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Introduction

This publication supports delivery of the BTEC Level 2 First Sport qualifications. It should be read in conjunction with the published specification, and provides an overview of how the qualification has changed and how to best deliver the course and assess your learners' progress.

These materials are not prescriptive. You may feel that the course can be delivered and assessed more effectively in a different way. This may be because of the way the qualification is organised within your centre or because a different approach better suits your learners, after taking into consideration their learning styles and prior learning. BTEC qualifications are designed to enable you to plan and deliver programmes that are dynamic and relevant to local needs.

Further information and support

For a complete guide to all support offered by Edexcel at every stage of your BTEC delivery, please refer to *BTEC Support*. This booklet is available in your Specification Pack.

What's new for BTEC

Edexcel has redeveloped its suite of BTEC Level 2 First and BTEC Level 3 National qualifications to ensure that they are aligned with the new Qualifications and Credit Framework (QCF). Wherever possible the changes have been minimal and in all cases BTEC units have retained their key characteristics.

What is the Qualifications and Credit Framework?

The Qualifications and Credit Framework (QCF) is a system whereby credit is awarded for qualifications and units (small steps of learning). It enables learners to work towards qualifications at their own pace and along flexible routes.

All QCF units are published on the National Database of Accredited Qualifications (NDAQ). Every unit and qualification has a credit value showing how much time it takes to complete and a level showing how difficult it is (ranging from Entry Level to Level 8). Learners are given a unique learner number (ULN) where their individual record of credit accumulation is logged. For more information see www.accreditedqualifications.org.uk.

How does this affect the BTEC Level 2 First qualifications?

The new family of BTEC Firsts – which are all at Level 2 – is made up of three sizes of qualification: Certificates, Extended Certificates and Diplomas. (Qualification names have changed during the revision of BTEC Firsts to meet the QCF structure – please see the table below to compare the new names to the old if you have taught BTEC before.)

The Certificate has been introduced as a new BTEC Level 2 First qualification, to be broadly equivalent to one GCSE. This increases flexibility and improves opportunities for co-teaching with GCSE and other qualification types. The BTEC Level 2 Certificate will be nested wherever possible in the corresponding BTEC Level 2 Extended Certificate, and the BTEC Level 2 Extended Certificate in the corresponding BTEC Level 2 Diploma.

	BTEC Level 2 First qualifications		
	Certificate	Extended Certificate	Diploma
Previous name	this is new	Certificate	Diploma
Credits (minimum)	15	30	60
Guided learning hours (GLH)*	90	180	360
Broad equivalence	1 GCSE (A*–C)	2 GCSEs (A*–C)	4 GCSEs (A*–C)

All BTEC Level 2 First qualifications (whether Certificates, Extended Certificates or Diplomas) comprise a mix of units and these can be at different levels but the majority of units must be at the main level of the qualification: Level 2.

Rules of unit combination have been determined to show how learners can select and combine unit choices to achieve new BTEC Level 2 First qualifications (please see the specification for the list of available units). In some cases there will be mandatory units which all learners must take to achieve their qualification.

The overall grade for any BTEC qualification will be based on a table in the specification that converts pass, merit or distinction unit grades to points and then totals those points.

For full information about these qualification types, rules of unit combination and grading, please see the specification.

New features for BTEC units

There are some new features common to all new BTEC units:

- credit level and guided learning hours (GLH)[†] are stated
- expanded guidance is given on delivery and assessment
- BTEC units now contain guidance and mapping to functional skills and personal, learning and thinking skills (PLTS) – so you can embed learning for these skills
- outline learning plans give suggestions for unit delivery and assessment
- a suggested programme of assignments gives ideas for assignments that will cover the unit's assessment and grading criteria
- each unit suggests how you can link with employers.

†Guided learning hours (GLH): all the times when a member of staff (eg tutor, trainer or facilitator) is present to give guidance ('contact time'). This includes lessons, lectures, tutorials and supervised study in, for example, learning resource centres and workshops. It also includes time spent with learners observing and assessing their work towards assignments.

Every BTEC unit contains an Assessment and Grading Criteria grid. For the purpose of brevity, this will be referred to as the 'grading grid' / 'grading criteria' throughout this booklet. (In official terms assessment criteria are pass criteria; grading criteria are merit and distinction criteria.)

This additional information is not meant to be prescriptive. A key feature of BTEC is that you can match your delivery of the qualifications to local needs and circumstances, and to the opportunities that present in your area to give a real vocational focus. For more information about BTEC units see pages 20–21.

Functional skills

Functional skills have replaced key skills. These are a set of standards that establish a benchmark in English, mathematics and ICT. Functional skills are available from Entry Level to Level 2.

BTEC specifications now offer guidance on how these functional skills can be embedded in your delivery of each unit. Please note: functional skills can be tested while delivering a BTEC course but they are not an integral part of the qualification. They are designed to be assessed by externally set and marked tests.

Personal, learning and thinking skills (PLTS)

BTEC Level 2 First units offer guidance and signposting to help you develop learners' personal, learning and thinking skills. Along with functional skills, these are seen as key elements for success in learning, life and work. Please note that PLTS are not a compulsory or integral component of the BTEC Level 2 First, but should you wish to integrate your PLTS delivery with this qualification we provide this guidance for you to do so.

The PLTS framework consists of six groups of skills:

- independent enquiry (IE)
- creative thinking (CT)
- reflective learning (RL)
- team working (TW)
- self-management (SM)
- effective participation (EP).

These have connected outcome statements (to view these visit www.qcda.gov.uk).

Although each skill set is distinctive, they may be interconnected and any assignment or learning experience may explore one or more PLTS. BTEC Level 2 First qualifications offer the opportunity to cover PLTS, but in order for learners to recognise this coverage the PLTS would need to be made explicit at delivery. An effective way to record competence in PLTS is by using a tracking system that is linked to the PLTS references in the unit specifications.

WorkSkills

Edexcel has developed a range of WorkSkills qualifications at Entry 3, Level 1 and Level 2 that may also be studied alongside BTEC Level 2 Firsts. WorkSkills comprise a range of units that focus on personal development, work, social and domestic skills.

For more information on WorkSkills see www.edexcel.com/workskills

So, why choose BTEC?

BTECs are an established and highly successful alternative to general qualifications, suitable for a wide range of learners. As work-related qualifications, they are designed to accommodate the needs of employers as well as allowing progression to university.

BTECs provide a more practical, real-world approach to learning alongside a theoretical background, to give learners the knowledge, understanding and skills that they need to prepare for employment. BTECs also provide career development opportunities for those already in work. They can be taken as well as, or instead of, GCSEs and A levels in schools and colleges.

Comprising units which can be built to form a qualification at a size that is suited to the learner, BTECs can be delivered as full-time or part-time courses. Each unit is assessed through the completion of assignments that are designed by you as tutor and call on a range of evidence types. Such flexibility enables you to deliver a qualification that is just right for your learners.

What's new for BTEC Level 2 Firsts in Sport

Units have been revised and updated so that they can be mapped to the Qualifications and Credit Framework. This table summarises the specification changes, unit by unit. For a complete list of new units, including rules of combination and mandatory/optional unit status, please see the specification.

Key

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

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

NA – Not applicable; does not map to any unit in the old specification

New units		Old units		Mapping/comments
Number	Name	Number	Name	
Unit 1	Fitness Testing and Training	Unit 4	Preparation for Sport	P: The new unit contains topics relating to learning outcomes 2 (training methods) and 4 of the old unit. The new unit has been modified and contains topics from the old Unit 11: LO1 – Know the fitness and training requirements necessary to achieve excellence in a selected sport. LO3 – Be able to assess their own level of fitness.
Unit 2	Practical Sport	Unit 6	Practical Sport	F: The new unit contains all or almost all of the topics from the old unit. <i>LO4 has been expanded to include a review of own sports performance.</i>
Unit 3	Outdoor and Adventurous Activities	Unit 7	Practical Outdoor and Adventurous Activities	F: The new unit contains all or almost all of the topics from the old unit. <i>LO4 has been expanded to include a review of another individual's performance.</i>
Unit 4	Anatomy and Physiology for Sport	Unit 1	The Body in Sport	P: The new unit contains theoretical topics from the old unit (LO1 to LO4), but effects of exercise and LO5 (energy systems) incorporated into new Unit 18.
Unit 5	Injury in Sport	Unit 2	Health, Safety and Injury in Sport	F: The new unit contains all or almost all of the topics from the old unit.
Unit 6	Sports Development	Unit 3	The Sports Industry	P: The new unit contains topics from the old unit (LO2 and LO4), but doping from LO4 now incorporated into new Unit 18. LO1 has been modified – Know the nature of sports provision. <i>LO3 covers new topics – Know the role of local and national organisations responsible for sports development.</i>
Unit 7	Planning and Leading Sports Activities	Unit 5	Planning and Leading Sports Activities	F: The new unit contains all or almost all of the topics from the old unit.
Unit 8	Technical Skills and Tactical Awareness for Sport	Unit 8	Technical Skills and Tactical Awareness for Sport	F: The new unit contains all or almost all of the topics from the old unit.
Unit 9	Psychology for Sports Performance	Unit 9	Psychology for Sports Performance	F: The new unit contains all or almost all of the topics from the old unit.
Unit 10	Nutrition for Sports Performance	Unit 10	Nutrition for Sports Performance	F: The new unit contains all or almost all of the topics from the old unit.
Unit 11	Development of Personal Fitness	Unit 11	Fitness for Sports Performance	P: The new unit contains topics from the old unit (LO3 and LO4). <i>The new unit contains a new topic: LO2 – Know personal exercise adherence factors and strategies.</i>
Unit 12	Lifestyle and the Sports Performer	Unit 12	Lifestyle and Sports Performance	F: The new unit contains all or almost all of the topics from the old unit.
Unit 13	Work Experience in the Sports Industry	Unit 13	Work-based Project in Sport	F: The new unit contains all or almost all of the topics from the old unit.
Unit 14	Exercise and Fitness Instruction	Unit 14	Instructing Exercise and Fitness	F: The new unit contains all or almost all of the topics from the old unit.
Unit 15	Sport and Leisure Facility Operations	Unit 15	Sport and Leisure Facility Operations	F: The new unit contains all or almost all of the topics from the old unit.
Unit 16	Leading Outdoor and Adventurous Activities	Unit 16	Leading Outdoor and Adventurous Activities	F: The new unit contains all or almost all of the topics from the old unit.
Unit 17	Expedition Experience	Unit 17	Expedition Experience	F: The new unit contains all or almost all of the topics from the old unit.
Unit 18	Effects of Exercise on the Body Systems	Unit 1	The Body in Sport	P: The new unit contains topics relating to the effects of exercise and LO5 (energy systems) from old unit. <i>The new unit includes a new topic (drugs in sport) from old Unit 3.</i>
Unit 19	Business Skills in Sport	NEW		NA: This is a new unit. <i>LO1 – Know the business skills needed to support customers in the sport and leisure industry. LO2 – Be able to use the skills required to manage customer service situations. LO3 – Know the skills needed for effective sport and leisure business operation. LO4 – Be able to review the quality of a sport and leisure business.</i>
Unit 20	Planning and Running a Sports Event	NEW		NA: This is a new unit. <i>LO1 – Be able to plan a sports event. LO2 – Be able to contribute to the organisation of a sports event. LO3 – Be able to contribute to the running of a sports event. LO4 – Be able to review the success of a sports event.</i>

BTEC success stories

Secondary School Northamptonshire (11–19 yrs)

Deputy Headteacher

Why did you choose to run this BTEC course?

I wanted to run a vocational course in my school and had heard good things about the BTEC from other schools that were running BTEC courses. I started the Leisure and Tourism BTEC first as this is an area I know something about. That went very well so we then introduced the BTEC First in Sport. The primary reason for introducing BTEC was that we had some very able learners taking GCSE PE but we didn't seem to have as much success on this qualification as we had hoped. Our PE department were keen to try something different and as some of our learners tend to benefit more from vocational qualifications and different methods of learning, the BTEC First in Sport was the best choice of qualification.



What have you enjoyed most about the course as a tutor?

I have really enjoyed the fact that BTEC allows you to teach the learners outside the classroom. We take our learners out on industry visits and get experts in their field to come and deliver presentations so we can really bring the qualification to life. The BTEC also allows you to tailor the qualification to the needs and career aspirations of the learner, which really helps to motivate and engage. The fact that the BTEC is a coursework-based qualification is also very good as I can design my assignments to cater for the different learning styles of my learners and bring out the best in them.

How has your teaching changed since you started to deliver it?

The main area I struggled with when I first started teaching BTEC was the method of assessment. Having taught GCSE for most of my teaching career, I was not used to the whole process of designing assignments. I can now fully understand how to write them and have increased the variety of methods. I use role plays, booklets, leaflets, presentations, logbooks, etc as types of evidence for learners to produce.

What changes have you observed in learners as they have progressed through the course?

Initially the learners were not very good at 'learner-centred learning'. They needed a lot of guidance on how to research information and find out about topics that we were studying. Now I can give learners a topic and they will know where to look for resources in the library and on the internet and produce some very good pieces of independent research.

Can you give any examples of reluctant or previously unsuccessful learners who have 'blossomed' since embarking on a BTEC course?

I can't really pinpoint any specific learners; however, I can say that learners who have attained a C or D in GCSE PE have done much better on the BTEC and attained Merits or Distinctions as they have performed much better using BTEC assessment methods.

Any tips for tutors delivering the BTEC First in Sport?

The mistake I made in my first year of delivery was not being prepared. I believe that the key to good delivery of BTEC qualifications is to do all your preparation before the course starts and also go on a BTEC training course. I would also advise all BTEC tutors to write all their assignments over the summer holidays and then you just have to concentrate on the delivery when the term starts.

Further Education College Hertfordshire (16–19 yrs)

Senior Lecturer

Why did you choose to run this BTEC course?

The BTEC First in Sport course has always been very popular in this college. We have a range of other vocational qualifications; however, this is the one that many learners apply for. All our prospective learners visit the college and have an interview before we decide if we can give them a place. We then decide which BTEC First in Sport course is appropriate. Most of our learners enrol on the BTEC First Diploma and they study this full time for a year.



