and in the classroom. Evidence of learning must be valid and reliable.

For full guidance on RPL, please see *Recognition of prior learning policy and process* in the support section of our website:

<https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>.

10 Equality and diversity

Equality and fairness are central to our work. The design of these qualifications embeds equality and diversity as set out in the qualification regulators' general conditions of recognition.

Promoting equality and diversity involves:

- treating everyone with equal dignity and worth, and
- raising ambitions and supporting achievement for people with different needs and backgrounds.

Creating an inclusive learning environment means anticipating students' varying needs and trying to make sure all students have equal access to educational opportunities. This involves providing access for people who have differing individual needs and removing unnecessary barriers to learning. Qualification design must be inclusive so that students with and without disabilities have equal access to learning opportunities.

Our equality policy requires that:

- all students have an equal opportunity to access our qualifications and assessments, and
- our qualifications are designed and awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic as defined by law (for example race, sexuality, religious belief) are not disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for taking a qualification, and
- this achievement can be compared fairly to the achievement of their peers. Our qualifications should:
 - be available to everyone capable of reaching the required standards
 - be free from any barriers that restrict access and progress, and
 - offer equal opportunities for all those who want to access them.

Please see our *Equality, diversity and inclusion policy* in the support section of our website: <https://qualifications.pearson.com/en/support.html>.

Please use your integrity when recruiting students to our Pearson BTEC Higher National programmes.

- Make sure they have the information and advice they need about the qualification to be sure it meets their needs
- Check each student's qualifications and experience to make sure they have the potential to achieve the qualification
- For students with disabilities and specific needs, consider the support available to them and any other support they may need during teaching and assessment.

Please see our policy documents on *students with particular needs*.

Access to qualifications for students with disabilities or specific needs

Students can be assessed in a recognised regional sign language.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications. Details on how to make adjustments for students with protected characteristics are provided in Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units. See the support section of our website for both documents: <https://qualifications.pearson.com/en/support.html>.

11 Pearson BTEC Higher Nationals in Community Coaching for England Units

Unit 1: Nutrition

Unit code	T/618/8562
Unit type	Core
Unit level	4
Credit value	15

Introduction

The food we consume directly influences the functions of our body. Our bodies need adequate nutrition otherwise they begin to function abnormally. We can optimise our physical and psychological wellbeing by consuming a healthy balanced diet.

This unit aims to equip the student with the knowledge, skills and competencies to understand the nutritional composition of food and the effects of nutritional choices on the health of a person. Students will gain knowledge of the importance of eating a balanced diet and the dangers associated with the consumption of a poor diet. They will focus on diet prescription for specific populations and gain an understanding of labelling systems and the pitfalls that can be associated with them.

Students will research current therapeutic diets for specific groups with intolerances and diseases while also investigating fad diets. Students will learn about the components of the digestive system and how it functions and will become familiar with the academic language associated with nutrition. Within this unit students will engage in self-directed learning.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Identify the main components of nutrition for optimal health and sports performance
- LO2 Explain the main components of the digestive system and the factors that affect optimal function
- LO3 Investigate the connection between food consumption and disease
- LO4 Explore a range of specific diets, with particular focus on their dietary principles.

Essential Content

LO1 **Identify the main components of nutrition for optimal health and sports performance**

Definition, structure, function and sources of micro and macro nutrients:

Protein, fats, carbohydrates vitamins and mineral

Food pyramid and food groups

Cholesterol

Deficiencies of micro and macro nutrients

Effects of dehydration

The importance of soluble and insoluble fibre in the diet

Super foods.

The nutritional needs of specific populations in society:

Athletes, children, young people, adults, the elderly, and pregnant mothers

Sports – strength and endurance athletes.

Food labels:

Labelling systems, e.g. the traffic light system

Nutritional information, e.g. ingredients and additives

Marketing tools, brand imaging, the effectiveness of food labels

Review the European Union (EU) labelling laws

Potential benefits of nutritional supplements in sports.

LO2 **Explain the main components of the digestive system and the factors that affect optimal function**

Physiology of the digestive system and ancillary organs:

Functions of the digestive system, e.g. mechanical and chemical digestion

Functions of the liver, pancreas, gall bladder and the kidneys

Five phases involved in the digestive process

Different processes involved in digestion and where they occur – ingestion of food, breakdown, digestion, absorption, and defecation.

Microbiome and microbiota:

Microbiome in terms of its function and the microbiota that inhabit it

Role of microbes in sustaining a healthy gut, leaky gut

Microbiome and the pathophysiology of the body

Healthy diet in maintaining a healthy gut, consumption of prebiotics and probiotics.

LO3 Investigate the connection between food consumption and disease

Disordered physiological processes:

Energy balance, input versus output, calculation, Harris Benedict equation

Poor dietary habits, e.g. atherosclerosis, hypo-dyslipidaemia, hypertension, joint problems obesity, Type 2 diabetes, coronary heart disease, inflammatory disorders, depression, anxiety and food intolerance.

Factors leading to these conditions:

Dietary improvements to improve health.

Nutritional tests, medical tests:

Heart angiogram, York test, foetal test, urine test, small intestine biopsy for microbes, cholesterol test and vitamin D blood test, among others.

LO4 Explore a range of specific diets, with particular focus on their dietary principles

Prescriptive diets:

The athletic diet for strength and endurance, Coeliac diet, lactose intolerant diet, vegan diet, diabetic diet, vegetarian.

Dysfunctional diets:

High fat diet, processed food diet, high sugar diet, high alcohol diet.

Fad diets:

Atkins diet, celebrity, slim diet, 5/2 diet, probiotic diet, apple cider vinegar diet, Mediterranean diet, the ketone diet, food map diet.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Identify the main components of nutrition for optimal health and sports performance		D1 Analyse different food labels, discuss their nutritional benefits and shortcomings, pay particular attention to any additives that may be in the ingredients.
P1 Outline the structure, function and sources of micro and macro nutrients and impact of deficiencies. P2 Discuss the specific nutritional requirements of specific populations, including an athlete.	M1 Identify why labels are important for the consumer. M2 Demonstrate a knowledge of food labelling laws, including knowledge about additives, nutritional information and ingredients lists.	
LO2 Explain the main components of the digestive system and the factors that affect optimal function		D2 Analyse how the microbiome can affect the pathophysiology of the body.
P3 Explain the physiology of the digestive system and ancillary organs. P4 Discuss the importance of a healthy diet in maintaining a healthy gut.	M3 Discuss the functional properties of the microbiome.	
LO3 Investigate the connection between food consumption and disease		D3 Make nutritional recommendations that could be implemented to reverse or improve these conditions.
P5 Discuss specific disordered physiological processes that can occur due to poor dietary habits.	M4 Identify the range of nutritional tests that are available to people suffering from nutrition-related conditions.	
LO4 Explore a range of specific diets, with particular focus on their dietary principles.		D4 Evaluate the validity of these diets based on scientific research and medical statistics.
P6 Differentiate between fad diets, prescriptive diets and dysfunctional diets.	M5 Discuss one of each diet category: fad diet, prescriptive diet, and dysfunctional diet.	

Recommended Resources

Textbooks

- BEEN, A. (Great Britain) (2013) *The complete guide to sports nutrition*. 7th edn. Bloomsbury Sport.
- HOLFORD, P. (Great Britain) (2004) *The Optimum Nutrition Bible*. Piatkus.
- HOLFORD, P. (Great Britain) (2007) *The Optimum Nutrition For The Mind*. Piatkus.
- MAYER, E. (USA) (2016) *The Mind Gut Connection Wave*. Harper.
- PERLMUTTER, D. (Great Britain) (2015) *Brain Maker*. Yellow Kite.

