Qualification Specification:

OCN NI Level 2 Award in Sport

- Qualification No: 603/2562/8

OCN NI Level 2 Certificate in Sport

- Qualification No: 603/2563/X

OCN NI Level 2 Extended Certificate in Sport

- Qualification No: 603/2565/3

OCN NI Level 2 Diploma in Sport

- Qualification No: 603/2566/5

Version: 2.0

1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	New format and scope	v2.0 – May 2025

2. Contents

3. Introduction to Open College Network Northern Ireland (OCN NI)

The Open College Network Northern Ireland (OCN NI) is a UK recognised awarding organisation based in Northern Ireland. We are regulated by CCEA Regulation to develop and award regulated professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is also regulated by Ofqual to award qualifications in England.

OCN NI is also an educational charity that advances education by developing nationally recognised qualifications and recognising the achievements of learners. We work with centres such as Further Education Colleges, Private Training Organisations, Voluntary & Community Organisations, Schools, SME's and Public Sector bodies to provide learners with opportunities to progress into further learning and/or employment. OCN NI's Strategic Plan can be found on the OCN NI website www.ocnni.org.uk.

For further information on OCN NI qualifications or to contact us, you can visit our website at www.ocnni.org.uk. The website should provide you with details about our qualifications, courses, contact information, and any other relevant information you may need.

OCN NI Contact Details

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 2 Suite of Sport Qualifications.**

This specification will provide guidelines for centres to ensure the effective and correct delivery of these qualifications. OCN NI qualification specifications are based on research and engagement with the practitioner community to ensure they provide appropriate skills and knowledge for learners.

The qualification specification will detail the following aspects of the OCN NI Level 2 Suite of Sport Qualifications.

- **Qualification Features**: this includes the key characteristics and features of these qualifications, such as their intended audience, purpose, and credit value.

- **Centre Requirements:** this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess these qualifications. These include guidelines on staff qualifications, resources, and required procedures.

- **Structure and Content:** this details the structure and content of the qualifications including units, and any specific content that learners will be required to study.

- **Assessment Requirements:** this details assessment criteria and assessment methods for these qualifications, ensuring that summative assessment approaches are clear.

- **Quality Assurance:** the quality and consistency of delivery and assessment of these qualifications are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external verification that all centres offering these qualifications must adhere to are detailed.

- **Administration:** guidance on the administrative aspects of delivering these qualifications, including registration, certification, and record-keeping.

- Reference to other handbooks and policies as appropriate to the qualifications.

It is important to note that OCN NI will communicate any significant updates or changes to this specification in writing to our centres. Additionally, we will make these changes available on our official website at www.ocnni.org.uk.

To stay current, please refer to the online version of this specification as it is the most authoritative and up-to-date publication. Be aware that downloaded and printed copies may not reflect the latest revisions.

4.1 Additional Support

OCN NI offers a comprehensive range of support services designed to assist centres in meeting the delivery and quality assurance requirements of OCN NI qualifications. These services include:

- **Learner Assessment Booklets**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.

- **Specimen Assessment Material**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.

- **Qualification Support Pack**: A support pack has been developed to support centres in the delivery of these qualifications. The pack includes planning and assessment templates, guides to best practice, etc.

- **Professional Development for Educators**: OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting www.ocnni.org.uk

- **OCN NI Subject Advisors**: Our team of subject advisors offers vital information and support to centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

All centres can access information, support and guidance to support the delivery and quality assurance of these qualifications by contacting their designated Business Development Advisor or by contacting us on Contact Us | OCN NI

5. About these Qualifications

5.1 Qualification Regulation Information

OCN NI Level 2 Award in Sport
Qualification number: 603/2562/8

OCN NI Level 2 Certificate in Sport
Qualification number: 603/2563/X

OCN NI Level 2 Extended Certificate in Sport
Qualification number: 603/2565/3

OCN NI Level 2 Diploma in Sport
Qualification number: 603/2566/5

Operational start date: 01 November 2017
Operational end date: 31 October 2030
Certification end date: 31 October 2032

The qualifications' operational start and end dates define the regulated qualifications' lifecycle. The operational end date is the final date for learner registration, while learners have until the certificate end date to complete the qualifications and receive their certificates.

It is important to note that all OCN NI regulated qualifications are listed on the Register of Regulated Qualifications (RQF), which can be found at Ofqual Register. This register is maintained by Ofqual in England and CCEA Regulation in Northern Ireland. It contains information about qualifications that are regulated and accredited. It is a key resource for learners, employers, and educational institutions to verify the status and recognition of qualifications.

Centres must adhere to administrative guidelines diligently, with special attention to the fact that fees, registration, and certification end dates for the qualification may be subject to changes. It is a centre's responsibility to make itself aware of updates on any modifications to ensure compliance with the latest requirements. OCN NI provides centres with timely updates through various channels including website, newsletters and through this specification. Information on qualification fees can be found on the Centre Login section of the OCN NI website www.ocnni.org.uk .

5.2 Sector Subject Area

A subject sector area is a specific category used to classify academic and vocational qualifications. Subject sector areas are part of the educational and qualifications framework to organise and categorise qualifications. The sector subject for these qualifications is:

8.1 Sport, leisure and recreation

These qualifications are mapped to National Occupational Standards in Sport:

SFHCHS143 – Assist others to test individuals' abilities before planning exercise and physical activities
SFJ6137 - Participate in adventurous activities
SKAA329 – Develop productive working relationships with colleagues and stakeholders in sport
SKAA339 – Contribute to own professional development as a sport and exercise scientist
SKAA340 – Apply professional standards when supporting athlete/players' lifestyle management and personal development
SKAAL15 – Facilitate participants to adopt and maintain a more physically active lifestyle
SKAAL3 – Lead and conclude activity sessions
SKAB17 – Work in partnership with other organisations and professionals to promote physical activity and its benefits
SKAB18 – Promote physical activity and its benefits to people who are not currently active
SKAEAF15 – Deliver exercise and physical activity as part of personal training programmes
SKAEAF4 – Plan exercise and fitness sessions
SKAD61 – Facilitate community-based sport and physical activity
SKAES5 – Develop your nutritional strategy to achieve excellence in your sport
SKAES6 – Manage your lifestyle to achieve excellence in your sport
SKASE3 – Develop your physical capability to achieve excellence in your sport
SKASPC1 – Assist the planning, delivery and review of sports coaching session
SKASPC2 – Design sports coaching programmes
SKASPC3 – Deliver and manage sports coaching programmes
SKASPC4 – Evaluate and review sports coaching programmes

5.3 Grading

Grading for these qualifications is pass/fail.

5.4 Qualifications' Aims and Objectives

Qualifications' Aim

The OCN NI Level 2 qualifications in Sport have been designed to provide an introduction to skills and knowledge required for working within the sports and active leisure sectors.

Qualifications' Objectives

The objectives of these qualifications are to enable learners to:

- develop skills and knowledge applicable across a range of sports and active leisure activities
- prepare for entry into employment in the sports and active leisure industries
- progress to further/higher education

5.5 Target Learners

These qualifications are targeted at learners who wish to develop their understanding of the sports and active leisure sectors.

5.6 Entry Requirements

There are no formal entry requirements however learners must be at least 14 years old on completion of the qualification and it is expected that learners will receive appropriate advice and guidance regarding the level and suitability of the qualification.

5.7 Progression

The OCN NI qualifications in Sport will allow learners to progress from award to certificate/diploma and also to:

- other level 2 vocational qualifications
- level 3 qualifications in a sports and/or active leisure related area
- employment within the sports and/or active leisure industries

5.8 Delivery Language

These qualifications are exclusively available in English. If there is a desire to offer these qualifications in Welsh or Irish (Gaeilge), we encourage you to get in touch with OCN NI. They will assess the demand for such provisions and, if feasible, provide the qualification in the requested language as appropriate.

5.9 NI Entitlement Framework

OCN NI has a wide range of vocational and technical qualifications available to offer in schools through the Entitlement Framework. The NIEFQAN file shows details of GCSE Guided Learning Hours (GLHs) size equivalences for level 1 and level 2 qualifications, and A-level Guided Learning Hours (GLH) size equivalences for qualifications at level 3.

The system is designed to enable schools to report their performance. The information on GLHs/size equivalency applies only to the allocation of school performance points.

It is not intended for use in relation to the equivalency of qualifications for employment and/or further/higher education purposes.

6. Centre Requirements for Delivering these Qualifications

6.1 Centre Recognition

New and existing OCN NI recognised centres must apply for and be granted approval to deliver these qualifications prior to the commencement of delivery.

6.2 Qualification Approval

Once a centre has successfully undergone the Centre Recognition process, it becomes eligible to apply for qualification approval. The centre's capability to meet and sustain the qualification criteria will be assessed. Throughout the qualification approval process, OCN NI will aim to ensure that:

- centres possess suitable physical resources (e.g., equipment, IT, learning materials, teaching rooms) to support qualification delivery and assessment
- centre staff involved in the assessment process have relevant expertise and/or occupational experience
- robust systems are in place for ensuring ongoing professional development for staff delivering the qualifications
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations
- as a part of the assessment process for these qualifications it may be useful for learners to have access to a practical work setting

6.3 Centre Staffing

To offer these qualifications centres are mandated to establish the following roles as a minimum, although a single staff member may serve in more than one capacity*:

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Quality Assurer

*Note: An individual cannot serve as an Internal Quality Assurer for their own assessments.

6.4 Tutor Requirements

Tutors responsible for delivering these qualifications are expected to possess a high degree of occupational competency. They should meet the following criteria:

- **Occupational Competency:** Tutors should demonstrate a clear understanding of the subject matter, including up-to-date knowledge. This competence should enable them to effectively impart knowledge and practical skills to learners.

- **Qualifications:** Tutors delivering these qualifications must have at least two years' experience in the sport and/or leisure sectors and hold a relevant qualification one level higher than the qualifications. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.

- **Relevant Industry Experience:** In addition to academic qualifications, tutors must have a minimum of three years of relevant, hands-on experience.

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors, thereby enhancing the quality and effectiveness of their educational experience.

6.5 Assessor Requirements

The assessment of these qualifications takes place within the centre and is subjected to OCN NI's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

Assessors play a pivotal role in ensuring the validity and fairness of assessments. They are required to meet the following criteria:

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. They must also have at least two years' experience working in sport and/or active leisure ensuring their in-depth understanding of the subject matter.

- **Relevant Industry Experience:** A minimum of three years of relevant practical experience in sport and/or active leisure is a prerequisite. This practical background is essential for assessors to effectively evaluate a learner's capabilities in real-world contexts.

- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.

- **Assessors Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.

- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

These rigorous requirements uphold the quality and integrity of the qualification's assessment process, ensuring that learners receive a fair and reliable evaluation of their competencies.

6.6 Internal Quality Assurer Requirements

The Internal Quality Assurer plays a crucial role in the centre's internal quality assurance processes. The centre must designate a skilled and trained Internal Quality Assurer who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualifications.

The Internal Quality Assurer for these qualifications must meet the following criteria:

- **Relevant Industry Experience:** A minimum of three years of practical experience in sport and/or active leisure is a prerequisite. This practical background is essential for assessors to effectively evaluate a learner's capabilities in real-world contexts.
- **Internal Quality Assurance Expertise:** Internal Quality Assurers must have at least two years' experience in sport and/or active leisure. They should have direct or related experience in the field of verification. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **Internal Quality Assurers Qualification:** Internal Quality Assurers should hold or be currently undertaking a recognised Internal Quality Assurer's qualification; or must have attended the OCN NI Internal Quality Assurance Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** Internal Quality Assurers are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 2 Suite of Sport Qualifications are unitised qualifications on a scale of pass or fail. Learners are expected to demonstrate a comprehensive understanding of the subject matter, ensuring a level of proficiency.

7.2 Qualification Level

In the context of the OCN NI Level 2 Suite of Sport qualifications it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. These qualifications align with Level 2, which signify a moderate level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

This represents the total amount of time a learner is expected to spend to complete the qualification successfully. It includes both guided learning hours (GLH) and independent study or additional learning time.

Guided Learning Hours (GLH)

These are the hours of guided instruction and teaching provided to learners. This may include classroom instruction, tutorials, or other forms of structured learning.

OCN NI Level 2 Award in Sport	
Total Qualification Time (TQT):	80 hours
Total Credits Required:	8 credits
Guided Learning Hours (GLH):	64 hours
OCN NI Level 2 Certificate in Sport	
Total Qualification Time (TQT):	160 hours
Total Credits Required:	16 credits
Guided Learning Hours (GLH):	128 hours
OCN NI Level 2 Extended Certificate in Sport	
Total Qualification Time (TQT):	320 hours
Total Credits Required:	32 credits
Guided Learning Hours (GLH):	256 hours

OCN NI Level 2 Diploma in Sport	
Total Qualification Time (TQT):	640 hours
Total Credits Required:	64 credits
Guided Learning Hours (GLH):	512 hours

7.4 How to Achieve the Qualifications

To achieve the **OCN NI Level 2 Award in Sport** learners must complete 8 credits from any of the optional units.

To achieve the **OCN NI Level 2 Certificate in Sport** learners must complete 16 credits from any of the optional units.

To achieve the **OCN NI Level 2 Extended Certificate in Sport** learners must complete 32 credits from any of the optional units.

To achieve the **OCN NI Level 2 Diploma in Sport** learners must complete 64 credits from any of the optional units.

8. Assessment Structure

These qualifications are assessed through internal assessment and each unit is accompanied by specific assessment criteria that define the requirements for achievement.

8.1 Assessment Guidance: Portfolio

The portfolio for these qualifications is designed to provide a comprehensive view of a learner's skills and knowledge. It is a holistic collection of evidence that may include a single piece of evidence that satisfies multiple assessment criteria. There is no requirement for learners to maintain separate evidence for each assessment criterion.

When learners are creating their portfolio, they should refer to the assessment criteria to understand the evidence required.

It is essential that the evidence in the portfolio reflects the application of skills in real-world situations. Learners should ensure that they provide multiple examples or references whenever the assessment criteria require it.

8.2 Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. This section explains the operational framework of these units. It is imperative that all educators, assessors, Internal Quality Assurers, and other personnel overseeing the qualification review and familiarise themselves with this section to ensure a comprehensive understanding of how these units function.

Explanation

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within these qualifications are Level 2.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Possible Content:** This provides indicative content to assist in teaching and learning.
- **Scope:** This provides possible teaching content.

9. Qualification Summary by Unit

OCN NI Level 2 Award in Sport
Total Qualification Time (TQT) for this qualification: 80 hours
Guided Learning Hours (GLH) for this qualification: 64 hours

In order to achieve this qualification, the learner must successfully complete 8 credits from any of the optional units.

OCN NI Level 2 Certificate in Sport
Total Qualification Time (TQT) for this qualification: 160 hours
Guided Learning Hours (GLH) for this qualification: 128 hours

In order to achieve this qualification, the learner must successfully complete 16 credits from any of the optional units.

OCN NI Level 2 Extended Certificate in Sport
Total Qualification Time (TQT) for this qualification: 320 hours
Guided Learning Hours (GLH) for this qualification: 256 hours

In order to achieve this qualification, the learner must successfully complete 32 credits from any of the optional units.

OCN NI Level 2 Diploma in Sport
Total Qualification Time (TQT) for this qualification: 640 hours
Guided Learning Hours (GLH) for this qualification: 512 hours

In order to achieve this qualification, the learner must successfully complete 64 credits from any of the optional units.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
Optional units					
R/616/6097	CBD986	Fitness for Sport and Exercise	8	64	Two
Y/616/6098	CBD987	Developing Exercise Programmes	8	64	Two
D/616/6099	CBD988	Sports Coaching	8	64	Two
J/616/6100	CBD989	Outdoor Adventure Sports	8	64	Two
L/616/6101	CBD990	Lifestyle improvement	8	64	Two
R/616/6102	CBD991	Undertaking a Sports Project	8	64	Two

Y/616/6103	CBD992	Undertaking a Sports Based Mentorship as a Mentee	8	64	Two
D/616/6104	CBD993	Applied Fitness Testing	8	64	Two
H/616/6105	CBD994	Engaging with the Sports Community	8	64	Two
K/616/6106	CBD995	Using Technology in Sport to Improve Performance	8	64	Two
M/616/6107	CBD996	Plan and Deliver a Sports Activity Session	8	64	Two
T/616/6108	CBD997	Anatomy and Physiology	8	64	Two
A/616/6109	CBD998	The Impact of Exercise on the Body	8	64	Two
M/616/6110	CBD999	Undertaking Sporting Activities	8	64	Two

10. Unit Content

Title	Fitness for Sport and Exercise
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	64
OCN NI Unit Code	CBD986
Unit Reference No	R/616/6097
Unit purpose and aim(s): This unit will enable the learner to understand the fundamentals of fitness training including understanding components of physical and skills related fitness, principles of training in terms of Frequency, Intensity, Time and Type (FITT), and training for fitness components.	