What have you enjoyed most about the course as a tutor?

I really enjoy teaching the units – there are so many interesting things for the learners to study and for me to teach. I also enjoy the fact that BTEC Sport courses allow you to experiment with different methods of delivery. You can deliver a practical session and then take the data gained from it, such as heart rates when exercising, to study in the theory lesson. This really does engage the learners: with some lessons, learners will voluntarily stay well into their break time to finish the work because they are so interested in it.

How has your teaching changed since you started to deliver it?

Having gone straight from my PGCE to teaching BTEC Sport I was initially delivering 'chalk and talk' lessons. My assessments were also all pretty much written reports and the occasional presentation. Now I find I hardly ever use overheads or presentation software – a lot of my teaching is through practical application and learner-centred learning. This way, the learners understand for themselves what is being taught and can apply their knowledge. I also change my assessment methods in line with how the class or learners are getting on: the BTEC allows me to customise the qualification to get the best out of my learners. Since I've developed more interactive teaching I have had learners say 'thank you' at the end of a lesson because they have been so engaged and enjoyed it.

What changes have you observed in learners as they have progressed through the course?

Learners develop very good research skills and become independent learners quite quickly on this course. I have also found that learners who have not done well in school and/or GCSEs gain in confidence and start to believe in themselves. I've had learners who have never gained high grades at school but excel on the BTEC First in Sport. There's nothing more rewarding than seeing the delight on a learner's face when they achieve their first Distinction. Once they know they are capable of high grades, they become really motivated, work harder and pay more attention. They are able to study lots of different units but as they are essentially in the same subject area the learners are interested and motivated.

Can you give any examples of reluctant or previously unsuccessful learners who have 'blossomed' since embarking on a BTEC course?

Many of our BTEC First in Sport learners apply to go on to the BTEC National in Sport course as they hope to do better in their GCSEs than they actually do. Rather than have the learners go back to school and re-sit their exams, we give them the opportunity to study a subject that they really enjoy – and then we assess them in a way that often brings out the best in them. I have had learners join us with two Ds at GCSE, do really well on the BTEC First and gain Distinctions, then do well on the BTEC National in Sport and go on to higher education. We have even employed fully qualified staff who started with us initially as learners on the BTEC First in Sport qualification.

Getting started: planning course delivery

Good planning is the first step to successful BTEC delivery and assessment. It is the best way of making sure everything is in place and that your unit coverage is robust and achievable. This guide should help you get started.

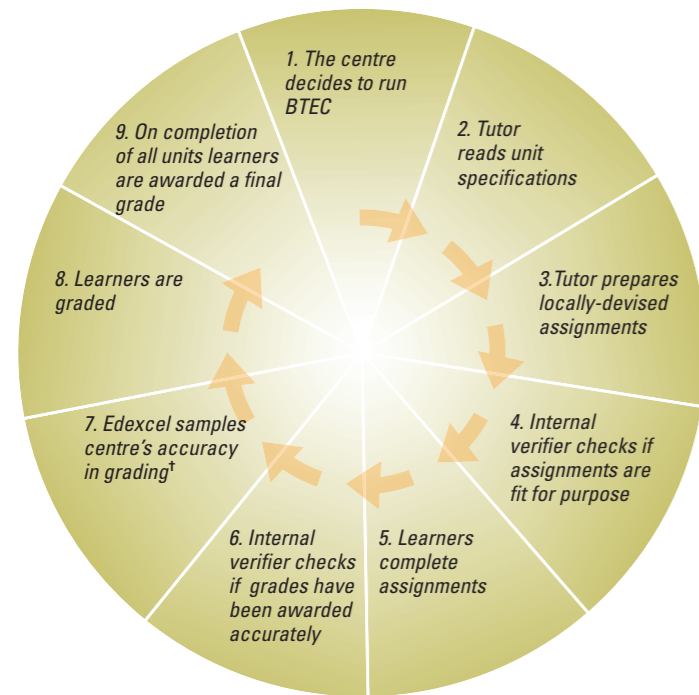
First things first

- Understand the structure of a BTEC unit (see pages 20–21).
- Read and understand the specification.
- Decide whether you will teach unit by unit or if it is best to integrate unit delivery (for further guidance on this see page 16).
- Plan your programme of assignments (see pages 32–35).

Key areas to consider

- Resource planning, such as when you might need to call on the expertise of specialist staff.
- Timetabling, practical lessons and enrichment opportunities.
- Interim and major assessment points.
- Planning for internal verification.

The BTEC assessment and delivery process



Overview of roles and responsibilities

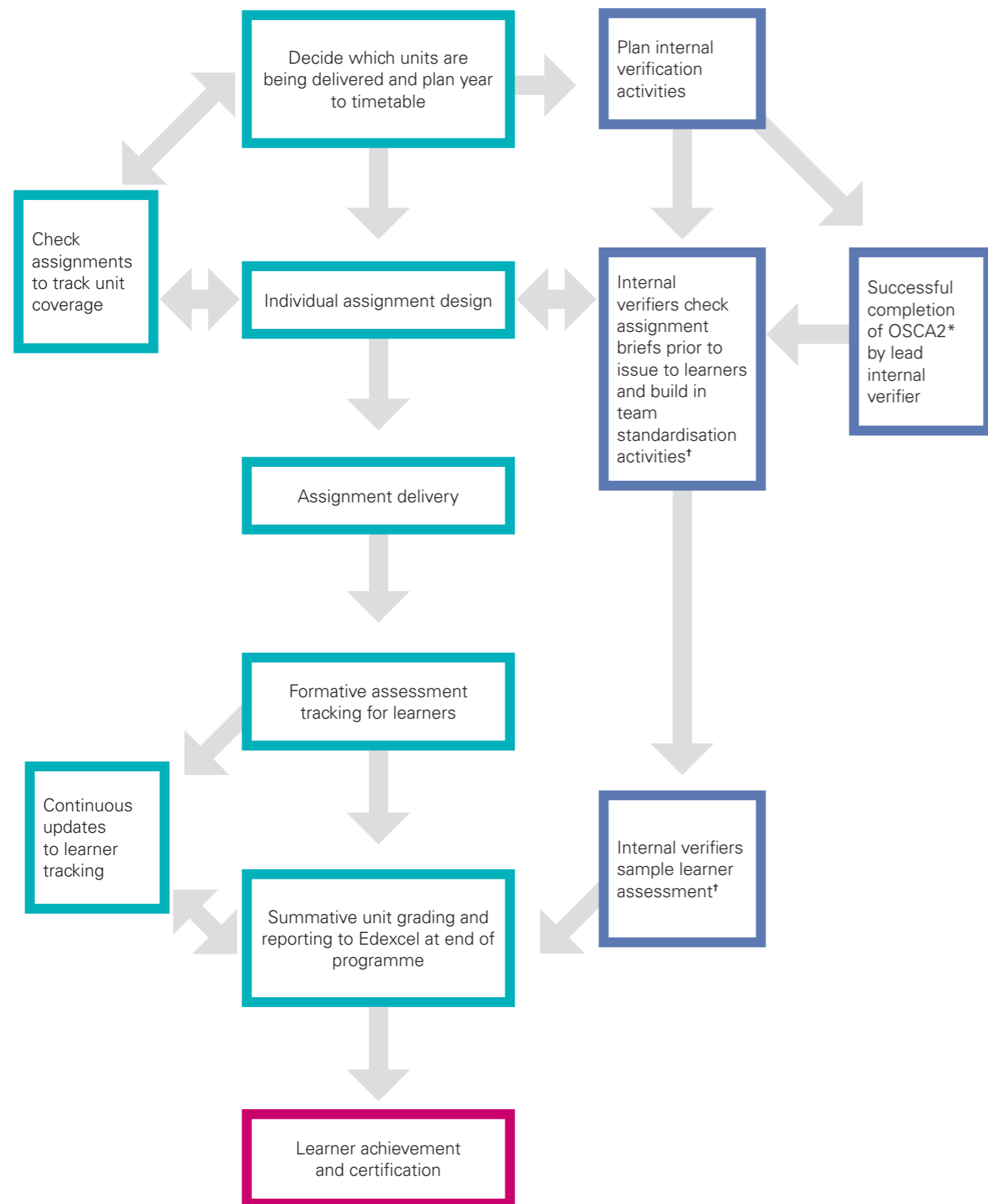
	Tutors/Assessors	Learners	Internal verifiers*	Programme managers/ heads of department
Planning	Read the specification Work with colleagues in their department, planning the course as a team Design assignments which are suited to local and learner needs and matched to unit grading criteria Action the internal verifier's advice on planning	Manage and organise their own time to prepare evidence for assignments	Support programme planning Arrange standardisation meetings across teams and multi-sites Ensure an effective system for recording learner achievement is in place Advise programme team on any training needs	Manage the team to devise assessment programme in collaboration with tutors (assessors) and internal verifier(s) Prepare resources plan to match assignment programme Manage timetable and room allocation Organise a tracking mechanism for learner achievement
Implementing	Deliver unit content and assignments Guide learners towards approaches in gathering assessment evidence Complete observation and witness statements to support demonstration of practical skills Observe, scrutinise and record evidence of individual work within group activities Review progress of learners to give opportunities for achieving grading criteria Award unit grades when the unit has been completed and internally verified	Participate fully in learning Produce work for assessment	Provide advice and support to assessors on regular basis Advise on opportunities for evidence generation and collection Advise on the appropriateness of assessment evidence with regard to level, sufficiency, authenticity, validity and consistency Advise on the interpretation of national standards and undertakes standardisation exercise Keep records of the verification process Liaise with Edexcel Assessment Associate where appropriate	Take part in the programme Monitor delivery Organise regular team meetings Coordinate tutor/assessor activity Liaise with the internal verifier(s) and lead internal verifier(s) Deal with learner issues Oversee maintenance of learner record
Internal Verifying	Action internal verifier's advice on assignment design Check authenticity and sufficiency of assessment evidence produced against grading criteria/unit content Record assessment decisions and put these forward for internal verification Action internal verifier's advice on grading decisions	Check the validity and sufficiency of the evidence with the assessor Review opportunities for achieving grading criteria Participate in self- and peer-assessment activities where appropriate	Check if assignments are fit for purpose Use their subject specialism to sample assignments to check the quality of assessment and to ensure that it is consistent, fair and reliable Ensure own assessment decisions are sampled when teaching on the programme	Collaborate with internal verifier(s) and lead internal verifier(s) to maintain the programme Check the validity of overall verification programme Coordinate awarding body requirements Update internal verifier team on current practice Respond to any awarding body action
Feedback	Give constructive feedback to learners and record learners' formative achievements Provide guidance for learners to enhance achievement Plan next steps with learners Record learners' summative achievements	Receive assessment recommendations and feedback from the assessor Plan next steps with the assessor	Give decisions and feedback on the sampling Ensure appropriate corrective action is taken where necessary Provide feedback on aspects of the assessment system to the programme team, senior management and Edexcel Take part in the formal stages of any appeal	Coordinate and contribute to final internal awarding meetings Oversee recording and transmission of accurate results Review the course for the year with an end of year report including resource and teaching evaluation Plan for the next academic year



*Lead internal verifiers who have passed the new OSCA2 test can seek certification of learner work for the programme(s) they manage without annual external sampling. (Some centres may be randomly sampled.)

*Some of these functions may be undertaken by the lead internal verifier (see page 38)

Overview of year



*OSCA2 is the online standardisation test that would give a lead internal verifier, and consequently the programme(s) they manage, accredited status. With this status a lead internal verifier can seek certification of learners' work during the period of that accreditation without annual external sampling. (Some centres may be randomly sampled.)

†Where the centre has a lead internal verifier who has passed the OSCA2 test, this process is coordinated by them.

Learner induction

It is crucial that you familiarise your learners with how BTEC delivery and assessment work. Consider developing learners' understanding of:

- the specification (structure, content, grading grids, level of programme and equivalency)
- the purpose of the assignment briefs
- the relationship between the tasks given in an assignment and the grading criteria
- the way that the BTEC grading grids work in relation to their prior experience of other assessment models
- internal assessment procedures and centre policies
- the concept of deadlines/hand-in dates
- the concept of vocational and work-related learning
- learner responsibility.

Setting expectations

It is common practice to provide induction books for learners to sign at the beginning of the programme. These could set out your centre's expected rules and recommendations, for example adherence to health and safety legislation, and your centre's plagiarism policy. These could also contain rules and procedures about the facilities learners will use.

You might decide to show your new learners some work from previous years. This will give them a realistic idea of what is required and how assessment is carried out for a unit. This will take away some of the fear of assessment.

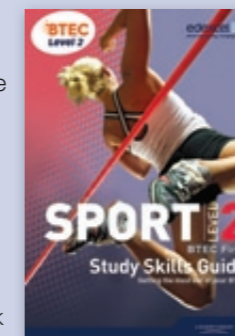
Progression

It is your duty to provide learners with clear guidance on progression and models of continued study that are relevant to their abilities. For more information on how learners might progress from a BTEC Level 2 First, please see www.btec.co.uk

Edexcel's Study Skills Guides

Edexcel publishes free *Study Skills Guides* for BTEC Level 2 First learners. These provide guidance on:

- self-assessment of strengths so learners can identify the best way for them to learn
- time management
- getting the most from work experience and special events
- working with others
- finding and using resources
- organising, interpreting and presenting information
- making presentations
- tackling assignments (including a worked assignment from a learner perspective).



External links

All work-related programmes benefit from external links with the vocational sector. These links could be developed in many ways:

- provision of 'live' case study material that is company or organisation based
- learner visits to vocational settings
- professional input from practitioners, especially where vocational expertise is clearly identified in the delivery section of the units
- work placements that are specifically related to the qualification
- tutor placements to enhance vocational expertise.

Always check the vocational relevance of assignments. This can take two forms: the learner acquiring the vocational language and skills, or the setting of an assignment within a strong vocational context (for example 'You are working as a leisure centre assistant', 'You are assisting your rugby club sports coach').

Career opportunities

Learners often have a misguided understanding of the sectors within the sports industry. For instance, they may believe that there are only jobs for fitness instructors and leisure centre assistants. In fact, there are many opportunities within other areas of the sports industry, such as journalism and marketing.

