

BTEC Level 3 National Extended Certificate in Sport

Curriculum Intent:

The BTEC National Extended Certificate in Sport is an Applied General qualification for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the sport sector. The qualification is equivalent in size to one A Level.

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.

Learners will study three mandatory units and one optional unit to complete the course.

Unit 1: Anatomy and Physiology - assessed through a 90 minute externally set exam in summer of Year 12.

- Demonstrate knowledge of body systems, structures, functions, characteristics, definitions and other additional factors affecting each body system.
- 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.
- Analyse exercise and sports movements, how the body responds to short-term and long-term exercise and other additional factors affecting each body system.
- Evaluate how body systems are used and how they interrelate in order to carry out exercise and sporting movements.

Unit 2: Fitness Training and Programming for Health, Sport and Well-being – assessed through a two and a half hour externally set exam in summer of Year 13.

- Demonstrate knowledge and understanding of the effects of lifestyle choices on an individual's health and well-being.
- Apply knowledge and understanding of fitness principles and theory, lifestyle modification techniques, nutritional requirements and training methods to an individual's needs and goals.
- Analyse and interpret screening information relating to an individual's lifestyle questionnaire and health monitoring tests.
- Evaluate qualitative and quantitative evidence to make informed judgements about how an individual's health and well-being could be improved.
- Be able to develop a fitness training programme with appropriate justification.

Unit 3: Professional Development in the Sports Industry – assessed through two NEA's completed in December and March of Year 13.

- Understand the career and job opportunities in the sports industry.

- Explore own skills using a skills audit to inform a career development action plan.
- Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway.
- Reflect on the recruitment and selection processes.

Unit 4: Sports Leadership – assessed through two NEA’s completed in December and March of Year 12.

In this unit students will:

- Understand the roles, qualities and characteristics of an effective sports leader
- Examine the importance of psychological factors and their link with effective leadership
- Explore an effective leadership style when leading a team during sport and exercise activities.

The Units have been selected to be completed in the following order:

Year 12 – Unit 1 & 4 (Anatomy and Physiology & Practical Sports Performance).

Year 13 – Unit 2 & 3 (Fitness Training and Programming for Health, Sport and Well-being & Professional Development in the Sports Industry)

The units have been selected in this order to allow for the examination components are separated into each year to help with revision and workload. Unit 1 is an external assessed exam that is sat in the Summer series of year 12. This is taught in the first year to underpin all NEA coursework assignments in Units 3 and 7. This also allows students to undertake a re-sit in January of Year 13 if required to help student progress.

Unit 4 has been selected to run alongside Unit 1 as the practical assessments work well with the anatomy and physiology. The assessments are all NEA and this relieves pressure off the students to avoid having too many examinations in one exam window.

Unit 2 is completed in year 13 as the synoptic exam requires the knowledge from Units 2 and 7 to utilise prior learning. Students also complete Unit 3 in Year 13 as this unit centres around jobs and employment. These are key areas that students are looking at with UCAS in Year 13 so work really well and utilise current skills and understanding that help with the NEA assessments set by the exam board.

Curriculum Implementation:

