

VOCATIONAL



WJEC Level 1/2 Vocational Award in SPORT AND COACHING PRINCIPLES

REGULATED BY OFQUAL AND CCEA REGULATION
DESIGNATED BY QUALIFICATIONS WALES

SPECIFICATION

Teaching from 2018
For award from 2020

Version 4 November 2022





WJEC Level 1/2 Vocational Award in Sport and Coaching Principles

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For teaching from 2018
For award from 2020

SUMMARY OF AMENDMENTS

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2	Paper and on-screen entries.	33
	For internal assessment please consult WJEC's 'instructions for conducting controlled assessment'.	36
	Candidates must achieve a minimum of a level 1 pass for each unit in order to be awarded a grade for the qualification.	42
	Clarification of resit rules.	43
3	Statement regarding the possible variance from session to session in grade boundaries to ensure the standard required to achieve a specific grade remains the same over time.	41 and 42
4	Section 4.1 Making Entries internally and externally assessed updated.	43

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1 INTRODUCTION

1.1 Qualification title and codes

WJEC Vocational Award in Sport and Coaching Principles.

Qualification Number listed on [The Register](#): 603/2705/4.

Qualifications Wales Designation Number listed on [QiW](#): C00/1239/1.

1.2 About WJEC Vocational Awards and Certificates

WJEC Vocational Awards are designed primarily for 14-16 year old learners in a school or college environment and can be delivered alongside GCSEs and other Level 1/2 qualifications as part of the Key Stage 4 curriculum. They offer exciting and interesting experiences that focus learning for 14-16 year-olds through applied learning. The qualifications are devised around a 'plan, do, review' approach to learning, where learners are introduced to a concept, carry out activities and review outcomes and learning.

Available in the following subject areas, WJEC Vocational Awards provide learners with a broad introduction to a vocational sector and support them to progress to further study or training.

- Constructing the Built Environment
- Designing the Built Environment
- Planning and Maintaining the Built Environment
- Creative and Media
- Engineering
- Tourism
- Hospitality and Catering
- Event Operations
- Health and Social Care
- Retail Business
- Sport and Coaching Principles

WJEC Vocational Certificates are suitable for learners aged 14-19 with an opportunity to extend their learning and focus on additional areas within a sector. Vocational Certificates are available in the following subjects:

- Creative and Media
- Retail Business
- Tourism

Vocational Awards and Certificates are characterised by:

- clearly structured content and straightforward assessment criteria
- opportunities for flexible teaching approaches
- regular teacher training courses
- high quality resources including teacher guides and digital resources
- questions and tasks designed to enable candidates to demonstrate what they know, understand and can do
- accessibility of materials
- direct access to subject specialists

1.3 About the Qualification

The Vocational Award in Sport and Coaching Principles is designed to encourage and inspire learners into following a worthwhile qualification that provides insight into sports performance and coaching. It is designed to develop independent learners that can make informed decisions about further learning opportunities or continue into related career choices. Learners develop both a critical and analytical approach to problem solving whilst gaining an understanding of sports performance, fitness and coaching principles.

The qualification is designed to include a variety of aspects of Sport and Coaching including improving their own and others performance, how to assess needs and identify actions plans to develop physical fitness for sport or health, and how to coach different groups with different needs. The knowledge and skills gained provide a clear grounding within the sport and sports coaching sectors for those learners that may choose a career in sport, leisure, fitness instruction and coaching.

Although there are no formal entry requirements, learners would find the following learning skills and aptitudes helpful: basic proficiency in literacy and numeracy, some aptitude for working with computers and motivation to work independently. It would also be useful if the learner wanted to follow a career path in sport or other Level 1/2 qualifications.

The WJEC Vocational Award in Sport and Coaching Principles is made up of three mandatory units:

Unit 1	Improving Sporting Performance
Unit 2	Fitness for Sport
Unit 3	Coaching Principles

Learners must complete all units.

The qualification has been devised around the metacognitive approach to learning. This approach mirrors many work related activities in sport and provides learning in a range of contexts. As such, the qualification provides learners with a broad appreciation of working in sport and wider opportunities for further education or training. Although the purpose of this qualification is not to prepare learners for employment, it will provide them with an overview of the types of career opportunities available.

1.4 Skills development and the Welsh Baccalaureate

The WJEC Vocational Award in Sport and Coaching Principles enables learners to gain essential employability skills that are valued by employers and further and higher education, including:

- literacy and numeracy
- digital literacy
- critical thinking and problem solving
- planning and organisation
- creativity and innovation
- personal effectiveness

In Wales, these skills are formally assessed as part of the Skills Challenge Certificate (Welsh Baccalaureate).

1.5 Structure

The WJEC Vocational Award in Sport and Coaching Principles is made up of three units.

Unit	Title	Assessment	Mandatory	GLH	%
1	Improving Sporting Performance	Internal	M*	36	30
2	Fitness for Sport	External	M*	48	40
3	Coaching Principles	Internal	M**	36	30
Key: M = Mandatory Unit, * Synoptic**Synoptic Unit					

All units in WJEC Vocational Award in Sport and Coaching Principles have been designed to require learners to develop their learning by working towards work related purposeful tasks. Learners will select and apply their learning in completion of these tasks. Each unit has also been designed to provide learners with an understanding of how the learning is relevant to the sector.

All units have been designed to be synoptic in their approach to learning and assessment, for example:

There is a clear relationship between the Unit 1 Improving Sporting performance where learners analyse performance and develop an action plan for improvement and Unit 2 Fitness for Sport where learners just focus on the physical aspects of performance. Similarly Unit 3 develops the learner's ability to plan and evaluate coaching performance as well as meeting the needs of the group being coached. The link between the science of performance, testing and coaching develops through the three units. There is also the skills development of analysis, evaluation and planning throughout each unit. Learners are required to apply their understanding of theories to different types of sports and so extend their knowledge of the vocational sector developed through Coaching principles.

Unit 3 Coaching Principles offers the learners to apply their skills of skills identification and planning developed from Unit 1. Implement the knowledge and understanding of fitness from Unit 2 and combine these in the development and implementation of a training programme.

1.6 Guided Learning Hours (GLH) and Total Qualification Time (TQT)

Each unit in the Vocational Award in Sport and Coaching Principles has been allocated a number of Guided Learning Hours (GLH). This is the number of guided learning hours that WJEC expects centre to provide to support learners to achieve a unit. Guided learning means activities such as classroom-based learning, tutorials and online learning, which is directly supervised by a teacher, tutor or invigilator. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher, supervisor or invigilator.

The total number of GLH assigned to the Vocational Award in Sport and Coaching Principles is 120 hours.

In addition to the GLH, WJEC also specifies a total number of hours that it is expected learners will be required to undertake in order to complete the qualification: this is referred to as the Total Qualification Time (TQT). Activities which can contribute to a qualification's TQT include independent and unsupervised research, unsupervised coursework, unsupervised e-learning and e-assessment and all guided learning.

The total number of TQT assigned to the Vocational Award in Sport and Coaching Principles is 160 hours.

2. UNITS

2.1 Unit format

Unit title

The unit title summarises in a concise manner the content of the unit.

Guided Learning Hours (GLH)

Guided Learning Hours represents only those hours in which a tutor is present and contributing to the learning process. In some organisations this is known as 'contact time'. This time includes lecturers, supervised practical periods and supervised study time.

