



**BTEC Level 3 Certificate,
BTEC Level 3 Subsidiary Diploma,
BTEC Level 3 90-credit Diploma,
BTEC Level 3 Diploma and
BTEC Level 3 Extended Diploma in**

Sport and Exercise Sciences (QCF) Specification

Issue 2

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BTEC qualification titles covered by this specification

Edexcel BTEC Level 3 Certificate in Sport and Exercise Sciences

Edexcel BTEC Level 3 Subsidiary Diploma in Sport and Exercise Sciences

Edexcel BTEC Level 3 90-credit Diploma in Sport and Exercise Sciences

Edexcel BTEC Level 3 Diploma in Sport and Exercise Sciences

Edexcel BTEC Level 3 Extended Diploma in Sport and Exercise Sciences

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. As well as a QN, each unit within a qualification also has a QCF unit reference number (URN).

The qualification title, QN and URNs will appear on learners' final certification documentation.

The QNs for the qualifications in this publication are:

Edexcel BTEC Level 3 Certificate in Sport and Exercise Sciences (QCF)	500/6679/1
Edexcel BTEC Level 3 Subsidiary Diploma in Sport and Exercise Sciences (QCF)	500/6765/5
Edexcel BTEC Level 3 90-credit Diploma in Sport and Exercise Sciences (QCF)	600/3930/9
Edexcel BTEC Level 3 Diploma in Sport and Exercise Sciences (QCF)	500/6766/7
Edexcel BTEC Level 3 Extended Diploma in Sport and Exercise Sciences (QCF)	500/6801/5

The appropriate qualification title will appear on a learners' certificate. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

What are BTEC Level 3 qualifications?

The BTEC qualifications in this specification are undertaken in further education, by sixth-form colleges, schools and other training providers, and have been since they were introduced in 1984. Their purpose, approaches to teaching, learning and assessment are established and understood by teaching professionals, employers and learners alike.

The BTEC qualifications in this specification have been revised to fit the Qualifications and Credit Framework (QCF). The revised titles are:

- Edexcel BTEC Level 3 Certificate in Sport and Exercise Sciences
- Edexcel BTEC Level 3 Subsidiary Diploma in Sport and Exercise Sciences
- Edexcel BTEC Level 3 90-credit Diploma in Sport and Exercise Sciences
- Edexcel BTEC Level 3 Diploma in Sport and Exercise Sciences
- Edexcel BTEC Level 3 Extended Diploma in Sport and Exercise Sciences.

They maintain the same equivalences, benchmarks and other articulations (for example SCAAT points, UCAS Tariff points) as their predecessor qualifications. The table below identifies the titling conventions and variations between the 'old' (NQF) and 'new' (QCF) qualifications:

Predecessor BTEC Nationals (accredited 2007)	QCF BTEC Level 3 qualifications (for delivery from September 2010)
Not applicable	Edexcel BTEC Level 3 Certificate
Edexcel Level 3 BTEC National Award	Edexcel BTEC Level 3 Subsidiary Diploma
Not applicable	Edexcel BTEC Level 3 90-credit Diploma
Edexcel Level 3 BTEC National Certificate	Edexcel BTEC Level 3 Diploma
Edexcel Level 3 BTEC National Diploma	Edexcel BTEC Level 3 Extended Diploma

The BTEC qualifications in this specification are QCF level 3 qualifications designed to provide highly specialist, work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. These qualifications accredit the achievement for courses and programmes of study for full-time or part-time learners in schools, colleges and other training provider organisations. The qualifications provide career development opportunities for those already in work, and progression opportunities to higher education, degree and professional development programmes within the same or related areas of study, within universities and other institutions.

The BTEC qualifications in this specification provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Sector Skills Councils (SSCs) and/or Standards Setting Bodies (SSBs). Certain BTEC qualifications are recognised as Technical Certificates and form part of the Apprenticeship Framework. They attract UCAS points that equate to similar-sized general qualifications within education institutions within the UK.

On successful completion of a BTEC level 3 qualification, a learner can progress to or within employment and/or continue their study in the same, or related vocational area.

It should be noted that the titling conventions for the revised QCF versions of the BTEC Firsts have also changed; see the relevant BTEC specifications on our website (www.edexcel.com).

The QCF is a framework which awards credit for qualifications and units, presenting qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Awards (1 to 12 credits)
- Certificates (13 to 36 credits)
- Diplomas (37 credits and above).

Every unit and qualification in the framework has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time is defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Edexcel BTEC Level 3 Certificate – 30 credits

The 30-credit BTEC Level 3 Certificate offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector. The BTEC Level 3 Certificate is a qualification which can extend a learner's programme of study and give vocational emphasis. The BTEC Level 3 Certificate is broadly equivalent to one GCE AS Level.

The BTEC Level 3 Certificate is also suitable for more mature learners, who wish to follow a vocational programme of study as part of their continued professional development or who want to move to a different area of employment.

Edexcel BTEC Level 3 Subsidiary Diploma – 60 credits

The 60-credit BTEC Level 3 Subsidiary Diploma extends the specialist work-related focus of the BTEC Level 3 Certificate and covers the key knowledge and practical skills required in the appropriate vocational sector. The BTEC Level 3 Subsidiary Diploma offers greater flexibility and a choice of emphasis through the optional units. It is broadly equivalent to one GCE A Level.

The BTEC Level 3 Subsidiary Diploma offers an engaging programme for those who are clear about the area of employment that they wish to enter. These learners may wish to extend their programme through the study of a general qualification such as GCE AS Levels, additional specialist learning (eg through another BTEC qualification) or a complementary NVQ. These learning programmes can be developed to allow learners to study related and complementary qualifications without duplication of content.

For adult learners, the BTEC Level 3 Subsidiary Diploma can extend their experience of work in a particular sector. It may also be a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

The predecessor qualification to the BTEC Level 3 Subsidiary Diploma is the Edexcel Level 3 BTEC National Award accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus as the revised QCF-accredited qualification.

Edexcel BTEC Level 3 90-credit Diploma – 90 credits

This qualification broadens and expands the specialist work-related focus of the BTEC Level 3 Subsidiary Diploma and encompasses the essential skills, knowledge and understanding needed to gain confidence and progression.

There is potential for the qualification to prepare learners for progression within education or into employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to study in detail or work in a particular area of work. It is broadly equivalent to 1.5 GCE A Levels and provides a programme of study manageable in a year so that learners can bank and then build on their achievement. In this way it encourages progression for those learners who wish to undertake a one-year course of study because of individual circumstances.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a larger or different level 3 programme. Other learners may want to extend the specialism they studied on the BTEC Level 3 Certificate or the BTEC Level 3 Subsidiary Diploma programme. Learners may also be able to use the BTEC Level 3 90-credit Diploma to gain partial achievement and have the requisite skills, knowledge and understanding needed in the sector.

For adult learners the BTEC Level 3 90-credit Diploma can extend their experience of working in a particular sector. It could also be a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Edexcel BTEC Level 3 Diploma – 120 credits

The 120-credit BTEC Level 3 Diploma broadens and expands the specialist work-related focus from the BTEC Level 3 Subsidiary Diploma and the BTEC Level 3 90-credit Diploma. There is potential for the qualification to prepare learners for employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to enter a particular area of work. It is broadly equivalent to two GCE A Levels.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a level 4 programme. Other learners may want to extend the specialism they studied on the BTEC Level 3 Certificate, BTEC Level 3 Subsidiary Diploma or BTEC Level 3 90-credit Diploma programme.

The predecessor qualification to the BTEC Level 3 Diploma is the Edexcel Level 3 BTEC National Certificate accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus to the revised QCF-accredited qualification.

Edexcel BTEC Level 3 Extended Diploma – 180 credits

The 180-credit BTEC Level 3 Extended Diploma extends and deepens the specialist work-related focus from the BTEC Level 3 90-credit Diploma and the BTEC Level 3 Diploma. There is potential for the qualification to prepare learners for appropriate direct employment in the vocational sector and it is suitable for those who have decided that they clearly wish to enter a particular specialist area of work. It is broadly equivalent to three GCE A Levels.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a higher education foundation degree, HND or other professional development programme. Other learners may want to extend the specialist nature of the subjects they studied on the Level 3 BTEC Diploma or another programme of study.

The predecessor qualification to the BTEC Level 3 Extended Diploma is the Edexcel Level 3 BTEC National Diploma accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus to the revised QCF-accredited qualification.

Key features of these BTEC qualifications in Sport and Exercise Sciences

The BTEC qualifications in this specification have been developed in the sport and active leisure sector to:

- provide education and training for sport, leisure and recreation employees
- give sport, leisure and recreation employees opportunities to achieve a nationally recognised level 3 vocationally specific qualification
- give full-time learners the opportunity to enter employment in the sport and active leisure sector or to progress to higher education vocational qualifications such as the Edexcel BTEC Higher Nationals in Sport or related areas
- give learners the opportunity to develop a range of techniques, personal skills and attributes essential for successful performance in working life.

Rationale for these BTEC qualifications in Sport and Exercise Sciences

Year on year the sport and active leisure sector outperforms the rest of the UK economy; this has been a trend since the end of the economic recession of the late 1990s, and researchers predict will continue to be the case for years to come, long after the sports legacy of the London 2012 Olympic and Paralympics Games.

The annual contribution of the sport sector to the UK economy is over £8 billion. This sector has more than 36,000 employers creating work for more than 600,000 full-time and part-time employees, and 5 million plus volunteers.

Sport and exercise scientists continue to be a growing presence in the world of sport, and as we look to the future, all the signs suggest that their influence in sport will increase.

