

**KS4: Pearson Btec Level 1/ Level 2 First Award in Sport**

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Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Unit 1: Fitness for Sport and Exercise	All sports performers want to be the best they can be. To reach optimal levels requires years of dedication to training, including successfully overcoming any barriers (such as injury) which might prevent a performer from achieving their goals. Working closely with their teacher, the student will gain an appreciation and understanding of the different fitness components, training principles, training methods and fitness tests which can be incorporated into their training	<p>Know about the components of fitness and the principles of training</p> <p>Explore different fitness training methods</p> <p>Investigate fitness testing to determine fitness levels</p>	<p><b>Components of physical fitness:</b> aerobic endurance, muscular endurance, flexibility, speed, muscular strength, body composition</p> <p><b>Components of skill-related fitness:</b> agility, balance, coordination, power, reaction time</p> <p><b>Exercise intensity and how it can be determined:</b> intensity, target zones and training thresholds, BORG RPE scale</p> <p><b>The basic principles of training:</b> (FITT)</p> <p><b>Additional principles of training:</b> progressive overload, specificity, individual differences/needs, adaptation, reversibility, variation, rest and recovery</p> <p><b>Requirements of Training Methods:</b> safety, equipment, advantages/ disadvantages</p> <p><b>Training Methods:</b> Flexibility (static, ballistic, Proprioceptive Neuromuscular Facilitation- PNF, Strength, muscular endurance and power training (circuit, free weights, plyometrics), Aerobic Endurance Training (continuous, fartlek, interval, circuit), Speed Training (hollow sprints, acceleration sprints, interval training)</p> <p><b>Fitness test methods for components of fitness:</b> Flexibility (sit and reach), Strength (grip dynamometer), Aerobic Endurance (multi-stage fitness test, forestry step test, definition of VO2 max), Speed and Agility (35m sprint test and Illinois Agility run), Anaerobic power (Vertical Test Jump), Muscular Endurance (One-minute press up, one-minute sit-up), Body composition (Body Mass Index- BMI, Bioelectrical Impedance Analysis- BIA, Skinfold testing via the Jackson-Pollock nomogram method for prediction of percent body fat)</p> <p><b>Importance of fitness testing to sports performers and coaches:</b> Baseline data, monitoring/ improving performance, design training programmes, goal setting</p> <p><b>Requirements for administration of each fitness test:</b> pre-test procedures (informed consent, calibration of equipment), knowledge of published standard test methods and equipment/</p>	<p>Fitness for sport and exercise is core to the programme of study. This unit underpins, the other units for sport.</p> <p>In learning aim A the students will cover the components of physical and skill-related fitness and the principles of training.</p> <p>Learning aim B explores different fitness training methods for developing components of fitness.</p> <p>For learning aim C the students will gain knowledge and skills in undertaking and administering fitness tests.</p>

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	regime to further enhance and improve their sports performance		resources required, purpose of each fitness test, accurate measurement and recording of test results, basic processing of test results for interpretation (using published data tables and appropriate units for comparison purposes), safely select appropriate test(s) for given purposes, situations and/or participants, reliability, validity and practicality, advantages and disadvantages of fitness test methods <b>Interpretation of fitness test results:</b> compare fitness test results to normative published data, compare fitness test results to those of peers, draw conclusions from data results, analyse and evaluate test results, suggest and justify appropriate recommendations for improvements to fitness for a given purpose/situation/participant, justify appropriate fitness training methods that could be used for a given purpose/situation/participant.	
Unit 2: Practical Performance in Sport	Participation in sport continues to grow, as people become more aware of the benefits of physical activity. Engaging young people through sport is a key political agenda, both because current national health statistics show that obesity in young children is rapidly increasing and also because we strive for excellence and	Understand the rules, regulations and scoring systems for selected sports Practically demonstrate skills, techniques and tactics in selected sports Be able to review sports performance	<b>Rules (or laws)</b> Rules (or laws) as regulated by the national or international governing body for the sport. For example, the Fédération Internationale de Football Association (FIFA) laws of football, the International Rugby Board (IRB) laws of rugby, the Badminton World Federation (BWF) rules of badminton, and the International Orienteering Federation (IOF) rules of orienteering <b>Regulations</b> For example, relating to players and participants, equipment, playing surface, facilities, health and safety, time, officials (referee, umpire, judge, starter, timekeeper) <b>Scoring systems</b> For example, the method of scoring goals or points, method and/or requirements of victory. <b>Application of the rules/laws of sports in different situations</b> For example, when a goal is scored when a player is in an offside position in football, leg before wicket (lbw) in cricket, charging in lead up to scoring in basketball, forward pass resulting in a try in rugby. <b>Sports</b> For example, cricket, hockey, netball, rounders, volleyball, wheelchair basketball, golf, trampolining, table tennis, archery, judo, cross-country	In learning aim A, students will investigate the rules and regulations of a sport and apply the knowledge gained through observing officials in action. They might also decide to take part in national governing body coaching and leadership awards to reinforce and extend their knowledge and qualifications in this area.