Aim and purpose

The aim and purpose provides a brief and clear summary of the unit. It also indicates the applied purpose for the unit.

Unit overview

The overview gives a summary of the unit content. It sets the vocational context of the unit and highlights the purpose of the learning in the unit.

Skills development

This section outlines the specific skills that will be developed through the unit.

Learning outcomes

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

Assessment criteria

The assessment criteria specify the standard a learner is expected to meet to demonstrate that the learning outcomes of that unit have been achieved.

Unit content

The indicative content defines the breadth and depth of learning for an assessment criterion. It is expected that all the indicative content will be delivered during the programme of learning. It is not required to assess every aspect of the content when assessing the unit. Learners will be expected to apply the knowledge, understanding and skills acquired through the learning to the specifics of the assessment context.

In some learning outcomes unit content is given as an example (e.g.). This is used to exemplify the content only and learners can use any examples that they are taught in their summative assessments.

For some assessment criteria, no content is specified. Centres can determine the content to be learned based on local circumstances.

Performance bands

These are used to determine the summative unit grade. Performance bands do **not** add additional requirements to the assessment criteria.

Assessment

Vocational Awards are assessed through controlled internal assessment or external assessment. This section of the unit summarises assessment requirements.

Guidance for delivery

This gives the tutor some ideas on how to deliver the units in a vocational setting consistent with the philosophy of the qualification and intent of the unit. A minimum of three sample contexts are provided for each unit. The guidance also gives ideas of vocational settings for the unit and suggests possible contacts that could be made in the delivery of the learning.

Resources

This identifies useful resources to help in the delivery of the learning. Many of the resources listed are suitable for using with learners.

2.2 Unit 1

Unit title	Improving Sporting Performance
GLH	36

Aim

The purpose of this unit is for learners to gain the knowledge and understanding needed to be able to analyse performance of individuals and review options to improve performance.

Overview

Why do some teams fall apart when they go behind in a game? How can you improve the confidence of a striker that isn't scoring goals? How do personal issues affect performance on the field? How do you know what is affecting an individual's performance? Is there such a thing as trying too hard or too much training?

There are many reasons why an individual could be performing below their potential. It may be because they are anxious about their performance/selection or they have the wrong diet, or simply they just do not have the skill or technical knowledge to do better in the sport. To get the most out of a sports person, it is important to understand the reasons behind any weaknesses in performance. Sports coaches, physiotherapists, sports psychologists, sports scientists, analysts, nutritionists and strength and conditioning coaches all have a role to play in assisting an individual to improve performance whether they are an elite sports person or budding amateur.

Through this unit you will learn about psychological, physiological and technical factors that affect performance. You will learn about how to measure the effect of these factors on performance, analyse the results and determine the best way to improve the performance of that individual.

Skills Development

It is envisaged that the study of this unit will generate opportunities for the development of skills. Examples of such opportunities are noted below.

Digital Literacy and Literacy: in the carrying out of web-based research into the factors that affect sporting performance. This research could identify psychological, physiological and technical aspects of performance.

Numeracy: the analysis of the importance of each factor in relation to a specific sporting context. Analyse data to identify strategies for improvement.

Critical thinking and problem solving: consider strategies for the improvement for the various factors that impact upon performance.

Personal planning & organising and personal effectiveness: consider the information presented and plan appropriate strategies that could have a positive impact upon performance.

Learning Outcomes	Assessment criteria	Content and Exemplification
LO1 Understand factors affecting sporting performance.	AC1.1 Physiological factors affecting performance in sport.	Learners will need to understand what the physiological factors are and how they impact on performance <ul style="list-style-type: none"> • Components of Health including: Cardiovascular endurance, muscular endurance, Flexibility, Muscular Strength, Body Composition • Components of Fitness including: Agility, Balance, Co-ordination, reaction time, power, speed. • Components of Lifestyle Choices including: diet and nutrition, hydration, preparation and recovery, sleep patterns, alcohol, smoking, illness
	AC1.2 Psychological factors affecting performance in sport.	Learners will need to understand what the psychological factors are and how they impact on performance <ul style="list-style-type: none"> • Motivation including: definition and types (intrinsic/extrinsic) • Anxiety including: the causes of anxiety and the symptoms Somatic (physical effects) e.g. Increased heart rate, increased breathing rate, sweating, nausea, butterflies in stomach; Cognitive (mental effects) difficulty concentrating, increased number of negative thoughts, increased feelings of worry. • Goal Setting including: long term and short term goals; SMARTER targets
	AC1.3 Technical factors affecting performance in sport.	Learners will need to understand what the technical factors are and how they impact on performance: <p>Technical</p> <p>Techniques – including: movement analysis</p> <ul style="list-style-type: none"> • Qualitative data • Subjectivity <p>Tactics/Strategies – including:</p> <ul style="list-style-type: none"> • The team's performance • Individual tactics • Compositional strategies • Quantitative data • Objectivity

<p>LO2 Understand how to measure sporting performance.</p>	<p>AC2.1 Physiological procedures used to measure sporting performance.</p>	<p>Leaners will need to recognise strengths and weaknesses of the tests including reliability and validity.</p> <p>Health testing including: Multistage fitness test/coopers 12 minute run, abdominal curl/press up test, sit and reach/hyper extension, hand grip/1 rep max, skin fold callipers/Body Density or other appropriate tests.</p> <p>Fitness testing including: Illinois agility test, stork stand, alternate hand throw, ruler drop, vertical jump, 30/50m sprint or other appropriate tests</p> <p>Tests should be linked to the appropriate components of fitness</p> <ul style="list-style-type: none"> • Lifestyle Choices including: food diary/BMI analysis, health questionnaires and screening methods eg blood pressure, heart rate.
	<p>AC2.2 Psychological procedures used to measure sporting performance.</p>	<p>Leaners will need to recognise strengths and weaknesses of the tests including reliability and validity.</p> <p>Psychological:</p> <ul style="list-style-type: none"> • Questionnaires • Sporting behaviour observations • Video analysis • Behavioural
	<p>AC2.2 technical procedures used to measure sporting performance.</p>	<p>Leaners will need to recognise strengths and weaknesses of the tests including reliability and validity.</p> <p>Technical & Tactical</p> <ul style="list-style-type: none"> • Notational analysis • Observational analysis • Video analysis

LO3 Understand how to improve sporting performance	AC3.1 Strategies to improve Physiological performance.	Learners will need to understand the following physiological strategies: <ul style="list-style-type: none"> • Training programme planning including: selection of appropriate training methods (interval and continuous), principles and zones (Anaerobic and Aerobic), • Nutritional plan including: energy balance, carbohydrate loading hydration, protein • Recovery Methods including: ice baths, cool down, massage, carbohydrate replenishment.
	AC3.2 Strategies to improve Psychological performance.	Learners will need to understand the following psychological strategies: <ul style="list-style-type: none"> • imagery • mental rehearsal • self-talk • goal setting including long and short term goals and SMART targets
	AC3.3 Strategies to improve technical performance.	Learners will need to understand the following technical strategies: <ul style="list-style-type: none"> • Feedback including: intrinsic and extrinsic, knowledge of results and knowledge of performance), • Coaching including: training programme and types of practice (whole, part, fixed and variable) and guidance (visual, verbal, mechanical and manual) • Biomechanical analysis including: movement analysis