Keeping up to date

Learners should be encouraged to read the sports sections of quality newspapers and relevant trade journals.

Work experience

Work experience within sport is relatively easy to arrange because most centres are close to at least one type of sports provider. Learners can also have the opportunity of shadowing a PE tutor/sports lecturer from their current or past centre. Many learners in college already have a part-time job working as a leisure centre assistant. Where this is the case, the leisure centre is usually very happy to take the learner on for a work experience programme. However, in these circumstances the learner should be given the opportunity of exploring other careers in their place of work. For example, if the learner is currently employed as a lifeguard, they could shadow a gym instructor.

Work experience (continued)

Prior to the work experience, it is a good idea to ensure that all learners have sent their placement supervisor a letter from your centre outlining the purpose of work experience and what both the learner and work experience provider can hope to expect from the experience. Make contact with your learner early on in the work experience period and if there are any problems make an appointment to speak with the supervisor to share your concerns and your expectations.

Whilst there is scope for work experience in the sport industry there are also plenty of opportunities for other practitioners to assist with programme delivery as part-time or visiting lecturers, or by meeting and talking to learners at exhibitions, leisure centres, workshops, sports science laboratories, etc. Such practitioners could be physiotherapists, football managers, dieticians, sport and exercise scientists, and so on.

Good teaching practice and resources**Staffing**

All staff must be appropriately qualified to teach this course. Many tutors delivering the BTEC Level 2 Firsts in Sport are qualified in the subject area and have relevant vocational experience. Tutors should have subject-specific knowledge for the unit(s) that they deliver.

Familiarity with current professional practice

It is important to have knowledge of current professional practice in order to set standards within each specialist area. It is a feature of the design of BTEC qualifications that they have the flexibility to respond to National Occupational Standards in each area as current practice changes. They also offer the opportunity for innovative approaches to teaching and learning.

Additional specialist practitioners

You may employ specialist practitioners, taking care that legal requirements are met. Where external tutors are delivering units, the internal verifier should carry out close monitoring to help ensure the quality of the assignment process.

Awareness of learners requiring reasonable adjustment

Be aware of individual requirements and ensure that learners can achieve the unit grading criteria in all of the units that the planned programme contains.

You are free to make adjustments to programme delivery to ensure that learners can be guaranteed gaining the qualification if they comply with all unit grading demands (see more information about reasonable adjustment in the panel opposite).

What is a reasonable adjustment?

Reasonable adjustments are arrangements which give a learner access to a qualification. Reasonable adjustments must be agreed at the pre-assessment planning stage and comprise any action that helps to reduce the effect of a disability or difficulty, which places the learner at a substantial disadvantage in the assessment situation. For example, these actions might involve changing or adapting the assessment method, adapting assessment materials or using assistive technology. Reasonable adjustments must not affect the reliability or validity of assessment outcomes and they must not give the learner an assessment advantage over other learners undertaking the same or similar assessments.

How do I apply for a reasonable adjustment for internally assessed BTEC qualifications?

For BTEC qualifications that are internally assessed, centres do not need to apply to Edexcel to implement a reasonable adjustment. However, centres must only make reasonable adjustments in line with Edexcel policy and keep a record on Form RA1, which can be found on the Edexcel website.

Learning resources

It is essential to ensure that there is a range of current resource material to support the programme, such as textbooks, videos, magazines, journals, other publications and access to websites.

Sufficient resources to meet the number of learners

Your centre signs a commitment to ensure adequate provision as part of the approval process. This must be adhered to in all cases so that learners are guaranteed the very best provision a centre can provide. Ongoing Edexcel quality assurance processes will check that the centre has sufficient resources to support the delivery of the programme and that the centre has made provision to meet any specialist resource requirements at the approval stage.

Where resources are shared, carefully assess, plan and determine the access demands of all programmes within your subject area.

A sport base room is desirable

A base room is of great benefit to you and your learners. Here you can provide secure storage facilities for portfolios of work and resources such as textbooks, journals and CD-ROMS. In the room you can also display learners' work, such as posters and leaflets that they have designed as part of their assignments. The room may also contain printed posters (displaying information on basic fitness-testing equipment, anatomy, physiology, etc), which will bring theory lessons to life. If there is value placed on where learners work, they are more likely to engage with the programme.

Access to specialist facilities

Optional unit choices should be made with care. Check the specification and unit content to ensure that your resources are adequate in terms of physical equipment and appropriate technology. Make sure that you have access to well-trained staff to deliver the specialism at an appropriate and qualified level. Specific resources are indicated in individual units under the Essential Resources section.

Opportunities for individual workshop study and independent learning

The BTEC Level 2 First in Sport course offers learners the perfect opportunity to gain skills in independent learning. Initially learners will probably require some guidance to help them learn how to carry out research. It is a good idea to include learner-initiated private study in your outline learning plan. This will help learners to gain independent learning skills, both for assignment work and for research within lessons.

Practical activities

Many of the units allow you to include practical activities to help teach the theory of a unit. For the BTEC Level 2 First in Sport this type of delivery is to be encouraged. Where learners can generate practical data about themselves and then apply this in theory sessions, they will be more engaged and motivated.

Induction sheets and informed consent for learners to sign are common practice for practical lessons. These will set out:

- your expected rules and recommendations (such as adherence to health and safety legislation)
- standard workshop practices (such as wearing appropriate clothing and not consuming food and drink during a session)
- procedures and requirements for any other practical sessions (for example fitness tests, outdoor and adventurous activities).

Informed consent for young people should be supported by parental/guardian consent.

Health, safety and environmental issues

- Taking personal responsibility for health and safety
- Continuous risk assessment, especially during fitness testing and laboratory-based work
- Reporting accidents and concerns
- If you have a sport and exercise science laboratory, ensure that learners have been inducted, that they are fully aware of the health and safety rules and know how to work safely in such an environment.

Awareness of legislation within vocational practice

Make learners aware of relevant legislation for vocational practice. Learners may endanger themselves or others if they do not know and understand what is required. Be sure that you are aware of any new or pending legislation that could impact on practice.

Tutorials, individual learning plans and individual study time

If you are able to offer additional access or can allocate time for independent learning, this can enhance learner development and allow achievement at merit and distinction levels.

You will need to track each learner's progress and spend at least a session per term on a one-to-one basis so you can see if any difficulties are arising with assignments and progress, and adjust deadlines as appropriate.

Planning unit delivery

BTEC qualifications are designed to be flexible in their delivery and assessment, giving you the opportunity to construct and deliver programmes to suit your resources and learners. There are two main methods of approaching BTEC delivery: single unit delivery or integrated delivery.

Single unit delivery

BTEC qualifications comprise individual units that represent clusters of learning outcomes. For many sectors, a unit-by-unit approach to delivery is a valid and appropriate method for meeting the learning outcomes and delivering the unit content within the specification. Vocational applications of knowledge gained through unit-by-unit assignments allow learners to reflect on their practice, resulting in focused and in-depth evaluations.

Integration of units

For some sectors, however, it is essential that learners know how the content covered by several units interrelates, as it would in the world of work. In these sectors unit delivery is best integrated; for example, Unit 5 Injury in Sport can be integrated with Unit 7 Planning and Leading Sports Activities, allowing learners to discover the practical application of risk assessment to sports participation. Integrated delivery is one of the distinct strengths of BTEC qualifications and can lead to a deeper practical and vocational understanding of the content.

Delivery of units for BTEC Level 2 Firsts in Sport

There are a number of units that are better placed at the start of the programme so that they can provide underpinning knowledge. These units will help learners gain a better understanding of the more applied units as they build upon knowledge already gained. For example, it may be advantageous to deliver Unit 3 Outdoor and Adventurous Activities first, allowing learners to develop practical outdoor skills, before moving onto Unit 16 Leading Outdoor and Adventurous Activities.

When you look at the specification, you will see that a selection of mandatory units across the Certificate, Extended Certificate and Diploma are nested, ie the same mandatory units appear in each of the three different qualifications. This can help achievement as it allows learners to attain a higher qualification. Should they need to leave the course after the first year, or do not do as well as they had hoped, they still have the opportunity to come away with a recognised qualification.

If you are running two separate qualifications, both a BTEC Level 2 First Certificate and a BTEC Level 2 First Diploma, this system will also make it possible for you to combine classes, which can help to timetable tutors and rooming arrangements for your learners.

For information on how to design assignments that cover one or more units please see page 34. Information on tracking delivery – suitable for both a single unit and an integrated approach – can be found on page 18.

Linking theory and practice in assessment

Encourage learners to conduct research with real sports ventures. This can be facilitated through work experience, part-time jobs or by accessing sports ventures.

Making presentations

At an early stage in the programme, encourage learners to make presentations to other members of the class and make sure that they work in groups as frequently as possible. These are important skills, which the BTEC programmes have been successful in developing, and which will certainly be of benefit in the world of work and in higher level vocational programmes.

A suggested course structure

The tables below provide suggestions as to how you might choose to structure the course. Please refer to the specification to check other optional units available, qualification credits and rules of combination.

Please note: it is key that you make unit choices that are relevant to your own learners and centre resources.

BTEC Level 2 Certificate in Sport, over 1 year

one mandatory unit plus one mandatory specialist unit, for a combined total of 15 credits.

Year 1		
Term 1	Term 2	Term 3
Unit 1: Fitness Testing and Training (5 credits, mandatory)	Unit 1: Fitness Testing and Training (5 credits, mandatory)	Unit 1: Fitness Testing and Training (5 credits, mandatory)
Unit 2: Practical Sport (10 credits, mandatory specialist)	Unit 2: Practical Sport (10 credits, mandatory specialist)	Unit 2: Practical Sport (10 credits, mandatory specialist)

Selecting the right units

- Look at the specification for information on which units are mandatory and which are optional, and the specific rules of unit combination for each qualification (Certificate, Extended Certificate, Diploma).
- Consider which units your centre is best equipped to deliver (consider staffing, expertise, resources).
- Give learners a choice of units so they might follow a course that is appropriate to their needs, abilities and interests.

BTEC Level 2 Extended Certificate in Sport, over 1 year

one mandatory unit, one mandatory specialist unit and optional units for a combined total of 30 credits.

Year 1			
Term 1	Term 2	Term 3	
		First part of term 3	Second part of term 3
Unit 4: Anatomy and Physiology for Sport (5 credits, optional)	Unit 2: Practical Sport (10 credits, mandatory specialist)	Unit 1: Fitness Testing and Training (5 credits, mandatory)	Review of units/practical assessments/ assignment workshops
Unit 18: Effects of Exercise on the Body Systems (5 credits, optional)	Unit 11: Development of Personal Fitness (5 credits, optional)		

BTEC Level 2 Extended Certificate in Sport, over 2 years

one mandatory unit, one mandatory specialist unit and optional units, for a combined total of 30 credits.

Year 1		
Term 1	Term 2	Term 3
Unit 4: Anatomy and Physiology for Sport (5 credits, optional)	Unit 18: Effects of Exercise on the Body Systems (5 credits, optional)	Unit 2: Practical Sport (10 credits, mandatory specialist)
Year 2		
Term 4	Term 5	Term 6
Unit 1: Fitness Testing and Training (5 credits, mandatory)	Unit 11: Development of Personal Fitness (5 credits, optional)	Review of units/practical assessments/ assignment workshops

You will note from the specification that some of the units are worth 5 credits and other units are worth 10 credits. In these examples of delivery programmes, learners start the course with a full term to cover a 5-credit unit. This will give you extra time to ‘break in’ the learners as they become accustomed to BTEC. You will have time to teach the learners how to carry out research and how to reference. You will also be able to give the learners time to practise different presentation formats for their assignments.

BTEC Level 2 Diploma in Sport, over 2 years

one mandatory unit, one mandatory specialist unit and optional units that provide for a combined total of 60 credits.

The following two-year outline is practical in terms of building learner skills in preparation for the more applied units.

Year 1		
Term 1	Term 2	Term 3
Unit 4: Anatomy and Physiology for Sport (5 credits, optional)	Unit 1: Fitness Testing and Training (5 credits, mandatory)	Unit 2: Practical Sport (10 credits, mandatory specialist)
Unit 18: Effects of Exercise on the Body Systems (5 credits, optional)	Unit 11: Development of Personal Fitness (5 credits, optional)	
Year 2		
Term 4	Term 5	Term 6
Unit 7: Planning and Leading Sports Activities (10 credits, optional)	Unit 10: Nutrition for Sports Performance (10 credits, optional)	Unit 14: Exercise and Fitness Instruction (10 credits, optional)

Can I co-teach BTEC with GCSE?

- There may be opportunities to co-teach BTEC Level 2 Firsts with GCSEs, but it is important that there is clear differentiation between BTEC assignments and GCSE coursework.
 - You must ensure that the work produced meets the BTEC unit content requirements and that sufficient coverage is not compromised.
 - Remember that assessment for BTEC should be undertaken within a vocational context and must fulfil the unit grading criteria.
 - Where there are a number of assessors working on a BTEC programme, they should be involved in standardisation exercises to ensure consistency of assessment decision-making.
 - There must be a robust and effective internal verification process in place.
- For more information about BTEC assessment and internal verification, please see pages 32 onwards.

BTEC units: a quick overview

Every BTEC unit is structured in exactly the same way, and this structure has been developed to facilitate your delivery of the course. The notes here give a quick overview. For full details of this structure please see the specification.

Title page

The first page of the specification gives the unit title, QCF level, the credit value and the guided learning hours (GLH)*. It also sets out the unit aim and purpose, the unit introduction and the learning outcomes.

*Guided learning hours (GLH): all the times when a member of staff (for example tutor, trainer or facilitator) is present to give guidance.