Learning Outcomes	**Assessment Criteria**
1. Understand the components of physical fitness.	1.1. Describe six components of physical fitness. 1.2. Describe the importance of the physical fitness components for two contrasting athletes.
2. Understand the components of skill-related fitness.	2.1. Illustrate five skill-related components of fitness. 2.2. Describe the importance of the skill-related fitness components for two contrasting athletes.
3. Be able to apply the principles of training in terms of Frequency, Intensity, Time and Type (FITT).	3.1. Describe the principles of training in terms of the FITT principles. 3.2. Apply the FITT principles to a given athlete's training programme.
4. Be able to use methods of training for fitness components.	4.1. Describe a method of training for four components of fitness. 4.2. Demonstrate a method of training for each of the following: a) cardiovascular fitness b) muscular endurance c) flexibility d) speed

Assessment Guidance:
NOS: SKASE3 – Develop your physical capability to achieve excellence in your sport

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title : Fitness for Sport and Exercise
1. Understand the components of physical fitness.	**Scope** Teaching will cover: **Physical Fitness Components**: • **Cardiovascular Endurance**: ○ Ability of the heart and lungs to supply oxygen during sustained physical activity. Essential for endurance sports such as long-distance running or cycling. • **Muscular Strength**: ○ The maximum force that muscles can exert. Important in sports requiring power, like weightlifting and wrestling. • **Muscular Endurance**: ○ The ability of muscles to perform repeated contractions over time without fatigue. Relevant for sports like rowing and boxing. • **Flexibility**: ○ Range of motion around a joint. Vital for activities requiring agility and balance, such as gymnastics and martial arts. • **Body Composition**: ○ The ratio of fat to lean tissue in the body. Affects performance and energy levels, with lower body fat often beneficial in sports like sprinting or gymnastics. • **Speed**: ○ The ability to move quickly. Crucial in sports that require rapid movement, such as sprinting or football. **Importance of Fitness Components for Two Contrasting Athletes:** For use as an example, Learners could use the following athletes. ○ **Sprinter**: ○ Relies heavily on speed, muscular strength, and low body fat for efficient acceleration. ○ **Swimmer**: ○ Requires cardiovascular endurance, muscular endurance, and flexibility for optimal performance. Learners should be encouraged to use a range of sports and not these examples. Teaching may use: **Visual aids:** Posters, diagrams, models, online websites, photographic and/or video footage of learner practical. **Student Competency Goals** • **Knowledge of Fitness Components**: ○ Understand both physical and skill-related fitness components, recognising their relevance for different types of athletes.

2. Understand the components of skill-related fitness.	**Scope**
	
	Teaching will cover:
	
	Skill-Related Fitness Components:
	
	• **Agility**:
	  ○ Ability to change direction quickly, important in sports like football and tennis.
	
	• **Balance**:
	  ○ Maintaining stability, especially critical in sports like gymnastics and dance.
	• **Coordination**:
	  ○ The ability to use different parts of the body smoothly together. Essential for sports like cricket and tennis.
	• **Reaction Time**:
	  ○ The time taken to respond to a stimulus, vital for sports like sprinting (start) and fencing.
	• **Power**:
	  ○ Combination of strength and speed. Important for high-intensity sports, such as basketball and shot put.
	
	Importance of Skill-Related Fitness Components for Two Contrasting Athletes:
	
	For use as an example, Learners could use the following athletes:
	
	• **Basketball Player**:
	  ○ Needs agility for changing directions on the court, coordination for shooting, and power for jumping.
	
	• **Boxer**:
	  ○ Requires reaction time to respond to opponent movements, balance for defensive positions, and power in punches.
	
	Teaching may use:
	
	Visual aids:
	Posters, diagrams, models, online websites, photographic and/or video footage of learner practical.

3. Be able to apply the principles of training in terms of Frequency, Intensity, Time and Type (FITT).	**Scope** Teaching will cover: **Principles of Training (FITT)**: • **Frequency**: ○ How often training sessions occur, often described in terms of weekly sessions.

	• **Intensity**:
	  ○ Level of difficulty or exertion, which could be measured through heart rate, perceived exertion, or weight load.
	• **Time**:
	  ○ Duration of each session, or the length of time spent on specific exercises.
	• **Type**:
	  ○ Mode of training, such as aerobic, resistance, or flexibility exercises.
	
	Application of FITT Principles to an Athlete's Training Programme:
	
	Applying FITT to customise a program, for instance:
	• **Endurance Athlete**:
	  ○ High frequency (5+ days/week), moderate intensity, long duration sessions focusing on aerobic activities (e.g., running or cycling).
	• **Strength Athlete**:
	  ○ Lower frequency with high intensity (e.g., 3-4 days/week), shorter sessions focused on resistance training for muscle building.
	
	Teaching may use:
	
	Visual aids:
	Posters, diagrams, models, online websites, photographic and/or video footage of learner practical.
	
	Student Competency Goals
	• **Training Principle Application**:
	  ○ Apply the FITT principles to design or adapt training plans tailored to specific sports.

4. Be able to use methods of training for fitness components.	**Scope**
	
	Teaching will cover:
	
	Training Methods for Fitness Components:
	
	• **Cardiovascular Fitness**:
	  ○ Methods like continuous running, interval training, and circuit training to improve endurance and heart efficiency.
	  ○
	• **Muscular Endurance**:
	  ○ Resistance training with lighter weights and higher repetitions (e.g., bodyweight exercises, resistance bands).

	• **Flexibility**:
	  ○ Static stretching (holding a stretch for a set time), dynamic stretching (active movements through range of motion).
	
	• **Speed**:
	  ○ Sprint training, plyometric exercises, and drills like ladder or cone exercises to improve foot speed and explosive power.
	
	Demonstration of Training Methods:
	
	• **Cardiovascular Fitness**:
	  ○ Demonstrate continuous or interval running.
	
	• **Muscular Endurance**:
	  ○ Perform bodyweight exercises, such as push-ups or lunges, focusing on endurance.
	
	• **Flexibility**:
	  ○ Demonstrate dynamic stretching routines, such as leg swings or arm circles.
	
	• **Speed**:
	  ○ Conduct sprint intervals or agility drills with cones, focusing on rapid acceleration and deceleration.
	
	Teaching may use:
	
	Visual aids:
	Posters, diagrams, models, online websites, photographic and/or video footage of learner practical.
	
	Student Competency Goals
	
	• **Proficiency in Training Methods**:
	  ○ Demonstrate appropriate training methods for key fitness components, ensuring techniques are aligned with goals (e.g., endurance, speed).

Title	Developing Exercise Programmes
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	64
OCN NI Unit Code	CBD987
Unit Reference No	Y/616/6098
Unit purpose and aim(s): This unit will enable the learner to understand how to develop, monitor and review exercise programmes.	

Learning Outcomes	**Assessment Criteria**
1. Know how to conduct effective warm-up and cool-down activities.	1.1. Describe the functions and structure of effective warm-up and cool-down activities. 1.2. Demonstrate effective warm-up and cool-down activities.
2. Know how to develop an exercise programme.	2.1. Complete a Physical Activity Readiness Questionnaire (PARQ). 2.2. Set Specific Measurable Achievable Relevant Time-bound (SMART) goals for a four-week programme. 2.3. Develop a four-week programme applying the principles of training including identifying elements of choice.
3. Know how to monitor the progress of an exercise programme.	3.1. Use at least three methods to monitor the progress of an exercise programme including the use of: a) training diary b) numerical data
4. Be able to review an exercise programme.	4.1. Review an exercise programme identifying strengths and any recommendations for improvement.

Assessment Guidance:
NOS:
SKASE3 – Develop your physical capability to achieve excellence in your sport
SKAEAF15 – Deliver exercise and physical activity as part of personal training programmes
SKAEAF4 – Plan exercise and fitness sessions

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title : Developing Exercise Programmes

1. Know how to conduct effective warm-up and cool-down activities.	**Scope**
	
	Teaching will cover:
	
	Functions of Warm-Up and Cool-Down:
	
	• **Warm-Up**:
	  ○ Prepares the body for exercise by gradually increasing heart rate, blood flow to muscles, and flexibility. Reduces risk of injury and enhances performance.
	
	• **Cool-Down**:
	  ○ Helps gradually lower heart rate and breathing rate, facilitates the removal of metabolic waste, and reduces muscle stiffness. Aids recovery and prevents post-exercise soreness.
	
	Structure of Warm-Up and Cool-Down:
	
	• **Warm-Up Structure**:
	
	  ○ **Pulse Raiser**: Activities like jogging to increase heart rate.
	
	  ○ **Mobility and Stretching**: Exercises like leg swings to improve range of motion in relevant muscles.
	
	  ○ **Sport-Specific Movements**: Low-intensity exercises that mimic the movements in the main activity.
	
	• **Cool-Down Structure**:
	
	  ○ **Light Aerobic Activity**: Slow jog or walk to gradually reduce heart rate.
	
	  ○ **Static Stretching**: Holding stretches for major muscle groups to aid flexibility and recovery.
	
	Demonstrating Warm-Up and Cool-Down:
	
	• Students should demonstrate warm-up and cool-down routines for various activities, ensuring each component is followed correctly for maximum effectiveness and safety.

2. Know how to develop an exercise programme.	**Scope** Teaching will cover: **Physical Activity Readiness Questionnaire (PAR-Q)**: • **Purpose of PAR-Q**: ○ Used to screen for any health risks or conditions that might affect participation in an exercise programme.

	• **Completion of PAR-Q**:
	  ○ Covers questions related to personal health history, current physical conditions, and potential exercise limitations.
	
	Setting SMART Goals:
	
	• **Specific**:
	  ○ Define clear objectives (e.g., increase running distance).
	• **Measurable**:
	  ○ Establish criteria for progress (e.g., run 5km without stopping).
	• **Achievable**:
	  ○ Ensure the goals are realistic given the time frame and the individual's ability.
	• **Relevant**:
	  ○ Align goals with the individual's overall health or fitness objectives.
	• **Time-Bound**:
	  ○ Set a time frame for goal completion (e.g., four weeks).
	
	Developing a Four-Week Exercise Programme:
	
	• **Principles of Training**:
	  ○ **Frequency**:
	  ▪ How often the individual will train each week.
	  ○ **Intensity**:
	  ▪ How hard the individual will work (e.g., moderate or high-intensity sessions).
	  ○ **Time**:
	  ▪ Duration of each workout session.
	  ○ **Type**:
	  ▪ Type of exercise, such as aerobic, strength, or flexibility training.
	
	• **Elements of Choice**:
	  ○ Provide options in the programme based on individual preferences or goals (e.g., choice between cycling or running for cardiovascular training).

3. Know how to monitor the progress of an exercise programme.	**Scope** Teaching will cover: **Monitoring Methods**: • **Training Diary**: ○ Record details of each workout, including exercise type, duration, intensity, and personal reflections on performance.

	• **Numerical Data**:
	  ○ Track metrics such as weight lifted, distance run, or time spent on each activity.
	
	• **Other Monitoring Methods**:
	
	  ○ **Heart Rate Monitoring**:
	  ▪ Track changes in resting heart rate or heart rate during exercise.
	
	  ○ **Body Measurements**:
	  ▪ Measure changes in body composition, such as weight, waist circumference, or muscle mass.

4. Be able to review an exercise programme.	**Scope**
	
	Teaching will cover:
	
	Reviewing the Programme:
	
	• **Identifying Strengths**:
	  ○ Reflect on successful aspects of the programme, such as achieving or exceeding goals, enjoyment, or consistency in training.
	• **Recommendations for Improvement**:
	
	  ○ **Adjustments to Frequency, Intensity, Time, or Type (FITT)**:
	  ▪ Modify these based on progress, feedback, or evolving fitness goals.
	  ○ **Alternative Exercises**:
	  ▪ Suggest different exercises if certain activities were challenging or uninteresting.
	
	• **Progress Reflection**:
	  ○ Assess whether SMART goals were met and what could be done differently in future programmes.

Title	Sports Coaching
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	64
OCN NI Unit Code	CBD988
Unit Reference No	D/616/6099
Unit purpose and aim(s): This unit will enable the learner to understand how to plan, lead and review a sports coaching session.	

Learning Outcomes	Assessment Criteria
1. Know the principles and skills required to develop a sports coaching session.	1.1. Summarise the key skills required to lead an effective sports coaching session. 1.2. Describe the principles on which a sports coaching session may be developed.
2. Be able to develop a sports coaching session plan.	2.1. Illustrate the structure of a coaching session. 2.2. Produce a coaching session plan for a selected sport. 2.3. Identify key risk factors for a sports coaching session.
3. Be able to deliver a sports coaching session.	3.1. Deliver a sports coaching session with support. 3.2. Deliver a sports coaching session independently.
4. Be able to evaluate coaching performance.	4.1. Carry out a review of the planning and delivery of a sports coaching session. 4.2. Identify strengths and possible areas for improvement of a sports coaching session. 4.3. Describe coaching strategies that may be employed to improve a sports coaching session.

Assessment Guidance:
NOS: SKASE3 – Develop your physical capability to achieve excellence in your sport

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title : Sports Coaching
1. Know the principles and skills required to develop a sports coaching session.	**Scope** Teaching will cover: **Principles of Sports Coaching**: • **Participant-Centred Approach**: o Tailoring sessions to the needs, abilities, and goals of participants. • **Safety and Welfare**: o Ensuring safe practice, warm-ups, and appropriate cooldowns to minimise injury risk. • **Progression and Development**: o Structuring sessions to develop skills gradually, with increasing complexity. • **Fun and Engagement**: o Incorporating enjoyable, varied activities to maintain interest and enthusiasm. • **Inclusive Environment**: o Adapting drills for participants of all abilities, ensuring everyone can participate. **Coaching Skills**: • **Communication**: o Clear, confident verbal communication and non-verbal cues to engage and instruct participants. • **Organisation**: o Preparing equipment, planning time, and ensuring session flow. • **Adaptability**: o Modifying drills or activities based on participants' skill levels, injuries, or changing conditions. • **Technical Knowledge**: o Understanding sport-specific skills and rules to instruct participants effectively. • **Motivation**: o Techniques to encourage and inspire participants, such as positive reinforcement. • **Observation**: o Ability to observe and assess performance, providing constructive feedback. o Ensuring safe practice, warm-ups, and appropriate cooldowns to minimise injury risk.

2. Be able to develop a sports coaching session plan.	**Scope**
	
	Teaching will cover:
	
	Structure of a Coaching Session:
	
	• **Warm-Up**:
	  ○ Essential for preparing muscles, increasing heart rate, and reducing injury risk.
	
	• **Main Activity**:
	  ○ Drills and exercises targeting specific skills or fitness components relevant to the sport.
	
	• **Cool-Down**:
	  ○ Lowering heart rate, stretching to aid muscle recovery, and reflecting on the session's activities.
	
	Session Planning:
	
	• **Sport Selection**:
	  ○ Planning a session for a specific sport (e.g., football, basketball) tailored to skill level.
	
	• **Objectives**:
	  ○ Defining what the session aims to achieve, such as skill development or fitness improvement.
	
	• **Drills and Activities**:
	  ○ Choosing drills that align with objectives, keeping drills appropriate for age and skill level.
	
	• **Timing**:
	  ○ Allocating time for each section (e.g., 10 mins warm-up, 30 mins main activity, 10 mins cool-down).
	
	Risk Factors in Sports Coaching:
	
	• **Common Risks**:
	  ○ Identifying risks like equipment hazards, environmental conditions, and physical contact.
	
	• **Risk Management**:
	  ○ Planning strategies to minimise risk (e.g., ensuring equipment is safe, having a first aid kit).
	
	• **Safety Protocols**:
	  ○ Including health and safety briefings and appropriate footwear for participants.

3. Be able to deliver a sports coaching session.	**Scope** Teaching will cover: **Supported Delivery**: • Demonstration: o Delivering a session with the support of a more experienced coach to gain confidence and feedback.: o Practising communication and instruction under guidance to improve clarity and engagement. **Independent Delivery**: • **Managing the Session**: o Leading the session from start to finish, ensuring participants remain engaged and activities flow smoothly. • **Observation and Feedback**: o Observing participants' technique and providing immediate, constructive feedback. • **Adaptability in Real-Time**: o Making adjustments to the session as needed, based on participant needs or unforeseen factors.
4. Be able to evaluate coaching performance.	**Scope** Teaching will cover: **Session Review**: • **Reflecting on Planning and Delivery**: o Considering if the session met objectives, if timing was managed effectively, and if participants achieved goals. • **Feedback Collection**: o Gathering feedback from participants and observers, if available, to inform the review process. **Strengths and Areas for Improvement**: • **Identifying Strengths**: o Recognising successful aspects of the session (e.g., participant engagement, clear instructions). • **Highlighting Improvement Areas**: o Noting areas where planning or delivery could be refined, such as pacing or variety of drills. **Coaching Strategies for Improvement**: • **Goal-Setting**: o Setting specific goals for future sessions, like improving session flow or communication techniques. • **Continuing Professional Development**: o Seeking out resources or workshops to improve specific coaching skills.