Websites

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|--|--|
| www.food.gov.uk | Food alerts discussion forum
Research allergies intolerances
(General reference) |
| www.nutrition.org.uk | Nutrition science
Research
(General reference) |

Links

This unit links to the following related units:

Unit 2: Fundamentals of Sport & Exercise Psychology

Unit 3: Anatomy & Physiology

Unit 4: Professionals Skills (Pearson-set)

Unit 5: Coaching Practice and Skill Development

Unit 6: Training, Fitness and Testing

Unit 7: Lifestyle Coaching

Unit 8: Community Coaching.

Unit 2: Fundamentals of Sport & Exercise Psychology

Unit code	F/618/8564
Unit type	Core
Unit level	4
Credit value	15

Introduction

It has been well recognised in recent times that Sport and Exercise Psychology contributes to the development of successful sports performance and exercise participation. Having a positive mental state is, therefore, not only a determinant but also an antecedent of sport and exercise participation and performance and can lead to the development of healthy exercise habits. Evaluating how psychological theories and principles can influence participation in sport and exercise contexts is, therefore, a key responsibility of sport science practitioners who work not only with elite athletes, but also with individuals who participate for recreational purposes.

The aims of this unit are to illustrate how psychological concepts underpin involvement in sport and exercise and to demonstrate their impact on human behaviour. Students will explore the innate characteristics which are seen as the basis for sport and exercise behaviour. Students will also develop an appreciation of how the social environment within which sport and exercise takes place influences the outcome of their participation. As the unit considers aspects of human behaviour, some of the content and study time will be focused on reflection and analysis of individual behaviour as a performer, participant or practitioner. Topics included in this unit are: motivation, self-confidence and self-efficacy, group processes, group cohesion, leadership, models of exercise behaviour, exercise dependence and addiction, and the role of sport and exercise on the development of a positive psychological wellbeing.

On successful completion of this unit, students will be able to use psychological theories and principles to inform their own practice as a performer, participant or practitioner and review the impact they have on sport and exercise participation. Students will develop skills such as communication, application and reflection which are crucial for gaining entry into the sport and exercise industry.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Identify appropriate theories and principles relevant to motivation and the impact they have on sport and exercise participation
- LO2 Describe the effects of self-efficacy on sport and exercise participation and performance
- LO3 Recognise the impact of group processes, cohesion and leadership on successful participation in sport and exercise
- LO4 Analyse the impact of sport and exercise participation on psychological wellbeing.

Essential Content

LO1 **Identify appropriate theories and principles relevant to motivation and the impact they have on sport and exercise participation**

Motivation:

Definition and types of motivation – intrinsic motivation, extrinsic motivation and achievement motivation

Benefits of motivation – improved performance and adherence, enhanced self-confidence, concentration and greater application of effort

Consequences of too much motivation – mistakes, over-arousal, burnout, and overtraining.

Theories of motivation:

Views of motivation – trait-centred view, situational-centred view and interactional view

Self-determination Theory – the role of autonomy, competence and relatedness on the development of intrinsic motivation

Cognitive Evaluation Theory – differential effects of rewards on intrinsic motivation, functional significance of rewards

Attribution Theory – Weiner's two-dimensional model, the impact of attributions on an individual's emotions and future expectations for future success and failure

Achievement Goal Theory – goal orientations (task and ego)

Motivational Climate (master and performance)

Adaptive and maladaptive outcomes (cognitive, affective and behavioural).

LO2 **Describe the effects of self-efficacy on sport and exercise participation and performance**

Self-confidence:

Definition and types of self-confidence – state and trait

Benefits of self-confidence, e.g. enhanced motivation, positive mindset, improved concentration, improved performance and adherence to exercise.

Bandura's self-efficacy theory:

Definition of self-efficacy (situation-specific form of self-confidence)

Determinants of self-efficacy – performance accomplishments, vicarious experiences, verbal persuasion and emotional arousal

Consequences of self-efficacy – satisfaction and improved performance.

LO3 Recognise the impact of group processes, cohesion and leadership on successful participation in sport and exercise

Group processes:

Different between a group and a team

Theories of group development – linear, cyclical and pendicular

Steiner's model of group productivity – the link between actual productivity, potential productivity and process losses

Ringlemann effect and social loafing – definitions, reasons why people social loaf (e.g. lack of role clarity, low perceived ability, low self-confidence and motivation and lack of recognition).

Group cohesion:

Definition and types of cohesion – task and social

Factors that influence group cohesion – environmental, personal, leadership and team

Assessing group cohesion – group environment questionnaire (GEQ) and sociograms.

Leadership:

Definition of leadership

Leadership styles – autocratic, democratic and laissez-faire

Approaches/models of leadership, e.g. trait, behavioural, interactional and Chellandurai's multidimensional model.

LO4 **Analyse the impact of sport and exercise participation on psychological wellbeing**

Exercise participation and adherence:

Barriers to sport and exercise participation

Reasons for taking part in sport and exercise

Reasons for not taking part in sport and exercise.

Exercise and psychological wellbeing:

Role of sport and exercise in reducing anxiety and depression

Exercise dependence and addiction

Role of sport and exercise in promoting self-esteem and increasing emotional intelligence

Impact of body image and social physique anxiety on sport and exercise participation.

Models of exercise behaviour:

Models: theory of planned behaviour, health belief model, transtheoretical model

Strategies to enhance exercise adherence, e.g. decisional balance sheets, social support, prompts, contracting, use of rewards.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Identify appropriate theories and principles relevant to motivation and the impact they have on sport and exercise participation		D1 Evaluate the role of motivation in developing healthy sport and exercise habits, making reference to one theory of motivation.
P1 Explain theories of motivation in relation to sport and exercise participation and performance. P2 Outline the benefits and consequences of motivation in relation to sport and exercise.	M1 Apply a theory of motivation to your role as a performer, participant or sports science practitioner.	
LO2 Describe the effects of self-efficacy on sport and exercise participation and performance		D2 Analyse how the sources of efficacy information can lead to performance and satisfaction in sport and exercise.
P3 Explain the benefits of self-confidence in relation to sport and exercise. P4 Examine the key components of Bandura's self-efficacy theory.	M2 Apply Bandura's self-efficacy theory to sport and exercise participation and performance.	
LO3 Recognise the impact of group processes, cohesion and leadership on successful participation in sport and exercise		D3 Analyse the role of group processes, group cohesion and leadership in participant success within sport and exercise settings.
P5 Explain the role of leadership in the development of effective groups. P6 Discuss the importance of cohesion in sport and exercise participation and performance.	M3 Assess the impact of leadership on the development of effective and cohesive groups.	

Pass	Merit	Distinction
LO4 Analyse the impact of sport and exercise participation on psychological wellbeing.		D4 Evaluate the role of sport and exercise in the promotion of a positive psychological wellbeing.
P7 Explain psychological factors that influence participation in sport and exercise. P8 Discuss the barriers to sport and exercise participation.	M4 Assess the use of models of exercise behaviour in the promotion of sport and exercise participation.	

Recommended Resources

Textbooks

ANSHEL, M. H. (San Francisco) (2012) *Sport Psychology: From Theory to Practice*. 5th edn. Benjamin Cummings.

BIDDLE, S. J. H. & MUTRIE, N. (New York) (2007) *Psychology of Physical Activity: Determinants, Well-Being & Interventions*. 2nd edn. Routledge.

BUCKWORTH, J., DISHMAN, R. K., O'CONNOR, P. J. & TOMPOROWSKI, P. (USA) (2013) *Exercise Psychology*. 2nd edn. Human Kinetics.

COX, R. H. (New York) (2011) *Sport Psychology: Concepts and Applications*. McGraw-Hill Education.

HORN, T. S. (Leeds) (2008) *Advances in Sport Psychology*. 3rd edn. Human Kinetics.