12	<p>Unit 1 – Anatomy & Physiology (3 lessons per week)</p> <p>Unit 4 - Sports Leadership (2 lessons per week)</p>	Autumn	1	<p>Introduction to the course and learning content, how students are assessed and timeline/ deadline of coursework submissions.</p> <p>UNIT 1 - A The effects of exercise and sports performance on the skeletal system</p> <p>A1 Structure of skeletal system Understand how the bones of the skeleton are used in sporting techniques and actions.</p> <ul style="list-style-type: none"> • Major bones • Type of bone – long, short, flat, sesamoid, irregular. • Areas of the skeleton • Process of bone growth. <p>A2 Function of skeletal system Understand how the functions of the skeleton and bone types are used in sporting actions and exercise.</p> <ul style="list-style-type: none"> • Functions of the skeleton when performing sporting techniques and actions. • Main functions of different bone types when performing sporting techniques and actions. <p>A3 Joints Understand how joints of the upper and lower skeleton are used in sporting techniques and actions.</p> <ul style="list-style-type: none"> • Joints of the upper skeleton • Joints of the lower skeleton • Classification of joints • Types of synovial joints • The bones forming the following joints, elbow, wrist, hip, knee, ankle. use in sporting techniques and actions). • Structure and function of components of synovial joints • Range of movement at synovial joints due to shape of articulating bones and use in sporting actions <p>A4 Responses of the skeletal system to a single sport or exercise session <ul style="list-style-type: none"> • Simulated increase of mineral uptake </p> <p>A5 Adaptations of the skeletal system to exercise The impact of long-term effects of exercise on sports performance.</p> <ul style="list-style-type: none"> • Skeletal adaptations <p>A6 Additional factors affecting the skeletal system</p> <ul style="list-style-type: none"> • Skeletal disease • Age <p>End of unit test on A1 to A6.</p> <p>This section is important to start with as the students have a lot of content to learn,</p>
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			<p>including the different bones. This is a good inking topic for students who have previously studied GCSE PE and Sports Science level 2.</p> <p>Unit 4 Sports Leadership A1 Different leadership roles</p> <ul style="list-style-type: none"> • Roles required in sport and exercise activities or environments. • Job descriptors of each role. <p>A2 Skills, qualities, characteristics and application</p> <ul style="list-style-type: none"> • Key skills of leaders in sport • Key qualities of leaders in sport • Key characteristics of leaders in sport • Application of skills, qualities and characteristics in different roles. • Effective use of the skills, qualities and characteristics of a leader. • Leads by example, is ethical, has integrity and potential, has a good sense of humour, is confident, is committed, inspires others, is not afraid to make decisions. • Rules/laws as regulated by the national or international governing body for the individual or team sports • Competition rules/laws and regulations. • Unwritten rules and/or etiquette specific to sport. <ul style="list-style-type: none"> • Situations where rules/laws have been applied both legally and illegally. <p>Submission of assignment (NEA) via Microsoft Teams – Produce a report discussing the differences between three selected sports leaders. This should include how your selected leaders apply their skills, qualities and characteristics to their role.</p>
<p>Unit 1 – Anatomy & Physiology (3 lessons per week)</p> <p>Unit 4 - Sports Leadership (2 lessons per week)</p>	<p>Autumn</p>	<p>2</p>	<p>B The effects of exercise and sports performance on the muscular system</p> <p>B1 Characteristics and functions of different types of muscles Understand different types of muscles and their use in sport.</p> <ul style="list-style-type: none"> • Cardiac • Skeletal • Smooth <p>B2 Major skeletal muscles of the muscular system Major skeletal muscles and their combined use in a range of sporting actions.</p>

			<p>B3 Antagonistic muscle pairs Movement of muscles in antagonistic pairs and their use in a variety of sporting actions.</p> <ul style="list-style-type: none"> • Agonist. • Antagonist. • Synergist. • Fixator. <p>B4 Types of skeletal muscle contraction Understand skeletal muscle contraction in different sporting actions.</p> <ul style="list-style-type: none"> • Isometric. • Concentric. • Eccentric. <p>B5 Fibre types Understand fibre type recruitment during exercise and sports performance.</p> <ul style="list-style-type: none"> o type I o type IIa o type IIx. • Nervous control of muscle contraction <p>B6 Responses of the muscular system to a single sport or exercise session</p> <ul style="list-style-type: none"> • Increased blood supply. • Increased muscle temperature. • Increased muscle pliability. • Lactate • Microtears <p>B7 Adaptations of the muscular system to exercise The impact of adaptation of the system on exercise and sports performance.</p> <p>B8 Additional factors affecting the muscular system</p> <ul style="list-style-type: none"> • Age • Cramp <p>End of unit test on B1 to B8. The topic is difficult for student's as the muscles students need to learn require a lot of content. This is also an important topic to look at AO1 and AO2 answers for the exam as this will be a key component of the exam paper.</p> <p>Unit 4 Sports Performance</p>
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				<p>B1 Technical demands required to perform in a sport</p> <ul style="list-style-type: none"> • These are the skills required in specific sports, and the applied technique of the skill for effective participation. • Skills, to include continuous skills, serial skills, discrete skills, attacking skills, defensive skills. • Breakdown of how the techniques of the skill are applied for effective participation to include continuous, serial, discrete, attack, defence. <p>B2 Tactical demands applied in sports performance Tactics should be relevant to specific sports.</p> <ul style="list-style-type: none"> • Defending and attacking, e.g. formations, shot selections, movement, body position, phases of play, use of space. • Decision making. • Communication. • Environmental conditions. <p>Unit 4 Sports Leadership</p> <p>A3 Importance and effective use of skills, qualities and characteristics when leading</p> <p>Importance of different leadership roles in sport.</p> <ul style="list-style-type: none"> • to help athletes develop their full potential • responsible for creating the right conditions for improvements to take place • to educate participants and develop their knowledge and understanding of sport • to maintain order and ensure all rules and regulations are implemented effectively • to enthuse and motivate individuals and teams, ensuring that the team is heard • to help an individual or group of people to achieve their fitness goals <p>Submission of assignment (NEA) via Microsoft Teams – Produce a report discussing the differences between three selected sports leaders. This should include how your selected leaders apply their skills, qualities and characteristics to their role.</p>
Unit 1 – Anatomy & Physiology (3 lessons per week)	Spring	3		<p>Unit 1 – Anatomy & Physiology</p> <p>C The effects of exercise and sports performance on the respiratory system</p> <p>C1 Structure of the respiratory system Structure of the respiratory system</p> <p>C2 Function</p>
Unit 7 Practical				