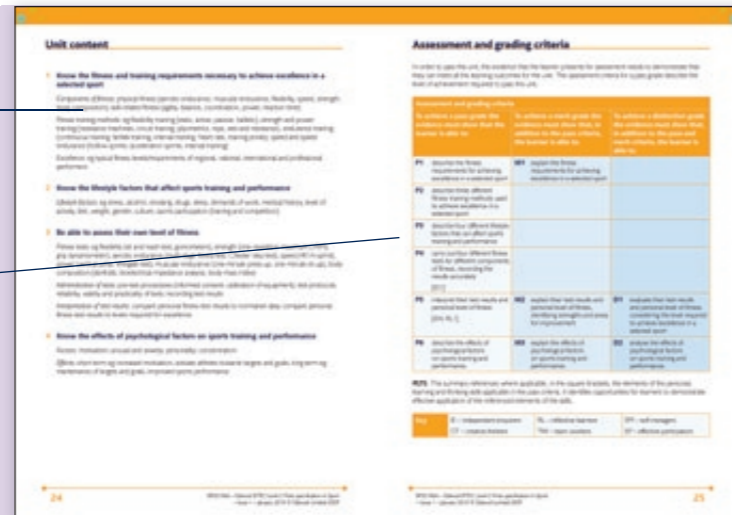


Unit content

Depth and breadth of knowledge, skills and understanding needed to achieve each of the learning outcomes

Assessment and grading criteria grid

The evidence that each learner must produce to achieve pass, merit or distinction. This is the most important section of each unit – units must be taught and assessed by these criteria (not the learning outcomes).

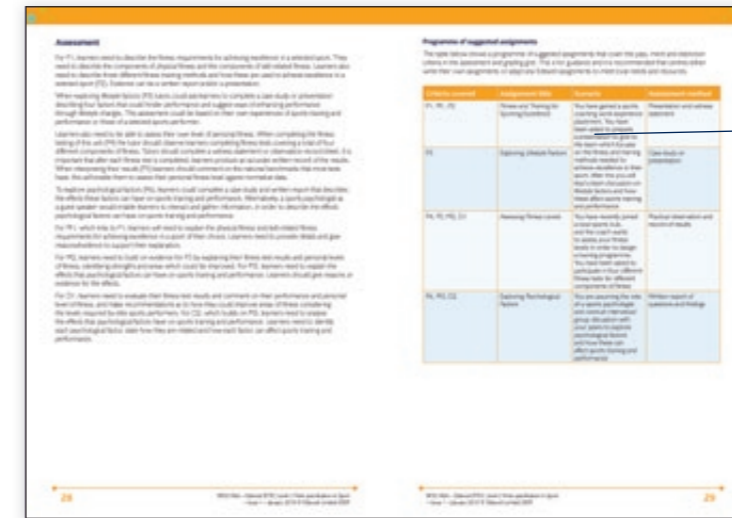


Essential guidance for tutors

Unit-specific guidance on delivery and assessment.

Outline learning plan

This suggests one way you could deliver the unit. Design your own learning plan to mirror your preferred delivery and assessment methods for unit coverage. (This will be crucial where a more integrated delivery profile is adopted.)



Programme of suggested assignments

For guidance only, this table lists ideas for assignments that would cover the grading criteria. It is recommended that you write your own assignments or adapt Edexcel's to meet local needs and resources.

Remember: all assignments must be internally verified by your centre before issue to learners to ensure they are fit for purpose.

Links to National Occupational Standards, other BTEC units and BTEC qualifications

Shows opportunities for integrated delivery of units.

Indicative reading, resources packs and websites

Suggested learner resource material.

Essential resources

Specialist resources needed to allow learners to generate evidence for the unit.

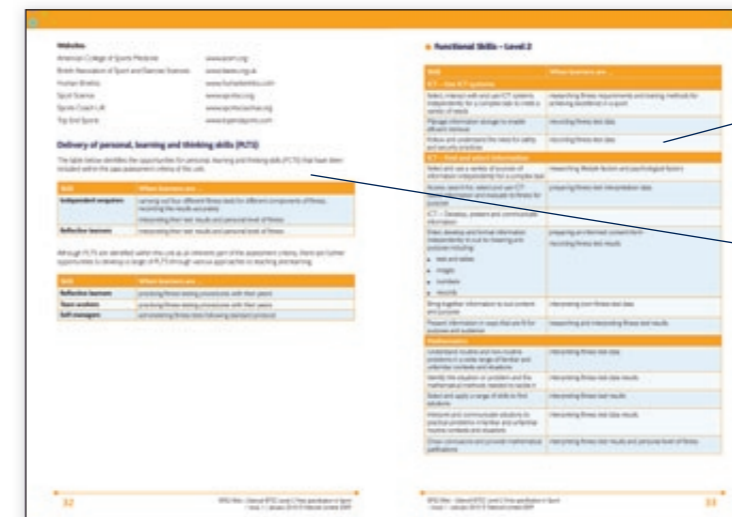


Functional skills signposting

Opportunities to generate evidence to meet the requirements of functional skills tests.

PLTS signposting

Opportunities to develop personal, learning and thinking skills within the unit.



Developing a scheme of work

All BTEC Level 2 First units are structured in a way that should facilitate your delivery of the course. Each unit includes an **outline learning plan**. This is provided as an **example only** to illustrate just one way you might deliver that unit. This plan includes suggested assignments that will cover the unit's grading criteria.

From the outline learning plan you might then develop a more detailed scheme of work. For example, see opposite the outline learning plan taken from Unit 1 Fitness Testing and Training, and an example of a scheme of work showing how one might be developed from the other, on page 24.

Design your own scheme of work to factor in the needs of your learners and local resources, and to reflect the assignments that you have designed for the unit. (Always ensure that assignments – whether designed by yourself, Edexcel or by others – are internally verified **in your centre** before use; see page 38.)

Delivery notes

The **introductory session** could be delivered using practical activities. For example, when explaining what constitutes appropriate evidence for an assignment, learners could work in groups to identify the various methods for themselves. (For more information on assignment evidence, see page 34.)

When learners are working on their assignments, advise them to **remain focused on providing evidence that is relevant and fulfils the criteria**. Many learners will include unnecessary information when writing assignments.

Learners should **understand how continuous assessment works** in terms of interim and formative assessment. All learners should submit interim work or show you where they are with their assignments so that you can feed back on how well they are meeting the tasks against the criteria that they are working towards. If a learner has already met the pass criteria, you should indicate how the learner can achieve merit and distinction grades. If the pass criteria are not yet met, indicate what the learner has to do to get to the appropriate standard.

Group work

Group work is vitally important on BTEC programmes and you should provide opportunities for group work frequently throughout the course. Remember, however, that if any group work contributes towards an assignment, individual learners must be able to provide evidence that they have individually met the criteria.

Looking out for plagiarism

Be careful with the use of the internet, as unfortunately the copying and pasting of text into assignments is happening with alarming regularity. Even at this level, a plagiarism policy may be required to encourage learners to reference the work of others as far as possible. Please see www.jcq.org.uk for advice on detecting plagiarism. On the first assignment make sure that any cut and paste evidence is rejected and learners are made to do the work in their own words. This will pay dividends in the long run.

How do I cover the unit content?

- Work closely with the specification document to ensure that you fully understand the coverage for each learning outcome within each unit.
- Check your content coverage against the grading criteria.
- Make sure that you understand the distinction between content that must be covered and content that is optional, such as topics listed after the word 'eg' in the specification – here tutors may use these examples or replace them with relevant alternatives of their own choice.
- Rather than following the assignment ideas in the specification, it may be possible for you to consider smaller assignments over shorter periods of time which will keep your learners engaged. Remember that your assignments must always be designed for **your** learners.
- Use a matrix tracker to plan your assignments and cross check to see if all content is covered. See page 19 for examples of tracker sheets.

Outline learning plan for Unit 1: Fitness Testing and Training

Topic and suggested assignments, activities and assessment
Introduction and overview of the unit
Assignment 1: Fitness and Training for Sporting Excellence (P1, M1, P2). Tutor introduces the assignment brief. Learners select a sport and explore the fitness requirements and training methods needed to achieve excellence
Learner research activity 1: explore a range of information sources (eg live training and competition, recorded training and competition, books, journals, reports) to select their sport
Interactive lecture on components of fitness and training methods – learners to apply to their chosen sport
Exploring training methods through practical participation
Learner research activity 2: explore a range of information sources (eg live training and competition, recorded training and competition, books, journals, reports) to apply components of fitness and training methods to their chosen sport
Assignment 2: Exploring Lifestyle Factors (P3). Tutor introduces the assignment brief. Learners select four different lifestyle factors and describe how these affect sports training and performance
Lifestyle factors – interactive lecture
Learners prepare their presentation: lifestyle factors
Presentations (group/individual): lifestyle factors
Assignment 3: Assessing Fitness Levels (P4, P5, M2, D1). Tutor introduces the assignment brief. Personal fitness levels assessed by participation in four different fitness tests for different components of fitness
Conducting fitness tests – Group practical exercises to administer tests and interpret results
Assignment 4: Exploring Psychological Factors (P6, M3, D2). Tutor introduces the assignment brief. Learners explore psychological factors and their effects on sports training and performance
Examining personality traits: administer personality questionnaire and interpret results
Concentration and the Sports Performer – DVD
Exploring motivation, arousal and anxiety: effects on sports training and performance – interactive lecture
Review of unit and assessment activities

Scheme of work for Unit 1: Fitness Testing and Training

Teaching topic	Hours/approximate time allocated*	Linked assessment	Resources	Core content and delivery methods
Introduction to the unit and learning outcomes	0.5	-	Learners can be given a school/college-devised booklet containing: breakdown of scheme of work; assignment handout and submission dates; library resources; URLs of web links and useful videos.	<ul style="list-style-type: none"> • Compiling a glossary of useful terminology used in fitness testing and training • Learner and tutor interaction • Discussion groups • Learner work/activities
Introduction to Assignment 1: Fitness and Training for Sporting Excellence	0.5	P1, M1, P2	Learners select the main sport that they take part in. They can then work out the physical and skill-related fitness requirements that are important for their sport and the training methods used to achieve excellence.	<ul style="list-style-type: none"> • Compiling a list of fitness requirements for a selected sport and training methods required to achieve excellence • Learner and tutor interaction • Discussion groups • Learner work/activities • Assignment 1
Learner Research Activity 1: Exploring a range of information sources for researching a selected sport	2		Learners can go to the school/college library and find out which textbooks journals websites CD-ROMs are available to help them research.	<ul style="list-style-type: none"> • Bibliography of a range of different resources available for researching their selected sport • Independent learner research
Components of fitness: Physical fitness: aerobic endurance, muscular endurance, flexibility, speed, strength, body composition.	2	P1 (part), M1 (part)	Learners could start by watching a video of sports people performing one particular sport, for example netball. In groups, they then need to work out which components of physical fitness are important for a selected netball player. Learners then apply this knowledge to their chosen sport.	<ul style="list-style-type: none"> • List of components of fitness required for learners chosen sport • Learner and tutor interaction • Working in groups • Learner work/activities • Assignment 1
Skill-related fitness: agility, balance, coordination, power, reaction time	2	P1 (part), M1 (part)	Learners could start by watching a video sports people performing one particular sport, for example netball. In groups, they then need to work out which components of skill-related fitness are important for a selected netball player. Learners then apply this knowledge to their chosen sport.	<ul style="list-style-type: none"> • List of skill-related components of fitness required for learners' chosen sport • Learner and tutor interaction • Working in groups • Learner work/activities • Assignment 1
Training methods	1	P2	Learners could take part in a selected sport, for example football. In groups, they then need to work out which training methods could be used to train each component of fitness and achieve excellence in the selected sport. Learners then apply this knowledge to their chosen sport.	<ul style="list-style-type: none"> • Training methods required to achieve excellence in a selected sport • Learner and tutor interaction • Practical activities • Discussion groups • Learner work/activities
Exploring the different methods of physical fitness training: Muscular endurance Flexibility	1	P2 (part)	Where possible learners should actively take part in each of the different methods of fitness training; refer to the specification <i>Unit content for Fitness Training Methods</i> . Muscular endurance: this could be trained through learners taking part in a muscular endurance circuit which includes such stations as press-ups, sit-ups, lunges, side leg-lifts, bicep curls and triceps dips. If resources allow, dumbbells with low weights, dynabands and other resistance equipment can be used. After the circuit is complete it would be a good time to carry out the flexibility training – static stretching and Proprioceptive Neuromuscular Facilitation technique (PNF) can be demonstrated by the tutor and practised by the learners. Learners should avoid ballistic stretches for health and safety reasons. However, the tutor should ensure learners are aware of this type of flexibility training and the sports that use it.	<ul style="list-style-type: none"> • Completion of a log book – notes of how these fitness training methods are used to achieve sporting excellence • Learner and tutor interaction • Practical activities • Assignment 1

*The timings in this scheme of work reflect the time the learner is engaged in learning for the unit, both with the tutor (Guided Learning Hours, GLH) and in their own private study time.

Guided learning hours (GLH): all the times when a member of staff (for example tutor, trainer or facilitator) is present to give guidance ('contact time'). This includes lessons, lectures, tutorials and supervised study in, for example, learning resource centres and workshops. It also includes time spent by staff assessing the learner's achievements.