JOWETT, S. & LAVALLEE, D. (eds). (Champaign, IL) (2007) *Social Psychology in Sport*. Human Kinetics.

WEINBERG, R. S. & GOULD, D. (U.S.A) (2015) *Foundations of Sport and Exercise Psychology*. 7th edn. Human Kinetics.

Links

This unit links to the following related units:

Unit 1: Nutrition

Unit 3: Anatomy & Physiology

Unit 4: Professionals Skills (Pearson-set)

Unit 5: Coaching Practice and Skill Development

Unit 6: Training, Fitness and Testing

Unit 7: Lifestyle Coaching

Unit 8: Community Coaching.

Unit 3: Anatomy & Physiology

Unit code	J/618/8565
Unit type	Core
Unit level	4
Credit value	15

Introduction

The study of the human body is vital in understanding how movement is produced, the systems at work and how they work together to create athletic movement. Anatomy studies the structure of the human body while physiology is concerned with understanding its function.

This unit is designed for students wanting to gain knowledge of the anatomy of the musculoskeletal system and understanding how movement is produced. Students interested in careers such as personal training, physical education teaching, occupational therapy, coaching, exercise prescription and performance analysis would find this a key unit in informing their practice.

This unit will explore the structure and function of the skeleton, osteology and the anatomy of bones and bone growth, types of joint, their structure and their contribution to range of movement. Students will examine the structure of the musculoskeletal system and begin to understand the complexities involved in effective performance.

This unit will explore the structure and function of the cardiovascular and respiratory systems and their role in exercise, the changes that take place and the effect of environmental factors on their effectiveness.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Identify the key structures of the skeletal system
- LO2 Describe the structure and function of muscles
- LO3 Explore the structure and function of the cardiovascular system
- LO4 Discuss the structure and function of the respiratory system.

Essential Content

LO1 Identify the key structures of the skeletal system

Anatomical terminology:

Axial and appendicular skeleton

Positional and directional terminology (e.g. transverse, sagittal)

Major anatomical landmarks.

Structure and function of the skeletal system:

Support, protection, movement, minerals, chemical energy storage Identifying, naming and locating major bones

Knowing types of bone, differing functions of bones in relation to their structure, description of skeletal growth and changes in structure

The function and anatomy of long bones.

Joint structure and function:

Structure of synovial joints, e.g. ligaments, cartilage, synovial fluid, etc.

How their structures aid their specific functions

Cartilaginous and fibrous joints, location, structure and function.

Movement terminology (e.g. flexion, extension, rotation, pronation and supination):

Range of movement dependent upon types of joint

Relate structure to function and lever systems.

LO2 Describe the structure and function of muscles

Functions of muscles:

Posture, locomotion, generation of force

Voluntary and involuntary muscles, striated and non-striated.

Muscle types:

Skeletal muscle in relation to types, names, origins and insertions, functional anatomy and muscle surface anatomy

Cardiac muscle and smooth muscle.

Roles of skeletal muscle, e.g. agonists, antagonists etc.:

The type of contraction (concentric, isometric and concentric) dictated by muscle role

Their types of contraction and the movement produced.

Structure of muscles:

Tendons, ligaments, muscle belly and tendons to sarcomere and structural proteins, sliding filament theory, myocytes, myofibrils, actin and myosin and their role in force generation.

LO3 Explore the structure and function of the cardiovascular system

Structure of heart and surrounding anatomy:

The cardiovascular system – structure and function

Changes in structure and function with exercise – blood vessels, capillaries, veins, arteries, cardiac impulse, cardiac output, regulation of Heart rate (HR) at rest, regulation of Heart rate (HR) during exercise

SAN and AV node and heart regulation

Sympathetic and parasympathetic nervous system, bundle of His and Purkinje fibres

Adrenaline and noradrenaline.

LO4 Discuss the structure and function of the respiratory system

The respiratory system:

Structure and function, the anatomy of the lungs

Gaseous exchange – pulmonary ventilation, the process of breathing or the movement of gases into and out of the lungs

External respiration, the exchange of gases between the alveoli and pulmonary blood

Respiratory gas transport, transport of gases to and from the lungs and cells via the bloodstream, involving the cardiovascular system

Internal respiration, the exchange of gases between the blood and the cells at the capillary level

The effects of environmental factors, e.g. temperature, pressure and saturation on gas volumes, transportation of gases, gas exchange and the concept of partial pressures in response to exercise.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Identify the key structures of the skeletal system		LO1 & LO2 D1 Analyse the role and function of the musculoskeletal system in relation to sporting examples.
P1 Show the structure of the skeletal system P2 Identify the structure of common synovial joints.	M1 Suggest how the structure of synovial joints produces a range of movements.	
LO2 Describe the structure and function of muscles		
P3 Identify the major muscles of the human body. P4 Illustrate how muscle contractions occur.	M2 Evaluate the major muscles of the human body relating structure to function.	
LO3 Explore the structure and function of the cardiovascular system		LO3 & LO4 D2 Analyse how the cardiovascular and respiratory systems work together in response to an identified sport or exercise example.
P5 Demonstrate the structure of the cardiovascular system. P6 Describe the function of the cardiovascular system.	M3 Discuss how the cardiovascular system responds to exercise.	
LO4 Discuss the structure and function of the respiratory system.		
P7 Demonstrate the structure of the respiratory system. P8 Describe the function of the respiratory system.	M4 Discuss how the respiratory system responds to exercise.	

Recommended Resources

Textbooks

McCONNELL, T. H. & HULL, K. L. (Lippincott) (2011) *Human Form Human Function: Essentials of Anatomy and Physiology*. Williams and Wilkins.

ROHEN, J.W., YOKOCHI, C. & LUTJEN-DRECOLL, E. (Lippincott) (2015) *Color Atlas of Anatomy: A Photographic Study of the Human Body*. 8th edn. Williams and Wilkins.

WIDMAIER, R. & STRANG, K. T. (2011) *Vander's Human Physiology: The Mechanisms of Body Function*. 12th edn. McGraw-Hill.

Websites

www.bases.org.uk British Association of Sport and Exercise Science
Physiology
(General reference)

Links

This unit links to the following related units:

Unit 1: Nutrition

Unit 2: Fundamentals of Sport & Exercise Psychology

Unit 4: Professionals Skills (Pearson-set)

Unit 5: Coaching Practice and Skill Development

Unit 6: Training, Fitness and Testing

Unit 7: Lifestyle Coaching

Unit 8: Community Coaching.

Unit 4: Professional Skills (Pearson-set)

Unit code	R/618/8567
Unit type	Core
Unit level	4
Credit value	15

Introduction

This unit is assessed by a Pearson-set assignment. The project brief will be set by the Centre, based on a theme provided by Pearson (this will change annually). The theme and chosen project within the theme will enable students to explore and examine a relevant and current topical aspect of sport.

Developing appropriate professional skills is fundamental to becoming a sport scientist and will open up an array of career opportunities within sport science. To be a sport scientist, individuals must develop a range of professional skills that will develop their understanding of research methods in the field of Sport and Exercise Science. Research methods are used within Sport and Exercise Science to develop human knowledge on a given topic. Without research, there would be very little validity and reliability to any of the applied work that is conducted within the field.

The aim of this unit is to develop students' knowledge and understanding of the skills and techniques necessary to carry out Sport and Exercise Science-related research.

Research in Sport and Exercise Science has global significance and is essential in influencing the development of high-quality participation and performance and, fundamentally, promoting the health and wellbeing of individuals all over the world. Developing the skills and knowledge necessary to conduct research is, therefore, essential in order to promote sports participation and performance and develop healthier nations.