From the elite performers' reliance on a large support team, to the casual gym user's use of ergogenic aids, sport and exercise sciences' core elements of anatomy, physiology, psychology and biomechanics are seen in almost every aspect of, and activity within, the sport and active leisure sector.

The specification has been structured to allow learners maximum flexibility in selecting optional units, so that particular interests and career aspirations within the sport and active leisure sector can be reflected in the choice of unit combinations.

The BTEC Certificate in Sport and Exercise Sciences is designed to give learners a basic grounding in understanding and knowledge of the sector. The BTEC Subsidiary Diploma, and 90-credit Diploma, in Sport and Exercise Sciences will give learners a solid foundation in the sector, whilst also developing the essential skills required for employment, career progression, or progression to further qualifications and training.

The BTEC Diploma and Extended Diploma in Sport and Exercise Sciences have been designed to allow learners to select optional units that reflect both their own aspirations and the diverse nature of the sector.

For example, those who wish to pursue a career in the fitness industry could select the following units:

- *Unit 1: Anatomy for Sport and Exercise*
- *Unit 2: Sport and Exercise Physiology*
- *Unit 3: Sport and Exercise Psychology*
- *Unit 4: Research Methods for Sport and Exercise Sciences*
- *Unit 5: Research Project in Sport and Exercise Sciences*
- *Unit 7: Exercise, Health and Lifestyle*
- *Unit 8: Fitness Testing for Sport and Exercise*

- *Unit 9: Fitness Training and Programming*
- *Unit 10: Sport and Exercise Massage*
- *Unit 12: Sports Nutrition*
- *Unit 14: Instructing Physical Activity and Exercise*
- *Unit 15: Sports Injuries.*

Recent years have seen bold attempts to regulate the sport sector and the employees and volunteers who work within it. This has included the Register of Exercise Professionals (REPs), a process of self-regulation recognising industry-based qualifications and practical competency, requiring fitness professionals to work within a Code of Ethical Practice. These BTEC units will provide much of the underpinning knowledge required for industry-recognised qualifications, such as the Level 3 NVQ in Personal Training, which would in turn enable learners to gain membership of the Register of Exercise Professionals.

Those who wish to progress to a higher education qualification in a specific sport and exercise science-related area should consider the content of the qualification(s) they are interested in, and select optional units that will provide a good introduction to the subject. For example, those who wish to progress to further study in sport and exercise sciences could select optional units that reflect the core elements of sport and exercise sciences including:

- *Unit 6: Sports Biomechanics in Action*
- *Unit 11: Analysis of Sports Performance*
- *Unit 15: Sports Injuries*
- *Unit 16: Sports Coaching*
- *Unit 17: Practical Individual Sports*
- *Unit 20: Applied Sport and Exercise Psychology*
- *Unit 21: Applied Sport and Exercise Physiology*
- *Unit 22: Exercise for Specific Groups*
- *Unit 24: Sports Facilities and Operational Management*
- *Unit 25: Research Investigation in Sport and Exercise Sciences*
- *Unit 26: Laboratory and Experimental Methods in Sport and Exercise Sciences*
- *Unit 27: Profiling Sports Performance.*

The BTEC qualifications in this specification have been designed to build on learning from Key Stage 4 or other level 2 qualifications, for those who may wish to explore a vocational route at level 3. They provide a suitable foundation for further study within the sector through to progression on to qualifications such as the BTEC Higher Nationals in Sport or related areas.

These BTEC qualifications are 'mode-free' and as such allow those already employed in the sport and active leisure sector to study for the BTEC Certificate, Subsidiary Diploma, 90-credit Diploma, Diploma or Extended Diploma in Sport and Exercise Sciences, on a part-time basis, using their industry knowledge and expertise gained from the workplace to develop evidence towards meeting the assessment and grading criteria.

The qualifications provide opportunities for learners to focus on the development of personal, learning and thinking skills, Functional Skills, and wider skills in a sporting context, such as environmental issues and health and safety considerations.

The revision of this specification has provided an exciting development opportunity to effectively 'add value' to BTEC Sport and Exercise Sciences qualifications by signposting units to additional qualifications including the:

- Community Sports Leaders Award
- Higher Sports Leaders Award
- Health and Safety Executive (HSE) First Aid qualifications.

The BTEC qualifications in this specification are not intended to provide competence for these additional qualifications, but are aimed at providing a route and preparing learners should they proceed to take these qualifications alongside their programme of study.

The specification also includes:

- new level 4 units incorporated within the level 3 structure, aimed at helping to effectively bridge the gap between college/school and progression to further study at undergraduate degree level or a professional qualification in sport or related areas
- more detailed signposting to National Occupational Standards (NOS) for the Sport and Active Leisure sector. The learning outcomes and content of the units is informed by the content of the NOS. However, there are no competency-based units in the qualification and therefore it should not be used as an indicator of learners' competence in sport.

The assessment approach for these BTEC qualifications allows learners to receive feedback on their progress throughout the course as they provide evidence towards meeting the unit assessment and grading criteria.

It is important that during the course learners take on the role of being employed within the sport and active leisure industry when completing assignments/activities. This can be achieved by setting assignments/activities with a scenario which reflects tasks/projects that sports employees would be undertaking in the workplace. For example, a health fitness instructor conducting client health and fitness assessments.

Evidence for assessment may be generated through a range of activities including workplace assessment, role play and presentations. Learners should be encouraged to take responsibility for their own learning and achievement, taking into account industry standards for behaviour and performance.

National Occupational Standards

These BTEC qualifications are designed to provide much of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs. NOS form the basis of National Vocational Qualifications (NVQs). The qualifications in this specification do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

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

Edexcel BTEC Level 3 qualifications in Sport and Exercise Sciences relate to the following NOS:

- Level 3 NVQ in Instructing Physical Activity and Exercise
- Level 3 NVQ in Achieving Excellence in Sports Performance
- Level 3 NVQ in Sports Development.

Rules of combination for Edexcel BTEC Level 3 qualifications in this specification

The rules of combination specify the:

- total credit value of the qualification
- the minimum credit to be achieved at, or above, the level of the qualification
- the mandatory unit credit
- the optional unit credit
- the maximum credit that can come from other QCF level 3 BTEC units.

When combining units for a BTEC qualification, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 3 Certificate

- 1 Qualification credit value: a minimum of 30 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 23 credits.
- 3 Mandatory unit credit: 30 credits.
- 4 This qualification is not designed to include credit from other QCF level 3 BTEC units.

Edexcel BTEC Level 3 Subsidiary Diploma

- 1 Qualification credit value: a minimum of 60 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 45 credits.
- 3 Mandatory unit credit: 30 credits.
- 4 Optional unit credit: 30 credits.
- 5 A maximum of 5 optional credits can come from other QCF level 3 BTEC units to meet local needs.

Edexcel BTEC Level 3 90-credit Diploma

- 1 Qualification credit value: a minimum of 90 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 68 credits.
- 3 Mandatory unit credit: 40 credits.
- 4 Optional unit credit: 50 credits.
- 5 A maximum of 10 optional credits can come from other QCF level 3 BTEC units to meet local needs.



Edexcel BTEC Level 3 Diploma

- 1 Qualification credit value: a minimum of 120 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 90 credits.
- 3 Mandatory unit credit: 50 credits.
- 4 Optional unit credit: 70 credits.
- 5 A maximum of 10 optional credits can come from other QCF level 3 BTEC units to meet local needs.

Edexcel BTEC Level 3 Extended Diploma

- 1 Qualification credit value: a minimum of 180 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 135 credits.
- 3 Mandatory unit credit: 60 credits.
- 4 Optional unit credit: 120 credits.
- 5 A maximum of 30 optional credits can come from other QCF level 3 BTEC units to meet local needs.

Edexcel BTEC Level 3 Certificate in Sport and Exercise Sciences

The Edexcel BTEC Level 3 Certificate in Sport and Exercise Sciences is a 30-credit and 180-guided-learning-hour (GLH) qualification that consists of **three** mandatory units that provide for a combined total of 30 credits (where at least 23 credits must be at level 3 or above).

The units for the BTEC qualifications in this specification are available on our website (www.edexcel.com).

Edexcel BTEC Level 3 Certificate in Sport and Exercise Sciences (QCF)			
Unit	Mandatory units – all three units must be taken:	Credit	Level
1	Anatomy for Sport and Exercise	10	3
2	Sport and Exercise Physiology	10	3
3	Sport and Exercise Psychology	10	3

Edexcel BTEC Level 3 Subsidiary Diploma in Sport and Exercise Sciences

The Edexcel BTEC Level 3 Subsidiary Diploma in Sport and Exercise Sciences is a 60-credit and 360-guided-learning-hour (GLH) qualification that consists of **three** mandatory units **plus** optional units that provide for a combined total of 60 credits (where at least 45 credits must be at level 3 or above).

The units for the BTEC qualifications in this specification are available on our website (www.edexcel.com).

