

BTEC Level 3 National Extended Certificate in Sport

Yearly Plan

Content of study	The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers and professional bodies have also been involved and consulted to confirm that the content is appropriate and consistent with current practice for learners who may choose to enter employment directly in the sport sector. The mandatory content allows students to concentrate on the development of their practical skills and the broad knowledge required for entrance into higher education programmes in sport. Learners will study six mandatory units: • Unit 1: Anatomy and Physiology • Unit 2: Fitness Training and Programming for Health, Sport and Well-being • Unit 3: Professional Development in the Sports Industry • Unit 4: Sports Leadership • Unit 22: Investigating Business in the Sport and Active Leisure Industry • Unit 23: Skill Acquisition in Sport. Learners choose three units from a range of optional units that have been designed to support progression to a variety of sport courses in higher education and to link with relevant occupational areas. This allows learners either to choose a specific specialist area in which they wish to develop their skill, or continue on a broad programme.
What are the aims and objectives of this year?	Depending on the level of attainment and progress of the student or the combination of courses studied, one of the following levels of the Level 3 BTEC course is chosen: • Pearson BTEC Level 3 National Extended Certificate in Sport (1 x A-Level equivalent) • Pearson BTEC Level 3 National Diploma in Sport (2 x A-Level equivalent) • Pearson BTEC Level 3 National Extended Diploma Sport (3 x A-Level equivalent) Both 1st year (year 12) and 2nd year (year 13) students will study the same content each year to assist with moderation of samples. This year, both year groups will be studying the following units: Unit 1: Anatomy and Physiology Learners explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems. In order to appreciate how each of the body systems function, students will explore the structure of the skeletal, muscular, cardiovascular, respiratory and energy systems as well as additional factors which affect sport and exercise performance. The anatomy and physiology of each body system and their processes are very different but work together to produce movement. Students will gain a full appreciation of how the body is able to take part in sport and exercise through understanding the interrelationships between these body systems. This unit will give students the detailed core knowledge required to progress to coaching and instruction in the sports industry or further study.

	Assessment outcomes AO1: Demonstrate knowledge of body systems, structures, functions, characteristics, definitions and other additional factors affecting each body system. AO2: Demonstrate understanding of each body system, the short- and long-term effects of sport and exercise on each system and additional factors that can affect body systems in relation to exercise and sporting performance. AO3: Analyse exercise and sports movements, how the body responds to short-term and long-term exercise and other additional factors affecting each body system. AO4: Evaluate how body systems are used and how they interrelate in order to carry out exercise and sporting movements AO5: Make connections between body systems in response to short-term and long-term exercise and sport participation. Make connections between muscular and all other systems, cardiovascular and respiratory systems, energy and cardiovascular systems. Unit 4: Sports Leadership (Diploma or Extended Diploma only) Learners study what makes a good leader, the different capacities of this role, and the leadership skills and techniques necessary when leading activities in different roles. This unit aims to develop student confidence in a variety of different roles when leading sport. These roles range from coach, to official, to captain or personal trainer. Students will be guided through the requirements of effective leadership and this will develop their knowledge and understanding of the leader's role, the key skills, qualities and characteristics. Students will be required to take on the role of a leader and demonstrate the necessary range of skills for the selected leadership role independently and as part of a team, when planning and running an event. Students will develop knowledge and understanding of sports leadership, which will guide you towards gaining a good level of confidence that would assist them in pursuing a career in a leadership role or support your progression to higher education. Learning aims A: Understand the roles, qualities and characteristics of an effective sports leader B: Examine the importance of psychological factors and their link with effective leadership C: Explore an effective leadership style when leading a team during sport and exercise activities.
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Unit 7: Practical Sports Performance (Diploma or Extended Diploma only)

Learners study the skills, techniques, tactics and rules of selected sports through active participation in individual/team sports.

This unit gives students the opportunity to improve your own knowledge and practical ability in a selection of individual and team sports. They will develop your own practical performance in selected sports, focusing on the application of skills, techniques and tactics and reflecting on your performance. This will be achieved through participation in practical activities, followed by a reflection on your performance. Students will have the opportunity to practise and refine your individual skills and techniques, investigating and experiencing different areas of tactics and techniques. The rules and regulations of the selected sports are also investigated, since an awareness of the rules can often lead to an improvement in performance. To complete the assessment tasks within this unit students will need to draw on their learning from across your programme of study.

This unit develops skills which help learners improve practical performance no matter what level of ability and can lead to a number of career pathways. Gaining all-round knowledge of practical sports performance will also help progression to roles as a sports leader, coach, sports instructor or physical education teacher through further study.

Learning aims

A: Examine National Governing Body rules/laws and regulations for selected sports competitions

B: Examine the skills, techniques and tactics required to perform in selected sports

C: Develop skills, techniques and tactics for sporting activity in order to meet sport aims

D: Reflect on own practical performance using selected assessment methods

Unit 8: Coaching for Performance (Diploma or Extended Diploma only)

Learners will develop the techniques, personal knowledge and ability to deliver coaching sessions.

In this unit, students will develop coaching skills, knowledge, qualities and best practices, allowing for sessions to incorporate progression over time. They will develop their planning, delivery and reflection skills, as well as their ability to use a variety of coaching practices. Students will explore different practices that could be used to develop sports performance. They will demonstrate your ability to coach a session to improve the performance of the athletes and then reflect on your impact as a coach. Students will learn how to effectively evaluate the impact of your own coaching for the future development of the athlete and you as a coach.

This combination of knowledge, understanding and skills will help to prepare you for a range of careers, such as sports coach or physical education teacher, or for higher education courses in the sport and active leisure sector, supporting individual athletes or teams.