	• **Self-Reflection**: ○ Using a journal or reflection sheet to document learnings and progress in coaching skills over time.

Title	Outdoor Adventure Sports
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	64
OCN NI Unit Code	CBD989
Unit Reference No	J/616/6100
Unit purpose and aim(s): This unit will enable the learner to understand outdoor adventure sports including environmental impact, differing types, equipment, health and safety and first aid.	

Learning Outcomes	Assessment Criteria
1. Know the impact of outdoor adventure sports on the environment.	1.1. Describe the impact of outdoor adventure sports on the environment.
2. Be able to participate in a variety of outdoor adventure sports.	2.1. Participate in three water-based and three land-based outdoor adventure sports and evaluate own performance including environmental considerations.
3. Understand the use of outdoor adventure sports equipment and appropriate personal protective equipment (PPE).	3.1. Describe and demonstrate the use of outdoor adventure sports equipment and PPE in at least three different environments.
4. Know how to respond and provide emergency first aid.	4.1. Describe at least three situations which require emergency first aid support and the appropriate procedures that should be followed. 4.2. Apply effective first aid skills to at least three different simulated basic emergency situations.
5. Recognise the importance of maintaining appropriate health and safety standards when participating in outdoor adventure sports.	5.1. Describe health and safety standards for at least three outdoor adventure activities. 5.2. Carry out health and safety checks for at least three outdoor adventure activities. 5.3. Illustrate how to assemble and maintain the equipment and materials used in a first aid kit suitable for a given activity and location. 5.4. Describe how to maintain and check the suitability of stock for a first aid kit.

Assessment Guidance:
NOS: SFJ6137 - Participate in adventurous activities

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title : Outdoor Adventure Sports
1. Know the impact of outdoor adventure sports on the environment.	**Scope** Teaching will cover: **Environmental Impact**: • **Land Erosion**: ○ Effects of repeated foot traffic on trails, leading to erosion, soil compaction, and loss of vegetation. • **Water Pollution**: ○ Pollution risks from water-based sports, including oil spills from boats or litter from participants. • **Wildlife Disturbance**: ○ Impact on local wildlife from noise, proximity to nests or habitats, and potential food waste. • **Conservation Efforts**: ○ Introduction to Leave No Trace principles, such as packing out waste, staying on trails, and respecting wildlife.
2. Be able to participate in a variety of outdoor adventure sports.	**Scope** Teaching will cover: **Participation in a range of Outdoor Adventure Sports**: • **Water-Based Sports**: ○ Participation in at least three activities such as kayaking, canoeing, paddleboarding, and sailing. Focus on proper technique, safety, and environmental respect (e.g., not disturbing marine life). • **Land-Based Sports**: ○ Participation in at least three activities such as hillwalking, mountain biking, and rock climbing. Emphasis on route planning, trail etiquette, and observing wildlife responsibly. **Performance Evaluation**: • Self-assessment of skills, identifying strengths and areas for improvement in technique, endurance, and environmental consideration. • Reflection on environmental impact, such as efforts made to minimise disruption and leave minimal traces.

3. Understand the use of outdoor adventure sports equipment and appropriate personal protective equipment (PPE).	**Scope**
	
	Teaching will cover:
	
	Outdoor Adventure Sports Equipment:
	
	• **Water-Based Equipment**:
	  ○ Paddles, life vests, wetsuits, and kayaks or canoes. Demonstrate use, including proper handling, fit, and care.
	
	• **Land-Based Equipment**:
	  ○ Helmets, ropes, harnesses, and backpacks. Ensure correct fit and demonstrate basic maintenance skills.
	
	Personal Protective Equipment (PPE):
	
	• Description and demonstration of PPE such as helmets, harnesses, and buoyancy aids, with a focus on safety and proper usage.
	• Environment-Specific Use:
	  ○ Explain and demonstrate equipment adjustments based on the environment (e.g., different gear needed for cold water kayaking vs. hillwalking .

4. Know how to respond and provide emergency first aid.	**Scope**
	
	Teaching will cover:
	
	Emergency Situations Requiring First Aid:
	
	• **Common Situations**:
	  ○ Hypothermia, cuts and bruises, minor fractures, sprains, and dehydration.
	
	• **Response Procedures**:
	  ○ Primary assessment steps (DR ABC - Danger, Response, Airway, Breathing, Circulation), managing shock, immobilising injuries, wound treatment and acknowledging when Mountain Rescue or Coastguard emergency services, may be required.
	
	Application of First Aid Skills:
	
	• **Simulated Scenarios**:
	  ○ Practice basic emergency responses to situations such as bleeding control, administering CPR, and managing hypothermia.
	
	• **Effective Communication**:
	  ○ Techniques for calming an injured person, contacting emergency services, and relaying accurate information.

5. Recognise the importance of maintaining appropriate health and safety standards when participating in outdoor adventure sports.	**Scope**
	
	Teaching will cover:
	
	Health and Safety Standards:
	• Standards for safety in sports like rock climbing, kayaking, and hiking, including knowledge of weather conditions, skill level, and physical fitness requirements.
	• Hazard Identification: Understanding potential risks (e.g., slippery rocks, strong currents) and applying preemptive safety measures.
	
	Health and Safety Checks:
	• **Pre-Activity Checks:**
	  ○ Inspection of equipment, weather forecast, and ensuring all participants have appropriate clothing, PPE and notifying others of your plan.
	• **Environmental Awareness:**
	  ○ Checking surroundings for hazards like unstable ground or potential wildlife encounters.
	
	First Aid Kit Assembly and Maintenance:
	• **Assembling a First Aid Kit:**
	  ○ Essential items like bandages, antiseptics, and splints based on activity type and environment (e.g., waterproof containers for water-based activities).
	• **Kit Maintenance:**
	  ○ Regularly checking the kit's stock, replacing expired items, and ensuring items are in good condition and ready for emergencies.

Title	Lifestyle Improvement
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	64
OCN NI Unit Code	CBD990
Unit Reference No	L/616/6101

Unit purpose and aim(s): This unit will enable the learner to understand key health guidelines and techniques used to assess an individual's health, factors impacting on health and strategies used to improve the health of an individual.

Learning Outcomes	Assessment Criteria
1. Know the factors which may impact on a healthy lifestyle.	1.1. Describe the characteristics of a healthy lifestyle for at least three different age groups. 1.2. Summarise the factors which may positively and negatively impact on an individual's health including: a) physical activity b) smoking c) alcohol consumption d) drug misuse
2. Know the factors which may adversely impact on sports performance and their effects on the body.	2.1. Describe the factors which may adversely impact on sports performance and their effects on the body.
3. Understand strategies which may positively impact on the lifestyle of a selected client.	3.1. Summarise the recommendations and guidelines for a healthy lifestyle for at least three different age groups. 3.2. Describe at least three strategies that may be used to improve a client's lifestyle.
4. Provide lifestyle advice for a selected client.	4.1. Conduct a one-to-one consultation session with a client in order to collect information on their lifestyle and areas they want to improve. 4.2. Select and use at least three strategies to improve the lifestyle of a selected client. 4.3. Provide feedback and recommendations to a selected client.
5. Prepare a health-related physical activity programme for a selected client.	5.1. Summarise the key elements that would comprise a health-related physical activity programme for a client. 5.2. Plan a 6-week health related physical activity programme for a selected client. 5.3. Review the progress of the client, detailing any changes in lifestyle.

Assessment Guidance:
NOS: SKAA340 – Apply professional standards when supporting athlete/players' lifestyle management and personal development
SKAAL15 – Facilitate participants to adopt and maintain a more physically active lifestyle
SKAES5 – Develop your nutritional strategy to achieve excellence in your sport
SKAES6 – Manage your lifestyle to achieve excellence in your sport

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to	Learner notes/written work Learner log/diary Peer notes

	be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Lifestyle Improvement
1. Know the factors which may impact on a healthy lifestyle.	**Scope** Teaching will cover: **Characteristics of a Healthy Lifestyle Across Age Groups**: • **Children (5–12 years)**: ○ Nutrient-rich diet supporting growth, regular physical play, adequate sleep (9–11 hours per night), and strong mental health support. ○ Emphasis on physical activities that promote motor skills, social interaction, and healthy eating habits. • **Adults (18–64 years)**: ○ Balanced diet with appropriate caloric intake, regular exercise (150 minutes of moderate-intensity or 75 minutes of high-intensity activity per week), stress management techniques (such as mindfulness and work-life balance), and moderated alcohol consumption. ○ Adults should focus on cardiovascular, strength, and flexibility exercises to maintain health and fitness. • **Elderly (65+ years)**: ○ Importance of a nutrient-dense diet with higher focus on calcium and vitamin D, low-impact physical activity to support mobility and prevent falls, and social and cognitive engagement for mental wellness. ○ Activities like walking, swimming, and balance exercises are encouraged, along with regular medical check-ups. **Factors Affecting Health**: • **Physical Activity**: ○ Positive impact on heart health, mental well-being, and weight management. Lack of activity increases risks for chronic diseases such as heart disease and obesity. • **Smoking**: ○ Leads to serious health risks like lung disease, heart disease, and cancer; cessation can reverse some health risks over time and improve respiratory function and fitness levels. • **Alcohol Consumption**: ○ Moderate intake may have some social or cardiovascular benefits, but excessive use negatively impacts liver function, mental health, and athletic performance.

	• **Drug Misuse**:
	  ○ Impacts include addiction, mental health decline, organ damage, and poor physical coordination.
	  ○ Abstaining from drugs supports mental stability, physical fitness, and quality of life.

2. Know the factors which may adversely impact on sports performance and their effects on the body.	**Scope**
	
	Teaching will cover:
	
	Adverse Factors and Their Physical Effects:
	
	• **Poor Nutrition**:
	  ○ Leads to low energy, muscle weakness, lack of concentration, and increased injury risk.
	  ○ Balanced nutrition is essential for maintaining energy levels and supporting muscle repair.
	
	• **Dehydration**:
	  ○ Causes fatigue, muscle cramps, reduced reaction times, and increased risk of heat exhaustion or heat stroke.
	  ○ Hydration is essential for performance, particularly in endurance sports.
	
	• **Lack of Sleep**:
	  ○ Affects reaction times, concentration, decision-making, and physical recovery, making it crucial for performance and injury prevention.
	
	• **Mental Stress**:
	  ○ Results in decreased focus, poor decision-making, and may reduce endurance.
	  ○ Stress management techniques can support improved sports performance.
	
	• **Overtraining**:
	  ○ Can lead to chronic injuries, muscle fatigue, and burnout.
	  ○ Proper rest and recovery are essential for sustainable athletic development.

3. Understand strategies which may positively impact on the lifestyle of a selected client.	**Scope** Teaching will cover: **Healthy Lifestyle Recommendations for Different Age Groups**:

	• **Children**:
	  ○ Balanced diet with limited sugar intake, encouraging physical activity like sports or active play, reducing screen time, and fostering social interaction to support emotional well-being.
	• **Adults**:
	  ○ Regular physical activity with a mix of cardio, strength, and flexibility; balanced diet including whole grains, lean proteins, and fruits/vegetables; and stress management strategies such as meditation or hobbies.
	• **Elderly**:
	  ○ Regular low-impact physical activities like walking or yoga, cognitive exercises like puzzles, social engagement, and regular health screenings to monitor conditions like blood pressure and cholesterol.
	Lifestyle Improvement Strategies:
	• **Dietary Changes**:
	  ○ Reducing processed foods, increasing fruit and vegetable intake, and ensuring adequate protein for muscle maintenance.
	• **Physical Activity Recommendations**:
	  ○ Tailored programmes including strength, cardio, and flexibility exercises suited to the client's age and abilities.
	• **Stress Management Techniques**:
	  ○ Use of mindfulness practices, time management, or recreational activities to reduce daily stressors and improve mental health.

4. Provide lifestyle advice for a selected client.	**Scope** Teaching will cover: **Conducting a One-to-One Consultation**: • **Gathering Information**: ○ Using a structured questionnaire or interview to collect information on diet, exercise habits, sleep patterns, and stress levels.

	• **Goal Setting with the Client**:
	  ○ Establishing SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) tailored to lifestyle improvement areas identified in the consultation.
	
	Application of Lifestyle Improvement Strategies:
	• **Selecting Strategies**:
	  ○ Based on client goals, choose dietary adjustments (e.g., reducing sugar), physical activity (e.g., adding cardio sessions), or stress management (e.g., practicing mindfulness).
	• **Guiding Strategy Implementation**:
	  ○ Practical advice on integrating these strategies into the client's daily routine for sustainable changes.
	
	Providing Feedback and Recommendations:
	• **Constructive Feedback**:
	  ○ Providing praise for progress and suggesting specific improvements.
	• **Follow-Up Recommendations**:
	  ○ Adjustments or further steps to continue improving, such as increasing exercise intensity or setting new dietary goals.

5. Prepare a health-related physical activity programme for a selected client.	**Scope**
	
	Teaching will cover:
	
	Key Elements of a Health-Related Physical Activity Programme:
	• **Cardiovascular Training:**
	  ○ Activities such as brisk walking, cycling, or swimming to improve heart health and endurance.
	• **Strength Training:**
	  ○ Age-appropriate exercises like bodyweight movements or resistance bands to build muscle and maintain bone density.

	• **Flexibility and Balance:**
	  ○ Stretching exercises, yoga, or balance training to improve mobility and reduce injury risk.
	
	6-Week Physical Activity Programme Development:
	• **Applying FITT Principles (Frequency, Intensity, Time, Type):**
	  ○ Set weekly frequency, intensity level, duration of sessions, and exercise types based on the client's needs.
	• **Progressive Goal Setting:**
	  ○ Gradually increase intensity or duration over the 6 weeks to match improvements in fitness and endurance.
	• **Personalisation:**
	  ○ Adapt the programme to accommodate any specific needs, injuries, or limitations.
	Reviewing Client Progress:
	• **Tracking Improvements:**
	  ○ Monitor changes in physical activity levels, endurance, and overall lifestyle adjustments through weekly check-ins.
	• **Adjustments Based on Feedback:**
	  ○ Modify the programme if the client encounters difficulties or to build upon their progress (e.g., adding resistance or adjusting goals).

Title	Undertaking a Sports Project
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	64
OCN NI Unit Code	CBD991
Unit Reference No	R/616/6102
Unit purpose and aim(s): This unit will enable the learner to understand how to plan, carry out, produce and review a sport-related project.	

Learning Outcomes	Assessment Criteria
1. Plan a sport-related research project.	1.1. Define the aims of the project. 1.2. Describe the project design and research methods to be used. 1.3. Describe potential legal and ethical issues associated with the project. 1.4. Prepare a literature review.
2. Perform a data review for a sport-related project.	2.1. Perform data review including: a) identifying data sources b) collecting and recording required data c) assessing data
3. Produce a sport-related project report.	3.1. Produce a project report which includes: a) aims b) methodology c) results d) conclusion
4. Review a sport-related project.	4.1. Compare project aims to the project outcomes identifying possible areas for improvement.

Assessment Guidance:
NOS: SKAA339 – Contribute to own professional development as a sport and exercise scientist

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Undertaking a Sports Project

1. Plan a sport-related research project.	**Scope**
	
	Teaching will cover:
	
	Defining Project Aims:
	
	• **Identifying Purpose**:
	  ○ Understanding why the research is being conducted, what question(s) it seeks to answer, and its relevance to sports.
	
	• **Example Aims**:
	  ○ Examples could include analysing the impact of nutrition on athlete performance, studying injury rates in specific sports, or evaluating fitness trends among different age groups.
	
	Project Design and Research Methods:
	
	• **Project Design**:
	  ○ Structure of the project (e.g., survey-based study, case study, experimental design).
	
	• **Research Methods**:
	  ○ **Quantitative Methods**:
	  ▪ Surveys, experiments, and statistical analysis to collect measurable data.
	
	  ○ **Qualitative Methods**:
	  ▪ Interviews, observations, and open-ended surveys to gain insights into behaviours or attitudes.
	
	• **Selecting Methods**:
	  ○ Guidance on selecting the most suitable methods based on the aims and scope of the project.
	
	Legal and Ethical Issues:
	
	• **Legal Considerations**:
	  ○ Data protection laws (e.g., GDPR) concerning the collection, storage, and sharing of participant data.
	
	• **Ethical Considerations**:
	  ○ Informed consent, ensuring participant anonymity, and avoiding harm to participants.
	  ○ Emphasis on respecting privacy, transparency, and integrity in research.
	
	Preparing a Literature Review:
	
	• **Purpose of a Literature Review**:
	  ○ To provide background, identify gaps in current knowledge, and justify the project.
	
	• **Gathering Sources**:
	  ○ Searching for and evaluating academic articles, books, and reliable online sources.