Edexcel BTEC Level 3 Subsidiary Diploma in Sport and Exercise Sciences (QCF)			
Unit	Mandatory units – all three units must be taken:	Credit	Level
1	Anatomy for Sport and Exercise	10	3
2	Sport and Exercise Physiology	10	3
3	Sport and Exercise Psychology	10	3
Unit	Optional units – three units must be taken from:		
4	Research Methods for Sport and Exercise Sciences	10	3
5	Research Project in Sport and Exercise Sciences	10	3
6	Sports Biomechanics in Action	10	3
7	Exercise, Health and Lifestyle	10	3
8	Fitness Testing for Sport and Exercise	10	3
9	Fitness Training and Programming	10	3
10	Sport and Exercise Massage	10	3
12	Sports Nutrition	10	3
13	Current Issues in Sport	10	3
14	Instructing Physical Activity and Exercise	10	3
15	Sports Injuries	10	3
16	Sports Coaching*	10	3
17	Practical Individual Sports*	10	3
18	Practical Team Sports*	10	3
23	Work Experience in Sport	10	3

* Learners may only select **one** of these three units

Edexcel BTEC Level 3 90-credit Diploma in Sport and Exercise Sciences

The Edexcel BTEC Level 3 90-credit Diploma in Sport and Exercise Sciences is a 90-credit qualification that consists of **four** mandatory units **plus** optional units that provide for a combined total of 90 credits (where at least 68 credits must be at level 3 or above).

The units for the BTEC qualifications in this specification are available on our website (www.edexcel.com).

Edexcel BTEC Level 3 90-credit Diploma in Sport and Exercise Sciences (QCF)			
Unit	Mandatory units – all four units must be taken:	Credit	Level
1	Anatomy for Sport and Exercise	10	3
2	Sport and Exercise Physiology	10	3
3	Sport and Exercise Psychology	10	3
4	Research Methods for Sport and Exercise Sciences	10	3
Unit	Optional units – five units must be taken from:		
5	Research Project in Sport and Exercise Sciences	10	3
6	Sports Biomechanics in Action	10	3
7	Exercise, Health and Lifestyle	10	3
8	Fitness Testing for Sport and Exercise	10	3
9	Fitness Training and Programming	10	3
10	Sport and Exercise Massage	10	3
12	Sports Nutrition	10	3
13	Current Issues in Sport	10	3
14	Instructing Physical Activity and Exercise	10	3
15	Sports Injuries	10	3
16	Sports Coaching *	10	3
17	Practical Individual Sports *	10	3
18	Practical Team Sports *	10	3
23	Work Experience in Sport	10	3
25	Research Investigation in Sport and Exercise Sciences	10	4
26	Laboratory and Experimental Methods in Sport and Exercise Sciences	10	4
27	Profiling Sports Performance	10	4

* Learners may only take **one** of these units

Edexcel BTEC Level 3 Diploma in Sport and Exercise Sciences

The Edexcel BTEC Level 3 Diploma in Sport and Exercise Sciences is a 120-credit and 720-guided-learning-hour (GLH) qualification that consists of **five** mandatory units **plus** optional units that provide for a combined total of 120 credits (where at least 90 credits must be at level 3 or above).

The units for the BTEC qualifications in this specification are available on our website (www.edexcel.com).

Edexcel BTEC Level 3 Diploma in Sport and Exercise Sciences (QCF)			
Unit	Mandatory units – all five units must be taken:	Credit	Level
1	Anatomy for Sport and Exercise	10	3
2	Sport and Exercise Physiology	10	3
3	Sport and Exercise Psychology	10	3
4	Research Methods for Sport and Exercise Sciences	10	3
5	Research Project in Sport and Exercise Sciences	10	3
Unit	Optional units – seven units must be taken from:		
6	Sports Biomechanics in Action	10	3
7	Exercise, Health and Lifestyle	10	3
8	Fitness Testing for Sport and Exercise	10	3
9	Fitness Training and Programming	10	3
10	Sport and Exercise Massage	10	3
11	Analysis of Sports Performance	10	3
12	Sports Nutrition	10	3
13	Current Issues in Sport	10	3
14	Instructing Physical Activity and Exercise	10	3
15	Sports Injuries	10	3
16	Sports Coaching	10	3
17	Practical Individual Sports*	10	3
18	Practical Team Sports*	10	3
19	Outdoor and Adventurous Activities*	10	3
23	Work Experience in Sport	10	3
25	Research Investigation in Sport and Exercise Sciences	10	4
26	Laboratory and Experimental Methods in Sport and Exercise Sciences	10	4
27	Profiling Sports Performance	10	4

* Learners may only select **one** of these three units

Edexcel BTEC Level 3 Extended Diploma in Sport and Exercise Sciences

The Edexcel BTEC Level 3 Extended Diploma in Sport and Exercise Sciences is a 180-credit and 1080-guided-learning-hour (GLH) qualification that consists of **six** mandatory units **plus** optional units that provide for a combined total of 180 credits (where at least 135 credits must be at level 3 or above).

The units for the BTEC qualifications in this specification are available on our website (www.edexcel.com).

Edexcel BTEC Level 3 Extended Diploma in Sport and Exercise Sciences (QCF)			
Unit	Mandatory units – all six units must be taken:	Credit	Level
1	Anatomy for Sport and Exercise	10	3
2	Sport and Exercise Physiology	10	3
3	Sport and Exercise Psychology	10	3
4	Research Methods for Sport and Exercise Sciences	10	3
5	Research Project in Sport and Exercise Sciences	10	3
8	Fitness Testing for Sport and Exercise	10	3
Unit	Optional units – twelve units must be taken from:		
6	Sports Biomechanics in Action	10	3
7	Exercise, Health and Lifestyle	10	3
9	Fitness Training and Programming	10	3
10	Sport and Exercise Massage	10	3
11	Analysis of Sports Performance	10	3
12	Sports Nutrition	10	3
13	Current Issues in Sport	10	3
14	Instructing Physical Activity and Exercise	10	3
15	Sports Injuries	10	3
16	Sports Coaching	10	3
17	Practical Individual Sports*	10	3
18	Practical Team Sports*	10	3
19	Outdoor and Adventurous Activities*	10	3
20	Applied Sport and Exercise Psychology	10	3
21	Applied Sport and Exercise Physiology	10	3
22	Exercise for Specific Groups	10	3
23	Work Experience in Sport	10	3
24	Sports Facilities and Operational Management	10	3
25	Research Investigation in Sport and Exercise Sciences	10	4
26	Laboratory and Experimental Methods in Sport and Exercise Sciences	10	4
27	Profiling Sports Performance	10	4

* Learners may only select **two** of these three units

Assessment and grading

All units are internally assessed in the BTEC qualifications in this specification.

All assessment for the BTEC qualifications in this specification is criterion referenced, based on the achievement of specified learning outcomes. Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied **all** the pass assessment criteria
- to achieve a 'merit' a learner must additionally have satisfied **all** the merit grading criteria
- to achieve a 'distinction' a learner must additionally have satisfied **all** the distinction grading criteria.

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

Grading domains

The grading criteria are developed in relation to grading domains which are exemplified by a number of indicative characteristics at the level of the qualification.

There are four BTEC grading domains:

- application of knowledge and understanding
- development of practical and technical skills
- personal development for occupational roles
- application of generic skills.

Please refer to *Annexe B* which shows the merit and distinction indicative characteristics.

Guidance

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

- meet the assessment and grading criteria and
- achieve the learning outcomes within the units.

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

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

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

When looking at the assessment and grading grids and designing assignments, centres are encouraged to identify common topics and themes.

The units include guidance on appropriate assessment methodology. A central feature of vocational assessment is that it allows for assessment to be:

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

Calculation of the qualification grade

Pass qualification grade

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

Qualification grades above pass grade

Learners will be awarded a merit or distinction or distinction* qualification grade (or combination of these grades appropriate to the qualification) by the aggregation of points gained through the successful achievement of individual units. The number of points available is dependent on the unit level and grade achieved, and the credit size of the unit (as shown in the *points available for credits achieved at different QCF levels and unit grades* below).

Points available for credits achieved at different QCF Levels and unit grades

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

Unit QCF level	Points per credit		
	Pass	Merit	Distinction
Level 2	5	6	7
Level 3	7	8	9
Level 4	9	10	11

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table will achieve the qualification merit or distinction or distinction* grade (or combinations of these grades appropriate to the qualification).

Qualification grade

BTEC Level 3 Certificate

Points range above pass grade	Grade	
230-249	Merit	M
250-259	Distinction	D
260 and above	Distinction*	D*

BTEC Level 3 Subsidiary Diploma

Points range above pass grade	Grade	
460-499	Merit	M
500-519	Distinction	D
520 and above	Distinction*	D*

BTEC Level 3 90-credit Diploma

Points range above pass grade	Grade
660-689	MP
690-719	MM
720-749	DM
750-769	DD
770-789	D*D
790 and above	D*D*

BTEC Level 3 Diploma

Points range above pass grade	Grade
880-919	MP
920-959	MM
960-999	DM
1000-1029	DD
1030-1059	D*D
1060 and above	D*D*

BTEC Level 3 Extended Diploma

Points range above pass grade	Grade
1300-1339	MPP
1340-1379	MMP
1380-1419	MMM
1420-1459	DMM
1460-1499	DDM
1500-1529	DDD
1530-1559	D*DD
1560-1589	D*D*D
1590 and above	D*D*D*

Please refer to *Annexe G* for examples of calculation of qualification grade above pass grade.

Quality assurance of centres

Edexcel's qualification specifications set out the standard to be achieved by each learner in order for them to gain the qualification. This is done throughout the learning outcomes, and assessment and grading criteria in each unit. Further guidance on delivery and assessment is given in the *Essential guidance for tutors* section in each unit. This section is designed to provide guidance related to the unit to support tutors, deliverers and assessors and to provide coherence of understanding and a consistency of delivery and assessment.