On completion of this unit, students will have developed an understanding of the professional skills necessary to conduct research in the field of Sport and Exercise Science. The knowledge and skills gained from this unit will develop students' academic skills and so it is well suited to individuals wanting to progress into further study within Sport and Exercise Science or develop a career as a sport scientist in one of the many disciplines that Sport and Exercise Science has to offer.

****Please refer to the accompanying Pearson-set Assignment Guide and the Theme Release document for further support and guidance on the delivery of the Pearson-set unit.***

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Discuss the skill requirements of a sport scientist
- LO2 Explore the research process within Sport and Exercise Science
- LO3 Examine quantitative research methods within Sport and Exercise Science
- LO4 Review literature relevant to Sport and Exercise Science.

Essential Content

LO1 Discuss the skill requirements of a sport scientist

Professional skills:

IT skills – literature searches, e.g. manual searching, search engines, journal.

Databases, e.g. Sports Discuss, PubMed, Google Scholar; review of digital primary research, e.g. how to read research articles, how to summarise a research article, e.g. writing a journal patch, identifying the aims of the study, identifying the research methods used, identifying the key findings, identifying the strengths and limitations of the research

Data analysis – use of ICT-based analysis techniques, e.g. Excel, SPSS (Statistical Package for Social Sciences), e.g. inputting data, interpreting statistical results, identifying statistical significance, Validity and reliability of data

Time management, e.g. organisational skills, prioritising workload, setting research objectives, reliable estimate of research time

Problem-solving, e.g. identification of research need/problem, problem analysis and clarification through current research, generating research ideas to identify the problem, identifying solutions following research, consideration of the implications of the research and how it will solve the problem, using research to develop interventions

Analytical skills, e.g. analysing information, checking for accuracy of information, collecting information, comparing information, critical thinking, data collection and analysis, making appropriate decisions, evaluating information, logical thinking, making a judgement, prioritising information.

Skills assessment:

Methods of assessment, e.g. skills audit (personal profile using appropriate self-assessment tools, SWOT analysis (strengths, weaknesses, opportunities, threats).

LO2 Explore the research process within Sport and Exercise Science

Purpose of research:

Why research? Identifies, develops and improves gaps in sport and exercise participation and performance, promotes healthier nations, extends knowledge and understanding, improves own professional development, informs other relevant searches involved in sports participation and performance, i.e. Sports England, local authority sports development

Who conducts research in the sport science field – sport and exercise psychologists, sports nutritionists, biomechanic specialists, physiology specialists
Types of research undertaken – quantitative, qualitative.

The research process:

What is research? Definitions and characteristics

Research process – evolving nature of the research process, steps taken when carrying out research (selecting a topic, developing research aims, objectives, questions and hypotheses, conducting a literature review, selecting an appropriate methodology for data collection, selecting an appropriate sample for the study, collecting primary data, conducting data analysis, discussing results, e.g. reject or accept hypotheses, drawing conclusions, identifying research limitations following execution

Key issues, e.g. validity (internal, external, face, construct, ecological), reliability (test/re-test reliability, inter-observer reliability), objectivity, trustworthiness, accuracy, precision

Ethical and legal issues, e.g. British Association of Sport and Exercise Science (BASES) code of conduct, informed consent, confidentiality, data protection, competence levels

Ethics and ethical clearing and its role in the research process.

LO3 **Examine quantitative research methods within Sport and Exercise Science**

Research designs:

Quantitative designs, e.g. experimental designs (to establish cause and effect), non-experimental designs, e.g. cross-sectional, longitudinal, correlational

Quantitative data collection – laboratory, field-based, questionnaires, observations, methods of recording data

Quantitative data analysis – organising and displaying data effectively, measures of central tendency (mode, median and mean), measures of variability (range, variance and standard deviation), selecting appropriate tests, e.g. type of data, number and type of variables, number of groups, parametric tests, e.g. t-tests, Pearson Product Moment Correlation Coefficient, non-parametric tests, e.g. Chi Square, Man-Whitney U, Spearman's Rank Order Correlation, Wilcoxon Signed-Rank test, interpreting levels of significance, one-tailed versus two-tailed, type I and type II errors

Research examples relevant to Sport and Exercise Science, e.g. sport and exercise psychology, exercise physiology, biomechanics, sports nutrition.

LO4 **Review literature relevant to Sport and Exercise Science**

The literature review process:

Purpose of a literature review, e.g. identify gaps in research, justify the appropriateness of the research question, provide up-to-date information on research in the field of study, identify similar findings, inconsistencies in research, generate further research ideas

Conducting a literature review

Sources – internet, books, journals, reports, websites, databases, primary and secondary sources

Reading techniques to assess validity

Appropriateness of literature, e.g. scanning, skimming, identification of keywords

Methods used for searching, e.g. Sports Discuss, using key terms.

Assessing the validity and reliability of sources:

Appearance, method used, timeliness, applicability

Presentation of literature review

Academic writing style

Use of referencing format(s).

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Discuss the skill requirements of a sport scientist		
<p>P1 Explain the skill requirements of a sport scientist.</p> <p>P2 Discuss the use of professional skills when working as a sport scientist.</p>	<p>M1 Assess your own professional skills.</p>	<p>D1 Justify areas for improvement in your own professional skills.</p>
LO2 Explore the research process within Sport and Exercise Science		
<p>P3 Explain the research process relevant to Sport and Exercise Science.</p> <p>P4 Discuss the purpose of research in the field of Sport and Exercise Science.</p>	<p>M2 Analyse key issues in the research process within the field of Sport and Exercise Science.</p>	<p>D2 Justify the importance of ensuring validity and reliability within the research process.</p>
LO3 Examine quantitative research methods within Sport and Exercise Science		
<p>P5 Explain quantitative research designs relevant to Sport and Exercise Science.</p> <p>P6 Conduct statistical analysis using an ICT-based analysis technique.</p>	<p>M3 Assess the effectiveness of quantitative research design and data collection methods relevant to Sport and Exercise Science.</p>	<p>D3 Justify appropriate quantitative research methods for a Sport and Exercise Science research example.</p>
LO4 Review literature relevant to Sport and Exercise Science.		
<p>P7 Conduct a literature review on a Sport and Exercise Science-related topic.</p> <p>P8 Summarise current knowledge about a research topic following literature review.</p>	<p>M4 Assess the outcome of a literature review, making reference to the validity and reliability of the research.</p>	<p>D4 Evaluate the outcome of a literature review, making recommendations for future research.</p>

Recommended Resources

Textbooks

ATKINSON, M. (New York) (2011) *Key Concepts in Sport and Exercise Research Methods*. Sage.

BELL, J. (UK) (2014) *Doing your Research Project: A Guide for First-Time Researchers*. 6th edn. Open University Press.

FIELD, A. (London) (2009) *Discovering Statistics Using SPSS*. 3rd edn. Sage.

JONES, I. (Oxon) (2014) *Research Methods for Sport Studies*. 3rd edn. Routledge.

NTOUMANI, N. (Oxon) (2001) *A Step-by-step Guide to SPSS for Sport and Exercise Studies*. Routledge.

THOMAS, G. (New York) (2013) *How to do your Research Project*. 2nd edn. Sage Publications Ltd.

Websites

www.bases.org.uk British Association of Sport and Exercise Sciences
(General reference)

Links

This unit links to the following related units:

Unit 1: Nutrition

Unit 2: Fundamentals of Sport & Exercise Psychology

Unit 3: Anatomy & Physiology

Unit 5: Coaching Practice and Skill Development

Unit 6: Training, Fitness and Testing

Unit 7: Lifestyle Coaching

Unit 8: Community Coaching.