	• **Synthesising Information**: ○ Summarising findings from the literature, highlighting relevant research, and linking it to the project aims.

2. Perform a data review for a sport-related project.	**Scope**
	
	Teaching will cover:
	
	Identifying Data Sources:
	
	• **Primary Sources**:
	  ○ Data collected directly through surveys, interviews, or experiments conducted by the researcher.
	
	• **Secondary Sources**:
	  ○ Data gathered from existing studies, databases, or statistical reports relevant to the project's topic.
	
	• **Reliability of Sources**:
	  ○ Criteria for selecting credible, valid, and relevant sources, with emphasis on academic or government-backed data.
	
	Collecting and Recording Data:
	
	• **Data Collection Techniques**:
	  ○ Techniques for gathering quantitative (e.g., numerical) and qualitative (e.g., observational) data.
	
	• **Recording Methods**:
	  ○ Using spreadsheets, data sheets, or digital tools to organise collected data systematically.
	
	• **Ethical Data Handling**:
	  ○ Ensuring data is accurately recorded, securely stored, and kept confidential if sensitive information is involved.
	
	Assessing Data:
	
	• **Data Analysis Techniques**:
	  ○ Simple statistical methods (e.g., averages, percentages) for quantitative data; thematic analysis for qualitative data.
	
	• **Data Interpretation**:
	  ○ Understanding patterns or trends and relating findings to the project aims.
	
	• **Data Reliability**:
	  ○ Evaluating the consistency and reliability of the data collected, identifying potential biases or limitations.

3. Produce a sport-related project report.	**Scope**
	
	Teaching will cover:
	
	Project Report Structure:
	
	• **Aims**:
	  ○ Clear statement of the project's purpose and research questions.
	
	• **Methodology**:
	  ○ Detailed explanation of research design, methods used, and any sampling or data collection techniques.
	
	• **Results**:
	  ○ Presentation of findings, often with tables, graphs, or charts for quantitative data, or summarised themes for qualitative data.
	
	• **Conclusion**:
	  ○ Summary of key findings, implications for the field of sports, and suggestions for future research.
	
	Report Writing Skills:
	
	• **Clear Communication**:
	  ○ Presenting information in a clear, organised, and concise manner.
	
	• **Visual Aids**:
	  ○ Using charts, graphs, or tables to effectively present quantitative data.
	
	• **Professional Language**:
	  ○ Ensuring the report is written in formal, objective language, avoiding personal opinion unless in reflective sections.

4. Review a sport-related project.	**Scope**
	
	Teaching will cover:
	
	Comparing Aims to Outcomes:
	
	• **Evaluating Success**:
	  ○ Assessing how well the project outcomes align with the initial aims and objectives.
	
	• **Identifying Discrepancies**:
	  ○ Noting any differences between expected and actual findings and considering reasons for these differences.

	Identifying Areas for Improvement: • **Strengths and Weaknesses**: ○ Reflecting on the strengths of the project (e.g., effective data collection methods) and potential limitations (e.g., small sample size). • **Recommendations**: ○ Suggestions for enhancing future projects, such as refining research methods, expanding the sample, or including more diverse data sources.

Title	Undertaking a Sports Based Mentorship as a Mentee
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	64
OCN NI Unit Code	CBD992
Unit Reference No	Y/616/6103
Unit purpose and aim(s): This unit will enable the learner to understand the process of gaining and reviewing a sports based mentorship as a mentee to support own professional development.	

Learning Outcomes	Assessment Criteria
1. Be able to apply to become a mentee within a sports based mentorship.	1.1. Define what is meant by a sports based mentorship. 1.2. Describe the role of mentee and mentor within a sports based mentorship. 1.3. Use effective job-searching techniques to find three suitable mentee opportunities within a sports based mentorship. 1.4. Apply for a suitable mentee position within a sports based mentorship. 1.5. Demonstrate effective interview skills during an interview for a mentee position within a sports based mentorship.
2. Be able to document own professional development in sport.	2.1. Use an appropriate methodology or planning tool with a mentor to assist with setting achievable personal career goals. 2.2. Use an appropriate medium to record own development as a mentee during a sports based mentorship.
3. Be able to reflect on own experience as a mentee within a sports based mentorship.	3.1. Summarise the benefits of undertaking a sports based mentorship as a mentee. 3.2. Assess feedback from others on own performance as a mentee during chosen sports based mentorship. 3.3. Describe own experience as a mentee within a sports based mentorship including recommendations for future career development.

Assessment Guidance:
NOS: SKAA329 – Develop productive working relationships with colleagues and stakeholders in sport

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Undertaking a Sports Based Mentorship as a Mentee
1. Be able to apply to become a mentee within a sports-based mentorship.	**Scope** Teaching will cover: **Understanding Sports-Based Mentorship**: • **Definition of Sports-Based Mentorship**: ○ Mentorship in a sports context involves a more experienced sports professional guiding a less experienced individual (mentee) to develop specific skills, gain industry knowledge, and pursue personal and professional growth in a structured environment. • **Roles and Responsibilities**: ○ **Mentee Role**: ▪ Active learner and goal-setter, responsible for implementing feedback, engaging in tasks assigned by the mentor, asking questions, and showing initiative in skill-building. ○ **Mentor Role**: ▪ Acts as a guide and advisor, providing structured opportunities for mentee growth, constructive feedback, and support while imparting knowledge based on industry experience. **Job-Searching Techniques**: • **Research and Networking**: ○ Effective strategies include searching sports organisations, local sports clubs, and professional networking sites (e.g., LinkedIn) to identify potential mentorship opportunities. • **Job Boards and Career Fairs**: ○ Using online job boards, career fairs, and events related to sports education to access a variety of options. • **Identifying Suitable Opportunities**: ○ Reviewing job descriptions to ensure opportunities align with personal goals, specific skills the mentee seeks to develop, and areas of interest within the sports sector, such as coaching, sports management, or fitness training.

	Applying for a Mentee Position: • **Preparation of Application Materials**: ○ **Resume/CV**: ▪ Tailoring the resume to highlight relevant skills, interests in sports, and experiences that align with the mentorship role. ○ **Cover Letter**: ▪ Explaining motivations for applying, skills the mentee aims to develop, and how they hope to contribute to the mentorship experience. ○ **Interview Skills**: ▪ **Pre-Interview Research**: ▪ Researching the mentor or organisation, familiarising oneself with the mentorship focus, and preparing examples of relevant experiences. ▪ **Interview Techniques**: ▪ Maintaining eye contact, speaking clearly, asking insightful questions about the role, and showing enthusiasm for learning. Practicing common interview questions can also build confidence.
2. Be able to document own professional development in sport.	**Scope** Teaching will cover: **Setting Career Goals with a Mentor**: • **Methodologies and Planning Tools**: ○ **SMART Goals**: ▪ Developing career goals that are Specific, Measurable, Achievable, Relevant, and Time-bound to ensure focus and clear milestones. ○ **Personal Development Plan (PDP)**: ▪ Using a PDP to outline goals, steps to achieve them, and timelines, which helps mentees and mentors track growth.

	• **Collaborative Goal setting**: o Collaborating with the mentor to identify core strengths and improvement areas, setting short- and long-term goals, and establishing practical steps to achieve them (e.g., improving communication skills by leading small group exercises). **Recording Development**: • **Documentation Methods**: o **Reflective Journal**: ▪ Daily or weekly journal entries to record key learnings, challenges faced, and mentor feedback, allowing for regular self-reflection. o **Digital Tools**: ▪ Using apps or digital platforms (e.g., Trello, OneNote) to organise notes, track goals, and upload any relevant materials or feedback. • **Mediums for Recording**: o **Written Entries**: ▪ Detailed notes on mentorship experiences, insights gained, and personal observations. o **Video or Audio Logs**: ▪ Recording reflections verbally to capture personal thoughts, self-evaluation, and progress in a multimedia format.
3. Be able to reflect on own experience as a mentee within a sports-based mentorship.	**Scope** Teaching will cover: **Benefits of Sports-Based Mentorship**: • **Personal and Professional Growth**: o Mentees often gain self-confidence, improve communication skills, and broaden their network within the sports industry.

- **Skill Development**:
    - Direct experience allows mentees to refine technical skills (e.g., coaching techniques) and professional skills (e.g., time management).

- **Career Insight and Exploration**:
    - By observing the mentor and their professional environment, mentees gain an understanding of career paths, job responsibilities, and industry demands, which informs their own career decisions.

- **Feedback and Self-Assessment**:
    - **Assessing Feedback**:
        - Reviewing feedback from mentors and other professionals to understand strengths and improvement areas.
        - Specific feedback (e.g., on leadership skills or technical abilities) helps mentees focus on targeted development.
    - **Evaluating Performance**:
        - Reflecting on feedback in relation to personal goals and using it to identify strengths, areas for development, and steps to address challenges in the future.

- **Experience Summary and Future Recommendations**:
    - **Describing Mentorship Experience**:
        - Summarising the overall experience, including initial expectations, key challenges, significant accomplishments, and how each of these elements impacted personal and professional growth.

- **Future Career Recommendations**:
    - **Further Development Suggestions**:
        - Based on the mentorship experience, mentees may identify new areas of interest, additional skills to develop, or certifications to pursue.

	○ **Long-Term Goal Setting**: ▪ Using insights from the mentorship to set new career goals, such as applying for internships, seeking further mentorships, or specialising in specific sports-related areas (e.g., sports psychology, physical training).

Title	Applied Fitness Testing
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	64
OCN NI Unit Code	CBD993
Unit Reference No	D/616/6104
Unit purpose and aim(s): This unit will enable the learner to understand how to conduct fitness assessments on individuals.	

Learning Outcomes	**Assessment Criteria**
1. Be able to assess the health of a client.	1.1. Carry out a health assessment on a selected client to determine any potential health or fitness issues. 1.2. Assess client health test results identifying possible changes to lifestyle that may enhance client health.
2. Be able to assess the level of fitness of a client.	2.1. Illustrate at least six fitness tests that may be conducted. 2.2. Select and conduct at least four appropriate fitness tests on a selected client. 2.3. Assess client fitness test results in relation to normative data identifying how a client's fitness may be improved.
3. Be able to assess fitness and training requirements of an individual to excel at sport.	3.1. Describe the fitness profile of an elite athlete. 3.2. Assess the fitness and training requirements to achieve excellence in at least three different sports.

Assessment Guidance:
NOS: SFHCHS143 – Assist others to test individuals' abilities before planning exercise and physical activities

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title : Applied Fitness Testing
1. Be able to assess the health of a client.	**Scope** Teaching will cover: **Health Assessment of a Client** **Health Assessment Components:** **Body Mass Index (BMI) Calculation** • **Skills to display**: o Learners should be able to calculate BMI by measuring weight and height, then using a simple formula (weight in kg / height in meters squared). o This assessment provides a basic understanding of weight categories (underweight, normal, overweight, and obesity) for general health. **Heart Rate Measurement** • **Skills to display:** o Learners can measure heart rate by locating the pulse (e.g., wrist or neck) and counting beats per minute. o This can be done at rest and after light exercise to observe cardiovascular response. **Blood Pressure Measurement (using a digital sphygmomanometer)** • **Skills to display:** o Learners can learn to use a digital blood pressure monitor to measure systolic and diastolic blood pressure. o This can be linked to understanding normal blood pressure ranges and potential indicators of hypertension. **Respiratory Rate Observation** • **Skills to display:** o Learners observe and count the number of breaths per minute at rest. o This is a simple way to assess breathing rate, which can vary with activity and indicate respiratory health. **Peak Flow Test (using a peak flow meter)** • **Skills to display:** o Using a peak flow meter, Learners can measure lung function. o This is especially useful for assessing respiratory health, and o Learners can compare their results with standard peak flow rate values for their age and height. **Waist-to-Hip Ratio Measurement** • **Skills to display:** o Learners use a tape measure to record waist and hip measurements, then calculate the ratio. o This can help assess distribution of body fat, which is relevant to cardiovascular health. • **Lifestyle Evaluation:** o Use of health questionnaires (PAR-Q) or interviews to explore factors like dietary habits, sleep patterns, and activity levels. o Assessment of how these lifestyle elements impact overall health.

These assessments are non-invasive, low-risk, and ideal for developing foundational skills in health and fitness assessment. Proper instruction should be provided to ensure Learners understand normal ranges and the importance of maintaining confidentiality and respect during assessments.

Interpreting and Recommending Lifestyle Changes:

Interpretation of Basic Health Data

- Learners should be educated to interpret simple health measurements and understand how these relate to general health.
- Learners should be able to assess basic data, like BMI, heart rate, blood pressure, and peak flow, to recognise ranges that are considered "healthy" or "concerning."
- They should be able to identify when a result is outside typical ranges, signalling a need for possible attention or lifestyle adjustments.
- **Risk Indicators:**
    - Recognising health risk indicators (e.g., high blood pressure, high BMI) and linking them to potential lifestyle adjustments.

Identification of Lifestyle-Related Health Factors

- Learners should understand the relationship between lifestyle choices and health, focusing on general concepts like exercise, diet, sleep, and stress.
- Learners could examine how each health indicator (like BMI or heart rate) might be influenced by factors such as physical activity, diet, or smoking.
- For example, a high BMI might suggest a need to increase physical activity or adjust diet, while a high resting heart rate could benefit from increased aerobic exercise or stress reduction.

Basic Health Promotion Strategies

- Introduce Learners to general health improvement strategies aligned with common health assessments.

Lifestyle Recommendations:

- **Diet - Eating balanced meals:**
    - Basic dietary guidance, such as emphasizing fruits, vegetables, and whole grains, reducing sugar, and managing portion sizes.
- **Stress Management:**
    - Simple methods to manage stress and heighten relaxation, such as hobbies, breathing exercises or physical activity.
- **Sleep Improvement:**
    - Emphasizing the importance of quality sleep and establishing a routine. Recognising the impact of regular sleep patterns on health.

	○ Learners could learn to suggest simple, evidence-based lifestyle changes, such as: These recommendations should remain general, appropriate for promoting wellness without stepping into areas requiring medical expertise. **Understanding Limitations and Referrals** Learners should be aware that while they can interpret basic indicators, anything outside of normal ranges should ideally be referred to a healthcare professional. This fosters respect for professional boundaries and promotes safe practice. **Competency Goals for Learners:** • **Health Assessment Skills**: ○ Conduct and interpret health measures, providing lifestyle recommendations. Teaching may use: **Visual aids:** Posters, diagrams, models, online websites, photographic and/or video footage of learner practical.
2. Be able to assess the level of fitness of a client.	**Scope** Teaching will cover: **Overview of Fitness Components and Tests** • **Cardiovascular Endurance:** ○ Introduction to the Cooper Run (distance covered in 12 minutes) or appropriate VO2 max test to measure aerobic capacity. • **Muscular Strength:** ○ Explanation and demonstration of the Handgrip Dynamometer for grip strength and 1RM (one-rep max) test to measure maximal strength safely. • **Muscular Endurance:** ○ Practice using the push-up or sit-up test to assess endurance by counting repetitions within a set time frame (e.g., 1 minute). • **Flexibility:** ○ Sit-and-reach test as a means to assess flexibility in the hamstrings and lower back. • **Speed:** ○ 30-metre sprint test to measure sprinting speed and acceleration. • **Agility**: ○ Illinois Agility Test, guiding Learners through a course to test speed and agility in changing direction.

Learners understand which component each test assesses and are familiar with the basic procedures for conducting each fitness test.

Selecting and Conducting Tests

Educate the Learners how to select appropriate tests based on individual client needs and execute each test correctly and safely.

- **Selection Criteria:**
  - Instruction on choosing tests based on the client's fitness goals, current health status, and baseline fitness levels.

- **Testing Protocols:**
  - Step-by-step guidance on each test, covering:

- **Preparation:**
  - Warm-up exercises tailored to the fitness component being tested.

- **Test Execution:**
  - Clear, systematic steps for each test.

- **Cool-Down:**
  - Appropriate cooldown to reduce muscle stiffness and aid recovery.

- **Safety Measures:**
  - Emphasis on injury prevention by covering:

- **Thorough warm-ups:**
  - Essential exercises to prepare the body.

- **Attention to Technique:**
  - Correct form to prevent strain or injury.

- **Client Monitoring:**
  - Awareness of signs of discomfort or fatigue, knowing when to stop.

Learners should be able to select, prepare, conduct, and conclude fitness tests professionally, adhering to safety protocols.

Interpreting Fitness Test Results
Educate Learners to analyse fitness test results in comparison to normative data and identify potential areas for improvement.

Normative Data:

- Training on using age- and gender-appropriate normative data to compare individual client results, providing context on where they stand (e.g., average or below average endurance levels for age).