Approval

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

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

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

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

The key principles of quality assurance are that:

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

The approach of quality assured assessment is made through a partnership between an approved centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

Edexcel monitors and supports centres in the effective operation of assessment and quality assurance. The methods which it uses to do this for BTEC programmes accredited under the Qualifications and Credit Framework (QCF) include:

- ensuring that all centres have completed appropriate declarations at the time of approval undertaking approval visits to centres where necessary
- requiring all centres to appoint a Lead Internal Verifier for designated groups of programmes and to ensure that this person is trained and supported in carrying out that role
- requiring that the Lead Internal Verifier completes compulsory online standardisation related to assessment and verification decisions for the designated programme
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

Edexcel Quality Assurance Handbook

Centres should refer to the *UK BTEC Quality Assurance Handbook*, issued annually, for detailed guidance.

An approved centre must make certification claims only when authorised by Edexcel and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance will be prevented from seeking certification for individual programmes or for all BTEC programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

Programme design and delivery

The BTEC qualifications in this specification consist of mandatory units and optional units. Optional units are designed to provide a focus to the qualification and more specialist opportunities.

In BTEC qualifications each unit has a number of guided learning hours.

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learner's achievements. It does not include time spent by staff in day to day marking of assignments where the learner is not present.

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

Mode of delivery

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

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

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

Resources

The BTEC qualifications in this specification are designed to prepare learners for employment in specific occupational sectors. Physical resources need to support the delivery of the programme and the proper assessment of the learning outcomes and should, therefore, normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

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

Delivery approach

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

An outline learning plan is included in every unit as guidance to demonstrate one way of planning the delivery and assessment of the unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.

Where the qualification has been designated and approved as a Technical Certificate and forms part of an Apprenticeship scheme, particular care needs to be taken to build strong links between the learning and assessment for the BTEC qualification and the related NVQs and Functional Skills that also contribute to the scheme.

Meeting local needs

Centres should note that the qualifications set out in this specification have been developed in consultation with centres and employers and the Sector Skills Councils or the Standards Setting Bodies for the relevant sector. Centres should make maximum use of the choice available to them within the optional units to meet the needs of their learners, and local skills and training needs.

In certain circumstances, units in this specification might not allow centres to meet a local need. In this situation, Edexcel will ensure that the rule of combination allows centres to make use of units from other standard QCF BTEC specifications. Centres are required to ensure that the coherence and purpose of the qualification is retained and to ensure that the vocational focus is not diluted.

For information on limitations on variations from standard specifications see *Rules of combination for Edexcel BTEC Level 3 qualifications in this specification*.

These units cannot be used at the expense of the mandatory units in any qualification.

Additional and specialist learning

Additional and specialist learning (ASL) consists of accredited qualifications. The ASL may include BTEC qualifications which are also available to learners not following a Diploma course of study.

Qualifications that are valid against different lines of principal learning can be identified on the Register of Regulated Qualifications.

Functional Skills

The BTEC qualifications in this specification give learners opportunities to develop and apply Functional Skills.

Functional Skills are offered as stand-alone qualifications at level 2. See individual units for opportunities to cover ICT, Mathematics and English Functional Skills.

Personal, learning and thinking skills

Opportunities are available to develop personal, learning and thinking skills (PLTS) within a sector-related context. PLTS are identified in brackets after the unit pass criteria to which they are associated and they are also mapped in *Annexe C*. Further opportunities for learners to demonstrate these skills may arise as learners progress throughout their learning.

Access and recruitment

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

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

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

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a level 3 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a BTEC Level 2 qualification in Sport or a related vocational area
- a standard of literacy and numeracy supported by a general education equivalent to four GCSEs at grade A*-C
- other related level 2 qualifications
- related work experience.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

Restrictions on learner entry

Most BTEC qualifications are accredited on the QCF for learners aged 16 years and over.

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

The BTEC qualifications in this specification are listed on the DfE funding lists under Section 96 of the Learning and Skills Act 2000.

Access arrangements for learners with disabilities and special needs

Equality and fairness are central to our work. Edexcel's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications should be awarded in a way that is fair to every learner.

We are committed to ensuring that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be fairly compared to the achievement of their peers.

Details on how to make adjustments for learners with protected characteristics are given in the policy document *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website.

Recognition of Prior Learning

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

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

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable.

Unit format

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

Each unit has the following sections.

Unit title

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

QCF level

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

Credit value

Each unit in BTEC qualifications has a credit value; learners will be awarded credits for the successful completion of whole units.

A credit value specifies the number of credits that will be awarded to a learner who has met all the learning outcomes of the unit.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learner's achievements. It does not include time spent by staff in day to day marking of assignments or homework where the learner is not present.

Aim and purpose

The aim is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

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

Learning outcomes

Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related NOS. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the pass, merit and distinction grading criteria.

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

Relationship between content and assessment criteria

The learner must have the opportunity within the delivery of the unit to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment and grading criteria. The merit and distinction grading criteria enable the learner to achieve higher levels of performance in acquisition of knowledge, understanding and skills.

Content structure and terminology

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

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

Assessment and grading grid

Each grading grid gives the assessment and grading criteria used to determine the evidence that each learner must produce in order to receive a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria require a qualitative improvement in a learner's evidence and not simply the production of more evidence at the same level.

Essential guidance for tutors

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

- *Delivery* – explains the content's relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Outline learning plan* – the outline learning plan has been included in every unit as guidance and demonstrates one way in planning the delivery and assessment of a unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher grades. This section should be read in conjunction with the grading criteria.
- *Suggested programme of assignments* – the table shows how the suggested assignments match and cover the assessment and grading criteria.
- *Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications* – sets out links with other units within the qualification. These links can be used to ensure that learners make connections between units, resulting in a coherent programme of learning. The links show opportunities for integration of learning, delivery and assessment.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Employer engagement and vocational contexts* – provides a short list of agencies, networks and other useful contacts for employer engagement and for sources of vocational contexts.
- *Indicative reading for learners* – gives a list of resource materials for learners that benchmark the level of study.

Further information

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

Useful publications

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

Edexcel Publications

Adamsway

Mansfield

Nottinghamshire NG18 4FN

Telephone: 01623 467 467

Fax: 01623 450 481

Email: publication.orders@edexcel.com

Related information and publications include:

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

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

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

How to obtain National Occupational Standards

Please contact:

SkillsActive

Castlewood House

77-91 New Oxford Street

London WC1A 1PX

Telephone: 020 7632 2000

Fax: 020 7632 2001

Email: skills@skillsactive.com

Website: www.skillsactive.com

Professional development and training

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

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

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

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

Our customer service numbers are:

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

Calls may be recorded for training purposes.

The training we provide:

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



Annexe A

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

QCF Level	General Qualifications	BTEC Full VRQ Courses	BTEC Short Courses	NVQ/Occupational
5		BTEC HNC/Ds in Sport and Leisure Management and Sport and Exercise Sciences		
4		BTEC HNCs in Sport and Leisure Management and Sport and Exercise Sciences		
3	Advanced Subsidiary GCES Physical Education and Leisure Studies Advanced GCES Physical Education and Leisure Studies	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, 90-credit Diploma, Diploma and Extended Diploma in Sport and Sport & Exercise Sciences	BTEC Level 3 Certificate and Diploma in Sailing and Watersports	NVQs in Sports Development, Leisure Management, Achieving Excellence in Sports Performance, Personal Training and Spectator Safety
2	GCSE Physical Education (full and short course)	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Sport	BTEC Level 2 Subsidiary Certificate and Certificate in Sailing and Watersports	NVQs in Activity Leadership, Instructing Exercise and Fitness, Operational Services, Spectator Safety and Sport & Play Surfaces
1		BTEC Introductory Certificate and Diploma in Sport and Leisure	BTEC Award/Certificate/Diploma in Sport and Active Leisure	NVQ in Sport, Recreation and Allied Occupations
Entry	Entry Level Certificate in Physical Education	Entry level Certificate in Skills for Working Life (Sport and Recreation) Entry level BTEC Award in Sport and Active Leisure		



Annexe B

Grading domains: BTEC level 3 generic grading domains

Grading domain 1	Indicative characteristics – merit	Indicative characteristics – distinction
<p>Application of knowledge and understanding</p> <p>(Learning outcome stem <i>understand or know</i>)</p>	<ul style="list-style-type: none"> Shows depth of knowledge and development of understanding in familiar and unfamiliar situations (for example explain why, makes judgements based on analysis). Applies and/or selects concepts showing comprehension of often complex theories. Applies knowledge in often familiar and unfamiliar contexts. Applies knowledge to non-routine contexts (eg assessor selection). Makes reasoned analytical judgements. Shows relationships between pass criteria. 	<ul style="list-style-type: none"> Synthesises knowledge and understanding across pass and merit criteria. Evaluates complex concepts/ideas/ actions and makes reasoned and confident judgements. Uses analysis, research and evaluation to make recommendations and influence proposals. Analyses implications of application of knowledge/understanding. Accesses and evaluates knowledge and understanding to advance complex activities/contextes. Shows relationships with pass and merit criteria. Responds positively to evaluation.
Grading domain 2	Indicative characteristics – merit	Indicative characteristics – distinction
<p>Development of practical and technical skills</p> <p>(Learning outcome stem <i>be able to</i>)</p>	<ul style="list-style-type: none"> Deploys appropriate advanced techniques/processes/skills. Applies technical skill to advance non-routine activities. Advances practical activities within resource constraints. Produces varied solutions (including non-routine). Modifies techniques/processes to situations. Shows relationship between pass criteria. 	<ul style="list-style-type: none"> Demonstrates creativity/originality/own ideas. Applies skill(s) to achieve higher order outcome. Selects and uses successfully from a range of advanced techniques/ processes/skills. Reflects on skill acquisition and application. Justifies application of skills/methods. Makes judgements about risks and limitations of techniques/processes. Innovates or generates new techniques/ processes for new situations. Shows relationship with pass and merit criteria.