	<p>Sports Performance (2 lessons per week)</p>		<p>Understand the function of the respiratory system in response to exercise and sports performance.</p> <p>C3 Lung volumes Understand the lung volumes and the changes that occur in response to exercise and sports performance.</p> <p>C4 Control of breathing Understand how breathing rate is controlled in response to exercise and sports performance.</p> <p>C5 Responses of the respiratory system to a single sport or exercise session</p> <p>C6 Adaptations of the respiratory system to exercise The impact of adaptation of the system on exercise and sports performance.</p> <p>C7 Additional factors affecting the respiratory system Understand additional factors affecting the respiratory system and their impact on exercise and sports performance.</p> <p>The topic is one of the hardest as students need to learn the different volumes of breathing and controls of breathing. This needs to be developed through exam practice.</p> <p>D The effects of sport and exercise performance on the cardiovascular system</p> <p>D1 Structure of the cardiovascular system</p> <ul style="list-style-type: none"> • Structure of the cardiovascular system • Structure of blood vessels • Composition of blood <p>D2 Function of the cardiovascular system Understand the function of the cardiovascular system in response to exercise and sports performance.</p> <p>D3 Nervous control of the cardiac cycle Understand the control of the cardiac cycle and how it changes during exercise and sports performance.</p> <p>D4 Responses of the cardiovascular system to a single sport or exercise session Anticipatory increase in heart rate prior to exercise.</p> <p>D5 Adaptations of the cardiovascular system to exercise</p>
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			<p>The impact of adaptation of the system on exercise and sports performance.</p> <p>D6 Additional factors affecting the cardiovascular system Understand additional factors affecting the cardiovascular system and their impact on exercise and sports performance.</p> <p>These sections on the heart and lungs are important as they link in with the synoptic question at the end of the exam paper. These topics also link well as there are a lot of crossovers with content and processes.</p> <p>Unit 7 Sports Leadership B1 Psychological factors that could impact on leadership</p> <ul style="list-style-type: none"> • External psychological factors • Internal psychological factors • Importance of psychological factors <p>Submission of assignment (NEA) To develop a presentation on the psychological factors that could impact on the leadership of a team within different sport and exercise activities or environments.</p>
<p>Unit 1 – Anatomy & Physiology (3 lessons per week)</p> <p>Unit 7 Practical Sports Performance (2 lessons per week)</p>	Spring	4	<p>Unit 1 – Anatomy & Physiology E The effects of exercise and sports performance on the energy systems</p> <p>E1 The role of ATP in exercise Understand the role of adenosine triphosphate (ATP) for muscle contraction for exercise and sports performance.</p> <p>E2 The ATP-PC (alactic) system in exercise and sports performance Understand the role of the ATP-PC system in energy production for exercise and sports performance.</p> <p>E3 The lactate system in exercise and sports performance Understand the role of the lactate system in energy production for exercise and sports performance.</p> <p>E4 The aerobic system in exercise and sports performance</p>