Teaching topic	Hours/approximate time allocated*	Linked assessment	Resources	Core content and delivery methods
Methods of physical fitness training: Strength training	1	P2 (part)	Strength training: learners will need access to resistance equipment. For health and safety reasons, fixed gym equipment is more appropriate. Learners should have been through a gym induction prior to using the equipment. Learners will be shown that in order to train for strength, they must use heavy weights with low repetitions. Learners could work in pairs and concentrate on training an upper-body muscle group and a lower-body muscle group. Tutors will need to make sure correct posture and breathing technique are maintained throughout training.	<ul style="list-style-type: none"> • Completion of a log book: notes of how strength is used to achieve sporting excellence • Learner and tutor interaction • Tutor demonstrations • Practical activities
Methods of physical fitness training: Speed training	1	P2 (part)	Speed training: depending on resources, learners could participate in some or all of the following: hollow sprints, acceleration sprints, partner bungee work, hill running etc.	<ul style="list-style-type: none"> • Completion of a log book: notes of how speed training is used to achieve sporting excellence • Learner and tutor interaction • Tutor demonstrations • Practical activities • Assignment 1
Methods of physical fitness training: Power training	1	P2 (part)	Power training: a number of plyometric stations could be set up, with the tutor demonstrating each and then learners participating.	<ul style="list-style-type: none"> • Completion of a log book: notes of how power training is used to achieve sporting excellence • Learner and tutor interaction • Tutor demonstrations • Practical activities • Assignment 1
Methods of physical fitness training: Aerobic Endurance	1	P2 (part)	Fartlek running: tutor or learners lead for a distance of around a mile. Interval training: this can be discussed with learners as they recover from the fartlek running. Both fartlek running and circuits are forms of interval training. Continuous running: a 1.5-mile run test could be carried out, which will demonstrate aerobic training and results could be used to generate data for assessing own levels of fitness.	<ul style="list-style-type: none"> • Completion of a log book: notes of how aerobic endurance is used to achieve sporting excellence • Practical activities • Tutor demonstrations • Assignment 1
Learner Research Activity 2: Components of fitness and training methods for learners' chosen sport	2	P1, M1, P2	Learners have access to a range of different resources (internet, textbooks, journals, etc) and find evidence to support how the physical and skill-related components of fitness, and training methods, relate to their selected sport.	<ul style="list-style-type: none"> • Descriptions of how each physical and skill-related component of fitness applies to learners' selected sport and description of three different fitness training methods used to achieve excellence in a selected sport. • Independent learner research • Assignment 1
Learner Research Activity 2: Components of fitness and training methods for learners' chosen sport	2	P1, M1, P2	Learners have access to a range of different resources (internet, textbooks, journals, etc) and find evidence to support how the physical and skill-related components of fitness, and training methods, relate to their selected sport.	<ul style="list-style-type: none"> • Descriptions of how each physical and skill-related component of fitness applies to learners' selected sport and description of three different fitness training methods used to achieve excellence in a selected sport. • Independent learner research • Assignment 1
Introduction to Assignment 2: Exploring Lifestyle Factors	0.5	P3	Assignment 2 is handed out and discussed. Learners work in groups to select four different lifestyle factors and find out how each factor affects sports training and performance.	<ul style="list-style-type: none"> • Verbal feedback to the rest of the group on the four different lifestyle factors that were discussed. • Group work/discussion • Learner and tutor interaction • Assignment 2
Lifestyle factors: For example, stress, alcohol, smoking, drugs; sleep, demands of work, gender, diet	2	P3	Learners are introduced to a range of lifestyle factors and find out how they affect sports training and performance.	<ul style="list-style-type: none"> • Worksheets on lifestyle factors and their effects on sports training and performance • Interactive lecture • Assignment 2

*The timings in this scheme of work reflect the time the learner is engaged in learning for the unit, both with the tutor (Guided Learning Hours, GLH) and in their own private study time.

Guided learning hours (GLH): all the times when a member of staff (for example tutor, trainer or facilitator) is present to give guidance ('contact time'). This includes lessons, lectures, tutorials and supervised study in, for example, learning resource centres and workshops. It also includes time spent by staff assessing the learner's achievements.

Teaching topic	Hours/approximate time allocated*	Linked assessment	Resources	Core content and delivery methods
Lifestyle factors	2	P3	Learners research four different lifestyle factors and find out how these affect sports performance and training.	<ul style="list-style-type: none"> Learners prepare and deliver a presentation covering four different lifestyle factors Group work Independent learning Assignment 2
Lifestyle factors	2	P3	Learners research four different lifestyle factors and how these affect sports performance and training.	<ul style="list-style-type: none"> Learners prepare and deliver a presentation covering four different lifestyle factors Group work Independent learning Assignment 2
Lifestyle factors	2	P3	Learners research four different lifestyle factors and how these affect sports performance and training.	<ul style="list-style-type: none"> Learners prepare and deliver a presentation covering four different lifestyle factors Group work Independent learning Assignment 2
Introduction to Assignment 3: Assessing Fitness Levels	0.5	P4, P5, M2, D1	Hand out Assignment 3 Discussion on assignment tasks and content required in learner answers. Discussion on different types of fitness tests.	<ul style="list-style-type: none"> Worksheet on fitness tests Learner and tutor interaction Discussion groups Learner work/activities Assignment 3
Conducting fitness tests	2	P4, P5, M2, D1	Four different fitness tests for different components of fitness to be selected. Refer to specification <i>Unit content for Fitness Tests</i> .	<ul style="list-style-type: none"> Tutor demonstrations of test methodology Learner practice of test methodology and administration Assignment 3
Conducting fitness tests	2	P4, P5, M2, D1	Four different fitness tests for different components of fitness to be selected. Refer to specification <i>Unit content for Fitness Tests</i> .	<ul style="list-style-type: none"> Tutor demonstrations of test methodology Learner practice of test methodology and administration Assignment 3
Conducting fitness tests	2	P4, P5, M2, D1	Learners take part in four different fitness tests for different components of fitness, recording results accurately: 1. Flexibility (sit and reach test) 2. Multi-stage fitness test (aerobic endurance) 3. Vertical jump test (power) 4. Skinfold testing (percent body fat).	<ul style="list-style-type: none"> Record results from fitness tests Practical activities Assignment 3
Conducting fitness tests	2	P4, P5, M2, D1	Learners take part in four different fitness tests for different components of fitness, recording results accurately: 1. Flexibility (sit and reach test) 2. Multi-stage fitness test (aerobic endurance) 3. Vertical jump test (power) 4. Skinfold testing (percent body fat).	<ul style="list-style-type: none"> Record results from fitness tests Practical activities Assignment 3
Conducting fitness tests	2	P4, P5, M2, D1	Learners take part in four different fitness tests for different components of fitness, recording results accurately: 1. Flexibility (sit and reach test) 2. Multi-stage fitness test (aerobic endurance) 3. Vertical jump test (power) 4. Skinfold testing (percent body fat).	<ul style="list-style-type: none"> Record results from fitness tests Practical activities Assignment 3
Conducting fitness tests	2	P4, P5, M2, D1	Learners take part in four different fitness tests for different components of fitness, recording results accurately: 1. Flexibility (sit and reach test) 2. Multi-stage fitness test (aerobic endurance) 3. Vertical jump test (power) 4. Skinfold testing (percent body fat).	<ul style="list-style-type: none"> Accurately record results from fitness tests Practical activities Assignment 3

*The timings in this scheme of work reflect the time the learner is engaged in learning for the unit, both with the tutor (Guided Learning Hours, GLH) and in their own private study time.

Guided learning hours (GLH): all the times when a member of staff (for example tutor, trainer or facilitator) is present to give guidance ('contact time'). This includes lessons, lectures, tutorials and supervised study in, for example, learning resource centres and workshops. It also includes time spent by staff assessing the learner's achievements.

Teaching topic	Hours/approximate time allocated*	Linked assessment	Resources	Core content and delivery methods
Interpretation of fitness test results	2	P4, P5, M2, D1	Learners use published data tables to compare results to normative data and levels required for excellence.	<ul style="list-style-type: none"> • Interpretation of results and personal level of fitness • Group/Individual work • Assignment 3
Interpretation of fitness test results	2	P4, P5, M2, D1	Learners use published data tables to compare results to normative data and levels required for excellence.	<ul style="list-style-type: none"> • Interpretation of results and personal levels of fitness • Group/Individual work • Assignment 3
Interpretation of fitness test results	2	P4, P5, M2, D1	Learners use published data tables to compare results to normative data and levels required for excellence.	<ul style="list-style-type: none"> • Interpretation of results and personal levels of fitness • Group/Individual work • Assignment 3
Interpretation of fitness test results	2	P4, P5, M2, D1	Learners use published data tables to compare results to normative data and levels required for excellence.	<ul style="list-style-type: none"> • Interpretation of results and personal levels of fitness • Group/Individual work • Assignment 3
Introduction to Assignment 4: Exploring Psychological Factors	0.5	P6, M3, D2	Assignment 4 is handed out and discussed with the group. Discussion on psychological factors and their effect on sports training and performance.	<ul style="list-style-type: none"> • Learner and tutor interaction • Discussion groups • Learner work/activities • Assignment 4
Personality traits	1.5	P6, M3, D2	Learners examine and complete a personality questionnaire. Interpretation of questionnaire results for each learner.	<ul style="list-style-type: none"> • Completed personality questionnaire and interpretation of results • Learner and tutor interaction • Learner work/activities • Assignment 4
Motivation, arousal and anxiety	1	P6, M3, D2	Learners are introduced to how motivation, arousal and anxiety can affect sports training and performance. Learners work in small groups to discuss how motivation, arousal and anxiety affect their sports performance and training.	<ul style="list-style-type: none"> • Feedback to the rest of the group • Interactive lecture • Discussion groups • Assignment 4
Concentration and the effects on sports training and performance	1	P6, M3, D2	DVD Interactive whiteboard Assignment 4 – learners must cover the factors as stated in the Unit content (motivation, arousal and anxiety, personality and concentration) and their short term and long term effects on sports training and performance. Learners watch DVD on psychological factors affecting sports performance and how concentration can be improved. Guest speaker: Concentration and effects on elite sports performance, followed by Q&A session and group discussion. Learners produce a summary covering the short term and longer term effects concentration has on sports training and performance, providing real-life examples from the presentation and DVD.	<ul style="list-style-type: none"> • Interactive lecture and group discussion. • Guest speaker
Total	50 hours			

*The timings in this scheme of work reflect the time the learner is engaged in learning for the unit, both with the tutor (Guided Learning Hours, GLH) and in their own private study time.

Guided learning hours (GLH): all the times when a member of staff (for example tutor, trainer or facilitator) is present to give guidance ('contact time'). This includes lessons, lectures, tutorials and supervised study in, for example, learning resource centres and workshops. It also includes time spent by staff assessing the learner's achievements.

Assessment and grading

Learners work through BTEC units by participating in the learning programme and tackling the assignments you set for them. The ultimate aims in the setting of assignments are to cover the grading criteria for each unit and to set learning within a vocational context. (Full guidance on assignment design can be found on pages 34–5.)

Tell me more about assignments

The number of assignments for each unit will vary. It is up to you how you decide to cover the grading criteria for each unit. Take into account the ability of your cohort of learners, the requirements of the unit itself, local resources and not least your imagination as tutor.

There are drawbacks in setting both too few and too many assignments. If you set too few assignments (by, say, adopting the one-off project approach), you can place too much reliance on large pieces of evidence that may only be available late in the programme. These large assignments can be hard to assess and difficult to put right if things go wrong.

Setting too many assignments can put a burden on both you and the learners. This can lead to fragmentation of the unit. The unit content, outcomes and grading criteria have generally been produced to provide a coherent package. As such, the assignments should, wherever possible, maintain the coherence and links between the outcomes and grading criteria of the unit.

It is good practice to provide learners with a list of assignment deadlines over the period of study. This will help learners to manage their workload. The table below shows part of an example assignment plan (the table could be extended to cover two years).

Your assignment delivery can be through differently paced

	September	October	November	December	January
Unit 1	Assignment 1	Assignment 2			Assignment 7
Unit 2			Assignment 4		
Unit 3		Assignment 3		Assignment 6	
Unit 4			Assignment 5		

Kick-starting your assignment

Successful assignments can be sparked off by a trip out of the classroom or sports hall. This could be to a local health club or sports facility. There are also lots of sports museums which are often free of charge. The Body Worlds exhibition could provide an excellent thought-provoking introduction to the teaching of human anatomy. Your teaching programme should lead learners into each assignment.

assignments. This will help learners to realise that they have to complete some assignments in a short space of time and others in a half or whole term. Some units (such as Unit 7 Planning and Leading Sports Activities) lend themselves to whole-term pieces of work. However, although a large section of the work is not expected to be delivered until nearer to the end of the term, the assignment should still include discrete tasks that can be completed throughout the term to ensure that the learners pace themselves appropriately and do not leave all the work until the last few days of term.

Other units can be quite challenging for learners. For example, Unit 4 Anatomy and Physiology for Sport uses lots of scientific terminology, including the names of muscles and bones. For this sort of unit, assignment delivery is usually best organised into discrete sections, where learners focus on one body system at a time.

Building a portfolio of evidence

Encourage your learners to compile a portfolio of evidence to meet the assessment and grading criteria for each unit. Dividers can be used to separate assignments into each of the different units. Learners should also learn how to file their electronic work. This will help learners when they resubmit work: at this stage they can add in extra work to attain higher grading criteria by responding to feedback and guidance from their tutor.

What about grading?

Learners need to provide evidence to meet the grading criteria shown in the unit specification.

- To **pass** a unit, every pass criterion needs to be achieved.
- To gain a **merit**, all the pass and merit criteria need to be achieved.
- To gain a **distinction**, all the pass, merit and distinction criteria need to be achieved.

See the specification for further information on how unit grades are converted to points to calculate a learner's overall grade for the course.

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

Each criterion generally begins with an operative verb, for example:

Pass = describe (what)
 Merit = explain (how)
 Distinction = justify/evaluate (why)

It is crucial that these same operative verbs are used in the wording of assignment tasks to yield correct evidence from the learner to meet each criterion.

Each assignment must cover part or all of the grading criteria in the unit's assessment and grading grid. This will be dependent on the nature and size of the individual assignment, and how it relates to the content of the unit (or units, if you are integrating unit delivery through assignments). See page 34 for more information.

The grading grid in Unit 1 Fitness Testing and Training has a total of eleven pass, merit and distinction grading criteria. The **programme of suggested assignments** in the unit specification suggests that these could be organised into four clusters: P1, M1 and P2; P3; P4, P5, M2 and D1; P6, M3 and D2.

When the criteria include the assessment of skills or knowledge and understanding that cannot always be evidenced in writing, the use of observation records or witness statements is advised – preferably with the unit criteria printed out so that accurate judgements can be made against these criteria. All documents of this nature should be signed and dated to form an authentic audit trail within the learner's assessment profile. For more information about the use of observation records and witness statements see page 35.

Working towards merit distinction criteria

In Sport, it is rare that separate tasks have to be written to allow learners to achieve the higher grading criteria. Your teaching tutorials will enable you to work to an Individual Learning Plan for each learner through verbal and recorded feedback. Make sure that you formally record work that you expect to be completed, giving a date for submission. Always sign and date these with the learner so that there is a clear audit trail.

For full information on grading, please see the specification.

Tracking learner achievement

There is an example of a learner tracking grid on page 19. This type of grid enables you to keep a record of learners' progress during the course. If your unit delivery is integrated with other units, a modified grid (see page 19) will facilitate your tracking of which assignments have covered which grading criteria.

