



Blue Coat Church of England Academy

Year: 12/13

Subject: BTEC Level 3 National Diploma in Sport

Overview

The BTEC Level 3 National Diploma in Sport course is intended as an Applied General qualification, equivalent in size to two A Levels. It has been designed as part of a two-year programme. This qualification is aimed at learners looking to progress to higher education in this sector.

The course is made up of 9 units. 6 units are mandatory and 3 optional. 3 of the 9 units are externally assessed examinations. Those units that are internally assessed are done so in the form of written assignments. The units of study are:

- Unit 1 - Anatomy and Physiology - Externally Assessed
- Unit 2 - Fitness Training and Programming for Health, Sport and Well-being - Externally Assessed
- Unit 3 - Professional Development in the Sport Industry - Internally Assessed
- Unit 4 - Sports Leadership - Internally Assessed
- Unit 5 - Application of Fitness Testing - Internally Assessed
- Unit 7 - Practical Sports Performance - Internally Assessed
- Unit 8 - Coaching for Performance - Internally Assessed
- Unit 22 - Investigating Business in the Sport and Active Leisure Industry - Externally Assessed
- Unit 23 - Skill Acquisition in Sport - Internally Assessed

Unit 1 - Anatomy and Physiology

Having an understanding of body systems is imperative in the sports industry so that professionals can help support people who are taking part in sport and exercise. The human body is made up of many different systems that interrelate to allow us to take part in a huge variety of sport and exercise activities. For example, an athlete can go from rest to sprinting in a matter of seconds, whereas an endurance athlete can continue exercising for many hours at a time. In order to appreciate how each of these systems function, pupils 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. Pupils 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 pupils the detailed core knowledge required to progress to coaching and instruction in the sports industry or further study.

Unit 2 - Fitness Training and Programming for Health, Sport and Well-being

The health and fitness industry is concerned with helping to support clients to increase their fitness levels and also ensuring a client is in appropriate health to take on a fitness programme. To work in the health and fitness industry, staff need to know how to assess clients and then be able to plan appropriate training programmes to take into account individual needs. In this unit, pupils will explore the process required for screening clients and assessing their lifestyle and nutritional intake. How to interpret this information will then be examined. From this information pupils will explore how to make judgements on a specific individual's current lifestyle and then suggest modifications to help improve the individual's fitness, health and overall well-being. Fitness training methods will be examined for each component of physical and skill-related fitness. The selection of appropriate training methods for a selected individual and their application into a training programme will then be

explored. To complete the assessment task within this unit, pupils will need to draw on their learning from across the programme. Carrying out client screening and designing fitness training programmes is an essential skill for many people working in the sports industry, including sports coaches looking to improve an individual or team's sporting performance. Any person working in these careers would need to be able to carry out client screening and the design of training programmes in time-constrained conditions, utilising knowledge gained from previous experiences. This unit has been selected as an externally-assessed unit as it replicates the processes that are carried out in the industry, and to complete the assessment pupils will need to draw on learning and application of content from across a number of units in the programme of study.

Unit 3 - Professional Development in the Sport Industry

The sports industry is a vast market with many different pathways. For a successful career, pupils need to understand the scope and breadth of the available opportunities and the steps needed to follow their chosen pathway. In this unit, pupils will research the different possible careers and the associated job roles in the sports industry, then action plan their development towards achieving a selected career aim. Pupils will analyse their own skills and identify how to develop them into a career through the use of a career plan. Pupils will research their chosen career to understand how to access and progress within it. Pupils will take part in application and interview assessment activities for a selected career pathway, drawing on knowledge and skills from across the qualification to identify their own strengths and gaps in knowledge and skills. Pupils will evaluate their own performance to gain an understanding of the generic employability and specific-technical knowledge and skills required to access and progress in a selected career pathway in the sports industry. This unit will prepare pupils for progression to a career in the sports industry either directly or through higher education, by developing their understanding of investigation, career planning and awareness of the skills and qualities that sports employers look for in a potential employee.