			<p>Understand the role of the aerobic energy system in energy production for exercise and sports performance.</p> <p>E5 Adaptations of the energy system to exercise The impact of adaptation of the systems on exercise and sports performance.</p> <p>E6 Additional factors affecting the energy systems Understand additional factors affecting the energy systems and their impact on exercise and sports performance.</p> <p>End of unit test on E1 to E6. – this forms the hardest part of the exam content. Energy systems is an area that will be taught at a slightly slower pace as the content is complex. Application is another area to look at as this needs to be worked on by students.</p> <p>Unit 7 Sports Leadership B2 Leadership and psychological factors Learners are required to show clear knowledge and understanding of what effective leadership looks like and what forms this can take.</p> <ul style="list-style-type: none"> • Leadership theories/forms: • Strong relationship building <p>Submission of assignment (NEA) To develop a presentation on the psychological factors that could impact on the leadership of a team within different sport and exercise activities or environments.</p>
<p>Unit 1 – Anatomy & Physiology (3 lessons per week)</p> <p>Unit 7 Practical Sports Performance (2 lessons per week)</p>	Summer	5	<p>Unit 1 – Anatomy & Physiology Revision for unit 1 exam, review of content from sections A to E. Exam in May, (90 minutes).</p> <p>This unit is assessed through an external 90-minute exam. This is set by the exam board. Students will look at all five learning aims plus one synoptic question, (section F). The exam will involve a combination of different style exam questions. Exam technique will also be taught alongside content and exam types of questions that meet the AO style of questions.</p> <p>Unit 4 Sports Leadership C1 Expectations of leadership</p> <ul style="list-style-type: none"> • Effective leadership roles could encompass.

				<ul style="list-style-type: none"> • Expectations of effective leadership in a team • Practical skills. • Types of effective leadership styles <p>Submission of assignment (NEA) Demonstrate a chosen leadership style, using effective skills when leading a team during a sport and exercise activity session. Produce an accompanying written review of the delivery of your practical session</p>
<p>Unit 2 - Fitness Training and Programming for Health, Sport and Well-being (3 lessons per week)</p> <p>Unit 7 Practical Sports Performance (2 lessons per week)</p>	Summer	6	<p>Unit 2 - Fitness Training and Programming for Health, Sport and Well-being</p> <p>A Examine lifestyle factors and their effect on health and well-being A1 Positive lifestyle factors and their effects on health and well-being Understand the importance of lifestyle factors in the maintenance of health and well-being.</p> <ul style="list-style-type: none"> • Exercise/physical activity • Balanced diet • Positive risk-taking activities • Government recommendations/guidelines <p>This is the first part of Unit 2 – introduction to the unit before the summer and assignments. This will also involve lots of research tasks to introduce the learning of the new topic and start to prepare students for their exam.</p> <p>Unit 4 Sports Leadership C3 Leading a sport and exercise activity</p> <ul style="list-style-type: none"> • Identification of aims and objectives. • Identification of SMARTER targets. • Identification of designated leadership role. • Ideal effective leadership. • Ideal leadership style. <p>C4 Effectiveness and impact of leadership on a sport and exercise activity.</p> <ul style="list-style-type: none"> • Against aims and objectives in plan. • Against SMARTER targets. • Strengths and areas for improvement. • Effective leadership. • Against other style leadership. • Suggestions for future improvement with a clear action plan. <p>Submission of assignment (NEA) Demonstrate a chosen leadership style, using effective skills when leading a team during a sport and exercise activity session.</p>	

				Produce an accompanying written review of the delivery of your practical session
13	<p>Unit 2 - Fitness Training and Programming for Health, Sport and Well-being (3 lessons per week)</p> <p>Unit 3 - Professional Development in the Sports Industry (2 lessons per week)</p>	Autumn	1	<p>Unit 2 - Fitness Training and Programming for Health, Sport and Well-being</p> <p>A2 Negative lifestyle factors and their effects on health and well-being</p> <p>Understand the factors contributing to an unhealthy lifestyle.</p> <ul style="list-style-type: none"> • Smoking: health risks associated with smoking • Alcohol: health risks associated with excessive alcohol consumption • Stress: health risks associated with excessive stress • Sleep: problems associated with lack of sleep • Sedentary lifestyle: health risks associated with inactivity. <p>A3 Lifestyle modification techniques</p> <p>Understand how lifestyle modification techniques can be used to reduce unhealthy lifestyle behaviours.</p> <ul style="list-style-type: none"> • Common barriers to change • Strategies to increase physical activity levels • Smoking cessation strategies • Strategies to reduce alcohol consumption • Stress management techniques <p>This will form the basis of the first exam question in this unit on lifestyle evaluation based around the synopsis given. Students are encouraged to make sure they apply this knowledge to their work.</p> <p>Unit 3 - Professional Development in the Sports Industry</p> <p>Learning aim A: Understand the career and job opportunities in the sports Industry</p> <p>A1 Scope and provision of the sports industry</p> <p>The size, breadth and geographic spread of the sports industry, locally and nationally and factors that affect sports provision and employment opportunities.</p> <ul style="list-style-type: none"> • Sport and recreation industry data, economic significance, number of jobs. • Geographical factors