Grading domain 3	Indicative characteristics – merit	Indicative characteristics – distinction
<p>Personal development for occupational roles</p> <p>(Any learning outcome stem)</p>	<ul style="list-style-type: none"> • Takes responsibility in planning and undertaking activities. • Reviews own development needs. • Finds and uses relevant information sources. • Acts within a given work-related context showing understanding of responsibilities. • Identifies responsibilities of employers to the community and the environment. • Applies qualities related to the vocational sector. • Internalises skills/attributes (creating confidence). 	<ul style="list-style-type: none"> • Manages self to achieve outcomes successfully. • Plans for own learning and development through the activities. • Analyses and manipulates information to draw conclusions. • Applies initiative appropriately. • Assesses how different work-related contexts or constraints would change performance. • Reacts positively to changing work-related contexts • Operates ethically in work-related environments. • Takes decisions related to work contexts. • Applies divergent and lateral thinking in work-related contexts. • Understands interdependence.
Grading domain 4	Indicative characteristics – merit	Indicative characteristics – distinction
<p>Application of generic skills</p> <p>(Any learning outcome stem)</p>	<ul style="list-style-type: none"> • Communicates effectively using appropriate behavioural and language registers. • Communicates with clarity and influence. • Makes judgements in contexts with explanations. • Explains how to contribute within a team. • Demonstrates positive contribution to team(s). • Makes adjustments to meet the needs/ expectations of others (negotiation skills). • Selects and justifies solutions for specified problems. 	<ul style="list-style-type: none"> • Presents self and communicates information to meet the needs of a variety of audience. • Identifies strategies for communication. • Shows innovative approaches to dealing with individuals and groups. • Takes decisions in contexts with justifications. • Produces outputs subject to time/ resource constraints. • Reflects on own contribution to working within a team. • Generates new or alternative solutions to specified problems. • Explores entrepreneurial attributes.

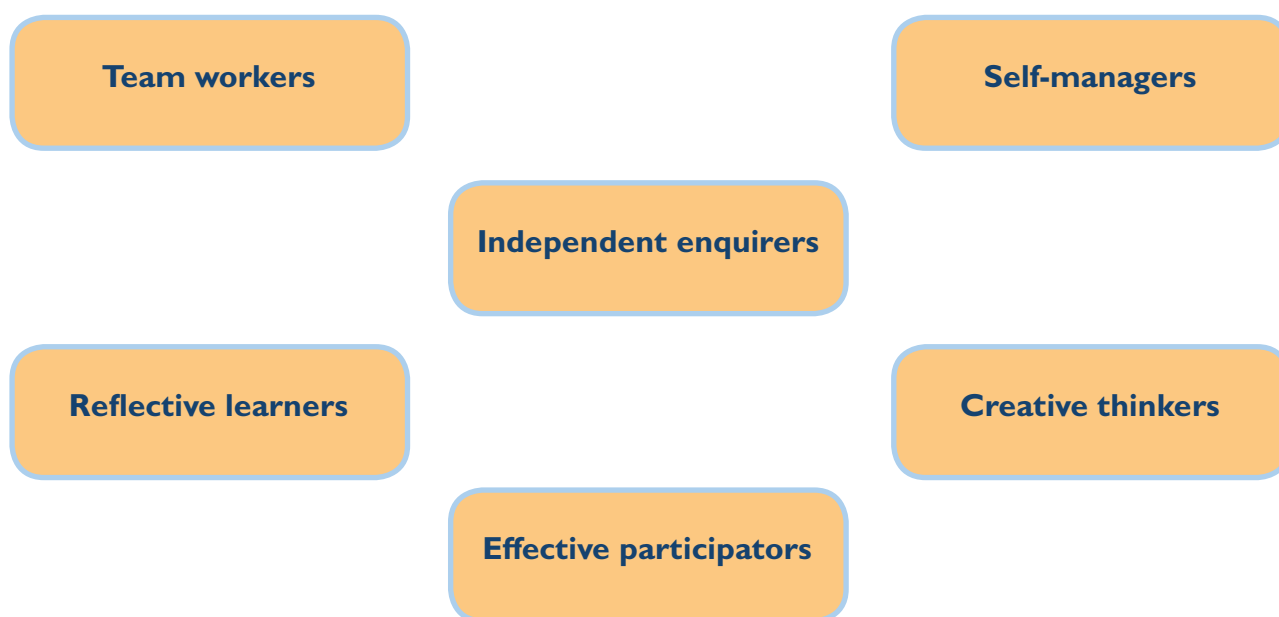
Annexe C

Personal, learning and thinking skills

A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11–19 IN ENGLAND

The framework comprises six groups of skills that, together with the Functional Skills of English, Mathematics and ICT, are essential to success in learning, life and work. In essence the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.



For each group there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also inter-connected. Young people are likely to encounter skills from several groups in any one learning experience. For example an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts 11–19.

The Skills

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership role
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed
- manage their emotions, and build and maintain relationships.

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

PLTS performance indicator (suggested recording sheet)

Name:	Date:				
	Level of success 1 = low, 5 = high				
Independent enquirers					
Identify questions to answer and problems to resolve	1	2	3	4	5
Plan and carry out research, appreciating the consequences of decisions	1	2	3	4	5
Explore issues, events or problems from different perspectives	1	2	3	4	5
Analyse and evaluate information, judging its relevance and value	1	2	3	4	5
Consider the influence of circumstances, beliefs and feelings on decisions and events	1	2	3	4	5
Support conclusions, using reasoned arguments and evidence	1	2	3	4	5
Creative thinkers					
Generate ideas and explore possibilities	1	2	3	4	5
Ask questions to extend their thinking	1	2	3	4	5
Connect their own and others' ideas and experiences in inventive ways	1	2	3	4	5
Question their own and others' assumptions	1	2	3	4	5
Try out alternatives or new solutions and follow ideas through	1	2	3	4	5
Adapt ideas as circumstances change	1	2	3	4	5
Reflective learners					
Assess themselves and others, identifying opportunities and achievements	1	2	3	4	5
Set goals with success criteria for their development and work	1	2	3	4	5
Review progress, acting on the outcomes	1	2	3	4	5
Invite feedback and deal positively with praise, setbacks and criticism	1	2	3	4	5
Evaluate experiences and learning to inform future progress	1	2	3	4	5
Communicate their learning in relevant ways for different audiences	1	2	3	4	5

Team workers					
Collaborate with others to work towards common goals	1	2	3	4	5
Reach agreements, managing discussions to achieve results	1	2	3	4	5
Adapt behaviour to suit different roles and situations, including leadership roles	1	2	3	4	5
Show fairness and consideration to others	1	2	3	4	5
Take responsibility, showing confidence in themselves and their contribution	1	2	3	4	5
Provide constructive support and feedback to others	1	2	3	4	5
Self-managers					
Seek out challenges or new responsibilities and show flexibility when priorities change	1	2	3	4	5
Work towards goals, showing initiative, commitment and perseverance	1	2	3	4	5
Organise time and resources, prioritising actions	1	2	3	4	5
Anticipate, take and manage risks	1	2	3	4	5
Deal with competing pressures, including personal and work-related demands	1	2	3	4	5
Respond positively to change, seeking advice and support when needed	1	2	3	4	5
Manage their emotions, and build and maintain relationships.	1	2	3	4	5
Effective participators					
Discuss issues of concern, seeking resolution where needed	1	2	3	4	5
Present a persuasive case for action	1	2	3	4	5
Propose practical ways forward, breaking these down into manageable steps	1	2	3	4	5
Identify improvements that would benefit others as well as themselves	1	2	3	4	5
Try to influence others, negotiating and balancing diverse views to reach workable solutions	1	2	3	4	5
Act as an advocate for views and beliefs that may differ from their own	1	2	3	4	5

Note to learner: The circled number represents an indication of your PLTS performance so far.

Note to tutor: Indicate the level of success by circling the appropriate number during your feedback with the learner.

Summary of the PLTS coverage throughout the programme

Personal, learning and thinking skills	Unit																										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Independent enquirers	✓	✓	✓	✓	✓		✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Creative thinkers					✓	✓	✓	✓	✓			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reflective learners					✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Team workers						✓		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Self-managers	✓				✓	✓				✓		✓		✓	✓	✓			✓	✓			✓	✓	✓		✓
Effective participators						✓	✓			✓	✓			✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓
✓ – opportunities for development																											

Annexe D

Wider curriculum mapping

The BTEC qualifications in this specification give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues, as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

The BTEC qualifications in this specification make a positive contribution to wider curricular areas as appropriate.

Spiritual, moral, ethical, social and cultural issues

These qualifications contribute to an understanding of:

- **spiritual issues** – for example when learners are learning about their strengths and areas for improvement and learning to coach others, particularly in *Unit 14: Instructing Physical Activity and Exercise*, *Unit 16: Sports Coaching*, *Unit 17: Practical Individual Sports* and *Unit 18: Practical Team Sports*
- **moral and ethical issues** – for example when learners are examining the wider impact of sport on society at grassroots level, particularly in *Unit 13: Current Issues in Sport*, and when learners are working with others, particularly in *Unit 14: Instructing Physical Activity and Exercise*, *Unit 16: Sports Coaching* and *Unit 22: Exercise for Specific Groups*
- **social and cultural issues** – for example when learners are examining barriers to sports participation, particularly in *Unit 13: Current Issues in Sport*.

Citizenship issues

Learners undertaking the BTEC qualifications in this specification will have the opportunity to develop their understanding of citizenship issues, for example when considering the role of sport in society, particularly in *Unit 13: Current Issues in Sport*.