Unit 5: Coaching Practice & Skill Development

Unit code Y/618/8568

Unit level 4

Credit value 15

Introduction

Coaching has become a diverse role within the sports industry. It is as important as ever that coaches understand the participants they work with and are prepared to deliver excellent coaching practice. However, it is crucial to be able to understand the individual requirements and the specific needs of participants and to address these through an emphasis on skill development. Having the knowledge to adapt your practice in order to ensure you create an environment for personal development and for the athlete to meet their specific goals is key. Instilling the right coaching environment can only be developed once both coaching practice and skill development is understood.

The aim of this unit is to provide students with the knowledge and understanding of coaching practice and the skill development associated with athlete performance.

Students will engage in researching the impact of different coaching practices, working in various environments, utilising resources, developing skills and planning effective sessions. They will gain an understanding of the importance of developing sessions dependent on the group's demographics.

As students progress through this unit, they will gain the practical and technical knowledge to review the positives and negatives of coaching practice and skill development and so gain a competitive edge. Further, they will understand how to plan effective coaching sessions that meet the needs of the group they are leading.

The knowledge, understanding and skill sets gained in this unit will help students to appreciate the varied coaching environments in which they might work. They will have learned how to be specific to the individuals they are coaching and ensure they apply the relevant skill development.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Explain the key principles of coaching practice and the environmental factors that impact on skill development
- LO2 Compare coaching practice requirements to enhance athlete performance for a range of participants
- LO3 Investigate the coaching, teaching and learning styles that are used to develop a range of participants within an effective learning environment
- LO4 Reflect on delivered coaching sessions that demonstrate appropriate skill development for a range of participants.

Essential Content

LO1 **Explain the key principles of coaching practice and the environmental factors that impact on skill development**

Key principles:

Role of the coach Knowledge

Communication styles and methods

Professional relationships Development experience

Approach of self-development and CPD Ethical approach to all participants.

Coaching practice:

Practice design

Feedback to improve performance

Reflective practice

Self-awareness

Safeguarding and safety

Lifestyle of the athlete

Sports science influences Leadership styles.

Environmental factors:

Motivational climate

Safeguarding

Practice

Competitive situations and games

Parents and others.

LO2 Compare coaching practice requirements to enhance athlete performance for a range of participants

Phases of learning:

Learning theory, e.g. Fitts and Posner's (1977) three-stage model Kolb's learning cycle

Characteristics of learning stages

Performance plateaus

Changes in aspects of performance with learning.

Implications for practice Transfer of learning:

Positive and negative transfer, e.g. zero transfer, intra-task transfer, intertask

Influence of transfer on sequencing skills to be learned

Transfer and instructional methods

Practical applications

Level of participant and individual needs.

Leadership styles:

The influence of leadership on athletes

Types of leaders

Requirements of leaders to meet the needs of the participant

Leadership styles and behaviours.

Range of participants:

Children Youth Adult

Talent development

High performance.

LO3 Investigate the coaching, teaching and learning styles that are used to develop a range of participants within an effective learning environment

Coaching and teaching styles:

Teaching styles (autocratic, democratic, laissez-faire)

Coaching styles, e.g. group and one-to-one sessions

Practical and theoretical sessions

Technical and tactical sessions.

Learning styles:

Styles, e.g. visual, auditory, kinesthetic

Relationship with different teaching and coaching styles

Be able to create an effective learning environment for leading sports activities.

Range of participants:

Children Youth Adult
Talent development
High performance.

Learning environment:

Relationship with different teaching and coaching styles
Be able to create an effective learning environment for leading sports activities
Practice
Competition
One-to-one and team
Motivational climate
Level of participant and individual needs.

LO4 Reflect on delivered coaching sessions that demonstrate appropriate skill development for a range of participants

Planning sessions:

Factors in session planning, e.g. goals, nature of the task, environmental factors, individual differences of the student, learning styles.

Running a session:

Leadership behaviours, e.g. Chelladurai's multi-dimensional model of leadership
Mosston and Ashworth's spectrum of teaching styles
Evaluating progress during sessions
Giving correct feedback to participants
Following guidelines.

Practice design:

Whole- and-part learning methods
Practice conditions (massed, distributed, fixed, variable)
Types of guidance (visual, verbal, manual, mechanical)
Contextual interference.

Reflective practice:

Reflective practice models and approaches
Evaluation techniques
Strengths and areas for improvement
Recommendations for future sessions
Use of evidence base to support future recommendations (peer reviewing, empirical evidence).

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the key principles of coaching practice and the environmental factors that impact on skill development		D1 Justify the key principles of coaching practice and the environmental factors that impact on skill development.
P1 Describe the key principles of coaching practice. P2 Explain the environmental factors that impact on skill development.	M1 Discuss the key principles of coaching practice and the environmental factors that impact on skill development.	
LO2 Compare coaching practice requirements to enhance athlete performance for a range of participants		D2 Compare the coaching practice requirements to enhance athlete performance for a wide range of participants to indicate the distinct differences.
P3 Compare the different coaching practice requirements for a range of participants.	M2 Explore the coaching practice requirements to enhance athlete performance for a range of participants.	
LO3 Investigate the coaching, teaching and learning styles that are used to develop a range of participants within an effective learning environment		D3 Analyse the coaching, teaching and learning styles of a coach when creating an effective learning environment when working with a range of participants.
P4 Investigate the coaching, teaching and learning styles that are used to develop a range of participants. P5 Describe what makes an effective learning environment to develop a range of participants.	M3 Explain the factors that can impact on the coaching, teaching and learning styles of a coach when working with a range of participants.	

Pass	Merit	Distinction
<p>LO4 Reflect on delivered coaching sessions that demonstrate appropriate skill development for a range of participants.</p>		<p>D4 Evaluate the delivery of coaching sessions, providing recommendations to improve in the future.</p>
<p>P6 Plan coaching sessions for the acquisition or development of skills for a chosen group.</p> <p>P7 Deliver coaching sessions and demonstrate the appropriate leadership behaviours that are required for the chosen group.</p>	<p>M4 Review the planning and delivery of the coaching sessions to show that sufficient plans are put in place to adapt to the unforeseen.</p> <p>M5 Deliver coaching sessions implementing changes identified as part of reviews.</p>	

Recommended Resources

Textbooks

- MARTENS, R. (Leeds) (2012). *Successful coaching*. 1st edn. Human Kinetics.
- PYKE, F. (Champaign, IL) (2013). *Coaching excellence*. 1st edn. Human Kinetics.
- VEALY, R. and CHASE, M. (Champaign, IL) (2016). *Best practice for youth sport*. 1st edn. Human Kinetics.
- WRISBERG, C. (Leeds) (2007). *Sport skill instruction for coaches*. 1st edn. Human Kinetics.

Links

This unit links to the following related units:

Unit 1: Nutrition

Unit 2: Fundamentals of Sport & Exercise Psychology

Unit 3: Anatomy & Physiology

Unit 4: Professionals Skills (Pearson-set)

Unit 6: Training, Fitness and Testing

Unit 7: Lifestyle Coaching

Unit 8: Community Coaching.

Unit 6: Training, Fitness, Testing

Unit code D/618/8569

Unit level 4

Credit value 15

Introduction

Fitness is essential to achieving success in sport and is vital for reaching the elite level. Elite athletes are capable of achieving amazing tasks like sprinting the final 100 metres in a 10,000-metre race, or sprinting the full length of a football pitch in the 90th minute of a game – something which can only be achieved by reaching optimal levels of fitness.

Training, fitness and testing can be applied within all areas of sport and exercise science because it examines the different fitness requirements of different sports, the different training methods that can develop these areas and the adaptations that occur within a team or individual as a result of these adopted methods.

Understanding the principles of training is particularly important for many practitioners, including sports therapists working with sports performers in the later stages of rehabilitation, and sport and exercise scientists working with performers trying to peak for competition.