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	<p>success at major sporting events. This unit focuses on developing and improving students own practical sports performance. This is achieved through their active participation in practical activities and reflection on their own performance and that of other sports performers.</p>		<p>running, boccia, fencing, orienteering, skiing, canoeing, sailing, mountain biking.</p> <p><b>Roles of officials</b> For example, the roles of umpires, referees, referees' assistants, judges, timekeeper, starters, table officials, third umpire, fourth official.</p> <p><b>Responsibilities of officials</b> For example, appearance, equipment, fitness, qualifications, interpretation and application of rules, control of players, accountability to spectators, health and safety (equipment, facilities, players), fair play, use of technology, effective communication (voice, whistle, signals)</p> <p><b>Components of physical fitness</b> The application of the components of fitness to a chosen sport.</p> <ul style="list-style-type: none"> <li>● aerobic endurance: (the ability of the cardiorespiratory system to work efficiently, supplying nutrients and oxygen to working muscles during sustained physical activity)</li> <li>● muscular endurance: (the ability of the muscular system to work efficiently, where a muscle can continue contracting over a period of time against a light to moderate fixed resistance load)</li> <li>● flexibility: (having an adequate range of motion in all joints of the body; the ability to move a joint fluidly through its complete range of movement)</li> <li>● speed: (distance divided by the time taken. Speed is measured in metres per second (m/s). The faster an athlete runs over a given distance, the greater their speed)</li> <li>● muscular strength: (the maximum force (in kg or N) that can be generated by a muscle or muscle group)</li> <li>● body composition: (the relative ratio of fat mass to fat-free mass (vital organs, muscle, bone) in the body)</li> <li>● The application of the components of fitness to a chosen sport.             <ul style="list-style-type: none"> <li>○ For example, football requires foot speed and muscular strength to allow the player to reach the ball before their opponent and hold them off the ball to keep possession.</li> <li>○ For example, long distance running requires good aerobic endurance to supply oxygen and nutrients to working muscles during a race as well as a low body composition to ensure fat mass is low so that the distance can be covered more easily.</li> </ul> </li> </ul>	<p>For learning aim B, they will take part in a variety of sports. These may be sports in which they excel or have a particular interest. They are required to demonstrate the skills, techniques and tactics within each of the sports selected for assessment.</p> <p>For learning aim C, they will review their performance in the sports in which you participated. This review will look at the strengths and areas for development within their own performance. They will also be encouraged to consider plans to develop their performance within the selected sports.</p>
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			<p><b>Technical demands</b> These are the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to sport.</p> <p><b>Tactical demands</b></p> <ul style="list-style-type: none"><li>• Decision making and strategies to overcome an opponent, including using personal strengths.</li><li>• Use of relevant tactics, e.g. defending and attacking, choice and use of shots or strokes, variation, conditions, use of space, other demands specific to sport.</li></ul> <p><b>Safe and appropriate participation</b></p> <ul style="list-style-type: none"><li>• The demonstration of skills, techniques and tactics within a controlled environment, for example no competition, drills, set plays.</li><li>• Adhere to 'rules', health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport.</li></ul> <p><b>Relevant skills and techniques</b> The skills and techniques relevant to the selected sport and practice.</p> <p><b>Relevant tactics</b> The tactics relevant to the selected sport and practice/situation</p> <p><b>Effective use of skills and techniques, and the correct application of each component</b> For example: rugby conversion, including head position, body position, placement of non-kicking foot, placement of kicking foot, connection with the ball.</p> <p><b>Effective use of skills, techniques and tactics</b> The use of skills and techniques within conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when under pressure from opponents.</p> <p><b>Isolated practices</b> For example, skills and techniques demonstrated independently without any pressure or external forces, completed successfully and without fault.</p> <p><b>Conditioned practices</b> For example, small-sided games, a limited number of touches, a set number of defenders or attackers.</p>	