Environmental issues

Learners undertaking the BTEC qualifications in this specification will have the opportunity to develop their understanding of environmental issues, for example when learners are exploring environmental considerations through active participation in *Unit 19: Outdoor and Adventurous Activities*.

European developments

Much of the content of the BTEC qualifications in this specification applies throughout Europe even though delivery is in a UK context.

Health and safety considerations

The BTEC qualifications in this specification are practically based and health and safety issues are encountered throughout the units.

Equal opportunities issues

Equal opportunities issues are implicit throughout the BTEC qualifications in this specification.

Wider curriculum mapping

Level 3

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26	Unit 27		
Spiritual	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Moral and ethical	✓			✓	✓		✓	✓	✓	✓			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Social and cultural				✓	✓		✓	✓	✓			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Citizenship issues			✓	✓	✓		✓	✓	✓				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Environmental issues					✓															✓									
European developments					✓		✓					✓	✓			✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	
Health and safety considerations		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Equal opportunities issues			✓	✓	✓	✓	✓	✓	✓																				

Annexe E

National Occupational Standards/mapping with NVQs

The grid on the next page maps the knowledge covered in the Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, 90-credit Diploma, Diploma and Extended Diploma in Sport and Exercise Sciences against the underpinning knowledge of the Level 3 NVQ in Coaching, Teaching and Instructing, Level 3 NVQ in Instructing Physical Activity and Exercise, Level 3 NVQ in Achieving Excellence in Sports Performance, Level 3 NVQ in Sports Development, SkillsActive SSC National Occupational Standards.

KEY

- ✓ indicates significant coverage of the underpinning knowledge of the NVQ unit
- a blank space indicates no significant coverage of the underpinning knowledge

	Unit 1: Anatomy for Sport and Exercise	Unit 2: Sport and Exercise Physiology	Unit 3: Sport and Exercise Psychology	Unit 6: Sports Biomechanics in Action	Unit 7: Exercise, Health and Lifestyle	Unit 8: Fitness Testing for Sport and Exercise	Unit 9: Fitness Training and Programming	Unit 10: Sport and Exercise Massage	Unit 11: Analysis of Sports Performance	Unit 12: Sports Nutrition	Unit 15: Sports Injuries	Unit 16: Sports Coaching	Unit 17: Practical Individual Sports	Unit 18: Practical Team Sports	Unit 20: Applied Sport and Exercise Psychology	Unit 21: Applied Sport and Exercise Physiology	Unit 22: Exercise for Specific Groups	Unit 26: Laboratory and Experimental Methods in Sport and Exercise Sciences	Unit 27: Profiling Sports Performance
Unit D432: Coach athletes in the training to train stage						✓													
D432.1						✓												✓	
Unit D434: Coach athletes in the training to win stage						✓												✓	
D434.1						✓												✓	
Unit D436: Apply the principles of nutrition to a coaching programme																			
D436.1										✓									
Unit D511: Assist athletes to prevent and manage injury																			
D511.1																			
D511.2											✓								
Unit D512: Apply the principles of flexibility to a coaching programme																			
D512.1	✓					✓	✓												

NVQ/SVQ Level 3 Instructing Physical Activity and Exercise

	Unit 1: Anatomy for Sport and Exercise	Unit 2: Sport and Exercise Physiology	Unit 7: Exercise, Health and Lifestyle	Unit 8: Fitness Testing for Sport and Exercise	Unit 9: Fitness Training and Programming	Unit 12: Sports Nutrition	Unit 14: Instructing Physical Activity and Exercise	Unit 15: Sports Injuries	Unit 20: Applied Sport and Exercise Psychology	Unit 21: Applied Sport and Exercise Physiology	Unit 22: Exercise for Specific Groups
Core level 3 Instructing Physical Activity and Exercise Knowledge requirements	✓	✓	✓	✓	✓				✓		
Unit A318: Manage, evaluate and improve own performance in providing physical activity											
A318.1											
A318.2							✓				✓
A318.3							✓				✓
Unit D437: Collect and analyse information to plan a progressive physical activity programme											
D437.1			✓				✓				
D437.2			✓				✓				
Unit D438: Plan, review and adapt a progressive physical activity programme											
D438.1			✓								
D438.2								✓			
D438.3											
D438.4											

	Unit 1: Anatomy for Sport and Exercise	Unit 2: Sport and Exercise Physiology	Unit 7: Exercise, Health and Lifestyle	Unit 8: Fitness Testing for Sport and Exercise	Unit 9: Fitness Training and Programming	Unit 12: Sports Nutrition	Unit 14: Instructing Physical Activity and Exercise	Unit 15: Sports Injuries	Unit 20: Applied Sport and Exercise Psychology	Unit 21: Applied Sport and Exercise Physiology	Unit 22: Exercise for Specific Groups
Unit D439: Plan and instruct specific physical activities											
D439.1							✓				✓
D439.2							✓				✓
D439.3							✓				✓
D439.4							✓				✓
Unit D440: Apply the principles of nutrition and weight management to a progressive physical activity programme											
D440.1						✓					
D440.2						✓					
Unit D441: Adapt a physical activity programme to the needs of older adults											
Whole unit underpinning knowledge											
D441.1										✓	✓
Unit D442: Adapt a physical activity programme to the needs of disabled clients											
D442.1											✓
Unit D443: Adapt a physical activity programme to the needs of pre- and post- natal clients											
D443.1											✓
Unit D444: Integrate core stability and flexibility exercises into a physical activity programme											
D444.1					✓						

	Unit 1: Anatomy for Sport and Exercise	Unit 2: Sport and Exercise Physiology	Unit 7: Exercise, Health and Lifestyle	Unit 8: Fitness Testing for Sport and Exercise	Unit 9: Fitness Training and Programming	Unit 12: Sports Nutrition	Unit 14: Instructing Physical Activity and Exercise	Unit 15: Sports Injuries	Unit 20: Applied Sport and Exercise Psychology	Unit 21: Applied Sport and Exercise Physiology	Unit 22: Exercise for Specific Groups
Unit D445: Design and implement a physical activity programme for children and young people											
D445.1											✓
Unit D446: Adapt a physical activity programme to a specific sport											
D446.1					✓						
Unit D449: Design, agree and adapt a physical activity programme with referred patients/clients											
D449.1											✓
D449.2											✓

NVQ/SVQ Level 3 Achieving Excellence in Sports Performance

	Unit 3: Sport and Exercise Psychology	Unit 6: Sports Biomechanics in Action	Unit 7: Exercise, Health and Lifestyle	Unit 8: Fitness Testing for Sport and Exercise	Unit 9: Fitness Training and Programming	Unit 10: Sport and Exercise Massage	Unit 11: Analysis of Sports Performance	Unit 12: Sports Nutrition	Unit 15: Sports Injuries	Unit 17: Practical Individual Sports	Unit 18: Practical Team Sports	Unit 20: Applied Sport and Exercise Psychology	Unit 21: Applied Sport and Exercise Physiology	Unit 27: Profiling Sports Performance
Unit ES1: Plan, apply and evaluate your technical skills to achieve excellence in your sport														
ES1.1		✓					✓			✓	✓			✓
ES1.2		✓					✓							✓
ES1.3		✓					✓			✓	✓			✓
Unit ES2: Plan, apply and evaluate your tactical skills to achieve excellence in your sport														
ES2.1		✓					✓			✓	✓			✓
ES2.2		✓					✓							✓
ES2.3		✓					✓			✓	✓			✓
Unit ES3: Plan, apply and evaluate your physical capability to achieve excellence in your sport														
ES3.1				✓	✓		✓							✓
ES3.2					✓		✓		✓				✓	✓
ES3.3					✓		✓							✓
ES3.4								✓						✓
Unit ES4: Plan, apply and evaluate the attitudes and mental skills needed to achieve excellence in your sport														
ES4.1	✓						✓					✓		✓
ES4.2	✓						✓					✓		✓
ES4.3	✓						✓					✓		✓

	Unit 3: Sport and Exercise Psychology	Unit 6: Sports Biomechanics in Action	Unit 7: Exercise, Health and Lifestyle	Unit 8: Fitness Testing for Sport and Exercise	Unit 9: Fitness Training and Programming	Unit 10: Sport and Exercise Massage	Unit 11: Analysis of Sports Performance	Unit 12: Sports Nutrition	Unit 15: Sports Injuries	Unit 17: Practical Individual Sports	Unit 18: Practical Team Sports	Unit 20: Applied Sport and Exercise Psychology	Unit 21: Applied Sport and Exercise Physiology	Unit 27: Profiling Sports Performance
Unit ES5: Plan and manage your lifestyle to achieve excellence in your sport														
ES5.1														
ES5.2			✓			✓								
Unit ES6: Manage your sporting career														
ES6.1														
ES6.2														
ES6.3														
Unit ES7: Communicate and work effectively with other people whilst seeking to achieve excellence in your sport														
ES7.1														
ES7.2														
ES7.3														
Unit ES8: Maintain the health and safety of self and others whilst seeking to achieve excellence in your sport														
ES8.1									✓					
ES8.2									✓					

NVQ/SVQ Level 3 Sports Development

	Unit 7: Exercise, Health and Lifestyle	Unit 13: Current Issues in Sport	Unit 22: Exercise for Specific Groups	Unit 24: Sports Facilities and Operational Management
Unit C33: Work with others to improve customer service				
Whole unit underpinning knowledge				✓
Unit D210: Promote equality and diversity in sport and physical activity				
Whole unit underpinning knowledge		✓		
Unit D61: Facilitate community-based sport and physical activity				
Whole unit underpinning knowledge	✓	✓	✓	
Unit D62: Support the development of sport and physical activity in education				
Whole unit underpinning knowledge	✓	✓	✓	