<p>LO4 Be able to how to improve sporting performance.</p>	<p>AC4.1 Analyse and review the performance data.</p>	<p>Learners will need to analyse, interpret, review and syntheses information</p> <p>Information will be drawn from</p> <ul style="list-style-type: none"> • SWOT analysis (strengths, weaknesses, opportunities and threats) • Data, text • Performance analysis • Interview • Fitness Testing • Observations
	<p>AC4.2 Review options for improvement in performance</p>	<p>Learners will need to:</p> <ul style="list-style-type: none"> • Profile the areas for improvement including a performance plan for improvement of: • Physiological • Psychological • Technical • Review and summarise the different strategies available to improve performance

Learning outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
<p>LO1 Understand factors affecting sporting performance.</p>	<p>AC1.1 Physiological factors can affect performance in sport.</p>	<p>Outline in general terms the physiological factors that can affect performance in sport. Evidence is mainly descriptive with limited application.</p>	<p>Describe how physiological factors can affect performance in sport including the components of health, fitness and lifestyle. Evidence has some relevant application.</p>	<p>Explain why the specific physiological, psychological and technical factors can affect performance in sport. Evidence is relevant and applied to the sporting context throughout.</p>	
	<p>AC1.2 Psychological factors can affect performance in sport.</p>	<p>Outline in general terms the psychological factors that can affect performance in sport. Evidence is mainly descriptive with limited application.</p>	<p>Describe how psychological factors can affect performance in sport including motivation, anxiety and goal setting. Evidence has some relevant application.</p>		
	<p>AC1.3 Technical factors can affect performance in sport.</p>	<p>Outline in general terms the technical factors that can affect performance in sport. Evidence is mainly descriptive with limited application.</p>	<p>Describe how technical factors can affect performance in sport including techniques and tactics/strategies. Evidence has some relevant application.</p>		

Learning outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO2 Understand how to analyse and measure sporting performance.	AC2.1 Physiological procedures used to measure sporting performance.	Outline in general terms some physiological procedures used to measure sporting performance. Evidence is mainly descriptive with limited application.	Describe the physiological procedures used to measure sporting performance including testing, screening. Evidence has some relevant application and linked directly to the physiological factors.	Explain why the physiological procedures would be used to measure sporting performance including testing and screening. Evidence is relevant and applied directly to the physiological factors.	Analyse the physiological, psychological and technical procedures used to measure the sporting performance. Evidence is relevant and applied to the scenario.
	AC2.2 Psychological procedures used to measure sporting performance.	Outline in general terms some psychological procedures used to measure sporting performance. Evidence is mainly descriptive with limited application.	Describe the psychological procedures used to measure sporting performance including questionnaires and behavioural analysis. Evidence has some relevant application and is linked directly to the psychological factors.	Explain why the psychological procedures would be used to measure sporting performance including questionnaires and behavioural analysis. Evidence is relevant and applied directly to the psychological factors.	
	AC2.3 Technical procedures used to measure sporting performance.	Outline in general terms some technical procedures used to measure sporting performance. Evidence is mainly descriptive with limited application.	Describe the technical procedures used to measure sporting performance including notational and observational analysis. Evidence has some relevant application and linked directly to the technical factors.	Explain why the technical procedures would be used to measure sporting performance including notational and observational analysis. Evidence is relevant and applied directly to the technical factors.	

Learning outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
<p>LO3 Understand how to improve sporting performance</p>	<p>AC3.1 Strategies to improve physiological performance.</p>	<p>Outline strategies to improve physiological performance. Judgements are mainly subjective and straightforward.</p>	<p>Describe the strategies to improve physiological performance. Strategies must include training and nutritional plans. Judgements have some reasoning with reference to information in the scenario.</p>	<p>Explain why the strategies to improve physiological, psychological and technical performance would be used. Judgements are clear and evidence is relevant. The strategies are applied directly to the physiological factors provided in the scenario.</p>	<p>Evaluate how the relevant strategies improve physiological, psychological and technical performance. Judgements are comprehensive and reference the information provided in the scenario. There is a clear and reasoned link between the strategy and the improvement in performance.</p>
	<p>AC3.2 Strategies to improve psychological performance.</p>	<p>Outline strategies to improve psychological performance. Judgements are mainly subjective and straightforward.</p>	<p>Describe the strategies to improve psychological performance. Strategies must include goal setting. Judgements have some reasoning with reference to information in the scenario.</p>		
	<p>AC3.3 Strategies to improve technical performance.</p>	<p>Outline strategies to improve technical performance. Judgements are mainly subjective and straightforward.</p>	<p>Describe the strategies to improve technical performance. Strategies must include movement analysis and feedback. Judgements have some reasoning with reference to information in the scenario.</p>		

Learning outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO4 Be able to review options for improvements in sporting performance.	AC4.1 Analyse and review the performance data.	Outline some information from a limited range of sources. Identify some issues faced by the individual in the scenario, but without reference to specific information.	Describe some of the appropriate information from available sources. Identifies key issues faced by the individual in the scenario. There is some use of specific information to support analysis. Describe the plan to improve performance	Explain the reviewed information from a range of different sources. Some syntheses' the information and explain the reasoning for the performance plan. There is use of the specific information throughout from the scenario.	Analyse a range of information from different sources. Synthesise information from different sources to differentiate the level of effect factors have on the sporting performance of the individual in the scenario. Use different sources of information as evidence to support analysis.
	AC4.2 Review options for improvement in performance.	Outline the options for improving performance. Most of the content is generalised with limited reference to the information in the scenario.	Describe the options for improving performance in the plan. There is some reference to information provided in the scenario, although significant parts are generalised.	Explain the options for improving performance in the plan. Some reasoning and some reference to information provided in the scenario.	Analyse the options for improving performance. Advantages and disadvantages of options are reasoned with specific reference to information provided in the scenario.

Guidance for Delivery

Making teaching vocationally relevant

It is important that learners recognise that the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Case studies on the performance of individuals or teams involved in sport
- Opportunities to observe coaching sessions with elite athletes
- Webinars with university lecturers and students.

The following are examples of approaches to delivery which could be used to enhance the learners' understanding of factors affecting performance of individuals and options to improve performance.

Example 1

Learners visit a training session and match of a local semi-professional sports team e.g. gymnastics, volleyball, tennis. Learners work in teams to observe the performance of individuals in both training and matches. Learners individually carry out one or more tests on the sports person, sharing results. In groups, they review their findings. They identify areas for development, ranking each in terms of the greatest effect on performance. Learners present feedback to individuals on their conclusions. They also present a report to the team coach. The coach and sports person provide feedback to learners and share their perspective on issues.

Example 2

Learners are partnered with undergraduates from a local university. Undergraduates carry out tests on learners to determine their psychological, physiological and/or technical performance in a particular sport. Undergraduates present findings to learners and discuss options available to improve performance in their related field. Learners work with undergraduates to develop an improvement plan and review after an agreed period.

Example 3

Learners participate in a coaching session of people inexperienced in a particular sport. They prepare a series of sessions using different methodologies to develop technical abilities. Learners deliver one session with a small group, evaluating the performance of the individuals in a group. Learners share results of their group's performance with other learners using a different methodology. They discuss issues related to the methodology used.

Making Contacts

Examples of organisations that may be approached to provide help include:

- universities and college
- sports clubs
- national governing bodies for sport

Resources

www.bases.org.uk

www.ukssport.gov.uk

www.rfu.com

www.bps.org.uk

2.3 Unit 2

Unit title	Fitness for Sport
GLH	48

Aim

The aim of this unit is to develop in learners the knowledge, understanding and skills to plan training programmes to improve the fitness of individuals.