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			<p><b>Competitive situations</b></p> <ul style="list-style-type: none"> <li>● Full-sided games.</li> <li>● Appropriate opposition.</li> <li>● With match officials.</li> <li>● Personal performance that contributes to relevant use of skills, techniques and tactics in relation to: <ul style="list-style-type: none"> <li>○ communication</li> <li>○ individual role</li> <li>○ responding to team mates and/or opposition.</li> </ul> </li> </ul> <p><b>Observation checklist</b></p> <p>For example, to review performance in selected sports using video analysis:</p> <ul style="list-style-type: none"> <li>● components of physical fitness</li> <li>● technical demands of sport (skills and techniques)</li> <li>● production of a checklist suitable for self-analysis of performance in selected sports</li> <li>● tactical demands of sport.</li> </ul> <p><b>Review performance</b></p> <ul style="list-style-type: none"> <li>● Strengths and areas for improvement: components of fitness, skills and techniques, specific to the sport and non-specific, e.g. fitness.</li> <li>● Self-analysis: completion of observation checklist, e.g. use of video.</li> <li>● Strengths and areas for improvement: tactics, the effectiveness of decision making.</li> <li>● Activities to improve performance (short-term and long-term goals): e.g. training programmes, use of technology, attending courses, where to seek help and advice.</li> </ul>	
Unit 3: Applying the Principles of Personal Training	This unit is all about the student, the individual performer, training to improve and enhance personal fitness for a sport	<p>Design a personal fitness training programme</p> <hr/> <p>Know about the musculoskeletal system and cardiorespiratory system and the</p>	<p><b>Personal information to aid training programme design</b></p> <ul style="list-style-type: none"> <li>● Personal goals: specific, measurable, achievable, realistic, time-related, evaluated, recognized/rewarded (SMARTER): <ul style="list-style-type: none"> <li>○ short-term goals (set over a short period of time, between one day and one month)</li> <li>○ medium-term goals (should give progressive support towards achievement of long-term goals)</li> </ul> </li> </ul>	This unit is synoptic and designed so that the student thinks about all of their learning from across the qualification, and

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	<p>of their choice. They must select one component of fitness and one method of training that is most appropriate, beneficial and engaging to improve their fitness for their chosen activity/sport. This may mean training with a group of friends in a local park, or using a personal fitness training programme at a local sports club or leisure centre. Whatever the setting, the design of the training programme must be tailored to meet their personal training goals, aspirations and needs.</p>	<p>effects on the body during fitness training</p> <hr/> <p>Implement a self-designed personal fitness training programme to achieve own goals and objectives</p> <hr/> <p>Review a personal fitness training programme</p>	<ul style="list-style-type: none"> <li>○ long-term goals (what they want to achieve in the long term, and the best way of doing this).</li> <li>● Aims (details of what they would like to achieve for the selected activity/sport).</li> <li>● Objectives (how they intend to meet their aims using an appropriate component of fitness and method of training).</li> <li>● Lifestyle and physical activity history.</li> <li>● § Medical history questionnaire.</li> <li>● § Attitudes, the mind and personal motivation for training.</li> </ul> <p><b>Programme design</b></p> <ul style="list-style-type: none"> <li>● Use personal information to aid training programme design.</li> <li>● Selection of appropriate training method/activity for improving/maintaining the selected component of fitness, e.g. flexibility, strength, muscular endurance and power, aerobic endurance, speed.</li> <li>● Safe design: appropriate method/selection of an appropriate combination of activities to meet personal training needs, goals, aims and objectives.</li> <li>● § Application of the basic principles of training - Frequency, Intensity, Time and Type (FITT).</li> <li>● § Application of the additional principles of training.</li> <li>● Selection of appropriate activities for warm-up (light, continuous physical activity to prepare the body for exercise).</li> <li>● Selection of appropriate activities for cool down (light, continuous physical activity to reduce heart rate, remove lactic acid and prevent blood pooling).</li> <li>● § Creative design: consideration given to prevent/avoid barriers to training occurring, ensuring exercise adherence is maintained and the programme is enjoyable, for example including interesting, different exercise activities to maintain motivation and commitment, and to prevent boredom.</li> <li>● § Intensity:             <ul style="list-style-type: none"> <li>○ target zones and training thresholds (calculating and applying maximum heart rate (HR max) to training):</li> <li>○ <math>HR\ max = 220 - age\ (years)</math></li> <li>○ 60–85% HR max is the recommended training zone for cardiovascular health and fitness</li> <li>○ Borg Rating of Perceived Exertion (RPE) Scale (1970) (6–20) can be used as a measure of exercise intensity</li> </ul> </li> </ul>	<p>use it to respond to the assessment.</p> <p>Learning aim A takes the students through the stages of designing a personal fitness training programme, where they can select a component of fitness and an appropriate method of training to improve or maintain their fitness levels safely for their chosen activity/sport.</p> <p>For learning aim B, they will gain awareness of the musculoskeletal and cardiorespiratory body systems and how they respond during the exercise.</p> <p>In learning aim C, they will implement their personal</p>