				<ul style="list-style-type: none"> • Socio-economic factors • Season factors <p>A2 Careers and jobs in the sports industry</p> <ul style="list-style-type: none"> • Key pathways • Sectors • Local employers • National employers • Sources of information on careers in sports. • Definitions of types of employment and practical examples across different sports sectors <p>and career pathways, locally and nationally:</p> <p>A3 Professional training routes, legislation, skills in the sports industry</p> <ul style="list-style-type: none"> • Career pathways • Job descriptions and personal specifications for sports industry jobs. • Industry standards • Safeguarding – DBS • Qualification and professional bodies <p>A4 Sources of continuing professional development (CPD)</p> <p>Maintaining professional development in specific career pathways.</p> <ul style="list-style-type: none"> • Memberships of professional bodies • Required updates to professional competences • Career progression training • Gaining knowledge and experience through cross-sector opportunities
<p>Unit 2 - Fitness Training and Programming for Health, Sport and Well-being (3 lessons per week)</p> <p>Unit 3 - Professional Development in the Sports Industry (2 lessons per week)</p>	Autumn	2	<p>Unit 2 - Fitness Training and Programming for Health, Sport and Well-being</p> <p>B Understand the screening processes for training programming</p> <p>B1 Screening Processes</p> <p>Be able to interpret the lifestyle of a selected individual using appropriate screening documentation, and know when to refer the individual to a doctor.</p> <ul style="list-style-type: none"> • Screening questionnaires • Legal considerations <p>B2 Health monitoring tests</p> <p>Be able to interpret health monitoring results of a selected individual using normative data and make appropriate recommendations.</p> <ul style="list-style-type: none"> • Blood pressure. • Resting heart rate. 	

			<ul style="list-style-type: none"> • Body mass index (BMI). • Waist to hip ratio. <p>B3 Interpreting the results of health monitoring tests Be able to interpret health monitoring data against health norms and make judgements.</p> <ul style="list-style-type: none"> • Interpret results against normative data population norms, norms for sports performers, norms for elite athletes, accepted health ranges. <p style="color: red;">This will form the basis of the second exam question in this unit on lifestyle strategies based around the synopsis given. Students are encouraged to make sure they apply this knowledge to their work.</p> <p>Unit 3 - Professional Development in the Sports Industry</p> <p>Learning aim B: Explore own skills using a skills audit to inform a career development action plan</p> <p>B1 Personal skills audit for potential careers Producing a personal skills audit against a chosen career pathway.</p> <ul style="list-style-type: none"> • Interests and accomplishments. • Qualities • Basic skills • Experience • Qualifications • Generic employability skills • Specific technical skills • Using SWOT <p>B2 Planning personal development towards a career in the sports industry</p> <ul style="list-style-type: none"> • Use of personal skills audit to produce an action plan towards a sports and recreation industry career. • Identification of key timescales • Identification of training/educational/experiential aims at these key times and processes to achieve these goals. • Careers guidance and support available and education choices. • Career development action plan (CDAP) • Professional development activities <p>B3 Maintaining a personal portfolio/record of achievement and experience Personal portfolio/record of achievement</p>
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				<p>Submission of assignment (NEA) via Microsoft Teams – Assessment is due in for Aims A and B in December. This is completed in the form of a written report. It will cover all of the content of A and B.</p>
<p>Unit 2 - Fitness Training and Programming for Health, Sport and Well-being (3 lessons per week)</p> <p>Unit 3 - Professional Development in the Sports Industry (2 lessons per week)</p>	Spring	3	<p>Unit 2 - Fitness Training and Programming for Health, Sport and Well-being</p> <p>C Understand programme-related nutritional needs</p> <p>C1 Common terminology Understand common nutritional terminology.</p> <ul style="list-style-type: none"> • Recommended daily allowance • Energy balance <p>C2 Components of a balanced diet Understand the requirements of a balanced diet.</p> <ul style="list-style-type: none"> • Macronutrients • Micronutrients • Hydration • The effects on performance of dehydration and hyperhydration and the signs and symptoms of each. <p>C3 Nutritional strategies for individuals taking part in training programmes</p> <ul style="list-style-type: none"> • Understand different strategies used on an individual basis by <ul style="list-style-type: none"> o adapting diet to gain or lose weight. • Understand the use of ergogenic aids used in training programmes including positive and negative effects • Understand the use of sports drinks for different types of training requirements including recommended timings and amounts. <p>This will form the basis of the third exam question in this unit on nutritional strategies based around the synopsis given. Students are encouraged to make sure they apply this knowledge to their work.</p> <p>Unit 3 - Professional Development in the Sports Industry</p> <p>Learning aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway</p> <p>C1 Job applications Selection of a job role in a suitable career pathway, identified from skills audit and CDAP and then</p>	