Overview

Does walking to school or work every day make a difference to my fitness? Why do I always feel tired half way through a football match? I run miles every week but can't seem to get any quicker, why is that? Is it OK to do an hour of training every week?

Whether you are taking part in a weekly aerobics session or taking a dog for a walk, playing cricket with friends or preparing for a competitive swimming meet; participants in sporting and active leisure activities need to achieve a level of fitness to both enjoy and complete their activities successfully. Physiotherapists in hospitals, coaches for sports teams, fitness instructors in leisure facilities and primary school teachers all play a role in helping individuals to improve their fitness.

With this unit, you will learn about different body systems and how they are affected by different types of exercise and training. You will learn about the components of fitness so that you can understand how they affect performance. Through this unit you will develop an understanding of the principles and methods of training and the importance of setting appropriate targets so that you produce a fitness training programme for an individual, based on their needs.

Skills Development

It is envisaged that the study of this unit will generate opportunities for the development of skills. Examples of such opportunities are noted below.

Digital Competence and Literacy: in the carrying out of web-based research into fitness and the latest exercise trends. The understanding of the impact of various types of training on the body's systems.

Numeracy: the use and analysis of data from test results and comparisons with normative data.

Critical thinking and problem solving: consideration of the importance of testing and the factors associated with testing. The appropriateness of the test with the component of fitness.

Personal planning, organising and personal effectiveness: the production of training plans appropriate to needs that demonstrate SMART targets and improvement.

Learning outcomes	Assessment criteria	Taught Content and Exemplification
<p>LO1 Knowledge of adaptations to body systems resulting from exercise.</p>	<p>AC1.1 The structure of body systems.</p>	<p>Learners will need to understand the structure of the body systems.</p> <p>Cardio-respiratory and vascular system</p> <ul style="list-style-type: none"> • Structure of Cardio-vascular system: including location of atria, ventricles, vena cava, aorta, pulmonary artery, pulmonary vein. • Structure of Respiratory system: including location of larynx, trachea, bronchus, bronchioles, lungs, diaphragm. <p>Muscular-skeletal system</p> <ul style="list-style-type: none"> • Structure of Muscular-skeletal system: including location of major muscle groups (biceps, triceps, deltoids, pectoralis major, quadriceps, hamstrings, gastrocnemius, trapezius, latissimus dorsi, gluteus maximus) and main bones (cranium, ribs, scapula, humerus, radius, ulna, pelvis, femur, patella, tibia, fibula, vertebral column).

	<p>AC1.2 The function of body systems.</p>	<p>Learners will need to understand the function of the body systems.</p> <p>Cardio-respiratory and vascular system</p> <ul style="list-style-type: none"> • Functions of Cardiovascular system: including transport of nutrients and oxygen, removal of waste products, regulation of body temperature. • Functions of Cardio-respiratory system: including uptake of oxygen through breathing, gaseous exchange, diffusion. <p>Muscular-skeletal system</p> <ul style="list-style-type: none"> • Functions of Muscular-skeletal system: including types of movement (Flexion, extension, adduction, abduction, rotation, circumduction), antagonistic movement. <p>Energy systems: ATP-PC, anaerobic and aerobic.</p>
	<p>AC1.3 The short term effects of exercise on body systems.</p>	<p>Learners will need to understand the short-term effects of exercise on the body, related to systems, resulting from different intensities of exercise.</p> <ul style="list-style-type: none"> • Cardio respiratory and vascular systems • Muscular skeletal system • Energy systems
	<p>AC1.4 The long term effects of exercise on body systems.</p>	<p>Learners will need to understand the long-term adaptations of the body, related to systems, resulting from different intensities and duration of exercise.</p> <ul style="list-style-type: none"> • Cardio respiratory and vascular systems • Muscular skeletal system • Energy systems <p>long term adaptations will include: increases in bone density, elasticity of muscles; hypertrophy; energy system thresholds; cardiac values; blood pressure; respiratory values</p>

<p>LO2 Understand the importance of the components of fitness for different physical activities.</p>	<p>AC2.1 The components of fitness required for different physical activities.</p>	<p>Learners will need to know the components of fitness, their definitions and related sporting activities.</p> <ul style="list-style-type: none"> • Cardiovascular endurance • Muscular endurance • Speed • Strength • Power • Flexibility • Agility • Co-ordination • Reaction time • Body composition • Balance
	<p>AC2.2 The components of fitness of an individual against normative ranges.</p>	<p>Learners will need to know the fitness test related to each component.</p> <ul style="list-style-type: none"> • Multi stage fitness test/cooper 12 minute run • Sit up/press up test • 30m/50m sprint • 1 rep max/hand grip test • Vertical jump • Sit and reach/hyperextension test • Illinois agility run • Alternate hand throw • Ruler drop test • Skin fold callipers • Stork stand test <p>Learners will need to understand the importance of the validity and reliability of testing and the impact this has on being able to make comparisons with previous test results or normative data.</p>

	<p>AC2.3 Why fitness testing is important</p>	<p>Learners will need to understand why testing is important and the role fitness testing plays in the improvement in performance.</p> <p>The reasons for testing include:</p> <ul style="list-style-type: none"> • Important information for the coach • Team selection • Strengths and weaknesses • Goal setting/target setting • Baseline • Comparison against normative data
<p>LO3 Understand the role of training in achieving improvements in fitness.</p>	<p>AC3.1 The principles of training.</p>	<p>Learners will need to know the principles of training and how they should be applied to training programmes.</p> <ul style="list-style-type: none"> • Specificity • Progression • Overload (intensity, frequency, duration) • Variance
	<p>AC3.2 The methods of training for components of fitness.</p>	<p>Learners will need to know different methods of training and understand the relationships between the methods of training and the components of fitness.</p> <ul style="list-style-type: none"> • Continuous • Interval: including weight, circuit, plyometric, flexibility, fartlek

	<p>AC3.3 The factors that need to be considered for training.</p>	<p>Learners will need to understand factors that must be considered for training.</p> <ul style="list-style-type: none"> • Personal: including health, fitness, age, gender, lifestyle, time, cost • Environmental: facilities, equipment • Session structure: including warm up, skill development, game related activities, exercise session, cool down
<p>LO4 Be able to plan fitness training programmes.</p>	<p>AC4.1 Set appropriate targets to achieve long term goals for an individual.</p>	<ul style="list-style-type: none"> • Learners will need to know how to set short term targets, leading to long term goals. Goalsetting – improved focus, motivation, effort, concentration, targets • SMART (specific, measurable, achievable, realistic and timely)
	<p>AC4.2 Sequence training programme activities.</p>	<p>Learners will need to understand the importance of sequencing training programme activities.</p> <ul style="list-style-type: none"> • Logical order • Timescale • Realistic progression

Guidance for Delivery

Making teaching vocationally relevant

It is important that learners recognise that the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Master classes from practitioners in the use of different training methods
- Case studies on anonymous individuals and their health and fitness needs
- Resources related to testing of body systems.

The following are examples of approaches to delivery which could be used to enhance the learners' plan/fitness training programmes to meet the needs of individuals:

Example 1

Learners work with the local sports centre staff, to develop a series of posters for display around the fitness rooms showing the structure and functions of the main body systems. Sports centre staff decide on the best posters which are then printed for display.