Learning aims

A: Investigate the skills, knowledge, qualities and best practice of performance coaches

B: Explore practices used to develop skills, techniques and tactics for performance

C: Demonstrate effective planning of coaching for performance

D: Explore the impact of coaching for performance

Unit 19: Development and Provision of Sport and Physical Activity (Extended Diploma only)

Learners study the development and provision of sport in the UK and its relationship with global sport, including understanding what is needed to write a proposal for a sports development project.

Students will investigate the relationship between sports development and commercialisation and its impact at different levels. This will increase their understanding of the sports industry, how sport is developed and its effects on wider sports development. Students will learn how sports development agencies work to identify need, develop provision and the process they must follow to secure support for sports projects. To complete the assessment task within this unit, students will need to draw on your learning from across your programme.

The knowledge and skills gained from this unit will prepare them for progression to higher education, employment or voluntary roles in the sports development sector.

This unit has been selected as an externally assessed unit as it replicates the processes that are carried out in the industry, and the required knowledge and skills can be applied to the content of a number of units in the qualification.

Assessment Outcomes

AO1: Demonstrate knowledge and understanding of sports development and its measurement, the role and functions of sports development organisations, and the relationship between commercialisation and the media in wider sports development.

AO2: Apply knowledge and understanding of sports development and its measurement, sports development organisations, and the relationships between commercialisation and the media to familiar and unfamiliar contexts.

AO3: Analyse and evaluate the impact of sports development proposals in the wider sports development context.

AO4: Be able to develop a sports development proposal with appropriate justification.

Unit 22: Investigating Business in the Sport and Active Leisure Industry (Diploma or Extended Diploma only)

Learners investigate how business operates in the sport and active leisure industry and how it responds to trends and other influences to meet the needs of clients and to benefit the business.

In this unit, students will investigate industry trends, changes and other developments such as technology, to explore how they can affect the performance, and ultimately the success, of businesses. They will use given data and other information to make recommendations on how a business should adapt and develop to take full advantage of market opportunities, while at the same time looking at how to reduce the potential effects of threats and risks.

	To complete the assessment task within this unit, students will need to draw on their learning from across your programme. This unit will help them to make an informed choice as to whether you want to continue your studies to higher education or develop your career in the commercial side of the industry. Assessment outcomes AO1: Demonstrate knowledge and understanding of sport and active leisure business operations and how to respond to trends and internal and external influences. AO2: Analyse and interpret business information and data, and their potential impact and influence on a sport and active leisure business. AO3: Evaluate evidence to make informed judgements on how a sport and active leisure business should be developed, diversified or adapted. AO4: Be able to make justified recommendations for a sport and active leisure business, synthesising ideas and evidence from several sources to support arguments. Unit 23: Skill Acquisition in Sport (Diploma or Extended Diploma only) Learners study the factors that contribute to a skilled performance in sport and examine how sports performers learn and develop their skills. In this unit, students will develop an understanding of skilled performance and how an individual's abilities contribute to the development of their skills. They will examine how sports performers are able to take information from their environment, for example their position, the positions of their opponents or the speed and trajectory of a ball, and then process this information so that they can produce a response in the form of a skilled movement. Students will explore the key theories of how individuals learn skills and how new skills can be presented, using different strategies to facilitate their learning. This unit provides a sound foundation of knowledge on the acquisition of skill for progression to higher education and employment. In particular, the skills and knowledge gained from this unit will help learners appreciate different types of skills, and how teaching and learning strategies can be used to develop skills in sports performers. Learning aims A: Investigate the nature of skilled performance B: Examine ways that sport performers process information for skilled performance C: Explore theories of teaching and learning in sport D: Carry out teaching and learning strategies for sports skills
What previous knowledge is required?	There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 2. Learners are most likely to succeed if they have: • five GCSEs at good grades and/or • BTEC qualification(s) at Level 2 • achievement in English and mathematics through GCSE or Functional Skills.

How will this term's content help with future learning?	The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two-year programme of study. It combines well with a large number of subjects and supports entry to higher education courses in a very wide range of disciplines (depending on the subjects taken alongside). For learners who wish to study an aspect of sport in higher education, opportunities include: • BA (Hons) in Sport Studies and Business, if taken alongside A Levels in Business and Maths • BSC (Hons) in Sport Psychology, if taken alongside a BTEC National Extended Certificate in Applied Science and A Level in Psychology • BA (Hons) in Sports Education and Special and Inclusive Education, if taken alongside an A Level in English Language and a BTEC National Extended Certificate in Performing Arts • BA (Hons) in Sport and Exercise Science, if taken alongside a BTEC National Diploma in Applied Science. Learners should always check the entry requirements for degree programmes with specific higher education providers Employability skills, such as team working and entrepreneurialism, and practical hands-on skills have been built into the design of the learning aims and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.
Resources	1. Blended Learning Academy (pe.futureschoolstrust.com)- students have their own log-in details. This site is designed by the PE department and offers an online revision and homework tool for the students. 2. BTEC Nationals Sport (2016) Pearson qualifications
Links to the national curriculum/specification	All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include: • the ability to learn independently • the ability to research actively and methodically • being able to give presentations and being active group members. BTEC learners can also benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study. BTEC Nationals provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including: • reading technical texts • effective writing • analytical skills • creative development • preparation for assessment methods used in degrees.

Assessments	- Unit 1: Friday 13th January - Unit 2: Wednesday 11th January 2023 - Unit 22: Monday 16th January 2023 Other components are assessed in line with the assessment plan.
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