				<p>preparation of all the relevant documents:</p> <ul style="list-style-type: none"> • a job advertisement giving suitable examples of where it could be placed • job analysis • job description • person specification • application form • personal CV • letter of application. <p>C2 Interviews and selected career pathway-specific skills</p> <ul style="list-style-type: none"> • Communication skills required for interview situations • Presentation skills • Career pathway-specific technical knowledge/skills displayed • Interview feedback form. • Observation form. • Reviewing applications from peer group. • Submitting applications to peer group. • Demonstration of a work-related competence <p>Students will also in this half term start to record themselves as an interviewer, interviewee and observer for the completion of learning aim C and in preparation for learning aim D. this is completed in school in allocated classrooms.</p>
<p>Unit 2 - Fitness Training and Programming for Health, Sport and Well-being (3 lessons per week)</p> <p>Unit 3 - Professional Development in the Sports Industry (2 lessons per week)</p>	Spring	4	<p>Unit 2 - Fitness Training and Programming for Health, Sport and Well-being</p> <p>D Examine training methods for different components of fitness</p> <p>D1 Components of fitness to be trained</p> <ul style="list-style-type: none"> • Physical fitness – understand the components of physical fitness and the application of each component in a fitness training context. <ul style="list-style-type: none"> o Aerobic endurance o Strength o Muscular endurance o Flexibility o Speed o Body <p>D1.1 Skill-related fitness</p> <p>Understand the components of skill-related fitness and the application of each component in a fitness training context.</p> <ul style="list-style-type: none"> • Agility 	