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		<ul style="list-style-type: none"> <li>○ the relationship between RPE and heart rate where <math>RPE \times 10 = HR</math> (bpm).</li> </ul> <p><b>Musculoskeletal system</b></p> <ul style="list-style-type: none"> <li>● Location of the major muscles: deltoid, biceps, triceps, pectoralis major, latissimus dorsi, external obliques, gluteus maximus, quadriceps, hamstrings, gastrocnemius and tibialis anterior.</li> <li>● Location of the major bones: cranium, clavicle, scapula, ribs, sternum, humerus, radius, ulna, pelvis, femur, patella, tibia, fibula,</li> <li>● Structure and function of the synovial joints at the hip, shoulder, knee, elbow.</li> <li>● Short-term effects of fitness training on the musculoskeletal system:             <ul style="list-style-type: none"> <li>○ the use of a warm-up and flexibility exercises to increase joint range of movement</li> <li>○ § planning for progressive overload to encourage micro tears in muscle fibres</li> </ul> </li> </ul> <p><b>Cardiorespiratory system</b></p> <ul style="list-style-type: none"> <li>● Structures of the cardiovascular system: atria, ventricles, aorta, vena cava, pulmonary artery, pulmonary vein.</li> <li>● Structures of the respiratory system: lungs, bronchi, bronchioles, alveoli, diaphragm.</li> <li>● Short-term effects of fitness training on the cardiorespiratory system:             <ul style="list-style-type: none"> <li>○ increased heart rate and breathing rate during fitness training activities to supply oxygen to working muscles</li> <li>○ § increased build-up of lactic acid as a result of increased intensity in the main component.</li> </ul> </li> </ul> <p><b>Safely implement a personal fitness training programme</b></p> <ul style="list-style-type: none"> <li>● Using an appropriate training method (e.g. taking part in planned sessions), performing to the best of your ability, gaining agreement from coach/trainer for any missed sessions, understanding the importance of commitment.</li> <li>● Wearing correct training gear, safe and correct use of equipment, implementation of correct technique, awareness of wider safety issues, e.g. personal safety if training outdoors.</li> <li>● § Taking full responsibility for completing and recording details for each training session.</li> </ul> <p><b>Training diary for each session recording</b></p>	<p>fitness training programme, maintaining a training diary.</p> <p>Finally, for learning aim D they will review their programme, looking at strengths, areas for improvement and suggesting recommendations for future training and performance.</p>
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			<ul style="list-style-type: none"><li>• Date, time and location for training undertaken.</li><li>• Aims and objectives for each session.</li><li>• Session duration.</li><li>• Type of training undertaken – selected method/activity.</li><li>• Programme details (FITT).</li><li>• Log of personal performance and achievements.</li><li>• Resources required, e.g. equipment.</li><li>• The principles of progressive overload and details of how progressive overload has been achieved over the course of the programme.</li><li>• Details of programme intensity using % HR max and RPE.</li></ul> <p><b>Measures for success</b></p> <ul style="list-style-type: none"><li>• Types of motivation (intrinsic and extrinsic)</li><li>• Benefits of motivation and self-confidence to successfully complete a fitness training programme</li><li>• Motivation for training, including details in the diary of personal feelings before, during and after each training session</li><li>• Details of how the programme has been adapted to ensure continued commitment to training, for example using a variation of activities/training methods.</li><li>• Achievement against personal aims, goals and objectives, for example how performance has been taken to a higher level.</li></ul>	