It is important to ensure that assessors, internal verifiers and external verifiers have easy access to learner evidence for each of the unit grading criteria. The evidence must be clearly referenced and annotated in each learner's portfolio.

Engaging your learners

Relate assignments to your learners – include sports that they enjoy or professional players/managers that they have an interest in.

Remember

All assignments must be internally verified before being issued to learners.

Assignment design

Assignments must be designed to motivate learners, to allow learners to achieve specified unit grading criteria in vocational contexts, and must call on learners to produce varied forms of evidence.

When designing assignments it is possible to:

- have one assignment brief to assess all the grading criteria of a unit
- have two or more smaller assignment briefs for a unit
- allow assessment of criteria from one unit to be integrated with assessment of criteria from another unit.

The assignment brief must include:

- the title and level of the qualification
- the title and number of unit(s) under assessment
- the title of the assignment
- the date the assignment is set (start date)
- submission/assessment date(s)
- the name of the assessor(s)
- the name of the learner
- space for the learner to sign to confirm the work is their own.

In addition to this the use of interim/milestone assessment dates is recommended – especially where assignments cover a number of criteria. It is essential that assignments have a suitable timescale.

The scenario

The assignment should be based within an **interesting vocational scenario** so that learning can be applied to the real world of work.

The tasks

Each assignment is divided into tasks: detailed descriptions of the activities learners will undertake in order to produce evidence to meet the unit's grading criteria and complete the assignment. Each task must:

- specify the extent and nature of evidence that learners should present
- be clear, specific, time-bound, stepped, relevant and realistic
- address the grading criteria they target, paying careful attention to the operative verb of each criterion ('describe', 'explain', 'evaluate', etc)
- reference the grading criteria they address
- be presented in learner-friendly, engaging and inspirational language, and not simply repeat the grading criteria
- address the grading criteria in full, and not split a criterion across more than one assignment.

Evidence

Clearly state what learners are expected to provide as evidence for each task. Forms of evidence can include:

- recorded discussions
- log books/diaries

- artefacts
- presentations
- performance
- brochures/leaflets/posters
- case studies
- web-based material (websites, blogs, VLE, podcasts, etc)
- role plays
- reports
- written investigations
- annotated photographs
- promotional material
- work-based evidence.

For evidence that is not written, observation records or witness statements can be completed. See opposite (page 35).

Assessment and grading criteria

- The assignment must state exactly which assessment and grading criteria are being addressed.
- Centres **must not** rewrite any aspect of the unit's and grading criteria nor add their own centre-devised criteria.
- Centres may provide additional guidance, explaining criteria requirements in learner-friendly language, but the exact wording of the published criteria must appear on the assignment.

Integrating unit assessment

An assignment can have one unit as its main focus, but learners may produce evidence towards other units as well. In these cases include full information about all criteria required when you design your assignment brief.

Local needs

Assignment briefs should always be developed and adapted to meet the needs of learners at your centre and to take account of your centre's resources. They must also be checked by someone in your centre (internally verified) to ensure they are fit for purpose **before** they are given to learners (for more information on this see page 38).

The assignment brief will often need to be supplemented with further information, for example:

- a demonstration
- handouts
- videos or DVDs
- references to books
- references to websites
- visits to source primary research materials within the locality of your centre
- visits to leisure centres, museums, exhibitions or other places where research can be undertaken
- visits from guest speakers/local practitioners.

An example of an assignment brief can be found on page 46.

Learner responsibility

Learners need to take responsibility for completing their assignments. Many centres have instigated learner agreements or contracts where they sign to commit themselves to meeting all deadlines and other demands of completing their programme.

Learners need to produce assessment evidence that is all their own work – plagiarism can be an issue. It is important that learners are instructed on the correct use of referencing. For more information, see Edexcel's *Centre Guide to Managing Quality: Policies, Procedures and Practice*.

Engage your learners

The most successful assignments will engage and excite learners to take responsibility for the progress of their own learning.

Observation records

An observation record is used to provide a formal record of an assessor's judgement of learner performance (for example, during presentations, practical activity, performance or role play) against the targeted grading criteria. The record:

- will relate directly to the grading criteria in the unit
- may confirm achievement or provide specific feedback of performance
- will provide primary evidence of performance
- will be sufficiently detailed to enable others to make a judgement as to quality and whether there is sufficient evidence of performance

Observation records should be accompanied by supporting additional evidence. This may take the form of visual aids, video or audio tapes, CDs, photographs, handouts, preparation notes, cue cards, diary records, log books and/or peer assessment records. Observation records should also:

- note how effectively these were used to meet the assessment criteria
- record the assessor's comments
- be evidenced in a learner's portfolio when assessment is carried out through observation, together with relevant supporting evidence
- be completed by the assessor who must have direct knowledge of the specification to enable an assessment decision to be made
- be signed and dated by the assessor and the learner
- also include the learner's comments.

An observation record can have greater validity than a witness statement since it is capable of directly recording an assessment decision without reference to others.

Witness statements

A witness statement is used to provide a written record of learner performance (process evidence) against grading criteria. Someone other than the assessor of the qualification/unit may complete it. This may be an assessor of a different qualification or unit, a work placement supervisor, a technician, a learning resources manager or anyone else who has witnessed the performance of the learner against given assessment criteria. It can be someone who does not have direct knowledge of the qualification, unit or assessment criteria as a whole but who is able to make a professional judgement about the performance of the learner in the given situation.

The quality of a witness statement is greatly improved and enables the assessor to judge the standard and validity of performance against the assessment criteria if:

- the witness is provided with clear guidance on the desirable characteristics required for successful performance by including a checklist
- the grading criteria are present on the witness testimony (this may need further amplification for a non-assessor)
- the learner or witness also provides a statement of the context within which the evidence is set.

The witness statement does not confer an assessment decision. The assessor must:

- consider all the information in the witness statement
- note the relevant professional skills of the witness to make a judgement of performance
- review supporting evidence when making an assessment decision
- review the statement with the learner to enable a greater degree of confidence in the evidence
- be convinced that the evidence presented by the witness statement is valid, sufficient and authentic.

When a number of witnesses are providing testimonies:

- every witness testimony should be signed and dated by the witness
- information of their job role/relationship with the learner should also be available.

These details add to the validity and authenticity of the testimony and the statements made in it. Centres should note that witness testimonies can form a vital part of the evidence for a unit(s) but they should not form the main or majority assessment of the unit(s).

Example forms for observation records and witness statements are given on pages 36 and 37 and can be modified to show a centre's own logo.

Observation record (by tutor)

Learner name			
Assessor name			
Qualification			
Unit number and title			
Description of activity undertaken (please be as specific as possible)			
Assessment and grading criteria			
How the activity meets the requirements of the assessment and grading criteria			
Learner signature		Date	
Assessor signature		Date	

Witness statement (by external observer)

Learner name			
Qualification			
Unit number and title			
Description of activity undertaken (please be as specific as possible)			
Assessment and grading criteria			
How the activity meets the requirements of the assessment and grading criteria, including how and where the activity took place			
Witness name		Job role	
Witness signature		Date	
Learner signature		Date	
Assessor name			
Assessor signature		Date	

Internal verification of assignment briefs

Internal verification is a quality assurance system you must use to monitor assessment practice and decisions. It is there to ensure that:

- assessment and grading is consistent across the programme
- assignments are fit for purpose
- assessment decisions accurately match learner work (evidence) to the unit grading criteria
- standardisation is a feature of centre assessment practice.

Every assignment must be internally verified, preferably by someone who understands the content of the BTEC Level 2 Sport units, **before they are issued to learners**. This is to verify the assignment brief is fit for purpose by ensuring:

- the tasks and evidence will allow the learner to address the targeted criteria
- the assignment is designed using clear and accessible language
- learners' roles and tasks are vocationally relevant and appropriate to the level of the qualification
- equal opportunities are incorporated.

The system used to do this is a matter for individual centres. Edexcel fully supports the use of the centre's own quality assurance systems where they ensure robust internal standardisation.

Internal verification of assignment briefs should always be reported and recorded. If action is required, the assessor

should complete this and return it to the internal verifier for sign-off. Once the assignment is verified as fit for purpose, it may be issued to the learners.

Internal verifiers are advised to use the paperwork that is available on the CD-ROM that accompanies the Specification Pack (see the example on page 48) as this meets all Edexcel requirements.

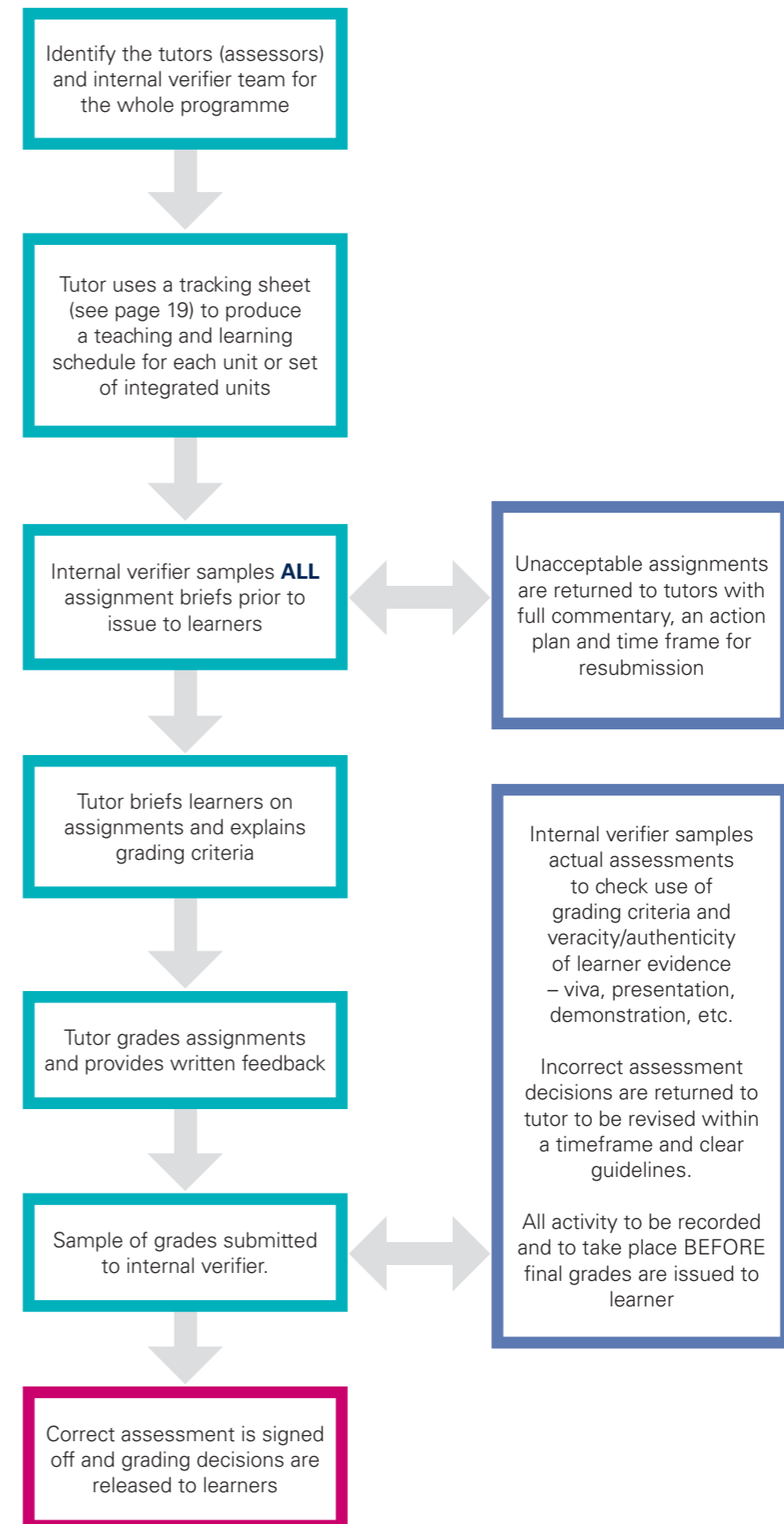
Internal verification is to be seen as a supportive process. If an assignment brief is not fit for purpose, the internal verifier should return the assignment with appropriate comments. There should be a deadline set for the amendments to be made and, when all is approved, the documents should be signed and dated to give the team an auditable document. Tutors can engage in professional discussions where there is disagreement so that all standards and decisions are shared and understood.

Lead internal verifiers

Each group of programmes has a lead internal verifier who coordinates the work of other internal verifiers and offers leadership issues of internal standardisation and related training. The lead internal verifier will be expected to gain accreditation via the Edexcel online OSCA2 test. The achievement of this test will permit release and certification of learner attainment. For more information on becoming a lead internal verifier, see www.btec.co.uk. (Some programmes may be subject to annual sampling prior to release and certification of learner attainment.)

For an example of an internal verification form for assignment brief, see page 48.

Procedure for internal verification



Grading an assignment

When designing an assignment it is key that you set the level of expectation for learners and provide guidance related to the kinds of evidence that they should be producing. Assignments will not, ideally, require a uniform response as you will have difficulty in assessing across the range of grading criteria – differentiated learning would be constrained. Learners should have the freedom to develop their own responses within the demands of the learning outcomes and grading criteria.

When grading an assignment it is good practice to use a form such as that shown on page 58 (this is available on the CD-ROM in your Specification Pack). Alternatively, you can devise your own assessment record sheets but these should always allow feedback to learners on their performance against the criteria. It is also good practice to have space for learners to comment on their own work (many Level 2 learners will need encouragement to provide a response). It is important to give learners positive feedback that tracks and records their learning journey and achievement but also identifies areas for improvement. This is very valuable for learners who have missed criteria and need further encouragement and direction to achieve these criteria.

Learners normally receive feedback after each assignment has been assessed and internally verified.

Maximising learner achievement

Unit grades need not be submitted to Edexcel until the centre wishes to claim certification. Learners should have every opportunity to obtain the best unit grades they are able to achieve.

Learners could be encouraged to tackle criteria that they have missed or are weaker in understanding and achieving via newly designed assignments. Mini assignments or a second opportunity to meet the criteria in a fresh way is good educational practice. Newly designed assignment briefs must be internally verified before issue to learners.