			<ul style="list-style-type: none"> • Balance • Coordination • Reaction time • Power <p>D2 Training methods for physical fitness-related components</p> <p>Appropriate training methods to be included in the design of a training programme. Indoor and outdoor environments to be considered, with associated equipment, to allow for a variety of methods of exercising.</p> <p>D2.1 Aerobic endurance training methods Aerobic endurance training methods and their application to a practical context.</p> <ul style="list-style-type: none"> • Principles of aerobic training • Types of aerobic endurance training methods <p>D2.2 Muscular strength training methods Muscular strength training methods and their application to a practical context.</p> <ul style="list-style-type: none"> • Principles when training for strength • Methods • Equipment <p>D2.3 Muscular endurance training methods</p> <p>Muscular endurance training methods and their application to a practical context.</p> <ul style="list-style-type: none"> • Principles when training for endurance • Methods • Equipment <p>D2.4 Core stability training methods Core stability training methods and their application to a practical context.</p> <ul style="list-style-type: none"> • Principles. • Methods • Equipment <p>D2.5 Flexibility training methods Flexibility training methods and their application to a practical context.</p> <ul style="list-style-type: none"> • Principles of flexibility • Dynamic • Equipment <p>D2.6 Speed training methods Speed training methods and their application to a practical context.</p> <ul style="list-style-type: none"> • Principles of speed training • Equipment
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			<p>D3 Training methods for skill-related fitness components Appropriate training methods included in the design of a training programme.</p> <p>D3.1 Agility training methods Agility training methods and their application to a practical context. • Exercises which involve changing the body position quickly and with control:</p> <p>D3.2 Balance training methods Balance training methods and their application to a practical context. • Static balance • Dynamic balance • Method</p> <p>D3.3 Coordination training methods Coordination training methods and their application to a practical context. • Exercises which involve the use of two or more body parts together:</p> <p>D3.4 Reaction time training methods Reaction time training methods and their application to a practical context. • Reaction drills in response to an external stimulus. • Equipment</p> <p>D3.5 Power training methods Power training methods and their application to a practical context. • Plyometrics • Equipment</p> <p>E Understand training programme design</p> <p>E1 Principles of fitness training programme design Be able to design a fitness training programme including all the major components. • Fitness training programme design: • Principles of training • Periodisation</p> <p>Student will receive 'Part A' of the synoptic assessment at this point to look over and start to plan their note taking form this scenario.</p> <p>Unit 3 - Professional Development in the Sports Industry</p>
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				<p>Learning aim D: Reflect on the recruitment and selection process and your individual performance</p> <p>D1 Review and evaluation</p> <ul style="list-style-type: none"> • Role-play activity. • Individual appraisal of own roles in being interviewed, interviewing and observing. • Review of communication skills. • Review of organisational ability. • Assessment of how the skills acquired support the development of employability skills. <p>D2 Updated SWOT and action plan</p> <ul style="list-style-type: none"> • SWOT analysis on individual performance in the role-play activities. • Self-critique of the events and documentation prepared and how it supported the activity. • Review of how effective the process was and how learners feel they may need to develop skills further to be able to conduct and participate in interviews more effectively. • Action plan to highlight how to address any weaknesses in skill set. <p>Submission of assignment (NEA) via Microsoft Teams – this assignment includes video evidence of interviews, interviewees and observer. This NEA will also include a written report on their interviews and how to develop their job application skills in the future. submission will cover learning aims C and D.</p>
Unit 2 - Fitness Training and Programming for Health, Sport and Well-being (3 lessons per week)	Summer	5	<p>Unit 2 - Fitness Training and Programming for Health, Sport and Well-being</p> <p>Note writing in exam conditions as per exam board instructions. Maximum time allowed of 4 hours' prep time to complete.</p> <p>Unit 2 exam sat in May – two hours and 30 minutes, externally set by exam board.</p> <p>Completion of notes for the two hour 30-minute exam. Notes are typed up (minimum font size 11) and are allowed to be taken into the exam covering topic areas previously discussed with the students.</p>	

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Assessment:

Students are graded against the internal assessment criteria for each unit which are shared with students at the start of each assessment. Students are awarded a Pass, Merit or Distinction grade. Overall grades are calculated by adding up the points achieved for each unit. (see tables below).

Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size	
	60 GLH	90 GLH
U	0	0
Pass	6	9
Merit	10	15
Distinction	16	24

Points available for external units

Raw marks from the external units will be awarded **points** based on performance in the assessment. The table below shows the **minimum number of points** available for each grade in the external units.

	Unit size	
	90 GLH	120 GLH
U	0	0
Near Pass	6	8
Pass	9	12
Merit	15	20
Distinction	24	32

Pearson will automatically calculate the points for each external unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.

Calculation of qualification grade

Applicable for registration from December 2016.

Certificate		Extended Certificate		Foundation Diploma		Diploma		Extended Diploma	
180 GLH		360 GLH		540 GLH		720 GLH		1080 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0	U	0
Pass	18	P	36	P	54	PP	72	PPP	108
						MP	88	MPP	124
								MMP	140
Merit	26	M	52	M	78	MM	104	MMM	156
						DM	124	DMM	176
								DDM	196
Distinction	42	D	74	D	108	DD	144	DDD	216
						D*D	162	D*DD	234
								D*D*D	252
Distinction*	48	D*	90	D*	138	D*D*	180	D*D*D*	270

Where next, what can you go with this qualification?

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. For learners who wish to study an aspect of sport in higher education, opportunities include:

- BA (Hons) in Sport Studies and Business.
- BSC (Hons) in Sport Psychology.
- BA (Hons) in Sports Education and Special and Inclusive Education.
- BA (Hons) in Sport and Exercise Science.