Annexe F

Unit mapping overview

NQF BTEC National in Sport and Exercise Sciences (specification end date 31/08/2010)/new QCF versions of the BTEC qualifications in Sport and Exercise Sciences (specification start date 01/09/2010) – the BTEC Level 3 Certificate in Sport and Exercise Sciences, BTEC Level 3 Subsidiary Diploma in Sport and Exercise Sciences, BTEC Level 3 90-credit Diploma in Sport and Exercise Sciences, BTEC Level 3 Diploma in Sport and Exercise Sciences and the BTEC Level 3 Extended Diploma in Sport and Exercise Sciences

KEY

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

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

Old units \ New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	
Unit 1	F																							
Unit 2		F																						
Unit 3			F																					
Unit 4				F																				
Unit 5					F																			
Unit 6						F																		
Unit 7							F																	
Unit 8								F																
Unit 9									P															
Unit 10										F														
Unit 11											F													
Unit 12												F												

Old units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	
New units																								
Unit 13													P											
Unit 14														F										
Unit 15															F									
Unit 16																F								
Unit 17																	F							
Unit 18																		F						
Unit 19																			F					
Unit 20																				F				
Unit 21																					F			
Unit 22																						F		
Unit 23																							F	
Unit 24	New unit																							
Unit 25	New unit																							
Unit 26	New unit																							
Unit 27	New unit																							

Unit mapping in depth

NQF BTEC National in Sport and Exercise Sciences (specification end date 31/08/2010)/new QCF versions of the BTEC qualifications in Sport and Exercise Sciences (specification start date 01/09/2010) – the BTEC Level 3 Certificate in Sport and Exercise Sciences, BTEC Level 3 Subsidiary Diploma in Sport and Exercise Sciences, BTEC Level 3 90-credit Diploma in Sport and Exercise Sciences, BTEC Level 3 Diploma in Sport and Exercise Sciences and the BTEC Level 3 Extended Diploma in Sport and Exercise Sciences

KEY

- P – Partial mapping (some topics from the old unit appear in the new unit)
- F – Full mapping (topics in old unit match new unit exactly or almost exactly)
- NA – Not applicable; does not map to any unit in the old specification

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 1	Anatomy for Sport and Exercise	Unit 1	Anatomy for Sport and Exercise	F: The new unit contains all or almost all of the topics from the old unit
Unit 2	Sport and Exercise Physiology	Unit 2	Sport and Exercise Physiology	F: The new unit contains all or almost all of the topics from the old unit
Unit 3	Sport and Exercise Psychology	Unit 3	Sport and Exercise Psychology	F: The new unit contains all or almost all of the topics from the old unit
Unit 4	Research Methods for Sport and Exercise Sciences	Unit 4	Research Methods for Sport and Exercise Sciences	F: The new unit contains all or almost all of the topics from the old unit
Unit 5	Research Project in Sport and Exercise Sciences	Unit 5	Research Project in Sport and Exercise Sciences	F: The new unit contains all or almost all of the topics from the old unit
Unit 6	Sports Biomechanics in Action	Unit 6	Sports Biomechanics in Action	F: The new unit contains all or almost all of the topics from the old unit
Unit 7	Exercise, Health and Lifestyle	Unit 7	Exercise, Health and Lifestyle	F: The new unit contains all or almost all of the topics from the old unit
Unit 8	Fitness Testing for Sport and Exercise	Unit 8	Fitness Testing for Sport and Exercise	F: The new unit contains all or almost all of the topics from the old unit
Unit 9	Fitness Training and Programming	Unit 9	Training and Fitness for Sport	P: The new unit contains topics relating to learning outcomes 2, 3 and 4 of the old unit. <i>The new unit contains a new topic: LO2 – Be able to plan a fitness training session.</i>

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 10	Sport and Exercise Massage	Unit 10	Sport and Exercise Massage	F: The new unit contains all or almost all of the topics from the old unit
Unit 11	Analysis of Sports Performance	Unit 11	Analysis of Sports Performance	F: The new unit contains all or almost all of the topics from the old unit
Unit 12	Sports Nutrition	Unit 12	Sports Nutrition	F: The new unit contains all or almost all of the topics from the old unit
Unit 13	Current Issues in Sport	Unit 13	Sport and Society	P: The new unit contains topics relating to learning outcomes 1, 3 and 4 of the old unit. <i>The new unit contains a new topic: LO2 – Know how media and technology influence modern sport</i>
Unit 14	Instructing Physical Activity and Exercise	Unit 14	Instructing Physical Activity and Exercise	F: The new unit contains all or almost all of the topics from the old unit
Unit 15	Sports Injuries	Unit 15	Sports Injuries	F: The new unit contains all or almost all of the topics from the old unit
Unit 16	Sports Coaching	Unit 16	Sports Coaching	F: The new unit contains all or almost all of the topics from the old unit
Unit 17	Practical Individual Sports	Unit 17	Practical Individual Sports	F: The new unit contains all or almost all of the topics from the old unit
Unit 18	Practical Team Sports	Unit 18	Practical Team Sports	F: The new unit contains all or almost all of the topics from the old unit
Unit 19	Outdoor and Adventurous Activities	Unit 19	Outdoor and Adventurous Activities	F: The new unit contains all or almost all of the topics from the old unit
Unit 20	Applied Sport and Exercise Psychology	Unit 20	Applied Sport and Exercise Psychology	F: The new unit contains all or almost all of the topics from the old unit
Unit 21	Applied Sport and Exercise Physiology	Unit 21	Applied Sport and Exercise Physiology	F: The new unit contains all or almost all of the topics from the old unit
Unit 22	Exercise for Specific Groups	Unit 22	Exercise for Specific Groups	F: The new unit contains all or almost all of the topics from the old unit
Unit 23	Work Experience in Sport	Unit 23	Work-based Experience in Sport	F: The new unit contains all or almost all of the topics from the old unit

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
Unit 24	Sports Facilities and Operational Management	NEW	-	NA: This is a new unit. LO1 – Know the aims, objectives and resources of selected sports and leisure facilities. LO2 – Know the services and products offered by selected sports and leisure facilities. LO3 – Understand the skills required for working in sports and leisure facilities. LO4 – Be able to demonstrate effective operational skills
Unit 25	Research Investigation in Sport and Exercise Sciences	NEW	-	NA: This is a new Level 4 unit. LO1 – Be able to design a research investigation. LO2 – Be able to implement the investigation and interpret results. LO3 – Be able to review the results of the research investigation. LO4 – Be able to present the research investigation
Unit 26	Laboratory and Experimental Methods in Sport and Exercise Sciences	NEW	-	NA: This is a new Level 4 unit. LO1 – Understand health, safety and ethical issues associated with laboratory and experimental methods in sport and exercise sciences. LO2 – Be able to estimate percent body fat using anthropometric methods. LO3 – Be able to measure and interpret the anthropometric somatotype. LO4 – Be able to use experimental methods to predict maximum oxygen uptake
Unit 27	Profiling Sports Performance	NEW	-	NA: This is a new Level 4 unit. LO1 – Understand the role and function of performance profiling in sport. LO2 – Be able to determine the current sports performance of an individual. LO3 – Be able to set targets for future sports performance of an individual. LO4 – Be able to review the sports performance action plan



Annexe G

Examples of calculation of qualification grade above pass grade

Edexcel will automatically calculate the qualification grade for learners when unit grades are submitted. The generic examples below demonstrate how the qualification grade above pass is calculated.

Points available for credits achieved at different QCF levels and unit grades

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

Unit QCF level	Points per credit		
	Pass	Merit	Distinction
Level 2	5	6	7
Level 3	7	8	9
Level 4	9	10	11

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table below will achieve the qualification merit, distinction or distinction* grades (or combinations of these grades appropriate to the qualification).

Qualification grade

BTEC Level 3 Certificate

Points range above pass grade	Grade	
230-249	Merit	M
250-259	Distinction	D
260 and above	Distinction*	D*

BTEC Level 3 Subsidiary Diploma

Points range above pass grade	Grade	
460-499	Merit	M
500-519	Distinction	D
520 and above	Distinction*	D*

BTEC Level 3 90-credit Diploma

Points range above pass grade	Grade
660-689	MP
690-719	MM
720-749	DM
750-769	DD
770-789	D*D
790 and above	D*D*

BTEC Level 3 Diploma

Points range above pass grade	Grade
880-919	MP
920-959	MM
960-999	DM
1000-1029	DD
1030-1059	D*D
1060 and above	D*D*

BTEC Level 3 Extended Diploma

Points range above pass grade	Grade
1300-1339	MPP
1340-1379	MMP
1380-1419	MMM
1420-1459	DMM
1460-1499	DDM
1500-1529	DDD
1530-1559	D*DD
1560-1589	D*D*D
1590 and above	D*D*D*

Example 1

Achievement of pass qualification grade

A learner completing a 30-credit BTEC Level 3 Certificate **does not** achieve the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Pass	7	$10 \times 7 = 70$
Unit 2	3	10	Pass	7	$10 \times 7 = 70$
Unit 3	3	10	Merit	8	$10 \times 8 = 80$
Qualification grade totals		30	Pass		220

Example 2

Achievement of merit qualification grade

A learner completing a 30-credit BTEC Level 3 Certificate achieves the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Pass	7	$10 \times 7 = 70$
Unit 2	3	10	Merit	8	$10 \times 8 = 80$
Unit 3	3	10	Merit	8	$10 \times 8 = 80$
Qualification grade totals			Merit		230