In addition to athletes performing on centre stage, training and fitness is also important for individuals who want to improve their performance in community sports activities and competitions. It is, therefore, fundamental to living a healthier lifestyle and developing the future health of the nation. With this in mind, it is important for professionals working in the sport and exercise industry to have an understanding of how to design fitness training programmes that meet the needs of a variety of individuals.

Fitness testing plays a vital role in the development of appropriate training programmes and, therefore, before these can be developed, sport and exercise scientists must assess the baseline fitness levels of their athletes. Developing an understanding of how to conduct field and laboratory based tests is crucial to students seeking a career within the sport and fitness industry. Being able to interpret the results and use them to identify strengths and areas for improvement and predict future performances is also vitally important.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Explain the principles of training for sport and exercise
- LO2 Assess the fitness levels of different sport and exercise participants
- LO3 Plan safe and effective fitness training programmes for sport and exercise participants
- LO4 Carry out safe and effective fitness training programmes for sport and exercise participants.

Essential Content

LO1 Explain the principles of training for sport and exercise

Fitness requirements for sport and exercise:

Health-related components of fitness – cardiovascular endurance, strength, flexibility, muscular endurance, body composition

Skill-related components of fitness – speed, reaction time, agility, balance, co-ordination, power.

Principles of training:

Principles – specificity, progression, overload, reversibility, individual needs/differences, tedium, variance

FITT principles – frequency, intensity, time, type.

Theories of training:

General adaptation syndrome (GAS) theory, supercompensation cycle, periodisation (phases and cycles), tapering.

LO2 Assess the fitness levels of different sport and exercise participants

Laboratory-based tests:

Laboratory-based testing, e.g. Wingate test, VO₂ max test, onset of blood lactate accumulation test, ventilator breakpoint testing

Appropriateness of tests – validity (internal and external), reliability (absolute, relative), generalisability.

Field-based fitness tests:

Field-based testing, e.g. multi-stage fitness test, 12-minute Cooper run test, one-mile Rockport walking test, Harvard step test (cardiovascular endurance), 10 rep- max, sit up and press up test (muscular endurance), one rep max, grip strength test (strength), Illinois agility test, side-step test, shuttle run test (agility), stork stand test, balance beam test (balance), vertical jump test, Margaria-Kalamen staircase test (power), wall toss tests, block transfer test (co-ordination), ruler drop test, Batak reaction test (reaction time), skin fold caliper test, bio-electrical impedance (body composition)

Appropriateness of tests – validity (internal and external), reliability (absolute, relative), generalisability.

Administration:

Health and safety – following safe testing protocols, pre-exercise client screening (Physical Activity Readiness Questionnaire (PAR-Q), height, weight, blood pressure, lung function) Informed consent

Practicality – selecting tests relevant to the individual, test sequencing and duration.

Feedback:

Methods of feedback – verbal and non-verbal

Timing of feedback – at fitness testing session versus after fitness testing session

Interpretation of results – comparison of results to appropriate normative data

Data, setting training targets based on test results and requirements of the sport or exercise activity.

LO3 Plan safe and effective fitness training programmes for sport and exercise participants

Training methods:

Endurance training methods, e.g. interval training, resistance training, fartlek training, continuous training

Strength training methods, e.g. free weights training, resistance machines, pyramid training, tri-sets and giant sets

Power training, e.g. plyometric training

Flexibility training, e.g. static stretching, dynamic stretching, proprioceptive neuromuscular facilitation

Core stability training

Strengths and limitations of each type of training.

Design an appropriate training programme:

Design – use of fitness test results

Application of the principles of training (specificity, progressive overload, individual needs/differences)

FITT principles (frequency, intensity, time and type)

Use of appropriate training methods

Session planning Evidence-based practice

Training goals (short-, intermediate and long-term)

Health and safety – PARQ, risk assessment of training area, strategies to avoid overtraining.

LO4 Carry out safe and effective training programmes for sport and exercise participants

Carry out a training programme:

Following guidelines, e.g. process of completing different training methods, training at recommended levels.

Review of a training programme:

Use of technology to record and review training programme – mobile phone fitness trackers e.g. My Fitness Pal and Strava, action cameras, e.g. GoPro cameras

Strengths and areas for improvement Repeated fitness test results

Review of training goals – short-, intermediate and long-term goals

Recommendations for future development.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the principles of training for sport and exercise		D1 Analyse how the principles of training can be used to meet the fitness requirements of selected sport and exercise activities.
P1 Examine the components of fitness in relation to sport and exercise. P2 Illustrate the principles of training in relation to sport and exercise.	M1 Assess the fitness requirements of selected sport and exercise activities.	
LO2 Assess the fitness levels of different sport and exercise participants		D2 Justify the choice of fitness tests for a selected sport and exercise participant.
P3 Explain appropriate fitness tests for a selected sport and exercise participant. P4 Administer suitable fitness tests for sport and exercise participants.	M2 Analyse fitness test results in relation to appropriate normative data.	
LO3 Plan safe and effective fitness training programmes for sport and exercise participants		D3 Evaluate how the design of a fitness training programme will meet the needs of a selected individual and their specific activity.
P5 Explain fitness training methods suitable for a selected individual and their specific activity. P6 Plan a fitness training programme suitable for a selected individual and their specific activity.	M3 Justify the design of a fitness training programme for a selected individual and their specific activity.	
LO4 Carry out safe and effective training programmes for sport and exercise participants.		D4 Justify recommendations for development in relation to the future goals of the selected individual.
P7 Conduct a fitness training programme for a selected individual. P8 Review the effectiveness of a fitness training programme for a selected individual.	M4 Analyse the effectiveness of a fitness training programme for a selected individual, identifying strengths and areas for improvement and making recommendations for development.	

Recommended Resources

Textbooks

ACSM (USA) (2017) *Guidelines for Exercise Testing and Prescription*. 10th edn. Wolters Kluwer.

COULSON, M. & ARCHER, D. (London) (2009) *Practical Fitness Testing: Analysis in Exercise and Sport*. A&C Black.

COULSON, M. (London) (2013) *The Fitness Instructor's Handbook*. A&C Black.

HEYWARD, V. & GIBSON, A. (USA) (2014) *Advanced Fitness Assessment and Exercise Prescription*. 7th edn. Human Kinetics.

Websites

www.acsm.org American College of Sports Medicine
(General reference)

www.bases.org.uk British Association of Sport and Exercise Science
(General reference)

Links

This unit links to the following related units:

Unit 1: Nutrition

Unit 2: Fundamentals of Sport & Exercise Psychology

Unit 3: Anatomy & Physiology

Unit 4: Professionals Skills (Pearson-set)

Unit 5: Coaching Practice and Skill Development

Unit 7: Lifestyle Coaching

Unit 8: Community Coaching.

Unit 7: Lifestyle Coaching

Unit code R/618/8570

Unit level 4

Credit value 15

Introduction

Lifestyle coaching involves a professional relationship which facilitates an individual's or group's performance, health and personal development. It is a profession which is becoming increasingly recognised throughout the world. The lifestyle coach works with clients to help them achieve what they want from life and empowers the client to take positive actions towards achieving those goals. Lifestyle coaching is future and action orientated.

This unit enables students to develop knowledge and understanding of the theories, principles and skills required for successful lifestyle coaching. Students will examine theories of human intelligence and investigate individual behaviours and learning styles. They will enhance their communication skills through observation and powerful questioning. Students will broaden their coaching skills by learning models for change that will facilitate positive action. This unit will allow the student to develop insight into the different approaches to lifestyle coaching and to key systems and strategies used in coaching.