Key points

- **Always use the specification document** and cross reference learner evidence to the learning outcomes, unit content and the unit's assessment and grading grid to ensure that the criteria specified in the assignment are fully met. For merit and distinction grades, the decisions should not be based on quantity of evidence presented but on its quality (in meeting the criteria).
- **The guidance section of each unit specification will assist you** in reaching a decision. Delivery teams will find that standardisation prior to major unit assessment will be very useful in setting the standard of individual assessors' decisions. Use of a sample of learner work across the grade boundaries, especially if there are 'cusp' decisions, is the best way to setting the team standard. This activity builds confidence among the assessor team. A post-standardisation session can be very useful for further discussions on the quality and standard of the work that has been assessed and it provides an opportunity for internal verification to take place before grading decisions are confirmed to learners.
- **Good feedback can identify the way that learners can achieve a higher grade** and positive feedback will assist learners who may be diffident about gaining more than a pass grade, which is a common problem with learners who are only prepared to do the bare minimum to pass. Assessors can encourage learner self-esteem and confidence by setting clear expectations. The feedback section can also provide learners with an individual learning plan, giving clear targets for completion, dates and deadlines.

Improving grades

In general, BTEC units expect a gradual improvement in grades over the progress of the course as learners become more familiar with the degree of independence and self-responsibility that is required to meet the higher grading criteria.

For an example of a graded assignment, see page 44.

Internal verification of assessor's comments

Once assignments have been graded, the internal verifier should sample these to ensure that the assessor is:

- conducting assessment in a fair and equitable way
- using the specification document
- using grading criteria
- checking the veracity and authenticity of learner evidence through vivas, presentations, demonstrations, etc.

Centre teams can hold standardisation sessions to establish the veracity and accuracy of the team's assessment decisions.

Any incorrect assessment decisions will be returned to assessors to be revised within a timeframe. Where the internal verifier deems the assessment decisions to be invalid, there must be dialogue between assessor and internal verifier to discuss the issues raised. This dialogue should be documented on the internal verification form together with the action to be taken and the resulting grading outcome. There must be a clear audit trail of the closing of the 'quality loop'.

All activity should be recorded and take place before final grades are issued to learners.

For an example of an internal verification form for assessor's decisions, see page 59.

Frequently asked questions

How many assignments should there be?

As many as is necessary to assess the unit. Determine the most appropriate assessment strategy for the unit, taking into account the ability of your cohort of learners, the requirements of the unit, local resources and your imagination as tutor.

If you set too few assignments (by, say, adopting the one-off project approach), you can place too much reliance on large pieces of evidence that may only be available late in the programme. These large assignments can be hard to assess and difficult to put right if things go wrong.

By contrast, setting too many assignments puts a burden on both you and the learners. This can lead to fragmentation of the unit. The unit content, outcomes and grading criteria have generally been produced to provide a coherent package. As such, the assignments should, wherever possible, maintain the coherence and links between the outcomes and grading criteria of the unit.

When should assignments be set?

There are two issues here when considering timing. First, be aware of the possibility of assessment overload, when there is a bunching of assignment deadlines across a number of units at any point in the programme. To avoid overload and spread the assessment load, detailed planning needs to take place at programme level. Second, there is the issue of identifying the most appropriate place within the unit for the assignment. This will be determined by a combination of the nature of the unit and the way the outcomes link together, and the overall approach taken to teaching and learning.

As a third consideration, if you are aware of the timing of external quality checks, it is good to prepare for this early in the year by setting some assignments and assembling all learner work. This will take away any pressure on your delivery and assessment.

Pacing for your learners

Taking Unit 1 Fitness Testing and Training as an example, the outcomes and criteria can be covered through four assignments, as suggested in the unit specification.

Can tests be used?

Any valid method of assessment can be used and this includes tests in the appropriate place. However, the assessment must be made against the grading criteria set within the unit and this applies equally to tests as to any other method. The overriding issue is the need to prepare assessment instruments that are fit for purpose, challenging, vocationally relevant and provide a vocational focus that will interest and engage the learner.

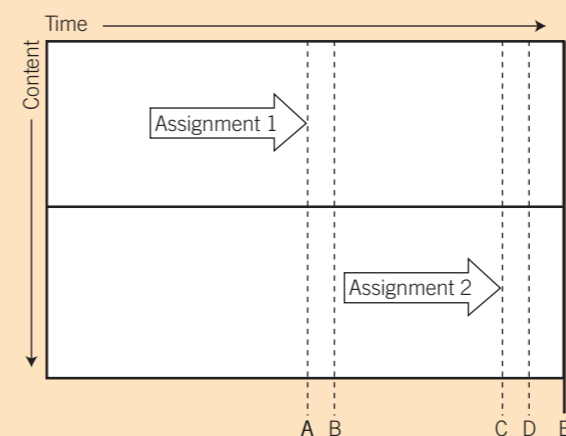
What if the work is handed in late?

Deadlines are an important aspect of any work. In general, time deadlines should be given for the end of the unit. Centres need to inform learners about their policy towards late work. If a learner hands in work late without prior negotiation, then the centre may decline to mark it. If the centre marks the work, then all grades applicable to the unit must be considered. In this case, the learner must not be punished for late work. As these programmes are vocational, some assignments will not permit late submissions, such as those that involve the performance to an audience or production of a newspaper.

How can learners be encouraged to achieve more than just a pass?

The assignment design, guidance and support are all important factors in getting learners to achieve at the highest possible level. It must be recognised that learners do have choice and if they make a conscious and informed choice to only achieve at pass level then there is probably very little anyone can do. However, experience shows that learners who become fully engaged in their BTEC programme – understanding its interim and varied assessment model, the importance of tutorials and clear recording of grading criteria they have achieved – will be encouraged and will aim higher.

Example of an assessment plan for two assignments



The first assignment covers the first outcome and has an initial deadline for feedback indicated at A. If this deadline is met, the work is reviewed and detailed feedback provided to learners at B. Learners can then rework the evidence, based on the feedback provided and resubmit for final assessment at E.

The deadline for feedback on Assignment 2 is C, with feedback at D and final submission for assessment also at E. To encourage learners to meet the deadlines, work submitted after point B will only be assessed and then returned with feedback at D. Learners' work is only ever double handled using this process but it does provide learners with an opportunity to reflect on their work and achieve at the highest possible level.

Concerns about the advantages in this system for those learners who 'take more time' to achieve are balanced out by the advantages gained by the informed feedback and, possibly, the removal of work burden for those who meet deadlines. What this system does achieve is that it encourages learning based on sound assessment decisions.

What if a learner doesn't achieve a pass?

Feedback and support should be provided to ensure that the learner is aware of any failings in the work presented for assessment and then given the opportunity to rectify these failings through some means (such as reworking material, taking advantage of a further assessment opportunity, etc). If the learner has not attempted assessment, then the programme team could indicate that the unit/course had not been completed by the learner, and in such cases the qualification certificate would be withheld.

How many times can a learner re-work or re-sit an assignment?

The issue here is the validity of the assessment instrument. If a learner is simply going round and round on a single task or activity brief, then the validity of the assessment must come into question and the tutor should consider the need for an alternative assessment instrument.

If the assignment is prompting learning, then that is what the course is about in the first place and therefore re-work is to be encouraged whenever applicable.

The final assessment evidence simply needs to be a valid and reliable measure of the learner's current level of achievement against the outcomes and criteria of the unit.

Interim assessment

Many centres take the approach that learners are allowed to hand in a formative piece of work, address the feedback given by the assessor and then resubmit the summative piece of work as the final hand-in.

There is also the option to include 'review' weeks in your timetabling to allow learners to have another resubmission of the assignment. Learners must have appropriate opportunities to meet the unit grading criteria. Whatever your centre decides, you must ensure you have a centre Assessment Policy document that outlines the resubmission procedure for BTEC programmes. This document must be made accessible to learners and can be included in a learner handbook.

A sample assignment

A sample assignment follows for **Unit 1 Fitness Testing and Training**.

The assignment that follows for Unit 1 Fitness Testing and Training requires learners to carry out four different fitness tests for different components of fitness, recording the results accurately. Learners also need to interpret their test results and personal level of fitness by comparing their results to normative data and the levels required for excellence. Centres can select any four different fitness tests for learners to undertake, as long as the tests selected are from different components of fitness. For example, four alternative tests could be selected from: flexibility (goniometers), strength – one-repetition maximum (1 RM), aerobic endurance (step test), speed (35m sprint, 40m sprint), power (Wingate test), muscular endurance (one-minute press-up, one-minute sit-up), and body composition (bioelectrical impedance analysis, body mass index). Centres are likely to select tests according to the resources and equipment available, taking into account ease of test administration, etc.

All learners are different and will approach their assignments in different ways

The sample assignment that follows shows how one learner answered a brief to achieve pass, merit and distinction level criteria. The learner work shows just one way in which grading criteria can be evidenced. There are no standard or set answers. If your assignment is fit for purpose, and if your learners produce the required evidence for each task, then they will achieve the grading criteria covered by the assignment.

All assignments you set for your learners must be internally verified

It is intended that sample assignments are used as examples of good practice. However, they may not be entirely appropriate for every learner in every centre. You are advised to make suitable amendments to sample assignments in response to your own centre's requirements to meet the needs of your learners. All sample assignments used, whether amended or not, must be internally verified by a suitable person at your centre.

Sample assignment front sheet

Learner name		Assessor name	
Jo Turner		Mr Tomas Griffin	
Date issued	Completion date	Submitted on	
15 December 2010	3 February 2011	1 February 2011	
Qualification		Unit	
BTEC Level 2 First Diploma in Sport		Unit 1 Fitness Testing and Training (Assignment 3)	

Assignment title	Assessing Fitness Levels – How Fit are You?
In this assessment you will have opportunities to provide evidence against the following criteria. Indicate the page numbers where the evidence can be found.	

Criteria reference	To achieve the criteria the evidence must show that the student is able to:	Task no.	Page numbers
P4	Carry out four different fitness tests for different components of fitness, recording the results accurately	1	Pages 1–5
P5	Interpret their test results and personal level of fitness	2	Page 6
M2	Explain their test results and personal level of fitness, identifying strengths and areas for improvement	3	Pages 7–8
D1	Evaluate their test results and personal level of fitness, considering the level required to achieve excellence in a selected sport	3	Pages 7–8

Learner declaration	
I certify that the work submitted for this assignment is my own and research sources are fully acknowledged.	
Learner signature: <i>Jo Turner</i>	Date: <i>1 February 2011</i>

Sample assignment brief

Unit title	Unit 1 Fitness Testing and Training
Qualification	BTEC Level 2 First Diploma in Sport
Start date	15 December 2010
Deadline date	3 February 2011
Assessor	Mr Griffin

Assignment title	Assessing Fitness Levels – How Fit are You?
The purpose of this assignment is to:	Enable learners to investigate their personal fitness levels by participating in a series of fitness tests and interpreting test results.
Scenario	You have recently joined a local sports club, and the coach wants to assess your fitness levels in order to design a training programme. You have been asked to participate in four different fitness tests for different components of fitness.
Task 1	Carry out four different fitness tests for different components of fitness, providing an accurate written record of your results. You will need to ensure that you adhere to pre-test procedures, follow standard test procedures, and consider the reliability, validity and practicality of the tests. <p style="text-align: right;">This provides evidence for P4</p>
Task 2	Provide a written interpretation of your test results and personal level of fitness. Use published data tables to compare your fitness test results to normative data and to the fitness levels required for excellence. <p style="text-align: right;">This provides evidence for P5</p>
Task 3	You will need to provide a written explanation of your test results and personal level of fitness, identifying strengths and areas for improvement (M2). You will then need to provide a written evaluation of your test results and personal level of fitness, showing that you have considered the level required to achieve excellence in your chosen sport (D1). <p style="text-align: right;">This provides evidence for M2 and D1</p>

Sources of information

Textbooks

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Allen MB – *Sports Exercise and Fitness: A Guide to Reference and Information Sources* (Libraries Unlimited Inc, 2005) ISBN: 9781563088193

Buckley J, Holmes J, Mapp G – *Exercise on Prescription: Cardiovascular Activity for Health* (Butterworth-Heinemann, 1999) ISBN: 9780750632881

Dalgleish J, Dollery S – *The Health & Fitness Handbook* (Longman, 2001) ISBN: 9780582418790

Davis J – *Fitness for Games Players* (NCF, 1996) ISBN: 9780947850104

Franks BD, Howley ET – *Fitness Leader's Handbook* (Human Kinetics Europe, 1998) ISBN: 9780880116541

Fulcher K, Fox P – *Your Personal Trainer: The Ultimate Guide to Getting Fit for any Sport* (Metro Books, 2002) ISBN: 9781843580027

Harris B et al – *BTEC First Sport*: (Heinemann, 2006) ISBN: 9780748783915

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Moran GT, McGlynn G – *Cross Training for Sports: Programmes for 26 Sports* (Human Kinetics, 1997) 9780880114936

Scott A – *GCSE PE for Edexcel* (Heinemann, 2001) ISBN: 9780435506360

Sharkey BJ, Gaskill SE – *Fitness and Health* (Human Kinetics, 2006) ISBN: 9780736056144

Watson AWS – *Physical Fitness and Athletic Performance; A Guide for Students, Athletes and Coaches* (Longman, 1996) ISBN: 9780582091108

Websites

Useful websites for this assignment include:

British Association of Sport and Exercise Sciences

www.bases.org.uk

Human Kinetics

www.humankinetics.com

Top End Sports

www.topendsports.com

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This brief has been verified as being fit for purpose.