Example 2

One of the coaches of a local sports club visits the centre and presents learners with a range of anonymised case studies of their athletes. These include details of their current fitness levels. Learners review materials and set SMART targets and training programmes. Their training programmes are then reviewed against the training programmes set by the sports club coaches.

Example 3

Fitness professionals meet with learners in an outdoor environment to demonstrate a range of training methods that learners participate in. Learners are provided with a follow-up training plan which is implemented regularly. Learners test their fitness at different stages throughout in order to determine the effect of different training methods.

Making Contacts

Examples of organisations that may be approached to provide help include:

- medical centres, including hospitals and rehabilitation centres
- care homes
- physiotherapists
- sports coaches
- leisure centres
- university/college/school
- youth clubs.

Resources

Websites

www.bbc.co.uk/schools/gcsebitesize/pe/

www.topendsports.com/

www.brianmac.co.uk/

www.teachpe.com

2.4 Unit 3

Unit title	Coaching Principles
GLH	36

Aim:

The aim of this unit is to provide learners with the appropriate knowledge and understanding to be able to plan, lead and evaluate a sporting activity

Overview

What makes a successful sports coach? How difficult is it to coach at the highest level? How do the best coaches develop? Where did they start?

Within the world of sport there is a continued demand for sports leaders and coaches especially at grass roots level. These individuals will have developed their knowledge and experience of how to lead sporting activities successfully to inspire and shape the development of talented performers.

Within this unit, you will learn what is required to take the first step into effective leadership and sports coaching. You will also understand the skills and qualities needed for effective sports leadership. Through this unit you will also develop the planning process required in developing and reviewing a sports leadership session.

Learners will be able to identify and develop their own leadership skills and qualities through the delivery and evaluation of the leadership activity.

Skills Development

It is envisaged that the study of this unit will generate opportunities for the development of skills. Examples of such opportunities are noted below.

Digital Literacy and Literacy: in the carrying out of web-based research into the different sports leaders and coaches. This research from a variety of sources could identify different skills, qualities and traits of certain sports coaches.

Critical thinking and problem solving: consideration of a plan of action to develop a sporting activity that would improve the skills/performance of a target group.

Personal planning, organising and personal effectiveness: the production of a session plan that has a clear focus, time scale and has identified a need for improvement. The delivery of the plan and the required evaluation/reflection process will increase the opportunity for further improvement in these skills.

Learning outcomes	Assessment criteria	Content
LO1 Knowledge of the skills and responsibilities of a sports coach.	AC1.1 Coaching skills	Skills <ul style="list-style-type: none"> • Communication – verbal and non-verbal • Organisation resources, participants, facilities, timing, planning. • Adaptability • Flexibility • Empowerment, self-confidence, motivation, values, diversity, enjoyment and achievement • Knowledge of subject content • Analytical skills – effective feedback
	AC1.2 The responsibilities needed to coach a sports session.	Responsibilities <ul style="list-style-type: none"> • Health and safety • Safe guarding • Risk assessment, facilities, equipment, participants, rules/laws. • Professional conduct
LO2 Understand the coaching process	AC2.1 Meeting the needs of the participants	The coach needs to be able to recognise the needs of the participants including: <ul style="list-style-type: none"> • Age • Gender • Ability • Experience • Use quantitative and qualitative data • Create of aims and objectives from the data for the session – SMART targets • Review performances and previous sessions. • Selection of appropriate activities which would include: types of guidance, practice and stage of learning

	AC 2.2 The stages and components of a coaching session	A session should include: <ul style="list-style-type: none"> • Warm up (types) and may include skill development, related to aims • Conditioned practices and Competitive elements • Cool down
	AC2.3 Planning a session.	Session plan <ul style="list-style-type: none"> • Aims and objectives of session • Identifying the needs of the group which includes technical information and coaching points • Resources needed • Components of session • Health and safety requirements
LO3 Be able to coach.	AC3.1 Demonstrate coaching skills	Practically: <ul style="list-style-type: none"> • Demonstrate coaching skills and responsibilities including: • Health and safety and safe guarding • Meeting aims and objectives of the session plan • Meeting needs of participants during session – adaptability, providing technical information and coaching points and feedback
LO4 Review coaching performance.	AC4.1 Review coaching session	Using different sources of evidence including: <ul style="list-style-type: none"> • Reflect own performance • Assessor feedback • Participant feedback • Video feedback
	AC4.2 Development Planning	Requirements <ul style="list-style-type: none"> • Development plan to improve identified areas of improvement. • Methods of improvement which may include: More experience, accredited courses, observation, subject knowledge. • Short term targets, long term SMART goals.

		Performance bands			
Learning Outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO1 Know the skills and responsibilities of a sports coach	AC1.1 Coaching skills	Outline in general terms the skills involved in coaching. Evidence is mainly descriptive with limited application to sporting examples	Describe the skills involved in coaching including, communication, organisation and analytical, using some sporting examples. Evidence has some detail and relevant sporting examples.	Explain why the skills and responsibilities involved in coaching are important, using a range of sporting examples. Evidence is detailed, relevant and reasoned.	.
	AC1.2 The responsibilities needed to coach a session	Outline in general terms the responsibilities involved in coaching. Evidence is mainly descriptive with limited application to sporting examples.	Describe the responsibilities involved in coaching including health and safety, safeguarding and professional conduct using some examples. Evidence has some detail and relevant sporting examples.		

<p>LO2 Understand the coaching process</p>	<p>AC2.1 Meeting the needs of the participants</p>	<p>Outline in general terms how the coach can meet the needs of the participants. Evidence is mainly descriptive with little application.</p>	<p>Describe how the coach can meet the needs of the participants. Evidence has some detail and application.</p>	<p>Explain how the coach can meet the needs of the participants. Evidence is detailed, relevant and offers sporting examples as part of the application.</p>	
	<p>AC2.2 Stages and components of a coaching session</p>	<p>Outline in general terms the different stages and components of a coaching session. Evidence is mainly descriptive.</p>	<p>Describe the different stages and components of a coaching session. Evidence has some detail and offers practical examples.</p>	<p>Explain the different stages and components of a coaching session. Evidence is detailed and relevant offering practical examples throughout.</p>	
	<p>AC2.3 Planning a session</p>	<p>Plan is mainly generic. There will be some omissions.</p>	<p>Plan is descriptive and general but covers key parts of the session. It includes the aims and objectives and progressions.</p>	<p>The plan explains the relationship between the aims, objectives and participant needs. The plan contains clear relevant detail and covers all parts of the session.</p>	<p>Plan contains comprehensive relevant details and covers all parts of the session in some depth. It also offers alternative activities as a contingency plan.</p>
<p>LO3 Be able to coach</p>	<p>AC3.1 Demonstrate coaching skills</p>	<p>Coach a basic session with support following the session plan.</p> <p>Demonstrate limited coaching skills.</p> <p>The session needs are met.</p>	<p>Coach an appropriate session, following the session plan.</p> <p>Demonstrate basic coaching skills.</p> <p>Some needs of the participants are met during the session.</p>	<p>Coach a clearly structured session independently.</p> <p>Demonstrate a range of coaching skills.</p> <p>Most needs of the participants are met during the session.</p>	<p>Coach a detailed effective session independently.</p> <p>Demonstrate a comprehensive range of coaching skills.</p> <p>Meets the needs of all participants during the session.</p>

LO4 Review coaching performance	AC4.1 Review of coaching	Review is mainly generic. Limited evidence used to support review.	Review is basic but related to session. Some different sources of evidence are used to support the review including participant feedback and own reflections.	Review is detailed and is related to session. A range of different sources of evidence are used to support the review.	Review is comprehensive and relevant to session. A range of different sources of evidence are used effectively to support the review.
	AC4.2 Development Planning	Development plan is limited and will be mainly generic.	Development plan is basic but does include some SMART targets and methods of improvement.	Development plan includes accurate SMART targets and methods of improvement. Clear link to review.	Development plan is detailed comprehensive and includes accurate SMART targets and methods of improvement.