Students will also learn about different communication styles, explore the importance of effective communication and learn how to create and build a professional relationship with a client. Students will research different coaching processes employed by a lifestyle coach in order to facilitate personal projects, business success, diverse life challenges and transitions. They will investigate key coaching principles and learn how to effectively set goals for an individual's needs and future planning. They will also learn the importance of effective record-keeping.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Analyse the theory and processes underpinning lifestyle coaching
- LO2 Explore the theories of human intelligence
- LO3 Investigate different methods of effective communication
- LO4 Demonstrate how to facilitate positive action to effect personal change and how to record and collate results.

Essential Content

LO1 **Analyse the theory and processes underpinning lifestyle coaching**

Specific role of a counsellor, therapist, psychotherapist, mentor, life coach and other professionals

Coaching ethics and regulation as set out by the International.

Coaching Federation (ICF)

Coaching agreement and the methodology involved in creating such an agreement

Coaching methodologies appropriate to specific scenarios

Limitations of the role of life coach.

LO2 **Explore the theories of human intelligence**

Theories of intelligence

Effective adaptation and different cognitive processes, e.g. perception, learning, memory, reasoning and problem-solving

Responses to situations, e.g. thoughts, mood, behaviours, physical reaction and environment

Emotional intelligence, self-awareness, self-regulation, motivation, empathy, social skills

Cognitive behavioural methods of coaching

Actions, cognitions and emotions, ACE FIRST model of individual change and how this can be used to set primary goals

Use primary goals to set specific goals for change.

LO3 **Investigate different methods of effective communication**

Active listening

Different forms of communication, e.g. body language, verbal and non-verbal communication, bottom-lining, seeking statements, encouragement, affirmation and reinforcement

Powerful questioning invoking insight, discovery, moving the client forward and goal-setting possibilities

Skills involved in communication, direct and indirect communication, feedback, goal setting, objectives, tasks, reframing, visualisation, painting a picture of the scenario from a different perspective

Enabling self-awareness with the client by employing different skills and processes.

LO4 Demonstrate how to facilitate positive action to effect personal change and how to record and collate results

Goal setting using a variety of skills that promote self-discovery, e.g. brainstorming, explorative engagement, challenging assumptions and provoking thought

Methods to motivate and empower the client, bring forward ideas and create a plan for future action

Different templates that may enhance brain storming, investigative questioning, goal setting, future planning

Use of the GROW model

Coaching plan, incorporate goals, limitations, targets, time limits, accountability, objectives for successful outcomes

Record-keeping, confidentiality, data protection.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Analyse the theory and processes underpinning lifestyle coaching		D1 Analyse case studies and make suggestions as to which profession you would refer a client.
P1 Consider the importance of regulation and ethics in the coaching profession. P2 Discuss why a coaching agreement is important for both the client and the coach.	M1 Using case studies to explore what coaching methodologies might be used when dealing with clients during a coaching session.	
LO2 Explore the theories of human intelligence		D2 Construct a scenario where the ACE FIRST plan may be implemented to create change and present evidence of your thought processes.
P3 Describe the theories of human intelligence in detail. P4 Demonstrate your knowledge of human intelligence through a variety of cognitive processes in a lifestyle coaching session.	M2 Assess reactions to different situations while applying the ACE model of individual change when creating specific client goals.	
LO3 Investigate different methods of effective communication		D3 Analyse the different types of learning styles and give suggestions of how they may be employed during a session.
P5 Discuss the different ways in which we communicate. P6 Investigate ways to gain insight into a client's thoughts and ideas relating to personal change.	M3 Examine the range of communication skills that may be utilised while working with a client.	
LO4 Demonstrate how to facilitate positive action to effect personal change and how to record and collate results.		D4 Design templates that are relevant to coaching sessions and reflect on the importance of record-keeping.
P7 Outline how you would assist a client in goal setting. P8 Create a coaching plan to incorporate these goals.	M4 Evaluate different techniques to motivate, empower and create plans for the benefit of the client.	

Recommended Resources

Textbooks

CURLY, M. (2002) *The Coaching Handbook*. Crown House Publications.

REARDON, P.E. (2010) *Lifestyle activities and powerful questioning*. Create Space Independent Publishing Platform.

SIMPSON, M. (2014) *Unlocking potential*. Grand Harbour Press.

STANIER, M. (2016) *The coaching habit*. Barnes and Noble.

Websites

Lifecoaching.com

Resources Report
(General reference)

www.animascoaching.com

Animas Coaching
E books and Research Videos
(General reference)

Links

This unit links to the following related units:

Unit 1: Nutrition

Unit 2: Fundamentals of Sport & Exercise Psychology

Unit 3: Anatomy & Physiology

Unit 4: Professionals Skills (Pearson-set)

Unit 5: Coaching Practice and Skill Development

Unit 6: Training, Fitness and Testing

Unit 8: Community Coaching.

Unit 8: Community Coaching

Unit code	Y/618/8571
Unit level	4
Credit value	15

Introduction

Coaching is a multifaceted vocation, with sports coaches working in a range of contexts and a variety of cultures. Within these environments, coaches are challenged to work with a range of stakeholders and participants with differing aims, needs and constraints.

Coaching policy has often shaped the engagement of coaches within these environments and challenged governing bodies to address societal issues in highly practical environments using sport as a tool for change. For coaches to work successfully within the sector, they must be able to engage with the rich opportunities to work with participants across the entire life course, from different cultures and with wide-ranging objectives.

This unit challenges students to understand the different cultures and contexts in which sports coaches work, and to understand the role of policy and national governing body initiatives in shaping the pedagogic practice of coaches in the community. Students successfully completing this unit will be able to describe the political landscape of their local coaching environments and understand the challenges and mechanisms for adapting and redesigning sports activities and games to achieve wider outcomes for participants, governing bodies and sporting organisations.

Students will be prepared to consider the challenges of working in a diverse sector and apply theoretical knowledge to plan, deliver and adapt practical coaching sessions to particular contexts across a range of community settings.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Describe a range of community sport initiatives and policies, both contemporary and historic, which have shaped coaching practice
- LO2 Plan an effective coaching session, underpinned by relevant theoretical concepts, aimed at a specific population group or community context
- LO3 Deliver an effective practical coaching session that addresses the needs of a specific population group or community context
- LO4 Discuss the potential for sport to be used as a tool for addressing wider societal issues.

Essential Content

LO1 **Describe a range of community sport initiatives and policies, both contemporary and historic, which have shaped coaching practice**

Historic and contemporary coaching policy:

National policy documents

International policy documents.

Sport for development:

History of muscular

Christianity Community development

Positive youth development

The 4Cs of coaching (character, competence, connection, confidence)

Sport and social inclusion

Sport and health.

LO2 **Plan an effective coaching session, underpinned by relevant theoretical concepts, aimed at a specific population group or community context**

Adaptation principles:

STTEPS principle – space, time/task, equipment, people, speed

Modified games National governing body initiatives.

Differentiation:

Long-term athlete development

Physical literacy

Barriers to participation for special population groups.

Planning principles:

Progression

Teaching/coaching styles

Activity leadership

Athlete-centred coaching

Teaching and coaching models (e.g. teaching for personal and social responsibility).

Planning for inclusion:

Inclusion spectrum – open, modified, parallel and separate activities.

LO3 Deliver an effective practical coaching session that addresses the needs of a specific population group or community context

Effective coaching pedagogy:

Coaching styles

Communication

Adaptation.

Reflective practice:

Stages of reflection (in action, on action, retrospective).

Managing risk within coaching practice:

Risk assessment (dynamic, static, objective and subjective)

Phases of risk management – primary, secondary, tertiary.

Safeguarding in coaching practice:

Safeguarding policy

Ethical issues working with different populations

Good practice guidelines.

LO4 Discuss the potential for sport to be used as a tool for addressing wider societal issues

Positive youth development:

Sport for development

The 4Cs of coaching (character, competence, connection, confidence)

Coaching for character.