Assessor	Mr Griffin	Date	
Signature	<i>Tomas Griffin</i>	Date	1 December 2010
Internal verifier	Mr J Churchill	Date	
Signature	<i>Jack Churchill</i>	Date	1 December 2010

Sample internal verification of assignment brief

Qualification	BTEC Level 2 First Diploma in Sport
Unit title	Unit 1 Fitness Testing and Training
Assignment number	Assignment 3
Assessor	Mr T. Griffin

Internal verifier checklist	Y/N	Comments
Are accurate qualification details shown?	Y	
Are accurate unit details shown?	Y	
Are clear deadlines for assessment given?	Y	Clear dates are provided on the assignment front sheet and brief.
Is this assignment for whole or part of a unit?	P	This is the third of four assignments that cover the unit
Are assessment criteria to be addressed listed?	Y	P4, P5, M2, D1
Does each task show which criteria are being addressed?	Y	Criteria are shown against each task so learners can clearly identify where assessment opportunities occur.
Are these criteria actually addressed by the tasks?	Y	P4 is Task 1 P5 is Task 2 M2 and D1 are covered in Task 3
Is it clear what evidence the learner needs to generate?	Y	To participate in fitness tests, documenting their test results. Brief includes useful guidance to learners from the unit content.
Are the activities appropriate?	Y	Good activities allowing the learners to undertake research
Is there a scenario or vocational context?	Y	Appropriate scenario provided.
Is the language and presentation appropriate?	Y	The language is appropriate for Level 2 learners and presentation is clear.
Is the timescale for the assignment appropriate?	Y	Learners have sufficient time to become familiar with the fitness test methods they are to undertake. Timescale is sufficient to undertake the fitness tests and collect data.
Overall is the assignment fit for purpose?	Y	Assignment is fit for purpose and addresses the target assessment and grading criteria.

* If "No" is recorded and the internal verifier recommends remedial action before the brief is issued, the assessor and the internal verifier should confirm that the action has been undertaken.

Internal verifier	Mr J Churchill		
Signature	<i>Jack Churchill</i>	Date	<i>1 December 2010</i>

Action required:

No action required for this assignment. The brief is fit for purpose.

Action taken:

NA

Assessor	Mr T. Griffin		
Signature	<i>Tomas Griffin</i>	Date	<i>1 December 2010</i>
Internal verifier	Mr J Churchill		
Signature	<i>Jack Churchill</i>	Date	<i>1 December 2010</i>

Sample learner work

Sample learner work: page 1

Assessing Fitness Levels – How Fit are You?

Learner name: Jo Turner

Task 1 (P4) – Carry out fitness tests and record your results.

The four different fitness tests I've carried out for different components of fitness are:

1. Sit and Reach Test (for flexibility)
2. Multi-stage Fitness Test (for VO2 max – aerobic endurance)
3. Vertical Jump Test (for power)
4. Skinfold Testing (for percent body fat)

I have completed a data sheet for each test, showing my results. These are shown on the next four pages.

Sample learner work: page 2

Hope College of FE Form 1.0**Sit and Reach Test**

Learner Name: Jo Turner

Date: 16.12.2010

Gender: Female

Wt = 58 kg

Ht = 1.61 m

Trial 1 = 18 cm

Trial 2 = 18 cm

Average = 18 cm

Re-test (same day)

Trial 1 = 18 cm

Trial 2 = 22 cm

Average = 20 cm

Units of measurement = cm

Notes: equipment – we used a standard sit and reach box.

Sample learner work: page 3

Hope College of FE Form 2.0**Multi-stage Fitness Test**

Learner Name: Jo Turner

Date: 17.12.2010

Gender: Female

Trial 1 Result: Level 6 Shuttle 8 = VO_2 max = 35.7 ml/kg/min

Learner Name: Jo Turner

Date: 10.01.2011

Trial 2 Result: Level 6 Shuttle 10 = VO_2 max = 36.4 ml/kg/min

Notes: we used a data table to look up our VO_2 max result (ml/kg/min) from the level and shuttle we got to.
Equipment – multi-stage fitness test audiotape, tape recorder, 4 cones.

Sample learner work: page 4

Hope College of FE Form 3.0**Vertical Jump Test Data Sheet**

Learner Name: Jo Turner

Date: 12.01.2011

Gender: Female

Weight in jump clothes = 58 kg

Ht = 1.61m

Reach position (closest cm) = 39

	Height jumped (cm)
Trial 1	68
Trial 2	70
Average	69

	Height jumped (cm)
Trial 1	65
Trial 2	69
Average	67

Difference between best average jump height and reach =
 $69 - 39 = 30$ cm

Notes: Equipment used – a vertical jump board and gymnasts' chalk.
 I used the Lewis Nomogram to work out my power result.

My Power Result = 73 kgm/s.

Sample learner work: page 5

Hope College of FE Form 4.0**Skinfold Testing**

Learner Name: Jo Turner

Date: 20.01.2011

Gender: Female

Age: 16 years

Skinfold Site	Triceps (mm)	Thigh (mm)	Suprailium (mm)
Trial 1	9	23	11
Trial 2	9	24	11
Average	9	23.5	11

Results

Total Skinfolds = TRICEPS (mm) + THIGH (mm) + SUPRAILIUM (mm)
 $= 9 + 23.5 + 11$
 $= 43.5$ mm

I used the J-P Nomogram to get my percent body fat result = 17 % Body Fat.

Notes: I used the Jackson & Pollock skinfold method for females, which was Triceps, Thigh and Suprailium.
 We worked in small groups to practise the skinfold technique and to take the measurements. Boys in the class had to use different skinfold sites to the girls. Equipment: We used Harpenden and Slimguide skinfold calipers, a tape measure and a pen to mark the sites.

Sample learner work: page 6

Task 2 – Interpretation of My Overall Fitness Test Results (P5)

This table shows my overall fitness test results:

Fitness component	Fitness Test	Trial 1	Trial 2	Fitness Result	Units	Interpretation of Test Results (Rating)
Flexibility	Sit & Reach Test	18	20	20	cm	Excellent
Aerobic endurance (VO ₂ max)	Multi-stage Fitness Test	35.7	36.4	36.4	ml/kg/min	Average
Power	Vertical Jump	73	73	73	kgm/s	Average
Body composition	Skinfold testing	17	17	17	% body fat	Slim

These results show that my flexibility is excellent (results table by Hueger, 1989). I did better on my second test than my first, I think I was feeling more warmed-up which helped my stretching ability. My multi-stage fitness test aerobic endurance fitness result was average. We did this test twice in the sports hall on different days and I got my highest result (36.4 ml/kg/min) on my second trial. We looked at data tables published by the Police Force to interpret our results. My aerobic fitness is classed as average for my age.

My power result from the vertical jump test was average (Shepherd, 2000). I got a result of 73 kgm/s. From the skinfold testing, my percent body fat result was 17% and according to data published by the Police Force, this means I am slim.

Sample learner work: page 7

Task 3 – Explain (M2) and evaluate (D1) test results

I am pleased with my fitness test results, particularly with my flexibility test result which was classed as excellent (Hueger, 1989). This means that my trunk forward flexion, hamstring, hip and lower back range of motion is excellent for my age. This is a strength for me because my two hobbies are playing netball and dance (ballet and jazz), so I think this is how my flexibility has developed well. I need to make sure I remain supple and flexible, my dance classes help with this as we always start and finish with lots of stretches. At the end of dance class we do developmental stretching. Also, our netball coach always includes stretching exercises as part of our warm-up and cool-down in training sessions, so I think flexibility will always be a strength for me. It helps to have good flexibility for netball, I play GA and I'm not that tall, so need to jump and reach to receive balls in the circle. For the sit and reach test, anything over 20+ cm is classed as excellent, I got 20 cm and with regular flexibility training maybe I will be able to reach all the way to the end of the box!

For the multi-stage fitness test, my highest result was Level 6 Shuttle 10, giving me a VO₂ max of 36.4 ml/kg/min. I felt a bit sick when I finished, so I know I really pushed myself hard. From the Police Force data table, my result is only average for 15–19 year old females. I was a bit disappointed with this, but think it is correct because during netball matches I do get out of breath quite easily, so this is an area I definitely want to improve on. I could do Fartlek or interval training to improve my aerobic fitness, and this would help me during netball matches because I shouldn't get out of breath so quickly and my body will become more efficient which will help my performance. Elite female athletes aged 18–22 years can have a VO₂ max of 63 ml/kg/min and young world-class athletes can have a VO₂ max of at least 70 ml/kg/min. So, I have a lot of room for improvement with my VO₂ of 36.4 ml/kg/min.

My vertical jump anaerobic power result was 73 kgm/s, which is about average for my age, so the power of my quadriceps muscle group is average. I think I can improve on this, particularly by doing something like plyometric training. I could do a plyometrics circuit for netball, which would definitely help improve the anaerobic power of my quadriceps muscles and help improve my jumping ability in netball, which would be good. I would be aiming for a power result of above 90 kgm/s, which according to Shepherd (2000) is classed as above average for college-aged females.

My skinfold testing was a good result and a strength for me. My result was 17% body fat, which means I am slim according to the Police Force (aged 16–29 years) data tables. I don't need to do anything to improve here. The 'slim' category is 13–20%, so I just need to maintain my percent body fat in this category. Top netballers have a percent body fat which is about the same as mine and some have percent body fat in the acceptable category (21–25% body fat), so as long as I maintain my % fat at 17%, my body composition is fine for me to perform well in netball.

Sample learner work: page 8

Assignment References

Adams GM (1989); [Vertical Jumps of College Physical Education Majors]. Unpublished raw data.
 Baun WB, Baun MR, Raven PB (1981); A Nomogram for the Estimate of Percent Body Fat from Generalised Equations. Research Quarterly for Exercise and Sport 52 (3): 284–380.
 Hueger WWK (1989); Sit and Reach Test Tables. Lifetime Physical Fitness and Wellness. Morton Publishing.
 Jackson AS, Pollock ML, Ward A (1980); Generalised Equations for Predicting Body Density of Women. Medicine and Science in Sports and Exercise, 12, 175–182.
 Police Force Fitness Assessment Mark Sheet.
 Sharkey BJ (1990); Physiology of Fitness. Human Kinetics, Champaign, Illinois.
 Shepherd P (2000); [Vertical Jumps of College-Aged Physical Education Students]. Unpublished raw data.

Observation record (by tutor)

Learner name	Jo Turner		
Assessor name	Mr T. Griffin		
Qualification	BTEC Level 2 First Diploma in Sport		
Unit number and title	Unit 1: Fitness Testing and Training – Assignment 3 – Task 1		
Description of activity undertaken (please be as specific as possible)			
Carry out four different fitness tests for different components of fitness, recording the results accurately. Fitness tests conducted: <ul style="list-style-type: none"> • Flexibility sit and reach test • Multi-stage fitness test (aerobic endurance) • Anaerobic power vertical jump test • Skinfold testing (body composition – percent body fat) 			
Assessment and grading criteria			
P4: Carry out four different fitness tests for different components of fitness, recording results accurately. Assessment – Criterion P4 has been met.			
How the activity meets the requirements of the assessment and grading criteria			
Jo successfully carried out four different fitness tests as stated (below). A data collection results sheet was completed for each fitness test undertaken. For each test, Jo adhered to pre-test procedures including informed consent and calibration of equipment. Standard test protocol was followed for each test. Throughout test methodology Jo showed awareness of issues relating to validity, reliability and practicality of the tests undertaken and how these could affect results obtained. Results were recorded in a valid and accurate manner throughout. <ul style="list-style-type: none"> • Flexibility sit and reach test (16.12.2010) • Multi-stage fitness test (aerobic endurance) (17.12.2010) • Anaerobic power vertical jump test (12.01.2011) • Skinfold testing (body composition – percent body fat) (20.01.2011) 			
Learner signature	Jo Turner	Date	20 January 2011
Assessor signature	Mr T. Griffin	Date	20 January 2011

Sample assessor's comments

Qualification	BTEC Level 2 First Diploma in Sport	Year	2010–2011
Unit number and title	Unit 1: Fitness Testing and Training	Learner name	Jo Turner

Grading criteria	Achieved?
P4 carry out four different fitness tests for different components of fitness, recording the results accurately	Y
P5 interpret their test results and personal level of fitness	Y
M2 explain their test results and personal level of fitness, identifying strengths and areas for improvement	Y
D1 evaluate their test results and personal level of fitness, considering the level required to achieve excellence in a selected sport	Y

Learner feedback

I enjoyed this assignment, because there was lots of practical and it was fun carrying out the fitness tests. I found it very interesting to find out what my fitness levels are like and compare them to other people in my group and also to published data tables.

Assessor feedback

This is an excellent piece of work Jo. You have successfully carried out four different fitness tests for different components of fitness and interpreted your test results and personal level of fitness. Throughout the practical testing you worked methodically and recorded results accurately. You have successfully met criteria P4 and P5. Results have been explained and sufficiently evaluated, including identifying your strengths and areas for improvement and considering the level required for excellence. Evidence provided is sufficient to meet grading criteria M2 and D1. Your work shows evidence of additional research and you have made a great effort with referencing sources of information to help interpret data results. Keep up the good work!

Action plan

Continue to read generally around the subject and build on your excellent work. Remember to include references in text where appropriate (as well as in your overall references section); this is good practice, particularly when using published data to interpret your results.

Assessor signature	<i>Tomas Griffin</i>	Date	10 February 2011
Learner signature	<i>Jo Turner</i>	Date	15 February 2011

Sample internal verification of assessment decisions

Qualification	BTEC Level 2 First Diploma in Sport		
Assessor	Mr T. Griffin		
Unit(s)	Unit 1 Fitness Testing and Training		
Assignment title	Assessing Fitness Levels – How Fit Are You?		

Learner name	Jo Turner		
Which criteria has the assessor awarded?	Pass P4, P5	Merit M2	Distinction D1
Do the criteria awarded match those targeted by the assignment brief?	Yes The assignment tasks clearly indicate how the criteria can be achieved.		
Has the work been assessed accurately?	Yes The assessor has accurately assessed the learner's work and assessment and grading criteria P4, P5, M2 and D1 have been met. Assessment decisions are valid.		
Is the feedback to the learner: Constructive? Linked to relevant grading criteria? Identifying opportunities for improved performance?	Yes The feedback is constructive and relevant to the assessment and grading criteria. No opportunities for improvement were required as it was a distinction-level piece of work.		
Does the grading decision need amending?	No Assessment decisions are valid.		
Remedial action taken	None required		
Internal verifier name	Mr J Churchill		
Internal verifier signature	<i>Jack Churchill</i>	Date	14 February 2011
Confirm action completed	NA		
Assessor name	T. Griffin		
Assessor signature	<i>Tomas Griffin</i>	Date	14 February 2011