Guidance for Delivery

Making teaching vocationally relevant

It is important that learners recognise that the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

The following are examples of approaches to delivery which could be used to enhance the learners' understanding of how to plan a session, coach and evaluate the session.

Example 1

Centres could invite a professional or semi-professional sports coach to come and speak to the learners about the coaching skills they use and the responsibilities they have when they are planning, delivering and reviewing their sessions.

Example 2

Learners could watch a sports performance and identify the issues that they would have to address if they were coaching that team. They could either watch a school or local club team live or watch a professional match on video. The learners could then plan a coaching session to improve the performance issues they identified.

Example 3

Learners could visit a professional or semi-professional club and watch a coaching session. The learners could then complete a review of the session they watched from the viewpoint of the coach and the participants.

Making Contacts

Examples of organisations that may be approached to provide help include:

- Sports clubs
- PE lessons
- Primary schools
- Community clubs
- Sports development officers
- Sports governing bodies.

Resources

Websites

www.uk sport.gov.uk

www.sportengland.org

www.sportwales.org

www.disability-sport-wales.org

3. ASSESSMENT

The WJEC Vocational Award in Sport and Coaching Principles is assessed using a combination of internally assessed controlled assessments and an external examination.

3.1 External assessment

The external assessment is available in June each year. Centres may choose to enter candidates for an on-screen or paper version.

Details of the external assessment are as follows:

Duration: 90 minutes

Number of marks: 90

Weightings of Learning Outcomes

Unit	Learning Outcomes	Assessment Criteria	Marks	%
2	LO1 Know adaptations to body systems resulting from exercise.	AC1.1 The structure of body systems.	18-27	20-30%
		AC1.2 the function of body systems.		
		AC1.3 The short term effects of exercise on body systems.		
		AC1.4 The long term effects of exercise on body systems.		
	LO2 Understand the importance of the components of fitness for different physical activities.	AC2.1 The components of fitness required for different physical activities.	18-27	20-30%
		AC2.2 The components of fitness of an individual against normative ranges.		
		AC2.3 Why fitness testing is important.		
	LO3 Understand the role of training in achieving improvements in fitness.	AC3.1 The principles of training.	23-32	25-35%
		AC3.2 The methods of training for components of fitness.		
		AC3.3 The factors that need to be considered for training.		
	LO4 Be able to plan fitness training programmes.	AC4.1 Set appropriate targets to achieve long term goals for an individual.	9-18	10-20%
		AC4.2 Sequence training programme activities.		

Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction

Format: On screen, e-assessment. Short and extended answer questions based around applied situations. Learners will be required to use stimulus material presented in different formats to respond to questions. A paper version will be offered to centres who choose not to offer on-screen assessment.

Grades will be awarded on the basis of the following performance descriptions. Performance descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades for external assessment. The descriptions must be interpreted in relation to the content specified in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met these descriptors. Shortcomings in some aspects of the examination may be balanced by better performances in others. Descriptors shown are those that are equivalent to threshold performance at each level of qualification and at the highest grade of Level 2. The Level 2 Merit grade is determined numerically.

Level 1 Pass

Candidates recall, select and communicate knowledge and understanding of basic aspects of how to improve performance. They will review their evidence and draw basic conclusions. They apply basic knowledge and understanding and skills to give simple responses to queries and issues that impact upon the bodies systems, components of fitness and training. Learners plan, lead simple coaching session and evaluate evidence to draw basic conclusions in relation to training and may have some inaccuracies or omissions.

Level 2 Pass

Candidates recall, select and communicate sound knowledge and understanding of aspects of how to improve sporting performance. They review the evidence available, analysing and evaluating some of the information clearly, and with some accuracy. They make judgements and draw appropriate conclusions. They apply suitable knowledge and understanding in a range of situations to give mainly appropriate responses to queries and issues that impact upon the Learners plan, lead a coaching session and carry out some analysis of and draw conclusions in relation to training and coaching. There may be some minor inaccuracies or omissions.

Level 2 Distinction

Candidates recall, select and communicate detailed knowledge and thorough understanding of how to improve sporting performance. They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements. They apply relevant knowledge and understanding in a range of situations to give appropriate responses to queries and issues that impact upon the bodies systems, components of fitness and training. Learners plan, lead a coaching session specific to the needs of the group and evaluate evidence to draw valid conclusions and make judgements in relation to issues in training and coaching. The work is well structured and clearly expressed.

3.2 Internal assessment

Language of assessment

The internally assessed units are assessed using the performance bands. A common language is used for each grade being assessed. This will ensure a consistent approach to the application of the performance bands.

Common Verbs:

Performance band	Explanation of verb	Command Verb
Level 1 Pass	Outline	Outline - A general, preliminary, or rough plan or account of something that concentrates on the main features and ignores detail
	Other terms may include: Identify	Identify - Recognise, distinguish and establish what something is
Level 2 Pass	Describe	Describe - Give an account or representation in words, provide an appropriate level and amount of information with detail
Level 2 Merit	Explain	Explain – Give reasons, make (an idea or situation) clear by describing it in more detail
Level 2 Distinction	Analysis	Analyse – Examine in detail, break into component parts, examine relationships
	Other terms may include	
	Evaluate	Evaluate – Make judgements against criteria, form an idea of the amount/number/value of something
	Assess	Assess – Make a judgement about the quality or value of something

The following units are internally assessed:

- **Unit 1: Improving sporting performance**
- **Unit 3: Sports Coaching Principles**

For internal assessment please consult 'WJEC's Instructions for conducting controlled assessment'. This document can be accessed through the WJEC website (www.wjec.co.uk). Each centre must ensure that internal assessment is conducted in accordance with these controls.

The following principles apply to the assessment of each internally assessed unit:

- Units are assessed through summative controlled assessment (available electronically).
- Controls for assessment of each internally assessed unit are provided in a model assignment.
- Each internally assessed unit must be assessed independently. Learners may produce a piece of evidence that contributes to the assessment criteria for more than one unit. This is acceptable provided it can be clearly attributed to a specified assessment criterion and has been produced under the appropriate controlled conditions for each unit.

There are three stages of assessment that will be controlled:

- task setting
- task taking
- task marking

Task setting

For internal assessment, WJEC has produced model assignments for each unit. Centres are, however, allowed to modify the assignment within specified parameters. This will allow centres to tailor the assessment to local needs. The model assignment has been written to ensure the following controls are in place:

- Each unit is assessed through one assignment.
- Each assignment must have a brief that sets out an applied purpose. An applied purpose is a reason for completing the tasks that would benefit society, a community, organisation or company.
- The assignment can specify a number of tasks but tasks must be coherent, i.e. show how the assessment requirements all contribute to the achievement of the applied purpose of the assignment.
- The assignment must provide each learner with the opportunity to address all assessment criteria and all marks available.
- The assignment must indicate the acceptable forms of evidence. These must conform to those forms set out in the model assignment.
- Where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose, and this must be submitted to WJEC for accreditation. Sample documentation for this activity is available from WJEC.