Identifying Improvement Areas:

- **Cardiovascular Endurance:**
  - Recognise low endurance levels and suggest aerobic activities like steady-state running, cycling, or swimming.
- **Muscular Strength and Endurance:**
  - Identify specific areas needing strength or endurance improvement based on weak performance in tests.
- **Flexibility:**
  - Advise clients with limited range of motion to include flexibility exercises, especially if sit-and-reach scores are low.

Learners can interpret fitness test results, providing constructive feedback on areas needing improvement based on normative data.

Fitness Recommendations
Equip Learners with foundational knowledge of training methods to improve each fitness component, guiding clients toward balanced fitness development.

- **Cardiovascular Endurance:**
  - Introduction to steady-state aerobic activities (running, swimming, cycling) for building endurance
    .
- **Muscular Strength:**
  - Recommendation of resistance training (using body weight, free weights, or resistance bands) to build strength.
- **Muscular Endurance:**
  - Endurance-focused exercises like bodyweight circuits (push-ups, sit-ups) for higher repetitions.
- **Flexibility:**
  - Practice of dynamic and static stretching to improve range of motion, targeting muscle groups with limited flexibility.
- **Speed and Agility:**
  - Encourage sprint training for speed, and agility drills (like ladder drills or cone drills) to improve quick direction changes.

Learners are prepared to offer general, safe, and effective fitness recommendations tailored to client needs, promoting well-rounded fitness.

	Competency Goals for Learners **Fitness Testing Proficiency:** Execute fitness tests accurately and interpret results based on normative data. Teaching may use: **Visual aids:** Posters, diagrams, models, online websites, photographic and/or video footage of learner practical.
3. Be able to assess fitness and training requirements of an individual to excel at sport.	**Scope** Teaching will cover: **Elite Athlete Fitness Profile** Provide Learners with an understanding of the key fitness components that elite athletes must develop for peak performance. • **Cardiovascular Endurance:** o Introduce the concept of VO2 max as a measure of aerobic capacity. o Learners should understand that high endurance is essential in sports with extended activity durations, like marathon running or long-distance cycling. • **Muscular Strength and Power:** o Emphasize the need for explosive power in sports requiring quick, forceful movements, such as weightlifting or sprinting. • **Flexibility:** o Explain how flexibility helps prevent injuries and enhances movement efficiency, particularly in sports involving agility and dynamic movements (e.g., gymnastics, martial arts). • **Speed and Agility:** o Highlight the importance of speed and quick directional changes in sports like football, basketball, and tennis. • **Mental Focus:** o Discuss key psychological traits that support athletic performance, including resilience, focus, motivation, and the ability to manage pressure. Learners should be able to describe the physical and mental characteristics required for elite performance across various sports and understand how these attributes support athletic excellence. **Sport-Specific Fitness and Training Needs** Equip Learners with knowledge of the unique fitness requirements and training methods needed for specific sports.

Example of three sports (Centres can use any range of sports)

- **Football:**
  - Focus on agility
  - cardiovascular endurance, and
  - leg strength
  - Introduce training methods like interval training for stamina
  - plyometrics for explosive power, and
  - agility drills to improve quick direction changes

- **Swimming:**
  - Emphasize cardiovascular endurance
  - muscular endurance, and
  - flexibility
  - Discuss training that includes continuous aerobic swimming for endurance
  - low-impact strength training for muscle conditioning, and
  - dynamic stretching for flexibility

- **Athletics (e.g., Sprinter):**
  - Highlight the need for explosive power
  - speed, and
  - muscular strength
  - Explore plyometric exercises for jump strength
  - sprint drills to improve speed, and
  - resistance training for increased muscle power

Learners should be able to understand and display their knowledge of the fitness demands and specialized training approaches for different sports, enabling them to analyse the varied needs of elite athletes based on sport-specific demands.

Periodisation and Training Cycles
Introduce Learners to the concept of periodization, helping them understand how training is structured over time to achieve peak performance.

Scope:

- **Macrocycle:**
  - Define the macrocycle as a long-term training plan, often an annual cycle that targets peak performance at major events (e.g., a year-long training schedule for the Olympics).

- **Mesocycle:**
  - Introduce intermediate cycles within the macrocycle, focusing on specific fitness goals such as strength, endurance, or power over several weeks or months (e.g., a mesocycle dedicated to building endurance during the offseason).

- **Microcycle:**
  - Explain short-term cycles within a mesocycle, often lasting a week, focused on daily training adjustments and incremental

	improvements (e.g., a week focusing on high-intensity workouts for cardiovascular endurance). Learners can describe how elite athletes use structured training cycles to develop specific fitness components progressively over time, leading to peak performance. **Tapering and Peaking** Assist Learners understand how athletes adjust training intensity to reach peak performance for competitions. • **Tapering:** o Explain how athletes reduce training volume and intensity leading up to a competition to allow muscle recovery and mental focus, preventing overtraining. • **Peaking:** o Discuss how peaking refers to the final phase of training where athletes reach optimal performance levels, often timed precisely to coincide with competition dates. Learners learn the concepts of tapering and peaking, understanding how these strategies help athletes maximize their performance at crucial events, like championships or tournaments. **Competency Goals for Learners** **Athletic Training Knowledge:** Understand the fitness and training demands for sports and how they apply to elite athletes, alongside basic periodisation concepts. **Teaching may use:** **Visual aids:** Posters, diagrams, models, online websites, photographic and/or video footage of learner practical.

Title	Engaging with the Sports Community
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	64
OCN NI Unit Code	CBD994
Unit Reference No	H/616/6105
Unit purpose and aim(s): This unit will enable the learner to understand how to participate in sports events and sports clubs, and plan, deliver and review sports events.	

Learning Outcomes	**Assessment Criteria**
1. Be able to participate in delivery of sports events.	1.2. Identify six future sports events being run in own community. 1.3. Compare the planning process for at least two of the above sports events. 1.4. Participate in the delivery of a chosen sports event and evaluate own contribution.
2. Be able to participate in sports clubs.	2.1. Describe four voluntary sports clubs from at least two differing sports in own community. 2.2. Describe the importance of the role of volunteers within at least two differing sports clubs. 2.3. Contribute to a sports club or facility as a volunteer for a minimum of six hours. 2.4. Describe own contribution as a volunteer within chosen sports club or other sports facility.
3. Plan, deliver and review a sports event.	3.1. Produce a proposal for a sports event. 3.2. Plan and deliver a sports event. 3.3. Review your own role in planning and delivering an event identifying possible areas for improvement.

Assessment Guidance:
NOS:
SKAB17 – Work in partnership with other organisations and professionals to promote physical activity and its benefits
SKAD61 – Facilitate community-based sport and physical activity

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	**Definition**	**Possible Content**
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Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

	skills and/or knowledge gained throughout the course	
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Engaging with the Sports Community

1. Be able to participate in delivery of sports events.	**Scope**
	
	Teaching will cover:
	
	Identifying Local Sports Events:
	
	• **Researching and Identifying Events**:
	  ○ Utilising local resources such as community sports boards, online sports platforms, and local councils to identify six upcoming sports events.
	  ○ Examples might include charity fun runs, junior football matches, local tournaments, swim meets, fitness challenges, or community sports days.
	
	• **Event Variety**:
	  ○ Understanding diverse types of sports events based on purpose (e.g., charity, competitive, recreational) and size, and noting the target participants (e.g., youth, adults, or open events).
	
	Comparing Planning Processes:
	
	• **Event Types and Planning Requirements**:
	  ○ Recognising the planning differences between smaller events (e.g., a community basketball game) and larger-scale events (e.g., a city marathon or charity tournament).
	
	• **Planning Stages**:
	  ○ **Budgeting and Sponsorship**:
	  ▪ Reviewing how funding and resources are allocated, including sponsorship opportunities.
	
	  ○ **Venue and Equipment Logistics**:
	  ▪ Identifying venue requirements and ensuring necessary sports equipment, seating, and other materials are available and appropriately arranged.
	
	  ○ **Volunteer and Staff Coordination**:
	  ▪ Understanding the roles required for smooth event execution, such as coordinators, referees, and support staff.
	
	  ○ **Promotions and Registrations**:
	  ▪ Observing promotional methods to encourage attendance and understanding registration processes, including managing sign-ups and distributing information.

	• **Risk and Safety Considerations**: ○ Recognising the need for risk assessments and safety procedures to ensure participant well-being, such as ensuring first aid availability, reviewing health and safety regulations, and creating emergency action plans. **Participation and Self-Evaluation**: • **Active Involvement**: ○ Taking on a specific role (e.g., setting up equipment, managing participant check-in, or assisting in coordinating activities) during a chosen sports event. • **Reflecting on Own Contribution**: ○ Evaluating personal performance, including task effectiveness, collaboration with team members, and adaptability in real-time situations. ○ Documenting lessons learned and identifying areas for improvement (e.g., communication, time management, or task prioritisation).
2. Be able to participate in sports clubs.	**Scope** Teaching will cover: **Describing Community Sports Clubs**: • **Researching Local Clubs**: ○ Identifying at least four local sports clubs across two different sports, such as football, tennis, athletics, swimming, rugby, or basketball. • **Understanding Club Roles and Structure**: ○ Examining how each club operates, including management roles, coaching staff, volunteers, and membership structure. • **Volunteer Roles**: ○ Exploring volunteer roles, such as assisting coaches, helping with events, maintaining facilities, and supporting club administration. **Importance of Volunteers in Sports Clubs**: • **Volunteer Contributions**: ○ Recognising the role of volunteers as essential to club operation, helping to reduce costs, support participants, and ensure sustainable growth of club activities.

	• **Impact on the Community**:
	  ○ Understanding how volunteers make sports more accessible and affordable, increase participation opportunities, and foster a sense of community and belonging.
	• **Case Study Review**:
	  ○ Analysing specific volunteer contributions within two chosen clubs to gain practical insights into the value of these roles and the ways volunteers enhance community engagement and club success.
	Volunteer Contribution and Reflection:
	• **Volunteering for Six Hours**:
	  ○ Actively engaging in a volunteer role within a sports club or facility, performing tasks such as supporting a coach, helping to organise club events, maintaining club equipment, or managing guest check-ins.
	• **Describing and Reflecting on Own Contribution**:
	  ○ **Task Documentation**:
	  ▪ Recording details of responsibilities and actions taken during volunteering (e.g., assisting with drills, setting up equipment).
	  ○ **Self-Evaluation**:
	  ○ Reflecting on personal contributions, skills gained (e.g., teamwork, communication), and how these experiences may influence future volunteering or professional goals.

3. Plan, deliver and review a sports event.	**Scope** Teaching will cover: **Developing a Sports Event Proposal**: • **Proposal Elements**: ○ Crafting a proposal that outlines the event's purpose, target audience, desired outcomes, and structure. Example: Planning a youth football event to promote fitness, teamwork, and community engagement.

- **Event Details and Planning Considerations**:
  - Including venue selection, equipment needs, estimated budget, volunteer/staff requirements, marketing strategies, and safety protocols.
  - The proposal should offer a clear vision and practical approach for execution.

Planning and Delivering the Event:

- **Detailed Event Planning**:
  - **Scheduling and Task Delegation**:
    - Creating a timeline and assigning responsibilities to team members, ensuring each area (e.g., setup, check-in, equipment) is covered.
  - **Resource Allocation**:
    - Preparing resources, securing equipment, and confirming necessary permits or licenses.
  - **Health and Safety**:
    - Implementing safety checks, assigning first aid roles, and preparing emergency procedures.
- **Delivering the Event**:
  - **Execution of Planned Responsibilities**:
    - Fulfilling assigned roles, such as overseeing participant coordination, assisting with event activities, and adapting to any last-minute changes.
  - **Effective Communication**:
    - Ensuring smooth communication between team members, volunteers, and participants to maintain organisation and address any concerns promptly.

Event Review and Self-Evaluation:

- **Evaluating Event Success**:
  - Reviewing whether the event achieved its objectives, collecting participant feedback (e.g., surveys or informal feedback), and analysing organisational aspects such as timing, resource management, and team collaboration.

	• **Identifying Areas for Improvement**: ○ **Self-Reflection on Role**: Evaluating own contributions to planning and delivery, including strengths in areas like organisation or leadership, and identifying areas where improvement is needed. • **Future Recommendations**: ○ Suggesting enhancements for future events, such as refining task allocation, improving promotional efforts, increasing volunteer support, or strengthening communication strategies.

Title	Using Technology in Sport to Improve Performance
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	64
OCN NI Unit Code	CBD995
Unit Reference No	K/616/6106
Unit purpose and aim(s): This unit will enable the learner to understand the different types of technology used in sport and how they can be used to assess performance.	

Learning Outcomes	Assessment Criteria
1. Know various types of technology used in sport to improve performance.	1.1. Identify at least six different types of technology used in sport. 1.2. Assess the potential benefits of using technology in three different sports.
2. Be aware of the use of performance criteria when assessing performance in a chosen sport.	2.1. Summarise key performance criteria for a chosen sport or activity that may be assessed using technology.
3. Carry out performance analysis using sports technology.	3.1. Apply key performance criteria to a specific sport or activity using technology. 3.2. Use technology to assess performance in a chosen sport or activity.
4. Know how to evaluate sports performance using sports technology.	4.1. Identify strengths and areas for improvement based on technology based assessment of key performance criteria. 4.2. Provide recommendations to improve performance in a sport or activity based on technology based assessment findings.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Using Tech in Sport to Improve Performance

1. Know various types of technology used in sport to improve performance.	**Scope**
	
	Teaching may cover a range of:
	
	Identifying Sports Technologies:
	
	• **Video Analysis Software**:
	  ○ Examples include **Hudl** and **Coach's Eye**, which allow coaches and athletes to slow down, pause, and review footage frame-by-frame.
	  ○ For example, in **football**, video analysis can help review passing technique or defensive positioning.
	
	• **Wearable Technology**:
	  ○ **GPS trackers** (like **STATSports**), **heart rate monitors** (such as **Polar** or **Garmin**), and **accelerometers** provide real-time data on metrics such as distance covered, speed, heart rate, and workload.
	  ○ For instance, in **rugby**, GPS trackers measure how much ground each player covers and at what intensity.
	
	• **Performance Analytics Platforms**:
	  ○ **Catapult** and **STATSports** platforms compile multiple data points into dashboards, offering insights into player workload, speed, and agility.
	  ○ In **basketball**, these platforms can track sprint distances, jump counts, and time spent at high-intensity levels.
	
	• **Biomechanics Equipment**:
	  ○ **Motion sensors**, **force plates**, and **pressure mats** analyse body mechanics.
	  ○ In **tennis**, motion sensors can assess swing mechanics and identify adjustments needed for the performer to achieve greater efficiency and power.
	
	• **Virtual Reality (VR) Training**:
	  ○ VR tools like **STRIVR** and **Rezzil** allow athletes to experience game situations and practice mental conditioning.
	  ○ **Goalkeepers** can use VR to simulate real-game scenarios and practice decision-making and reflexes.
	
	• **Smart Equipment**:
	  ○ Devices such as **smart tennis rackets** (e.g., **Babolat Play**) and **smart basketballs** (e.g., **Wilson X Connected Basketball**) provide instant feedback on shot speed, accuracy, and spin rate, giving real-time performance insights.

	Benefits of Technology in Different Sports:
	
	• **Football**:
	  ○ GPS tracking helps coaches assess player endurance and tactical positioning, while video analysis enables detailed reviews of individual and team performance.
	
	• **Swimming**:
	  ○ Underwater motion analysis software evaluates stroke efficiency and body position to help reduce drag, while wearable sensors track lap times and stroke rates.
	
	• **Cycling**:
	  ○ Power meters measure an athlete's power output and pedalling efficiency, while aerodynamics software helps riders optimise their positioning to reduce drag.
	
	• **Tennis**:
	  ○ Video analysis and smart equipment (like Hawk-Eye) provide precise shot placement data and player movement analytics, helping athletes improve shot accuracy and agility.

2. Be aware of the use of performance criteria when assessing performance in a chosen sport.	**Scope**
	
	Teaching will cover:
	
	Performance Criteria in Sports:
	
	• **Sport-Specific Metrics**:
	  ○ Identifying key metrics that determine success in a sport, such as shot speed and accuracy in **tennis**, time per lap in **swimming**, or pass completion rate in **football**.
	
	• **Physical Criteria**:
	  ○ Metrics such as strength, speed, agility, endurance, and flexibility.
	  ○ For instance, in **track and field**, sprinters may be assessed on reaction time, speed, and acceleration.
	
	• **Technical Skills**:
	  ○ Precision, control, and effectiveness of specific movements. In **basketball**, this may include dribbling accuracy, shooting form, and footwork.