Example 3

Achievement of distinction qualification grade

A learner completing a 60-credit BTEC Level 3 Subsidiary Diploma achieves the points required to gain a distinction qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Merit	8	$10 \times 8 = 80$
Unit 2	3	10	Distinction	9	$10 \times 9 = 90$
Unit 3	3	10	Distinction	9	$10 \times 9 = 90$
Unit 5	3	10	Merit	8	$10 \times 8 = 80$
Unit 6	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	3	10	Distinction	9	$10 \times 9 = 90$
Qualification grade totals		60	Distinction		500

Example 4

Achievement of distinction distinction grade

A learner completing a BTEC Level 3 90-credit Diploma achieves the points required to gain a distinction distinction qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Merit	8	$10 \times 8 = 80$
Unit 2	3	10	Distinction	9	$10 \times 9 = 90$
Unit 3	3	10	Distinction	9	$10 \times 9 = 90$
Unit 4	3	10	Merit	8	$10 \times 8 = 80$
Unit 5	3	10	Merit	8	$10 \times 8 = 80$
Unit 6	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	3	10	Distinction	9	$10 \times 9 = 90$
Unit 15	4	10	Merit	10	$10 \times 10 = 100$
Unit 17	3	10	Pass	7	$10 \times 7 = 70$
Qualification grade totals		90	Distinction Distinction		750

Example 5

Achievement of distinction merit qualification grade

A learner completing a 120-credit BTEC Level 3 Diploma achieves the points required to gain a distinction merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Merit	8	$10 \times 8 = 80$
Unit 2	3	10	Distinction	9	$10 \times 9 = 90$
Unit 3	3	10	Distinction	9	$10 \times 9 = 90$
Unit 4	3	10	Merit	8	$10 \times 8 = 80$
Unit 5	3	10	Merit	8	$10 \times 8 = 80$
Unit 6	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	3	10	Distinction	9	$10 \times 9 = 90$
Unit 15	4	10	Merit	10	$10 \times 10 = 100$
Unit 17	3	10	Pass	7	$10 \times 7 = 70$
Unit 18	3	10	Pass	7	$10 \times 7 = 70$
Unit 25	3	20	Merit	8	$20 \times 8 = 160$
Qualification grade totals		120	Distinction Merit		980

Example 6

Achievement of merit merit merit qualification grade

A learner completing a 180-credit BTEC Level 3 Extended Diploma achieves the points required to gain a merit merit merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Merit	8	$10 \times 8 = 80$
Unit 2	3	10	Pass	7	$10 \times 7 = 70$
Unit 3	3	10	Distinction	9	$10 \times 9 = 90$
Unit 4	3	10	Merit	8	$10 \times 8 = 80$
Unit 5	3	10	Pass	7	$10 \times 7 = 70$
Unit 6	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	3	10	Distinction	9	$10 \times 9 = 90$
Unit 12	3	10	Merit	8	$10 \times 8 = 80$
Unit 15	4	10	Pass	9	$10 \times 9 = 90$
Unit 17	3	10	Pass	7	$10 \times 7 = 70$
Unit 18	3	10	Pass	7	$10 \times 7 = 70$
Unit 20	3	10	Pass	7	$10 \times 7 = 70$
Unit 22	3	10	Merit	8	$10 \times 8 = 80$
Unit 25	3	20	Pass	7	$20 \times 7 = 140$
Unit 35	3	10	Distinction	9	$10 \times 9 = 90$
Unit 36	3	10	Merit	8	$10 \times 8 = 80$
Unit 38	3	10	Distinction	9	$10 \times 9 = 90$
Qualification grade totals		180	Merit Merit Merit		1410



Annexe H

Links to the Level 2 Award in Community Sports Leadership

KEY

- ✓ indicates significant coverage of the Level 2 Award in Community Sports Leadership unit
- a blank space indicates no significant coverage of the Level 2 Award in Community Sports Leadership unit

Community Sports Leadership units	Unit 8: Fitness Testing for Sport and Exercise	Unit 9: Fitness Training and Programming	Unit 13: Current Issues in Sport	Unit 14: Instructing Physical Activity and Exercise	Unit 15: Sports Injuries	Unit 16: Sports Coaching	Unit 17: Practical Individual Sports	Unit 18: Practical Team Sports	Unit 23: Work Experience in Sport
Unit 1: Contribute to organising and delivering a sports activity session						✓			
Unit 2: Establish and maintain a safe sporting activity					✓	✓			
Unit 3: Understand the structure of sport and recreation at local, regional and national level			✓						
Unit 4: Understand and lead fitness sessions	✓	✓		✓					
Unit 5: Demonstrate principles and practice in running sporting events and competitions							✓	✓	
Unit 6: Demonstrate principles and practice in adapting activities						✓			
Unit 7: Plan a series of appropriate sporting activities						✓	✓	✓	
Unit 8: Demonstrate leadership skills in the community				✓		✓			✓



Annexe I

Links to the Level 3 Award in Higher Sports Leadership

KEY

- ✓ indicates significant coverage of the Level 3 Award in Higher Sports Leadership unit
- a blank space indicates no significant coverage of the Level 3 Award in Higher Sports Leadership unit

Higher Sports Leadership units	Unit 1: Anatomy for Sport and Exercise	Unit 7: Exercise, Health and Lifestyle	Unit 9: Fitness Training and Programming	Unit 12: Sports Nutrition	Unit 13: Current Issues in Sport	Unit 14: Instructing Physical Activity and Exercise	Unit 15: Sports Injuries	Unit 16: Sports Coaching	Unit 17: Practical Individual Sports	Unit 18: Practical Team Sports	Unit 21: Applied Sport and Exercise Physiology	Unit 22: Exercise for Specific Groups	Unit 23: Work Experience in Sport
Unit 1: Introduction to higher sports leadership	✓												
Unit 2: Sports leadership in the community					✓			✓					✓
Unit 3: Principles and practice for children in sport												✓	✓
Unit 4: Principles and practice for older people in sport											✓	✓	✓
Unit 5: Principles and practice for disabled people in sport												✓	✓
Unit 6: Understanding fitness and health in sport		✓	✓	✓									

Unit 1: Anatomy for Sport and Exercise			
Unit 7: Exercise, Health and Lifestyle			
Unit 9: Fitness Training and Programming			
Unit 12: Sports Nutrition			
Unit 13: Current Issues in Sport			
Unit 14: Instructing Physical Activity and Exercise			
Unit 15: Sports Injuries	✓		
Unit 16: Sports Coaching		✓	
Unit 17: Practical Individual Sports		✓	
Unit 18: Practical Team Sports		✓	
Unit 21: Applied Sport and Exercise Physiology			
Unit 22: Exercise for Specific Groups			
Unit 23: Work Experience in Sport			
Higher Sports Leadership units			
Unit 7: Dealing with first aid and emergency situations in sport			
Unit 8: Demonstration of higher sports leadership skills			
Unit 9: Organising and running a sports event			

Annexe J

Links to the Health and Safety Executive (HSE) First Aid qualifications

First Aid for Appointed Persons

KEY – the learning outcomes indicated show partial coverage in the identified units

First Aid for Appointed Persons	Unit 14: Instructing Physical Activity and Exercise	Unit 15: Sports Injuries	Unit 16: Sports Coaching	Unit 21: Applied Sport and Exercise Physiology
Basic Life Support (Resuscitation Council Guidelines 2005)	LO1, LO2, LO3	LO1, LO3, LO4	LO1, LO3, LO4	LO1, LO2, LO3
Management of the unconscious casualty	LO1, LO2, LO3	LO1, LO3, LO4	LO1, LO3, LO4	LO1, LO2, LO3
Management of choking casualty			LO1, LO3, LO4	
Management of a casualty suffering a wound and is bleeding		LO1, LO3, LO4	LO1, LO3, LO4	

First Aid at Work

KEY – the learning outcomes indicated show partial coverage in the identified units

First Aid at Work	Unit 8: Fitness Testing for Sport and Exercise	Unit 9: Fitness Training and Programming	Unit 14: Instructing Physical Activity and Exercise	Unit 15: Sports Injuries	Unit 16: Sports Coaching	Unit 21: Applied Sport and Exercise Physiology
Aims and Principles of First Aid	LO2, LO3		LO1, LO2, LO3	LO1, LO3, LO4	LO1, LO3, LO4	LO1, LO2, LO3
Basic Life Support (Resuscitation Council Guidelines 2005)			LO1, LO2, LO3	LO1, LO3, LO4	LO1, LO3, LO4	LO1, LO2, LO3
Management of the unconscious casualty			LO1, LO2, LO3	LO1, LO3, LO4	LO1, LO3, LO4	LO1, LO2, LO3
Assessment and treatment of a casualty who is wounded, bleeding or shocked				LO1, LO3, LO4	LO1, LO3, LO4	
Assessment and treatment of fractures, dislocations and soft tissue injuries			LO1, LO2, LO3	LO1, LO3, LO4	LO1, LO3, LO4	
Assessment and treatment of burns, poisoning and eye injuries				LO1, LO3, LO4		
Assessment and treatment of common major and minor illnesses	LO2, LO3		LO1, LO2, LO3	LO1, LO3, LO4	LO1, LO3, LO4	LO1, LO2, LO3
Prevention of cross-infection during First Aid procedures				LO1, LO3, LO4	LO1, LO3, LO4	
Emergency transport of casualties			LO1, LO2, LO3	LO1, LO3, LO4	LO1, LO3, LO4	
Legal aspects of First Aid at Work: record keeping and use of equipment	LO2, LO3	LO3	LO1, LO2, LO3	LO1, LO3, LO4	LO1, LO3, LO4	

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