Performance Descriptions for Foundation, Advanced and Higher Principal Learning Qualifications in Sport and Active Leisure

Contents

Phase 3 Lines of Learning

Performance descriptions are statements that describe typical performance of candidates at the top and bottom of an acceptable range. They relate to whole principal learning qualifications rather than specific units.

Their purpose is to contextualise the Qualifications and Credit Framework (QCF) level descriptions for specific lines of learning in order to support the awarding process for principal learning qualifications.

The performance descriptions describe two levels of performance:

Pass

At the bottom of the acceptable range, this is the minimal level of performance for a learner to pass a principal learning qualification.

Top

At the top of the acceptable range, this is what can reasonably be expected of a high-attaining learner who has followed an appropriate course.

Performance descriptions are not competency definitions and need to have sufficient latitude to allow for 'best fit' marking grids to be written.

Performance descriptions have been written by awarding organisations and Diploma Development Partnerships against the relevant lines of learning criteria.

Performance descriptions are not intended to summarise the content of lines of learning topics. Awarding organisations are required to ensure that full topic content is accurately reflected in specifications.

Foundation (Level 1)		Higher (Level 2)		Advanced (Level 3)	
Pass	**Top**	**Pass**	**Top**	**Pass**	**Top**
With guidance, identifies, measures and records simple information.	Identifies, measures and records relevant information.	Investigates, from obvious sources, and **simply** records information, **some of which may be relevant**.	Investigates, using **appropriate techniques**, from a range of **credible up-to-date** sources. Selects and records **sufficient relevant** information.	Investigates and researches, using **appropriate techniques**, from a **range of** sources. Selects, records and **analyses relevant** information.	**Plans and carries out in-depth** investigation and research, using **a range of appropriate techniques**, from a range of **credible up-to-date** sources. Selects, records and **critically analyses** and **synthesises sufficient** relevant information.
		Reviews plans and outcomes and makes **simple** recommendations.	Reviews plans and outcomes **using agreed parameters**, and makes **justified** recommendations.	Evaluates plans and outcomes **using appropriate criteria**, and presents **justified** recommendations.	Evaluates plans and outcomes **using appropriate criteria**, and **effectively** presents **well-argued** recommendations.

With guidance, uses information to **prepare a basic** plan, reviews outcomes and makes **simple** recommendations.	Uses information to **prepare a basic** plan, reviews outcomes and makes **realistic** recommendations.	Uses information to **prepare a basic** plan and uses it to deliver products and services.	Uses information and appropriate skills to plan and deliver products or services.	**Uses appropriate** skills to **plan** and deliver products or services with limited success.	Uses appropriate skills, to thoroughly plan and effectively deliver products or services.
Contributes to motivating others and responding to different needs, using appropriate communication and interpersonal skills.	Demonstrates appropriate motivational skills to respond to different needs, using a range of appropriate communication and interpersonal skills.	Contributes to leading, motivating and responding to different needs, using appropriate communication, presentation and interpersonal skills.	Demonstrates appropriate leadership and motivational skills to respond to different needs, using a range of appropriate communication, presentation and interpersonal skills.	Evaluates some of the leadership, management and motivational skills used in the sector to encourage participation and to respond to different needs. Selects and uses a range of communication, presentation and interpersonal skills for the situation, task or need.	Critically evaluates a wide range of leadership, management and motivational skills used in the sector to encourage participation and to influence responses to a range of different needs. Selects and effectively uses a range of appropriate communication, presentation and interpersonal skills for the situation, task or need.

Applies knowledge of some key scientific principles in sport and active leisure that impact on the mind and body.	Applies knowledge of key relevant scientific principles that impact on the mind and body.	Applies basic understanding of some scientific and technological principles in sport and active leisure that impact on the individual and the sector.	Applies understanding of relevant scientific and technological principles in sport and active leisure that impact on the individual and the sector.	Applies understanding of relevant scientific and technological principles to analysing performance, choices and potential impact on society.	Applies in-depth understanding of a broad range of relevant scientific and technological principles to critical analysis of the performance, choices and impact on society.

Demonstrates a basic knowledge of the sector and links to other industries.	Demonstrates knowledge of the sector and basic understanding of the links to other industries.	Demonstrates knowledge and basic understanding of sport and active leisure sectors, roles, organisations, business principles and media relationships in planning, reviewing and problem solving.	Demonstrates and applies knowledge and understanding of sport and active leisure sectors, roles, organisations, business principles and media relationships in planning, reviewing and problem solving.	Demonstrates knowledge and understanding of some of the characteristics and impact of the industry, differences across nations and links with other industries. Demonstrates an awareness of the impact of regulation and legislation on the sector. Demonstrates understanding of the current drivers behind the sport and active leisure industry and limited awareness of some implications. Some evidence of thinking strategically and limited consideration of how to balance interrelationships and tensions.	Demonstrates and applies in-depth knowledge and understanding of the characteristics and impact of the industry, differences across nations and links with other industries. Also applies understanding of the impact and implications of regulation and legislation on the sector. Demonstrates in-depth understanding of the current drivers behind the sport and active leisure industry and thorough appreciation of key relevant implications. Thinks strategically, taking account of sustainability, and in- depth examination of how to balance the interrelationships and tensions.

Demonstrates basic knowledge of customer service. Knows about specific populations and diverse needs. With guidance, interacts appropriately with individuals or populations.	Demonstrates knowledge and understanding of customer service. Knows about specific populations and diverse needs, and how to overcome barriers to participation. Interacts appropriately with individuals or populations.	Applies basic understanding of customer services, the needs of different populations and access issues. Interacts with individuals and communities.	Applies in-depth understanding of customer services, the needs of different populations and access issues. Interacts effectively with individuals and communities.	Applies in-depth understanding of customer service practice and issues when responding effectively and sensitively to diverse participant needs. Identifying improvements.	Consistently applies highly responsive understanding of customer service practice and issues when responding and identifying improvements. Plans realistic improvements to the customer experience within a sector context.

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