	• **Tactical Awareness**: o The ability to make effective decisions during play. In **football**, tactical criteria may include positioning, spatial awareness, and anticipation of opponents' moves. **Application of Technology to Assess Performance**: • **Data Collection for Key Performance Metrics**: o Using video analysis to review technique, wearable technology to monitor physical metrics, and performance analytics software to track tactical awareness. o For example, in **rugby**, video footage can be used to review defensive positioning, while GPS data shows players' running patterns and intensity during the match.
3. Carry out performance analysis using sports technology.	**Scope** Teaching will cover: **Applying Performance Criteria**: • **Setting Up and Using Technology**: o Configuring equipment specific to performance needs, such as attaching heart rate monitors for **running** to track heart rate variability or setting up video analysis for **swimming** to observe stroke mechanics. • **Conducting Performance Assessments**: o Selecting the technology that best captures the desired metrics. o For instance, a **tennis player** may use a smart racket to assess swing speed, while a **footballer** uses GPS to track running distance and speed on the pitch. **Using Technology for Assessment**: • **Quantitative Data Collection**: o Capturing numerical data like sprint speed, number of shots taken, shot accuracy percentage, and heart rate recovery. • **Qualitative Analysis through Video Review**: o Observing the technique, positioning, and body alignment. For instance, in **gymnastics**, video playback allows athletes to examine balance and form in real-time.

4. Know how to evaluate sports performance using sports technology.	**Scope**
	
	Teaching will cover:
	
	Identifying Strengths and Improvement Areas:
	
	• **Interpreting Data Findings**:
	  ○ Reviewing the collected data to determine areas of strength (e.g., high endurance levels shown by stable heart rate) and areas needing improvement (e.g., slow sprint recovery times indicating a need for speed training).
	
	• **Using KPIs to Measure Performance**:
	  ○ Tracking key performance indicators (KPIs) to monitor progress over time.
	  ○ In **tennis**, for example, a KPI could be the percentage of successful serves per game, allowing for an objective measure of serve accuracy improvements.
	
	Providing Improvement Recommendations:
	
	• **Data-Driven Feedback**:
	  ○ Based on assessment findings, making actionable recommendations such as increasing intensity for endurance training, focusing on specific drills to improve passing accuracy, or introducing agility exercises.
	
	• **Setting SMART Goals for Improvement**:
	  ○ Developing goals that are Specific, Measurable, Achievable, Relevant, and Time-bound.
	  ○ For example, in **basketball**, a player might set a goal to improve shooting accuracy by 10% over three months, using feedback from shot-tracking technology as a guide.

Title	Plan and Deliver a Sports Activity Session
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	64
OCN NI Unit Code	CBD996
Unit Reference No	M/616/6107
Unit purpose and aim(s): This unit will enable the learner to understand how to plan, prepare, lead, conclude and review a sports activity session.	

Learning Outcomes	Assessment Criteria
1. Know how to plan a sports activity session.	1.1. Describe the types of information required to tailor a sports activity session for a group or an individual. 1.2. Demonstrate how to check objectives, sequences and timings for a sports activity session. 1.3. Describe the health and safety aspects of preparing and delivering a sports activity session. 1.4. Create a sports activity session plan.
2. Know how to prepare a sports activity session.	2.1. Summarise the types of equipment and facilities required for a sports activity session. 2.2. Choose equipment appropriate to group or individual needs and the venue usage procedures. 2.3. Describe why it is important to be mentally and physically prepared for a sports activity session.
3. Be able to lead a sports activity session.	3.1. Summarise the supervision levels for at least two different sports activities, types of participants, and changing situations during a given session. 3.2. Describe why risks, needs or opportunities during a session may necessitate changes to a session plan. 3.3. Deliver a sports activity session including: a) using at least three different types of communication methods with participants b) adherence to organisational standards and procedures c) identifying risks, needs and opportunities
4. Understand how to conclude and review a sports activity session.	4.1. Describe the purpose and techniques used to conclude and review a sports activity session with participants. 4.2. Describe the importance of encouraging participants to take responsibility for the equipment and facilities after use. 4.3. Describe the procedures for recording session information and reporting any incidents or accidents. 4.4. Review a sports activity session identifying areas for improvement.

Assessment Guidance:
NOS:
SKAAL3 – Lead and conclude activity sessions
SKASPC1 – Assist the planning, delivery and review of sports coaching session
SKASPC2 – Design sports coaching programmes
SKASPC3 – Deliver and manage sports coaching programmes
SKASPC4 – Evaluate and review sports coaching programmes

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Plan and Deliver a Sports Activity Session

1. Know how to plan a sports activity session.	**Scope**
	
	Teaching will cover:
	
	Types of Information Required for Tailoring Sessions:
	
	• **Participant Details**:
	  ○ Age, skill level, fitness level, and any specific needs (e.g., disabilities or learning needs) to ensure the session is accessible and engaging.
	
	• **Session Objectives**:
	  ○ Defining clear goals, such as skill development, fitness improvement, teamwork, or specific sport techniques.
	
	• **Environmental Considerations**:
	  ○ Indoor vs. outdoor settings, weather conditions, space availability, and equipment constraints.
	
	Checking Objectives, Sequence, and Timings:
	
	• **Session Flow**:
	  ○ Planning a logical order for warm-up, main activity, and cool-down, ensuring each part aligns with the session objectives.
	
	• **Time Management**:
	  ○ Allocating time for each segment of the session, such as a 5-minute warm-up, 30-minute main activity, and 10-minute cool-down, allowing flexibility for spontaneous adjustments.
	
	• **Objective Review:**
	  ○ Ensuring activities are purposefully linked to objectives, such as using relay races to promote teamwork or agility drills to improve footwork.
	
	Health and Safety Aspects:
	
	• **Risk Assessment**:
	  ○ Identifying potential risks, such as equipment safety, participant fitness levels, and environmental hazards.
	
	• **Safety Protocols**:
	  ○ Having first aid procedures in place, understanding evacuation routes, and ensuring emergency contacts are accessible.

	• **Injury Prevention**: o Techniques such as proper warm-up and cool-down, monitoring participants, and encouraging hydration to reduce the likelihood of injury. **Creating a Session Plan**: • **Documenting the Plan:** o Preparing a structured session outline that includes objectives, a step-by-step activity guide, equipment needs, timings, and safety checks. o For example, a session plan for a beginner's basketball class might include dribbling drills, passing practice, and a mini game. • **Adapting for Flexibility:** o Including backup activities or modifications to accommodate unexpected factors, such as changes in group size or varying skill levels.
2. Know how to prepare a sports activity session.	**Scope** Teaching will cover: **Types of Equipment and Facilities**: • **Equipment Selection**: o Listing the necessary equipment based on the session (e.g., balls, cones, resistance bands, mats) and ensuring it is safe and fit for purpose. o For example, checking that footballs are properly inflated or that cones are undamaged. • **Facility Suitability**: o Reviewing the venue to ensure it meets the needs of the session, considering factors like space availability, surface type, lighting, and accessibility. o For instance, ensuring an indoor space for activities involving small equipment or that outdoor fields are free from debris. **Choosing Appropriate Equipment**: • **Tailoring to Group Needs**: o Selecting equipment that is suitable for the participants, such as smaller basketballs for younger players or softer balls for beginners to minimise injury risk.

	• **Venue Usage Procedures**:
	  ○ Familiarising with venue-specific guidelines, such as storage procedures, equipment cleaning protocols, and shared facility rules.
	
	Importance of Mental and Physical Preparedness:
	
	• **Mental Preparation**:
	
	  ○ Reviewing session goals and mentally rehearsing session flow, anticipating potential challenges, and preparing strategies for adapting if needed.
	
	• **Physical Readiness**:
	
	  ○ Ensuring personal fitness to lead by example and demonstrate activities accurately.
	  ○ Being physically prepared to assist participants if necessary (e.g., spotting during exercises) and maintaining a high energy level to motivate participants.

3. Be able to lead a sports activity session.	**Scope**
	
	Teaching will cover:
	
	Supervision Levels for Different Sports and Participants:
	
	• **Adapting Supervision to Group Needs**:
	
	  ○ Adjusting supervision based on participant characteristics, such as providing closer guidance for younger or inexperienced players and allowing more autonomy for advanced participants.
	
	• **Managing Supervision in Different Situations**:
	
	  ○ Recognising when increased supervision is necessary, such as during high-intensity activities or with larger groups to ensure safety and maintain order.
	
	Adjusting the Session Plan:
	
	• **Risk and Safety Adaptations**:
	
	  ○ Monitoring environmental conditions (e.g., slippery floors, temperature) and adjusting activities if necessary to prevent injury.
	
	• **Participant Needs**:
	
	  ○ Adapting activities to meet individual or group energy levels, such as increasing rest intervals if participants appear fatigued or adjusting the intensity to match skill levels.

	• **Taking Advantage of Opportunities**:
	  ○ If participants are highly engaged, adding a new drill to build on their enthusiasm or adjusting to focus on skills that show room for improvement.
	
	Delivering the Session:
	• **Communication Methods**:
	  ○ **Verbal Instructions**:
	  ▪ Explaining activity rules and safety instructions clearly, using simple language and repeating if needed.
	  ○ **Demonstrations**:
	  ▪ Showing correct techniques, such as a proper squat form or a basketball shooting technique, to help participants understand physical movements visually.
	  ○ **Encouragement and Feedback**:
	  ▪ Giving positive reinforcement and constructive feedback to motivate participants and support their improvement.
	• **Adherence to Organisational Standards**:
	  ○ Following facility rules, ensuring respect among participants, and managing time effectively.
	• **Identifying Risks, Needs, and Opportunities**:
	  ○ Observing participants to identify any issues, such as signs of fatigue, disengagement, or safety concerns, and adjusting accordingly.

4. Understand how to conclude and review a sports activity session.	**Scope** Teaching will cover: **Concluding and Reviewing a Session**: • **Purpose of Conclusion**: ○ Reinforcing skills learned by summarising the session's focus, discussing key takeaways, and asking participants for their thoughts.

- **Conclusion Techniques**:
    - Using reflective questions to encourage feedback (e.g., "What was your favourite part?" or "What skill do you feel you improved on?") and summarising achievements or areas to work on.

Encouraging Responsibility for Equipment and Facilities:

- **Participant Ownership**:
    - Teaching participants to respect equipment, showing them how to properly return items (e.g., stacking cones neatly or putting balls away).
- **Facility Maintenance**:
    - Emphasising the importance of leaving the facility clean and orderly, discussing why responsible facility use ensures its availability for future sessions.

Procedures for Recording and Reporting:

- **Session Records**:
    - Keeping a record of attendance, participant engagement, and any relevant feedback to assess session success and areas for improvement.
- **Incident and Accident Reporting**:
    - Understanding procedures for recording any accidents, equipment malfunctions, or other notable incidents and submitting these reports to facility or organisational management.

Reviewing and Identifying Improvements:

- **Self-Reflection**:
    - Evaluating what aspects of the session went well (e.g., participant engagement or effective instruction) and identifying areas for improvement (e.g., more concise communication or better time management).
- **Session Effectiveness Evaluation**:
    - Analysing whether the objectives were met, noting specific participant achievements or challenges, and identifying adjustments to improve future sessions, such as adding more variety to keep engagement high or refining activity timing.

Title	Anatomy and Physiology
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	64
OCN NI Unit Code	CBD997
Unit Reference No	T/616/6108
Unit purpose and aim(s): This unit will enable the learner to understand the structure and function of the skeletal, muscular, cardiovascular and respiratory systems.	

Learning Outcomes	Assessment Criteria
1. Understand the structure and function of the skeletal system.	1.1. Locate the major bones of the body. 1.2. Classify the different types of bone. 1.3. Classify all three types of joints in the body and the type of movement of each. 1.4. Describe the functions of the human skeleton.
2. Understand the structure and function of the muscular system.	2.1. Classify the three different types of muscle. 2.2. Describe the different muscle fibre types. 2.3. Locate the major muscles of the body and describe their function.
3. Understand the structure and function of the cardiovascular system.	3.1. Locate the main components of the human heart. 3.2. Illustrate the function of the cardiovascular system. 3.3. Classify the different types of blood vessels and blood cells.
4. Understand the structure and function of the respiratory system.	4.1. Locate the main components of the human lungs. 4.2. Illustrate the function of the respiratory system including: a) gaseous exchange b) the mechanism of breathing

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title : Anatomy and Physiology
1. Understand the structure and function of the skeletal system.	**Scope** Teaching will cover: **Terminology, Structure and Function of the Skeletal System and the Major Bones of the Body:** (AC 1.1) **Identification and location of major bones, including:** ○ Skull ○ Cranium (protects the brain) ○ Mandible (jawbone) • Spine (Vertebral Column) ○ Cervical Vertebrae (neck area) ○ Thoracic Vertebrae (upper back) ○ Lumbar Vertebrae (lower back) ○ Sacrum (base of the spine, part of the pelvis) ○ Coccyx (tailbone) • Thorax (Chest) ○ Ribs (protects the chest organs) ○ Sternum (breastbone, centre of the chest) • Shoulder Girdle ○ Clavicle (collarbone) ○ Scapula (shoulder blade) • Arm and Forearm ○ Humerus (upper arm bone) ○ Radius (forearm bone on the thumb side) ○ Ulna (forearm bone on the pinky side) • Hand ○ Carpals (wrist bones) ○ Metacarpals (bones of the palm) ○ Phalanges (finger bones) • Pelvis ○ Pelvic Girdle (hip bones, includes the ilium, ischium, and pubis) • Leg and Thigh ○ Femur (thigh bone, longest bone in the body) ○ Patella (kneecap) ○ Tibia (shinbone, larger bone in the lower leg) ○ Fibula (smaller bone in the lower leg) • Foot ○ Tarsals (ankle bones) ○ Metatarsals (bones of the foot) ○ Phalanges (toe bones) **Terminology of Bone Types and Functions** (AC 1.2 and 1.4) • Compact bone • spongy bone • periosteum

	Classification of bones by type • long • short • flat • irregular • sesamoid **Functions of bones:** • support • protection • movement • mineral storage • blood cell production • attachment for muscles **Joints and Movement** (AC 1.3) **Classification of joints:** • fibrous • cartilaginous • synovial **Types of synovial joints** • hinge • ball-and-socket • pivot • saddle • gliding • condyloid **Movement types:** • flexion • extension • abduction • adduction • rotation • circumduction • dorsiflexion • plantarflexion Teaching may use: **Visual aids:** Skeletal diagrams, models, photographic and/or video footage of learner practical.
2. Understand the structure and function of the muscular system.	**Scope** Teaching will cover: **Terminology of muscular system including:** **Types of Muscles and Fibre Types (AC 2.1 and 2.2)**

Types of muscles:

- skeletal
- smooth
- cardiac

Muscle types:

- **Type I (slow-twitch),**

- **Muscle fibre Characteristics:**
  - Contract slowly and generate less force
  - High resistance to fatigue
  - Rely on aerobic respiration (use oxygen) for energy
  - Rich in mitochondria, myoglobin, and capillaries, which support endurance

- **Muscle type Functions**:
  - Best suited for endurance activities that require prolonged energy output, such as long-distance running, cycling, and swimming.

- **Functions:**
  - Best suited for endurance activities that require prolonged energy output, such as long-distance running, cycling, and swimming.

- **Relevance to Sport Performance:**
  - Type I fibres enable athletes to perform continuous, low-intensity activity for extended periods without fatigue.
  - Crucial for sports that demand sustained effort rather than explosive power.

- **Type IIa (Fast-Twitch Oxidative Fibres)**

- **Muscle fibre Characteristics:**
  - Contract more quickly than Type I fibres but with moderate resistance to fatigue.
  - Use both aerobic and anaerobic energy systems, allowing for intermediate endurance and power.
  - Good blood supply but fewer mitochondria than Type I fibres.

- **Muscle type Functions**:
  - Suitable for sports that require both speed and endurance, such as middle-distance running, soccer, and basketball.

- **Relevance to Sport Performance:**
  - Type IIa fibres support activities needing a balance of endurance and power.
  - They help athletes in sports that involve sustained, high-intensity efforts, allowing for bursts of speed with some endurance.

- **Type IIx (Fast-Twitch Glycolytic Fibres)**

- **Muscle fibre Characteristics:**
  - Contract very quickly and produce a high level of force.
  - Fatigue very quickly due to reliance on anaerobic respiration (without oxygen).
  - Low in mitochondria and blood supply, but high in glycogen stores for rapid energy release.

- **Muscle type Functions**:
  - Best suited for short-duration, high-intensity activities like sprinting, weightlifting, and jumping.
- **Relevance to Sport Performance:**
  - Type IIx fibres are essential for sports requiring explosive power and quick bursts of energy.
  - Athletes rely on these fibres for maximum force in minimal time, making them ideal for sprints, throws, and jumps.

Major Muscles of the Body and Their Functions (Assessment Criteria 2.3)

Location, function of major muscle groups and their application in Sport:

(e.g. **Deltoids:**
- **Function:** The deltoid muscles in the shoulders allow for lifting the arm away from the body and rotating it in multiple directions.
- **Application in Sport:** Used in movements such as throwing a ball, lifting weights, or swimming strokes like the butterfly.)