Unit 4 - Sports Leadership

Sports leadership takes many forms and with the sports industry growing each year, more members of society are opting to participate in sport in some way. With participation levels rising, the supervision and coaching of sport is no longer the sole responsibility of qualified professionals, such as physical education teachers and qualified coaches, but also volunteers have leadership roles. More and more individuals take up the challenge of a coaching or leadership role each year, with many volunteering in the sector. This unit aims to develop pupil's confidence in a variety of different roles when leading sport. These roles range from coach, to official, to captain or personal trainer. Pupils 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. Pupils 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. Pupils will develop knowledge and understanding of sports leadership, which will guide them towards gaining a good level of confidence that would assist them in pursuing a career in a leadership role or support the progression to higher education.

Unit 5 - Application of Fitness Testing

Sports performers need to be able to maintain, and often improve, their fitness levels in order to excel in their sport. It is essential that they regularly participate in fitness tests to determine their baseline measures. These fitness test results are then used to identify strengths and areas for improvement. Fitness testing results are also used to predict future performance and provide feedback on the effectiveness of a training programme. Fitness testing is also carried out for non-sports performers to help determine a person's general fitness levels, which provides an exercise instructor with baseline measures for exercise programme design. In this unit, pupils will explore the principles of fitness testing and examine the factors affecting the selection and administration of tests, including validity, reliability and suitability of

tests. Pupils will explore a range of laboratory and field-based fitness tests and the administration process of each fitness test. Pupils will consider the selection of appropriate tests for specific sports performers, and demonstrate their ability to conduct a range of fitness tests in accordance with the safety and ethical requirements of fitness testing. Finally, pupils will investigate the process of evaluating and comparing fitness test results to draw meaningful conclusions about a specific person's fitness. These activities will prepare pupils for a variety of careers in the sport sector, such as coaching, fitness instruction and working with elite sport performers. This unit will form a good basis for aspects of higher education study in sport and sport and exercise science-related qualifications.

Unit 7 - Practical Sports Performance

Sports participation remains a key focus for the government, and sports governing bodies. Active lifestyles are part of a political agenda more than ever to improve the health of a nation, and to continue the success of many major sporting events which have been born through the National Lottery and UK Sport. For an individual to enjoy and fulfil their potential in any sport, it is important that they understand the rules/regulations, ethics of the sport and are able to prepare and participate in the sport. Clearly understanding the rules/laws, technical requirements, and reflection processes will help maximise performance no matter what level the individual performs at. This unit gives pupils the opportunity to improve their own knowledge and practical ability in a selection of individual and team sports. Pupils will develop their own practical performance in selected sports, focusing on the application of skills, techniques and tactics and reflecting on their performance. This will be achieved through participation in practical activities, followed by a reflection on their performance. Pupils will have the opportunity to practise and refine 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.

Unit 8 - Coaching for Performance

Sport participation is increasing in the UK and so there is a demand for sports coaches who can develop the techniques and performance of athletes. National Governing Bodies (NGBs) in sport are pursuing international and major competition success. This requires athletes at all levels of the performance pathway to be guided to correctly develop the techniques that can be built on and refined to produce elite performers. In this unit, pupils will develop coaching skills, knowledge, qualities and best practices, allowing for sessions to incorporate progression over time. Pupils will develop their planning, delivery and reflection skills, as well as their ability to use a variety of coaching practices. Pupils will explore different practices that could be used to develop sports performance. Pupils will demonstrate their ability to coach a session to improve the performance of the athletes and then reflect on their impact as a coach. Pupils will learn how to effectively evaluate the impact of their own coaching for the future development of the athlete and themselves as a coach.

Unit 22 - Investigating Business in the Sport and Active Leisure Industry

Sports businesses are always planning for growth and expansion in the availability of services, facilities and products. This unit looks at the skills needed to work in business, how sports businesses are organised and what makes a successful business. Areas of work could include professional sport; private, public and voluntary sports clubs, arenas, stadiums; community and active leisure programmes; the sporting goods industry; media, print or broadcasting. In this unit, pupils 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. Pupils 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.

Unit 23 - Skill Acquisition in Sport

Success in sport is dependent on an individual learning and mastering the skills needed to produce an effective sports performance. In turn, sports performers are dependent on their sports teachers and coaches to teach and develop the skills that they need to be successful. In this unit, pupils will develop an understanding of skilled performance and how an individual's abilities contribute to the development of their skills. Pupils 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. Pupils will explore the key theories of how individuals learn skills and how new skills can be presented, using different strategies to facilitate their learning.