Task taking

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and resubmission.

Time

Each model assignment will specify the total amount of time available for summative assessment. Centres have the discretion for how that time is allocated to each task.

Resources

The assessor can determine which resources learners should be provided with to ensure fair and valid assessment takes place. Where specific resource controls must be in place, these will be stated in the model assignment.

Supervision

Learners must normally be supervised by an assessor whilst completing controlled assignment tasks. Model assignments will specify if supervision is not required. Centres must have systems in place to ensure learners cannot access evidence they have been developing outside of supervised activities.

Authentication: supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors should not provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the assessment criteria and how they can be interpreted. Assessors must intervene where a health and safety hazard is observed.

Learners can review and redraft evidence independently within the time controls for the assessment.

Learners must sign a declaration to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign a declaration to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.

Collaboration

The model assignment will indicate whether:

- group work must take place
- group work is forbidden
- centres can elect to complete tasks through group work

Where group work takes place, the following principles must be applied:

- Tasks should allow each member of the group to have full access to all assessment criteria and marks available.
- Learners **must** provide an individual response as part of any task outcome.
- Evidence of individual response may include written evidence (e.g. notes, evaluations, mind maps, etc) and/or audio-visual evidence (e.g. recordings, photographs, drawings, designs, etc).
- Evidence must be clearly attributable to each individual member of the group.
- Individual contributions must be clearly identified and noted on the accompanying authentication sheet which must be signed by both the teacher and the candidate.
- Assessment of the individual must be based on the individual contribution to the evidence produced.
- Learners' achievement must not be affected by the poor performance of other group members.
- Learners' achievement must not benefit from the performance of other group members

Resubmission

Learners may re-enter internally assessed units. The learner must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.

Learners have one resit opportunity for each assessed unit.

Where an individual learner who has previously submitted group work for assessment wishes to resit an internally assessed unit, the candidate **must** choose one of the following options:

- create a new piece of work within the same group
- create a new piece of work within a new group
- create a new piece of work with non-assessed candidates
- create an individual piece of work

The same levels of control for group work, as outlined above, will apply to candidates who choose to resit.

Task marking

All marking of evidence must be made against the assessment criteria marks available in each unit specification. Evidence marked must comply with the controlled requirements set out in the model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and marks available.

Performance evidence, for example, of giving a presentation, must be made on observation records. Observation records will include a description of learner performance as well as a summative statement on the quality of that performance. Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement.

Assessors will need to authenticate the statement either through scrutiny of supporting evidence and/or questioning of the learner and/or witness. If the statement is authenticated, it can be allowed to contribute to the evidence for assessment. Evidence of authentication will also need to be included.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- assessment is conducted under specified controlled conditions
- they are clear about the requirements of the learning outcomes, assessment criteria and marks available prior to commencing controlled assessment
- evidence presented for assessment is authentic
- assessment decisions are accurately recorded
- evidence is appropriately annotated
- observation records contain sufficient detail for objective corroboration of decisions
- judgements are only made against the assessment criteria and marks available

3.3 Synoptic assessment

Synoptic assessment requires candidates to demonstrate that they can identify and use effectively in an integrated way an appropriate selection of techniques, concepts, theories and knowledge from across the whole vocational area, which are relevant to a key task.

Synoptic assessment in the WJEC Vocational Award in Sport and Coaching Principles is provided throughout all Units with the skills and knowledge being assessed through Unit 3 Sports Coaching Principles

Unit 1 requires learners to draw on knowledge of life style choices from Unit 2. The knowledge of goal setting runs throughout the qualification. There are links to psychology and technical aspects from Unit 3 as well as the physiological links to Unit 2.

Unit 2 requires the learners to draw upon the physiological knowledge from Unit 1, with a clear focus on the components of fitness. Again goal setting features throughout the qualification.

Unit 3 is the synoptic unit. It draws upon the knowledge of guidance, practice and feedback from Unit 1. This unit uses the knowledge of Planning from Unit 2 as well as the components of a session. There is also a significant amount of skills development in terms of reviewing and analysing performance.

The synoptic links to Unit 1, 2 and 3 are summarised below.

Unit 3 Synoptic content	Links to Unit 1	Links to Unit 2
AC2.1 Meeting the needs of the participants	AC1.1 Physiological factors affecting performance in sport. AC1.2 Psychological factors affecting performance in sport. AC1.3 Technical factors affecting performance in sport.	
AC 2.2 The stages and components of a coaching session		AC1.3 The short term effects of exercise on body systems. AC3.1 The principles of training.
AC3.1 Demonstrate coaching skills		AC3.3 The factors that need to be considered for training. AC4.1 Set appropriate targets to achieve long term goals for an individual. AC4.2 Sequence training programme activities.
AC4.1 Review coaching session	AC3.2 Strategies to improve psychological performance. AC4.1 Analyse and review the performance data.	
AC4.2 Development Planning	AC3.3 Strategies to improve technical performance. AC4.2 Review options for improvement in performance	

3.4 Centre assessment and standardisation

Centres are expected to standardise internal assessment decisions. This is the process by which centres ensure that all learners are judged to the same standard across different assessors, teaching groups and from year to year. Evidence of standardisation should be submitted with learner evidence.

Where more than one assessor is involved, the centre must appoint a Lead Assessor. The role of the Lead Assessor is to:

- document all activities
- ensure that the assignment presented to learners is fit for purpose and complies with all controls
- ensure all assessors have appropriate documentation in place to support fair and valid assessment decisions
- ensure all assessment activities are in accordance with the task taking controls for the unit
- sample assessment judgements at appropriate times to ensure the performance bands are correctly and consistently applied
- provide assessors with feedback
- provide assessors with support on interpretation of performance band requirement

3.5 Awarding and Grading

Unit achievement is based on a learner's ability to meet the assessment criteria. Units can be awarded a summative grade of Level 1 Pass, Level 2 Pass, Level 2 Merit or Level 2 Distinction.

Awarding a summative unit grade

Internally Assessed Units

Performance bands have been written to enable learners to demonstrate their ability against the assessment criteria. Learners' work must be marked against the assessment criteria as specified in the internally assessed unit. There are no additional requirements to achieve higher grades.

To be awarded a **Level 1 Pass** grade for a unit, a learner must meet all of the minimum requirements of all assessment criteria for the unit, as set out in the Level 1 Pass performance band.

To be awarded a **Level 2 Pass** grade for a unit, a learner must additionally meet all of the Level 2 pass minimum requirements, as set out in the Level 2 Pass performance band.

To be awarded a **Level 2 Merit** grade for a unit, a learner must additionally meet all of the Merit minimum requirements, as set out in the Merit performance band.

To be awarded a **Level 2 Distinction** grade for a unit, a learner must additionally meet all of the minimum requirements, set out in the Distinction performance bands.

Externally Assessed Units

All Learning Outcomes will be assessed at every assessment opportunity. Assessment Criteria will be sampled within each assessment.

For **Unit 2, Fitness for Sport** all Learning Outcomes, will be covered within the marks allocated.

Breakdown of the marks allocated to each Learning Outcome is provided in Section 3.