Upper body:

- biceps
- triceps
- deltoids
- pectorals

Core:

- abdominals
- latissimus dorsi
- erector spinae

Lower body:

- quadriceps
- hamstrings
- gluteus maximus
- gastrocnemius

	Muscle Contractions and Movements **Types of muscle contractions:** • isotonic (concentric and eccentric) ○ **Example in Sport:** In a bicep curl, the biceps undergo concentric contraction to lift the weight by bending the elbow. • isometric ○ **Example in Sport:** In a plank position, the abdominals and other core muscles perform isometric contractions to hold the body in position. **Muscle Movements and Examples** • Deltoids: Enable shoulder abduction and rotation. ○ **Movement Example:** Raising the arms sideways (abduction) in a jumping jack involves concentric contraction of the deltoids. Teaching may use: **Visual aids:** Muscle diagrams, interactive models, photographic and/or video footage of learner practical.
3. Understand the structure and function of the cardiovascular system.	**Scope** Teaching will cover: **Terminology and the Anatomy of the Heart and Major Blood Vessels** (AC 3.1 and 3.3) **Terminology** • Pulmonary and systemic circulation • aorta • vena cava **Structure of the heart:** • atria • ventricles • valves (e.g., mitral, tricuspid) **Major blood vessels:** • arteries, • veins, • capillaries.

	Functions of the Cardiovascular System (AC 3.2) • roles in oxygen transport • nutrient delivery • waste removal, and • temperature regulation **Blood flow pathway through the heart, lungs, and body**. **Terminology:** • Stroke volume • cardiac output • heart rate • blood pressure **Types of Blood Cells and Their Functions** (AC 3.3) **Blood components:** • red blood cells • white blood cells • platelets • plasma **Functions of each cell type in relation to health and exercise.** **Terminology:** • Hemoglobin • leukocytes • thrombocytes Teaching may use: **Visual aids:** Cardiovascular anatomical diagrams, interactive models, photographic and/or video footage of learner practical
4. Understand the structure and function of the respiratory system.	**Scope** Teaching will cover: **Anatomy of the Respiratory System** (AC 4.1) **Main structures:** • nasal cavity • pharynx • larynx • trachea • bronchi • bronchioles • lungs • alveoli

	Terminology: • Diaphragm • intercostal muscles • pleura **Function of the Respiratory System (**AC 4.2) **Process of gaseous exchange:** • Oxygen and carbon dioxide diffusion at the alveoli. • Transport of oxygen to tissues and removal of carbon dioxide. **Mechanism of breathing:** • inhalation and exhalation • including diaphragm and intercostal muscle involvement **Terminology:** • Tidal volume • vital capacity, respiratory rate Teaching may use: **Visual aids:** Respiratory anatomical diagrams, interactive models, photographic and/or video footage of learner practical.

Title	The Impact of Exercise on the Body
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	64
OCN NI Unit Code	CBD998
Unit Reference No	A/616/6109
Unit purpose and aim(s): This unit will enable the learner to understand the body's response to acute/steady-state exercise, fatigue and how the body adapts to long-term exercise.	

Learning Outcomes	Assessment Criteria
1. Understand the body's response to acute exercise.	1.1. Illustrate the responses of the cardiovascular and respiratory systems to acute exercise. 1.2. Describe the responses of the neuromuscular and energy systems to acute exercise.
2. Understand the body's response to steady-state exercise.	2.1. Illustrate the responses of the cardiovascular and respiratory systems to steady-state exercise. 2.2. Describe the responses of the neuromuscular and energy systems to steady-state exercise.
3. Understand exercise fatigue and recovery from exercise.	3.1. Describe what is meant by exercise fatigue. 3.2. Illustrate how the body recovers from exercise.
4. Understand how the body adapts to exercise over the long term.	4.1. Describe how the body adapts to exercise over the long term.

Assessment Guidance:
NOS:
SKAB17 – Work in partnership with other organisations and professionals to promote physical activity and its benefits
SKAB18 – Promote physical activity and its benefits to people who are not currently active

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title: The Impact of Exercise on the Body

1. Understand the body's response to acute exercise.	**Scope**
	
	Teaching will cover:
	
	Responses of the Cardiovascular System:
	
	• **Heart Rate Increase**:
	  ○ The heart beats faster to pump more blood, delivering oxygen to active muscles and removing carbon dioxide.
	  ○ For example, a person's heart rate may increase from 70 beats per minute (bpm) at rest to 120 bpm during moderate exercise
	
	• **Stroke Volume Increase**:
	  ○ The amount of blood pumped per heartbeat increases to improve oxygen delivery.
	  ○ For example, stroke volume may rise from 70 ml per beat at rest to 90 ml during intense exercise.
	
	• **Blood Flow Redistribution**:
	  ○ Blood is redirected from inactive organs (e.g., the digestive system) to working muscles, providing them with more oxygen and nutrients.
	
	Responses of the Respiratory System:
	
	• **Breathing Rate Increase**:
	  ○ Breathing rate rises to take in more oxygen and expel carbon dioxide.
	  ○ For example, respiratory rate may increase from 12 breaths per minute at rest to 30 breaths per minute during exercise.
	
	• **Tidal Volume Increase**:
	  ○ The amount of air taken in per breath increases, allowing more oxygen to enter the bloodstream and reach the muscles.
	
	• **Enhanced Oxygen Uptake**:
	  ○ Faster and deeper breathing improves oxygen uptake, supporting aerobic energy production and delaying fatigue.
	
	Responses of the Neuromuscular System:
	
	• **Increased Muscle Activation**:
	  ○ Nerves stimulate muscle fibres to contract more frequently and with greater force.
	  ○ For example, during sprinting, fast-twitch muscle fibres are activated to produce quick, powerful contractions.

	• **Coordination of Motor Units**: ○ The nervous system coordinates multiple muscle fibres to ensure efficient and forceful movements. **Responses of the Energy Systems**: • **ATP-PC System Activation**: ○ For high-intensity, short-duration activities (e.g., sprinting), the ATP-PC (adenosine triphosphate-phosphocreatine) system provides immediate energy. • **Glycolytic System Use**: ○ For sustained high-intensity activity, the body relies on the breakdown of glucose without oxygen, producing lactic acid as a byproduct.
2. Understand the body's response to steady-state exercise.	**Scope** Teaching will cover: **Responses of the Cardiovascular System**: • **Consistent Heart Rate**: ○ After initial increases, heart rate reaches a steady level to meet ongoing energy demands. For example, a long-distance runner's heart rate stabilises after the first few minutes of running. • **Increased Cardiac Output**: ○ The heart efficiently pumps blood to deliver a steady supply of oxygen to working muscles. **Responses of the Respiratory System**: • **Stable Breathing Rate**: ○ Breathing rate reaches a steady level that maintains oxygen supply and carbon dioxide removal. • **Efficient Gas Exchange**: ○ Oxygen intake and carbon dioxide removal occur smoothly, ensuring that muscle cells receive a continuous oxygen supply.

	Responses of the Neuromuscular System: • **Sustained Muscle Contraction**: o Muscles can contract rhythmically and maintain a level of output for prolonged periods, as seen in activities like jogging or cycling. • **Reduced Fatigue**: o By recruiting slow-twitch muscle fibres, the body can sustain longer, low-intensity activities without tiring quickly. **Responses of the Energy Systems**: • **Aerobic Energy Production**: o The body primarily uses the aerobic system for steady-state activities, breaking down carbohydrates and fats in the presence of oxygen for long-lasting energy. • **Conservation of Glycogen**: o The body may use fats as an energy source in addition to glycogen, preserving carbohydrate stores for longer periods of exercise.
3. Understand exercise fatigue and recovery from exercise.	**Scope** Teaching will cover: **Understanding Exercise Fatigue**: • **Definition**: o Fatigue is a decline in the ability of muscles to generate force, often resulting from intense or prolonged exercise. • **Causes of Fatigue**: o **Lactic Acid Buildup**: ▪ During high-intensity activities, lactic acid accumulates in muscles, leading to a burning sensation and reduced muscle performance. • **Depletion of Energy Stores**: o Exhaustion of ATP and glycogen stores limits the energy available for muscle contractions.

	• **Electrolyte Imbalance**:
	  ○ Loss of electrolytes (e.g., sodium, potassium) through sweating disrupts muscle function and can contribute to fatigue.
	
	Recovery Processes:
	
	• **Oxygen Debt Repayment**:
	  ○ After exercise, the body continues to breathe heavily to repay the oxygen debt (also known as excess post-exercise oxygen consumption or EPOC), helping to clear lactic acid and restore energy.
	
	• **Replenishment of Glycogen Stores**:
	  ○ The body restores glycogen stores in muscles and the liver, preparing for future activity.
	
	• **Muscle Repair and Growth**:
	  ○ Microtears in muscle fibres are repaired during recovery, leading to muscle strengthening and growth.
	
	• **Hydration and Electrolyte Balance**:
	  ○ Rehydration and electrolyte replenishment through fluids and nutrient intake help restore balance and improve muscle function.

4. Understand how the body adapts to exercise over the long term.	**Scope**
	
	Teaching will cover:
	
	Long-Term Adaptations of the Cardiovascular System:
	
	• **Increased Stroke Volume**:
	  ○ The heart pumps more blood per beat due to improved efficiency, allowing for greater oxygen delivery with each contraction.
	
	• **Lower Resting Heart Rate**:
	  ○ As the cardiovascular system becomes more efficient, the resting heart rate decreases, indicating improved heart health and endurance.

- **Increased Capillarisation**:
    - More capillaries form around muscles, enhancing blood flow and oxygen delivery to tissues.

Long-Term Adaptations of the Respiratory System:

- **Increased Lung Capacity**:
    - Regular aerobic exercise can increase lung capacity, allowing more air (and thus oxygen) to enter the lungs with each breath.
- **Improved Gas Exchange Efficiency**:
    - Enhanced efficiency in oxygen and carbon dioxide exchange supports prolonged aerobic performance.
- **Stronger Respiratory Muscles**:
    - The diaphragm and intercostal muscles strengthen, making breathing easier and more efficient during exercise.

Long-Term Adaptations of the Neuromuscular System:

- **Increased Muscle Strength and Endurance**:
    - Muscle fibres adapt to regular exercise by becoming stronger and more resistant to fatigue, especially through resistance and endurance training.
- **Muscle Fibre Type Adaptation**:
    - With training, fast-twitch muscle fibres (for power activities) or slow-twitch fibres (for endurance) can slightly alter their characteristics to suit the demands of the activity.
- **Enhanced Coordination and Motor Skill Efficiency**:
    - The nervous system becomes more adept at coordinating muscle contractions, improving agility, balance, and technique.

Long-Term Adaptations of the Energy Systems:

- **Enhanced ATP Production**:
    - Both aerobic and anaerobic energy systems become more efficient, supporting energy production for sustained performance.

	• **Increased Glycogen Storage**:
	  ○ Muscles store more glycogen, providing a larger reserve of readily available energy for exercise.
	• **Improved Fat Utilisation**:
	  ○ The body becomes more efficient at using fat as an energy source during aerobic exercise, preserving glycogen for higher intensity demands.

Title	Undertaking Sporting Activities
Level	Two
Credit Value	8
Guided Learning Hours (GLH)	64
OCN NI Unit Code	CBD999
Unit Reference No	M/616/6110
Unit purpose and aim(s): This unit will enable the learner to understand the rules, skills and techniques for differing sports through practical application.	

Learning Outcomes	Assessment Criteria
1. Be able to demonstrate at least one skill or technique used in selected sports.	1.1. Identify at least five skills and techniques required to perform at least two different sports effectively. 1.2. Demonstrate and record one skill or technique used in at least two different sports. 1.3. Apply skills and techniques in game scenarios for at least two different sports.
2. Understand the rules, regulations and scoring systems of selected sports.	2.1. Identify the primary rules and laws applied by the governing body for at least two different sports. 2.2. Identify methods of scoring and requirements of winning in at least two different sports.
3. Be able to review sports performance.	3.1. Summarise how sports performance is scored/judged for at least two different sports. 3.2. Produce a scoring system that may be used to analyse sports performance in at least two different sports. 3.3. Review key performance indicators for at least two different sports. 3.4. Provide performance feedback to the participants and/or coaches in at least two different sports.

Assessment Guidance:
NOS: SKAAL3 – Lead and conclude activity sessions

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the	Record of observation Learner notes/written work Tutor notes/record

	skills and/or knowledge gained throughout the course	Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit Title: Undertaking Sporting Activities
1. Be able to demonstrate at least one skill or technique used in selected sports.	**Scope** Teaching will cover: Identification **of Skills and Techniques**: • **Five Core Skills/Techniques for Each Sport**: ○ Examples for **Football**: ▪ Passing, dribbling, shooting, tackling, heading. ○ Examples for **Basketball**: ▪ Dribbling, passing, shooting, rebounding, defensive stance. ** These are only examples; learners may use any sport. • **Understanding Each Skill**: ○ Emphasis on the purpose of each skill in game play, its mechanics, and how it enhances performance. . Skill**/Technique Demonstration**: • **Demonstration of Selected Skill/Technique**: ○ Choose one key skill in each sport and perform it with proper technique (e.g., dribbling in football and shooting in basketball). • **Recording the Demonstration**: ○ Video or written record to review form and technique. Application **of Skills in Game Scenarios**: • **Simulated Game Situations**: ○ Practise applying skills and techniques in game contexts to develop situational awareness and decision-making. • **Game Play Understanding**: ○ Recognition of when and how to use specific skills during a match, improving tactical awareness.
2. Understand the rules, regulations and scoring systems of selected sports.	**Scope** Teaching will cover: Primary **Rules and Regulations**: • **Rules Overview for Each Sport**: ○ Knowledge of key rules from the governing body (e.g., offside rule in football, three-second rule in basketball).

	• **Governing Body Standards**:
	  ○ Familiarity with bodies like FIFA for football or FIBA for basketball and understanding rule applications in games.
	
	• **Game Conduct**:
	  ○ Knowledge of player conduct, fouls, and penalties, ensuring fair play.
	
	Scoring Methods and Winning Requirements:
	
	• **Scoring Systems**:
	  ○ Understanding of point or goal systems used in each sport (e.g., goals in football, points in basketball).
	
	• **Winning Criteria**:
	  ○ Identifying what constitutes a win, such as the highest score or points differential at game end.

3. Be able to review sports performance.	**Scope**
	
	Teaching will cover:
	
	Performance Scoring and Judgement:
	
	• **Summarising Performance Criteria**:
	  ○ Understanding how performance is scored or judged in selected sports (e.g., goals scored, successful tackles in football; points, assists in basketball).
	
	• **Performance Metrics**:
	  ○ Introduction to different metrics (e.g., accuracy, efficiency, effectiveness) that impact game performance.
	
	Creating a Scoring System for Analysis:
	
	• **Developing an Analysis System**:
	  ○ Creating a simple scoring or rating system to measure performance in areas such as accuracy, speed, and decision-making.
	
	• **Example Metrics**:
	  ○ Include passing accuracy in football or shooting percentage in basketball to gauge effectiveness.
	
	Key Performance Indicators (KPIs):
	• **Identifying KPIs**:
	  ○ Examples of KPIs might include goal conversion rate, possession time in football, shooting accuracy, turnovers in basketball.
	
	• **Using KPIs to Assess Performance**:
	  ○ Link each KPI to specific skills, using these indicators to understand strengths and weaknesses.

	Providing Performance Feedback: • **Constructive Feedback**: ○ Based on observed strengths and areas for improvement, provide actionable feedback to peers or self. • **Feedback Techniques**: ○ Use positive reinforcement, specific observations, and clear suggestions for improvement.

11. Quality Assurance of Centre Performance

11.1 Internal Assessment

When delivering and assessing these qualifications, centres must align with stakeholders' expectations and address learners' needs by implementing a practical and applied programme. Centres have the flexibility to customise programmes to meet local requirements and establish connections with local employers and the broader vocational sector.

The Assessor should work with the Internal Quality Assurer to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the Internal Quality Assurer prior to the delivery of the qualification.

All units within these qualifications must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

The assessment format for all units involves a task conducted after the delivery of the unit's content, or part of it, if multiple tasks are used. Tasks may exhibit in various forms, encompassing practical and written types. Please refer to 'OCN NI's Assessment Definitions Guide' for additional details.

A task constitutes a distinct activity completed independently by learners, separated from teaching, practice, exploration, and other activities guided by tutors. Tasks are assigned to learners with a specified start date, completion date, and explicit requirements for the evidence to be produced. Some tasks may include observed practical components and require diverse forms of evidence.

A valid assignment will enable a clear and formal assessment outcome, which meets the requirements of the assessment criteria. Assessment decisions are based on the specific assessment criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

It is the Assessor's role to ensure that learners are appropriately prepared for assessment, this begins from induction onwards. Assessors should ensure that learners understand how assessment tasks are used to determine the award of credit, the importance of meeting assessment timelines, and that all learners work must be independently created, where source documents are used this should be appropriately referenced, learners should be aware of what would constitute plagiarism and the possible consequences.