Sport and society:

Sport and social inclusion

Gender, inclusion, ethnicity, disability and sport.

Sports policy:

National Governing Bodies Coach education pathways

Sports Leadership Government policy and funding.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Describe a range of community sport initiatives and policies, both contemporary and historic, which have shaped coaching practice		D1 Critically analyse the changing role of the sports coach in community contexts.
P1 Explain how government policy can shape local community sports initiatives.	M1 Analyse the role of the coach in delivering community coaching initiatives.	
LO2 Plan an effective coaching session, underpinned by relevant theoretical concepts, aimed at a specific population group or community context		LO2 & LO3 D2 Critically evaluate principles of adaptation/ inclusion to address the specific needs of individuals within a population group or community context.
P2 Produce an effective practical session plan specific to a population group or community context. P3 Demonstrate where theoretical frameworks have informed planning for inclusion.	M2 Apply principles of differentiation, adaptation and inclusion to address specific needs within your participant group.	
LO3 Deliver an effective practical coaching session that addresses the needs of a specific population group or community context		
P4 Demonstrate effective coaching practice and techniques to address the needs of a specific population group or community context. P5 Differentiate coaching practice, techniques and activities to address the needs of a specific population group or community context.	M3 Reflect upon the effectiveness of your coaching practice and demonstrate principles of adaptation to address the specific needs within your participant group.	

Pass	Merit	Distinction
<p>LO4 Discuss the potential for sport to be used as a tool for addressing wider societal issues.</p>		
<p>P6 Investigate the use of sport as a tool for development, both nationally and internationally.</p> <p>P7 Describe the use of community sport for addressing societal issues in your local community.</p>	<p>M4 Evaluate the effectiveness of using sport to address wider societal issues.</p>	

Recommended Resources

Textbooks

HOULIHAN, B. and MALCOLM, D. (London) (2016) *Sport and Society*. 3rd edn. Sage.
PARKER, A. and VINSON, D. (London) (2013) *Youth Sport, Physical Activity and Play – policy, intervention and participation*. Routledge.

Websites

www.sportdevelopment.org.uk	Sports Development (Resources)
www.sportscoachuk.org	UK Coaching Resource Bank Research (General reference)

Links

This unit links to the following related units:

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Unit 6: Training, Fitness and Testing

Unit 7: Lifestyle Coaching.

12 Appendices

Appendix 1: Mapping of HND in Community Coaching for England against FHEQ Level 5

Key	
KU	Knowledge and Understanding
CS	Cognitive Skills
AS	Applied Skills
TS	Transferable Skills

The qualification will be awarded to students who have demonstrated:

FHEQ Level 5 descriptor		Community Coaching for England HND Programme Outcome
Knowledge and critical understanding of the well established principles of their area(s) of study, and of the way in which those principles have developed	KU1	Knowledge and understanding of the fundamental principles and practices of the contemporary global business environment, responding to and shaping the dynamic and changing nature of business.
	KU2	Knowledge and understanding of interrelationships and integration between areas of business within organisations and across the business environment.
	KU3	Knowledge and understanding of the rapidly changing external business environment and its impact on local, national and global levels of strategy, behaviour, management and sustainability.
	KU4	Understanding and insight into different businesses; their diverse nature, purposes, cultures, structures and operations, and their influence on the external environment.

FHEQ Level 5 descriptor		Community Coaching for England HND Programme Outcome
	KU5	Knowledge and understanding of digital business and technology on reshaping traditional revenue streams and business models, disruptive innovation and driving the need for digital strategic priorities in a changing environment.
	KU6	A critical understanding of the cultural, ethical, legal, professional and operational frameworks within which businesses operate.
	KU7	A critical understanding of processes, procedures and practices for effective management of products, services and people, including corporate social responsibility and sustainable management.
	KU8	A critical understanding of the evolving concepts, theories and models in the study of business across a range of practical and hypothetical business scenarios.
Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context	CS1	Apply knowledge and understanding of essential concepts, principles and models in the contemporary global business environment, to provide solutions supported by evidence-based decision making.
	AS1	The ability to develop appropriate policies and strategies in a changing environment, to meet stakeholder expectations and maximise achievement of strategic objectives.
	AS2	Apply innovative business ideas to develop, create and communicate new products or services that respond to the changing nature of business and deliver successful outcomes.
	AS3	Integrate theory and practice through the investigation and examination of business practices in the workplace and the wider business environment.

FHEQ Level 5 descriptor		Community Coaching for England HND Programme Outcome
	AS4	Develop successful outcomes for clients/businesses using appropriate business practices, business data and information to make justified recommendations.
	CS2	Develop different strategies and methods to show how resources (human, financial and information) are integrated and effectively managed to successfully meet business objectives.
Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.	CS3	Critically evaluate current marketing processes and practices, and their application in providing customer satisfaction and building customer loyalty.
	CS4	Ability to evaluate a broad range of accounting tools/techniques and financial reporting for planning, control and problem solving.
	KU9	Knowledge and understanding of how the key aspects of leadership and performance management influence the development of people and businesses.
	CS5	Critique a range of business information technology systems and operations, and their application to maximise and successfully meet strategic objectives.
	KU10	An understanding of the appropriate techniques and methodologies used to resolve real-life problems in the workplace.
	TS1	Develop appropriate research skills and skills of critical enquiry to enable the evaluation of different approaches to problem solving in a specific business context.
An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge.	TS2	Self-reflection, including self-awareness; the ability to become an effective self-student and appreciate the value of the self-reflection process.

Typically, holders of the qualification will be able to:

FHEQ Level 5 descriptor	Community Coaching for England HND Programme Outcome	
Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.	TS3	Competently use digital literacy to access a broad range of research sources, data and information.
	CS6	Interpret, analyse and evaluate a range of business data, sources and information to inform.
	CS7	evidence-based decision making.
Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.	TS4	Communicate confidently and effectively, orally and in writing, both internally and externally with businesses and other stakeholders.
	TS5	Communicate ideas and arguments in an innovative manner, using a range of digital media.
	AS5	Locate, receive and respond to a variety of information sources (e.g. textual, numerical, graphical and computer based) in defined contexts.
	TS6	Demonstrate strong interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade, present, pitch and negotiate.
Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations	TS7	Identify personal and professional goals for continuing professional development in order to enhance competence to practice in a chosen business field.
	TS8	Develop specific competences and skills required in a specialist business sector through the completion of specialist pathways and progression routes.

Holders will also have:

FHEQ Level 5 descriptor	Community Coaching for England HND Programme Outcomes	
The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.	TS9	Develop a range of skills to ensure effective teamworking, independent initiatives, organisational competence and problem-solving strategies.
	TS10	Reflect adaptability and flexibility in approach to business; showing resilience under pressure and meeting challenging targets within given deadlines.
	TS11	Use quantitative skills to manipulate data, evaluate and verify existing theory.
	CS8	Evaluate the changing needs of the business environment and have confidence to self-evaluate and undertake additional continuing professional development as necessary.
	TS12	Emotional intelligence and sensitivity to diversity in relation to people and cultures.

Appendix 3: Transferable skills mapping

Level 4 Higher National Certificate in Community Coaching for England: mapping of transferable employability and academic study skills

Skill Set	Cognitive skills							Intra-personal skills				Interpersonal skills		
Unit	Problem Solving	Critical Thinking/ Analysis	Decision Making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self-management	Independent Learning	Self-reflection	Team work	Leadership	Cultural Awareness
1	X	X	X	X		X	X	X	X	X	X	X	X	X
2	X	X	X	X		X	X	X	X	X	X	X	X	X
3	X	X	X	X		X	X	X	X	X	X	X	X	X
4	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7	X	X	X	X		X	X	X	X	X	X	X	X	X
8	X	X	X	X		X		X	X	X	X	X	X	X

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