Grade boundaries for external units in WJEC Vocational Awards and Certificates are determined each year through an awarding process and published on the WJEC website when results are released. These boundaries state the minimum number of marks needed to achieve each grade. In any exam, the level of challenge may vary from session to session. Consequently, boundaries may vary from session to session to ensure the standard required to achieve a specific grade remains the same over time.

Grading the qualification

Each WJEC Vocational Award in Sport and Coaching Principles will be graded Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction*.

The qualification grade is awarded on the basis of the aggregation of unit grades achieved. Candidates **must** achieve a **minimum of a level 1 pass for each unit** in order to be awarded a grade for the qualification. Candidates who achieve a U in one or more units cannot be awarded the qualification.

Each unit grade achieved by learners will be translated to a unit point for the purpose of awarding the qualification. Points available are shown in the following table:

Unit	Points per unit			
	Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
1	3	6	9	12
2	4	8	12	16
3	3	6	9	12

The qualification grade is then calculated by comparing the learner's point score to the qualification grade table below:

Level 1 Pass	10-19
Level 2 Pass	20-25
Level 2 Merit	26-35
Level 2 Distinction	36-39
Level 2 Distinction*	40

Centres should note that these tables have been published to provide guidance to centres. Some variations on the requirements for candidates to achieve each grade may occur between sessions. These requirements, including the points tables, will be published each year on the WJEC and Eduqas websites on the same day results are released to candidates.

Learners who do not achieve the minimum points required for a Level 1 Pass will have their achievement recorded as Unclassified.

Reporting

Awarding and reporting of results for WJEC Level 1/2 takes place in August of each year.

A **Qualification Certificate**, issued at a later date, will confirm the

- title
- level
- grade of qualification (Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*)

4 TECHNICAL INFORMATION

4.1 Making entries

WJEC Vocational Awards are unitised qualifications which allow for an element of staged assessment.

The Vocational Award in Sport and Coaching Principles will be available for certification from June 2020. Thereafter, the qualification will be available for certification each June.

Centres planning to offer this qualification must be registered as an accredited WJEC centre. For details on the application and accreditation, centres should contact WJEC.

Candidates may resit internally assessed units once only and externally assessed units twice, the best grade will be used for aggregation.

Should candidates wish to enter any internally assessed unit for a third time, **no results** from units taken previously may be used in aggregating the new grade. Therefore, all units in the qualification must be taken again.

Should candidates wish to enter any externally assessed unit for a fourth time, **no results** from units taken previously may be used in aggregating the new grade. Therefore, all units in the qualification must be taken again.

Unit entry

Entry for individual units must be made by submitting the relevant unit codes as indicated below. Entries must be submitted no later than 21 February each year. There will be an opportunity to enter for Unit 2 in Summer 2019.

Unit Number	Unit Title	Unit entry codes
1	Improving Sporting Performance	5929U1* 5929N1*
2	Fitness for Sport - Onscreen assessment	5929UA* 5929NA*
	Fitness for Sport - Paper based assessment	5929UB* 5929NB*
3	Coaching Principles	5929U3* 5929N3*

* English Medium U1, UA, UB and U3

* Welsh Medium N1, NA, NB and N3

Qualification entry

Learners will be entered for the qualification when entering for aggregation (cash-in). Aggregation does not take place automatically: it is necessary to enter the relevant code for aggregation to take place. The cash-in code for the qualification is:

5929QA

The current edition of our *Entry Procedures and Coding Information* gives up-to-date entry procedures.

4.2 External moderation

The consistency of assessment practices and decisions across centres will be assured through external moderation of a sample of work for each unit entered.

WJEC will identify the candidates who are to be submitted in a sample for external moderation. The sample size will be according to the table below.

Total number of candidates	Work to be submitted
1-10	All
11-99	10 to cover a representative sample of Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction candidates
100-199	15 to cover a representative sample of Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction candidates
200+	25 to cover a representative sample of Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction candidates

WJEC may request a larger sample or further samples if this is considered necessary.

Centres should ensure they keep all learner portfolios not sent to the moderator in their possession for two months after the closing date for sending samples for moderation. WJEC may require all portfolios for moderation and centres must be able to comply immediately with such a request.

Centres should submit a sample for **each unit** that includes:

- The controlled assignment brief used to set the assessment activity
- A controlled assessment activities sheet completed and signed by the assessor to confirm that the controls for the unit, including authenticity of evidence, have been applied
- Completed mark record sheets outlining which performance bands are met by the evidence
- All evidence produced by learners in completion of the controlled assessment, annotated appropriately by the assessor.

Moderators will review all evidence presented to ensure standards are aligned. Evidence will be judged against the following criteria:

- Task setting – were tasks set within the controls set by WJEC in the model assignment?
- Task taking – is there evidence that tasks were completed under the controlled conditions set out in the model assignment?
- Performance bands – does the evidence support the assessor's judgement of the learner's work against national standards?
- Annotation – is the evidence produced by learners appropriately annotated?
- Authentication – is it clear that the evidence submitted was authentically produced by the learner?
- Standardisation – is there evidence of effective standardisation/internal quality assurance within the centre?

Timetable

Samples of work must be submitted for external moderation, and related mark sheets returned to WJEC by 5 May for the June examination series. Centres will need to ensure that internal submission dates are set sufficiently in advance of this to allow for authentication, assessment and standardisation.

Feedback

The outcome of moderation will be to either accept or amend a centre's assessment decisions. Guidance on actions needed before re-sitting of specified units at a subsequent moderation series will be also be provided.

Feedback will be provided through a centre moderator's report for each certification title, covering the units entered by the centre and will be accessible through WJEC's secure website. The report will address the criteria referred to above.

A Principal Moderator's report will be provided for each series.

4.3 Access and special consideration

Qualifications at this level often require assessment of a broad range of competencies. This is because they are vocational qualifications and prepare candidates for a wide range of occupations and higher level courses.

This specification has been designed to offer fair access for all and to minimise the need to make reasonable adjustments for learners who have particular requirements. It is expected that, normally, individual learners' abilities, interests and needs will be appropriately catered for by centres through:

- (a) the choice of units and qualifications available; and
- (b) the potential for personalisation of controlled assessment.

If there are any queries about the use of this flexibility inherent in the specification to meet learners' needs, or about the use of reasonable adjustments, centres should contact WJEC.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document '*Access Arrangements and Reasonable Adjustments*'. This document is available on the JCQ website (www.jcq.org.uk).

4.4 Post Results Services

If a centre wishes to query the outcome of the moderation and/or examination process this must be done formally by the head of the centre, notifying WJEC within 21 days of the publication of results.

The sample of work submitted for moderation will be reviewed by a moderator/examiner not involved in the original process, and the centre informed of the outcome.

Should the centre not be satisfied with the outcome of the review, there is provision for an appeal to WJEC.

4.5 Performance measures and classification codes

Every specification is assigned a national classification code (discounting code), indicating the subject area to which it belongs. The classification code for this specification is QN:603/0770/5

Centres should be advised that, where learners take two qualifications with the same classification code, performance indicators for the centre will show that they have only achieved one of the two qualifications. The same view may be taken if learners take two specifications that have different classification codes but have significant overlap of content. The discounting system affects the calculation of performance measures for a school in the performance tables. It does not alter the awards an individual learner has achieved or limit the qualifications they can take.

Learners who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Information on performance points can be obtained from DfE (www.education.gov.uk) and/or QiW (<https://www.qiw.wales/>).