When conducting the assessment, Assessors must ensure they do not provide direct input, instructions or specific feedback which may compromise the authenticity of the work submitted.

Once the Assessor has authenticated the learners work, they must transparently demonstrate the rationale behind their assessment decisions. Once a learner completes all assigned tasks for a unit, the Assessor will allocate a grade for the unit. Refer to the 'Unit Grading Matrix' for additional information on the grading process.

Once the Assessor has completed the assessment process for the task, the assessment decision is recorded formally, and feedback is provided to the learner. The feedback should show the learner the outcome of the assessment decision, how it was determined or where the criteria has been met, it may indicate to the learner why achievement of the assessment criteria has not been met. It must be clear to the learner that this Assessment outcome is subject to verification.

For further information on assessment practice, please see the 'OCN NI Centre Handbook'. Assessment Training is also available and can be booked through the OCN NI Website.

11.2 Internal Quality Assurance

The role of the Internal Quality Assurer is to ensure appropriate internal quality assurance processes are carried out. The Internal Quality Assurer must oversee that assessments are conducted in accordance with relevant OCN NI policies, regulations, and this specification.

The Internal Quality Assurer must ensure assessments are fair, reliable, and uniform, thereby providing a consistent standard for all learners.

Internal Quality Assurers are required to provide constructive feedback to Assessors, identifying areas of strength and those that may require improvement. This feedback contributes to the ongoing professional development of Assessors.

Contributing to the standardisation of assessment practices within the centre is an important function of this role. This entails aligning assessment methods, grading criteria, and decision-making processes to maintain fairness and equity.

Internal Quality Assurers will actively engage in the sampling and monitoring of assessments to ensure the consistency and accuracy of assessment decisions. This process helps identify trends, areas for improvement, and ensures the robustness of the overall assessment system.

For further information on Internal Quality Assurance practice, please see the 'OCN NI Centre Handbook'. Internal Quality Assurance training is also available and can be booked through the OCN NI Website.

11.3 Documentation

For internal quality assurance processes to be effective, the internal assessment and Internal Quality Assurance team needs to keep effective records.

- The programme must have an assessment and internal quality assurance plan. When producing a plan, they should consider:
    - the time required for training and standardisation activities
    - the time available to undertake teaching and carry out assessment,
    - consider when learners may complete assessments and when quality assurance will take place
    - the completion dates for different assessment tasks
    - the date by which the assignment needs to be internally quality assured
    - sampling strategies
    - how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
    - how resubmission opportunities can be scheduled.

The following documents are available from OCN NI and document templates can be found in the Centre Login section of the OCN NI website www.ocnni.org.uk:

- A1 – Learner Assessment Record per Learner
- A2 – Assessment Decision Form per Learner
- Learner Authentication Declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 Internal Quality Assurance Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

11.4 External Quality Assurance

All OCN NI recognised centres are subject to External Quality Assurance. External quality assurance activities will be conducted to confirm continued compliance with the CCEA Regulation General Conditions of Recognition, OCN NI terms and conditions and the requirements outlined within this qualification specification.

The External Quality Assurance is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of these qualifications. This will include, but is not limited to, the review of a sample of assessment evidence and evidence of the internal quality assurance of assessment and assessment decisions. This will form the basis of the External Quality Assurance report and will help OCN NI determine the centre's risk.

The role of the External Quality Assurer serves as an external overseer of assessment quality, working to uphold consistency, compliance, and continuous improvement within the assessment process. Their role is crucial in ensuring that assessments are valid, reliable, fair, and aligned with the required standards and regulations.

For further information on OCN NI Centre Assessments Standards Scrutiny (CASS) Strategy, please see the OCN NI Centre Handbook.

11.5 Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and the application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and internal quality assurance

Centres offering these qualifications must carry out internal standardisation activities prior to the claim for certification.

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant Assessor and Internal Quality Assurer documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

12. Administration

12.1 Registration

A centre must register learners for these qualifications within 90 days of commencement of the delivery of the programme.

For further information on learner registration please see the OCN NI Centre Handbook and the QuartzWeb Manual, available through the Centre Login section of the OCN NI website. Administration training is also available and can be booked through www.ocnni.org.uk.

12.2 Certification

Once all internal quality assurance activities have been successfully completed, the centre can claim certification for the learner(s).

Certificates will be issued to centres within 20 working days from completion of a satisfactory external quality assurance activity, if appropriate, alternatively from the submission of an accurate and complete marksheet.

It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

For further information on the uploading of results please see the QuartzWeb Manual for guidance, administration training is also available and can be booked through OCN NI

12.3 Charges

OCN NI publishes all up-to-date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

12.4 Equality, Fairness and Inclusion

OCN NI's are committed to ensuring all learners have an equal opportunity to access our qualifications and assessment, and that our qualifications are awarded in a way that is fair to every learner.

OCN NI is committed to making sure that:

- learners with a protected characteristic 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 for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers

For information on reasonable adjustments and special considerations please see the OCN NI Centre Handbook and Reasonable Adjustments and Special Considerations Policy held in the back office of the OCN NI website.

12.5 Retention of Evidence

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.

OCN NI Level 2 Award in Sport
Qualification number: 603/2562/8

OCN NI Level 2 Certificate in Sport
Qualification number: 603/2563/X

OCN NI Level 2 Extended Certificate in Sport
Qualification number: 603/2565/3

OCN NI Level 2 Diploma in Sport
Qualification number: 603/2566/5

Operational start date: 01 November 2017
Operational end date: 31 October 2030
Certification end date: 31 October 2032

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12.6 Appendix 1 - Definition of OCN NI's Assessment Verbs

The following verbs are working definitions of those used in OCN NI assessments with examples of how they can be applied and used in different but equally valid contexts.

Verb	Definition	Example
Apply	To effectively utilize information, items, or equipment to achieve specific objectives, produce tangible outcomes, or enhance understanding.	The learner will be expected to understand and use information, items, or equipment to complete tasks accurately, solve problems, and achieve specific goals efficiently and effectively in practical situations. This involves combining various resources to create coherent and effective outcomes. The learner demonstrates efficiency in using the resources, minimising waste and maximising effectiveness. This involves planning, organising, and executing tasks in a streamlined manner.
Assess	Make an informed judgment in line with given criteria regarding a range of given things or information.	The learner will be expected to actively demonstrate their ability to evaluate and reflect on various aspects of their work be it academic work, job performance or personal goals.
Carry out	To effectively utilise information, items, or equipment to achieve specific objectives, produce tangible outcomes, or enhance understanding.	The learner will be expected to comprehend the information, items, or equipment they are required to use. This involves understanding the purpose, function, and relevance of the resources. The learner must carry out tasks using the information, items, or equipment to produce specific results. This involves following procedures accurately and demonstrating the ability to use resources effectively. The learner uses the resources to address challenges and find solutions. This involves planning, organising, and executing tasks in a streamlined manner.
Classify	To arrange or organise items, information, or concepts into categories or groups based on shared characteristics or criteria.	The learner will be expected to sort things in a systematic way to better understand their relationships and distinctions. This logistical process will help make information more manageable and easier to analyse or retrieve.
Compare	To examine and evaluate the similarities and differences between information, items, or equipment in order to enhance understanding and make informed decisions.	The learner will be expected to identify the specific information, items, or equipment to be compared. This involves selecting relevant subjects for comparison based on the task or objective. The learner analyzes the characteristics, features, and attributes of each subject. The learner identifies relevant items, analyses their features, evaluates similarities and differences, and draws conclusions to make informed decisions or solve

		problems.
Complete	To finish a task fully and accurately, producing items or achieving understanding as required by the task objectives.	The learner will be expected to comprehend the task's objectives and what is required to achieve them. This involves understanding the desired outcomes and the criteria for successful completion. The learner follows all necessary steps or procedures accurately and systematically. This involves adhering to instructions, using appropriate methods, and ensuring each step is completed correctly. The learner pays close attention to details throughout the task. This involves being meticulous in performing each part of the task to ensure nothing is overlooked or done incorrectly. The learner produces high-quality items or achieves a thorough understanding as a result of completing the task. This involves meeting or exceeding the required standards and specifications.
Conduct	To lead, guide, direct, or manage an activity, operation, or situation.	The learner would need to demonstrate their ability to lead, guide, or manage an activity or process effectively. They may need to conduct a meeting, which requires them to organise, lead, and facilitate a meeting. The learner may need to conduct a survey which requires them to oversee and manage the process of gathering information through a survey.
Contribute	Active participation and positive input in a group activity, working collaboratively to achieve a common goal.	The learner will be expected to demonstrate active participation in group discussions and activities showing enthusiasm and commitment to the group's objectives. The learner will be expected to collaborate with group members, sharing ideas and resources, offering support and assistance to others as needed. They will provide positive input providing valuable contributions, such as suggestions, feedback, and insights and encouraging and motivating other group members to achieve the common goal. They will take responsibility of assigned tasks and complete them to a high standards ensuring reliability and dependability in fulfilling group responsibilities. The learner will be expected to communicate clearly and effectively with group members and facilitate open and respectful dialogue to foster teamwork.
Create	To bring something into existence through actions.	The learner will be expected to demonstrate their ability to generate something new and original, reflecting their understanding and application of the subject matter. This may be in the context of planning and designing for example.

Define	Description of what a term means and its application i.e. to specify meaning.	The learner will be expected to explain and provide a clear definition of key terms or concepts within a subject area. This may involve describing the meaning of a specific term, concept, or idea and illustrating its application in relevant contexts. The learner should demonstrate understanding by accurately defining terms and their significance or relevance.
Deliver	To bring or transport something to a particular person or place, to carry out an action or task, or to provide or produce something as promised or expected.	The learner is expected to produce or present something tangible. The learner needs to demonstrate that they can bring about or produce the required outcome. The expectation may be to deliver a presentation, so the learner should focus on presenting the task in a clear and effective manner through well-structured and informative content.
Demonstrate	To undertake an activity on a system or process showing complex skills and knowledge in more than one familiar and unfamiliar area and/or contexts.	The learner will be expected to demonstrate how to use tools, equipment, applications or follow a specific process requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and practical understanding.
Describe	To paint a full picture of a concept, process or thing in words.	The learner will be expected to explore a concept, process, or object and provide a detailed verbal or written account that includes significant features, characteristics, and relevant details. The learner should be able to demonstrate the ability to convey a comprehensive understanding and include all key components, stages and/or features of concept, process, or object being described.
Develop	To create, refine, and advance an item, process, or algorithm from initial concept to a functional and optimized solution.	The learner will be expected to generate an initial concept or idea for the item, process, or algorithm. This involves identifying a problem or need and proposing an innovative solution. The learner conducts thorough research and analysis to inform the development process. This includes gathering relevant information, studying existing solutions, and understanding the requirements and constraints. The learner creates detailed designs and plans for the development. This includes outlining the structure, components, and steps required to bring the concept to fruition. The learner implements the design by constructing the item, executing the process, or coding the algorithm. This involves practical application of skills and knowledge to develop a functional solution. The learner tests and evaluates the developed solution to ensure it meets the desired objectives and

		performs as expected. This involves identifying and addressing any issues or deficiencies. The learner refines and optimizes the developed solution based on feedback and test results. This involves making improvements to enhance performance, efficiency, and effectiveness. The learner documents the development process, including the initial concept, research, design, implementation, testing, and refinements. This ensures clarity and traceability.
Identify	To select and list appropriate items from information that you have been given or collected.	The learner will be expected to review a set of data, information or items, and accurately select and list the required individual elements of data, information or items. The learner should be able demonstrate the ability to filter relevant information from a broader set, showing comprehension and attention to detail.
Illustrate	To visually or descriptively depict an item, activity, or process in a clear and detailed manner to enhance understanding and convey information effectively.	The learner will be expected to have a thorough understanding of the item, activity, or process being illustrated. This involves comprehending its components, functions, and overall purpose. The learner must ensure that the illustration is clear and detailed. This involves providing enough information to accurately represent the subject and using appropriate visual, role play or descriptive techniques to enhance clarity. The learner employs effective visual techniques, such as role play, diagrams, charts, sketches, or infographics, to depict the subject. This involves choosing the appropriate method to best convey the information. The learner uses descriptive language to complement the visual elements. This involves providing explanations, annotations, or labels to enhance the understanding of the illustration. The learner ensures that the illustration is accurate and free from errors.
Locate	To identify or discover the exact position or place of something or someone.	The learner would be expected to demonstrate their ability to identify or discover the exact position of something. Pinpointing the specific location of an object, person, or place. A task may be to locate parts of a diagram in biology or anatomy, requiring a learner to locate specific parts of a plant, animal, or human body on a diagram. This shows their knowledge of the structure and function of living organisms.

Participate	To take part in or become involved in an activity or event.	The learner will be expected to actively engage and contribute to something alongside others. Whether it is joining a group discussion, competing in a sport, or working on a project, a learner will be participating when actively involved.
Perform	To execute and carry out a specific activity or process effectively and efficiently to achieve a desired outcome.	The learner will be expected to comprehend the instructions or guidelines related to the activity or process. This involves understanding the steps, objectives, and expected outcomes. The learner prepares for the activity or process by organising necessary resources, materials, and tools. The learner carries out the activity or process according to the instructions or plan. The learner applies relevant skills and knowledge during the performance of the activity or process. This involves using techniques and methods appropriate to the task. The learner manages their time effectively to complete the activity or process within the given timeframe. The learner evaluates the results of the activity or process to ensure that the objectives are met. This involves assessing the quality of the produced items or the accuracy of the understanding gained.
Plan	To create a detailed strategy or roadmap for an activity or process, outlining the necessary steps, resources, and timeline to achieve specific objectives.	The learner will be expected to identify clear and specific objectives for the activity or process. The learner conducts thorough research and analysis to inform the planning process. This includes gathering relevant information, studying existing solutions, and understanding constraints and opportunities. The learner identifies and allocates the necessary resources, such as materials, tools, personnel, and budget. The learner creates a detailed step-by-step plan outlining the tasks and activities needed to achieve the objectives. The learner assesses potential risks and develops strategies to mitigate them. The learner develops a timeline and schedule for the activity or process. The learner documents the planning process and the final plan. This includes recording the objectives, research findings, resource allocations, steps, risk assessments, and timelines to provide a clear and comprehensive guide.
Produce	To create, generate, or fabricate items or information through appropriate processes and techniques to meet specified objectives and quality standards.	The learner will be expected to comprehend the requirements and objectives for the production task. This involves understanding the specifications, desired outcomes, and quality standards. The learner plans and prepares for the production process. This includes organising necessary resources,

		materials, tools, and setting up the workspace. The learner selects the appropriate materials needed for production. The learner executes the production process accurately and systematically. The learner inspects the produced items or information to ensure they meet the required standards and specifications.
Provide	To supply or deliver information or items to another person in a clear, accurate, and timely manner	The learner will be expected to ensure that the information or items supplied are presented in a clear and understandable manner. The learner must verify that the information or items provided are correct and reliable. This involves cross-checking facts, ensuring the quality of items, and being precise in the delivery. The learner must ensure that the information or items supplied are relevant to the recipient's needs and context. The learner must provide the information or items within an appropriate timeframe. The learner must effectively communicate the provided information or items, ensuring that the recipient understands how to use or act upon them.
Review	To critically evaluate or examine. Carry out analysis of activity and / or information produced, identifying and making changes to improve the activity or information produced.	The learner will be expected to demonstrate their ability to critically engage with material through thorough evaluation or examination using the key steps of understanding, analysis, summarizing and feedback. This may be in various contexts, like academics, work, or even day-to-day tasks.
Select	To choose and identify the most appropriate items or information from a range of options based on specific criteria, relevance, and requirements.	The learner will be expected to comprehend the criteria and requirements for selection. This involves understanding the specific attributes, qualities, or characteristics that are important for the task. The learner conducts research and gathers a range of potential items or information. The learner evaluates the available options against the selection criteria. This involves comparing and contrasting different items or pieces of information to determine their suitability. The learner makes informed decisions based on their evaluation. The learner ensures that the selected items or information are accurate and relevant to the task. This involves verifying the validity and reliability of the chosen options.
Set	Means to arrange, adjust, or establish something in a specific way.	The learner will set achievable personal learning goals for a period of time and outline steps to achieve them. These goals may be for an individual, personal use or task that needs completed. SMART principle may be useful.

Summarise	To provide a brief account giving the main points of a topic or range of topics.	The learner will be expected to examine a topic or set of information and condense it into a concise summary that captures the essential points, themes, or arguments, without including unnecessary details. The learner should be able to demonstrate the ability to distill complex or extensive information into its core components and present it in a clear and coherent manner focusing on the most significant aspects and omitting extraneous details.
Use	To employ something for a particular purpose; operate a system or process.	The learner will be expected to use a system, process or tool in a practical assessment activity requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and understanding.