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<p>Unit 6: Leading Sports Activities</p>	<p>What makes the winners of the top leagues so successful? Why did the winner of the London Marathon select the tactics to run the race in that specific way? Many people would suggest that it is down to the individual performer. However, others</p>	<p>Know the attributes associated with successful sports leadership</p> <p>Undertake the planning and leading of sports activities</p> <p>Review the planning and leading of sports activities</p>	<p><b>Sports Leaders</b> For example, sports coaches, fitness instructors, school/college coaches, local club coaches, national club coaches, amateur coaches.</p> <p><b>Attributes</b></p> <ul style="list-style-type: none"> <li>● Skills (communication, organisation of equipment, knowledge).</li> <li>● Advanced skills (activity structure, target setting, use of language, evaluation).</li> <li>● Qualities (appearance, enthusiasm, confidence).</li> <li>● Additional qualities (leadership style, motivation, humour, personality).</li> </ul> <p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>● Core responsibilities (professional conduct, health and safety, equality).</li> <li>● Wider responsibilities (insurance, child protection, legal obligations, ethics and values, rules and regulations).</li> </ul> <p><b>Sports activities</b> For example, individual sports, team sports, fitness activities.</p> <p><b>Plan</b></p>	<p>For learning aim A, students will be introduced to the attributes required to be a successful sports leader, giving them knowledge of the skills, qualities and responsibilities associated with success in sports leadership.</p> <p>Learning aim B enables them to</p>
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	<p>look beyond the performer and credit the managers or coaches. In sport it is often the performer who receives all the admiration and acclaim for their achievements. However, behind most successes there is a sports leader or coach, who masterminds the performance of the highly talented sports performer(s). It is often these leaders who make the difference. This unit introduces the student to sports leadership, enabling them to start on the ladder of leadership and coaching, through delivering components of</p>		<ul style="list-style-type: none"> <li>• Participants, e.g. age, ability, gender, numbers, medical and specific needs.</li> <li>• Aims and objectives, e.g. target setting, expected outcomes.</li> <li>• Resources, e.g. equipment, time, environment.</li> <li>• Warm-up.</li> <li>• Pulse raiser: activities that can be used to gradually increase the pulse rate.</li> <li>• Mobilise: activities to mobilise the main joints of the body such as knees, hips, shoulders, ankles and wrists.</li> </ul> <p><b>Lead</b></p> <ul style="list-style-type: none"> <li>• Demonstration of attributes (skills, § advanced skills, attributes, § additional qualities).</li> <li>• Completion of core responsibilities.</li> <li>• Completion of wider responsibilities.</li> </ul> <p><b>Measures of success</b></p> <ul style="list-style-type: none"> <li>• Coverage of planned components.</li> <li>• Meeting set aims and objectives.</li> <li>• Organised.</li> <li>• Safe.</li> <li>• Stretching (different types of stretches for the main muscles used in sports activity sessions – deltoids, triceps, erector spinae, obliques, quadriceps, hamstrings, gastrocnemius).</li> <li>• Main component/components of activity, e.g. skill introduction, development, conditioned game, final activity.</li> <li>• Incorporate safe activities to minimise injury.</li> <li>• Cool down.</li> <li>• Pulse lowering: activities that gradually decrease in intensity.</li> <li>• Stretch: carry out maintenance and developmental stretches with the main muscles that were used in the activity session, including deltoids, biceps, triceps, erector spinae, abdominals, obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius.</li> <li>• Health and safety considerations: adhere to health and safety guidelines, and consider appropriate risk management strategies.</li> <li>• Risk assessment: environmental and injury prevention.</li> </ul> <p><b>Review</b></p>	<p>consider the planning and leadership requirements for delivering sports activities. They will be given the opportunity to develop their ability and knowledge of sports leadership through developing knowledge of the requirements of planning and target setting for sports performers.</p> <p>For learning aim C, they will evaluate their own effectiveness as a sports leader within the session they planned and delivered. They will need to consider their strengths within the process of sports leadership and plans for further developing their ability as a sports leader.</p>
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	<p>sports sessions and whole activity sessions. They will be introduced to the basics of sports leadership and then will be required to plan, deliver and evaluate their ability to lead a sports activity session or component of a session.</p>		<ul style="list-style-type: none"><li>● Feedback for review, e.g. from participants, supervisor, observers, self-analysis.</li><li>● Methods, e.g. questionnaires, comment cards, observation records, direct verbal feedback.</li><li>● Strengths and areas for improvement (demonstration of attributes, completion of responsibilities, e.g. planning, content, organisation, health and safety, achievements).</li></ul> <p><b>Targets for development</b></p> <ul style="list-style-type: none"><li>● SMARTER targets (specific, measurable, achievable, realistic, time-related, exciting, recorded).</li><li>● Development plan:<ul style="list-style-type: none"><li>○ aims and objectives</li><li>○ goals</li><li>○ SMARTER targets</li><li>○ activities and opportunities, e.g. training, courses, qualifications</li><li>○ possible barriers.</li></ul></li></ul>	
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