

Subject: BTEC Level 3 National Diploma in Sport (Double)

Year 12						
When	WHAT & WHY WILL THEY LEARN? (SOW overview linked to assessment Objectives) What do Yr12/13 need to know and be able to do by the time they leave TENC? How do you sequence the teaching? How do you revisit, revise and reinforce?		New Skill = NS Revisit = R Revision = RV	Stretch and Challenge (Differentiation – how will you stretch the most able to achieve top grades?) Is your curriculum challenging?	CIEAG/Extension Enrichment Trips, workshops, speakers, local environment and experiences	KS4 PRIOR LEARNING How will GCSE knowledge, skills & experience across 3 schools link to and support KS5 new knowledge and skills? This needs to show how you build links across the experiences of the different schools
Term Plan	KNOWLEDGE & SKILLS	Assessment Objective		Band 5 = Informed Band 6 = Mature		
	Transition Task * add transition task in					
Term 1 Unit 5: Application of Fitness Testing	Assignment 1 = Investigating and implementing fitness testing practices - students understand the importance of validity, reliability and practicality in relation to fitness testing. - For reliability, students will need to know what pre-test and during test	Learning A - Understand the principles of fitness testing A1 Validity of fitness tests A2 Reliability of fitness tests	R = recap basic fitness test knowledge NS = conduct and interpret results of test NS = understand reliability,	Informed 5A/P1 - Explain the importance of validity, reliability, practicality and suitability in relation to fitness testing. 5A/P2 - Explain how ethical requirements should be met when planning and conducting fitness testing, giving examples. Informed & Mature 5A/M1 - Recommend methods that can be used to ensure fitness testing is	Visit Sports Science Lab (Loughborough University or UoN) Use and perform fitness tests on each other as coach and client	KS4 Level 2 knowledge and skills built upon from Unit 1 Training for Personal Fitness (fitness components, fitness testing and requirements for fitness testing) and Unit 3 Applying the Principles of Personal Training (fitness testing, requirements of

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	<p>requirements need to be in place in order for reliable results to be obtained.</p> <ul style="list-style-type: none"> - They will need to know which tests are valid for different components of fitness and how practical each test is in relation to the costs of equipment, ease of administration and time to carry out each test. - Suitability of each test will also need to be explained in relation to the fitness test selected and the sports performer being tested. - Students will need to understand the ethical considerations for participants before taking part in the fitness testing, during the fitness testing and afterwards in relation to the data collected. 	<p>A3 Practicality and suitability of fitness tests</p> <p>A4 Ethical issues associated with fitness screening</p>	<p>suitability, practicality and validity</p> <p>NS – understand ethical considerations</p>	<p>conducted in a valid, reliable, practical, suitable and ethical way.</p>	<p>fitness testing and training methods)</p> <p>Links across other Level 3 BTEC Sport qualifications:</p> <p>Unit 1: Anatomy and Physiology</p> <p>Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing</p> <p>Unit 3: Professional Development in the Sports Industry</p> <p>Unit 8: Coaching for Performance</p> <p>Unit 17: Sports Injury Management</p> <p>Unit 18: Work Experience in Active Leisure</p>
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<ul style="list-style-type: none"> - They will give examples of ethical practice at each stage and the potential implications of not following ethical guidelines. - Students will select six fitness tests that test for specific components of fitness for different sports performers. - Students will ensure the safe administration of fitness tests by completing a risk assessment for the fitness tests that they are to carry out. - They will ensure the participant has completed an informed consent form before participation in each fitness test. - They will follow the protocol for each test in the set-up and administration of the test. 	<p>Learning aim B: Explore fitness tests for different components of fitness</p> <p>B1 Fitness tests to assess components of physical fitness</p> <p>B2 Fitness tests to assess components of skill-related fitness</p> <p>B3 Planning of tests</p> <p>B4 Administration of tests</p>	<p>RV = select & deliver 6 fitness test skills</p> <p>NS = administer skills by self</p> <p>NS = use informed consent and health screening form</p>	<p><u>Informed</u> 5/B.P3 Select six valid fitness tests for selected sports performers.</p> <p><u>Informed & Mature</u> 5/B.M2 Assess practicality and suitability of each selected fitness test for selected sports performers.</p> <p><u>Informed</u> 5/B.P4 Safely administer and accurately record the results of six fitness tests for a sports performer.</p> <p><u>Informed & Mature</u> 5/B.M3 Administer six fitness tests, demonstrating skills to ensure the test results are accurate and reliable.</p> <p><u>Informed</u> 5/B.P5 Interpret fitness test results against normative data.</p> <p><u>Informed & Mature</u> 5/B.M4 Suggest areas for improvement in the administration process of fitness tests based on test results.</p>	<p>Visit to higher education institute or sports science laboratory</p>	
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	<p>- Once testing has been concluded, students will compare the fitness test results to normative data and describe their interpretation of the test results.</p>			<p><u>Mature</u> 5/AB.D1 Analyse own administration of selected fitness tests against practicality, suitability and ethical guidelines justifying suggestions for improvement.</p>		
<p>Unit 5: Application of Fitness Testing</p>	<p>Assignment 2 = Fitness profiling - Students will use the results from the fitness tests to compile a fitness profile for a selected sports performer.</p> <p>- The profile will indicate the components of fitness that the performer is doing well in and also the components that need to be improved in relation to the selected sports performer's specific sport.</p> <p>- Students will provide verbal feedback to the sports performer as well as a written report.</p>	<p>Learning aim C: Undertake evaluation and feedback of fitness tests results</p> <p>C1 Produce a fitness profile for a selected sports performer</p> <p>C2 Providing feedback to a selected sports performer</p>	<p>NS = evaluating and feedback of results to client</p> <p>NS = producing fitness profile</p>	<p><u>Informed</u> 5/C.P6 Create a fitness profile for a selected sports performer following fitness testing, providing feedback to the performer on their fitness test results and how they can impact on sporting performance.</p> <p><u>Informed & Mature</u> 5/C.M5 Assess the strengths and areas for improvement from fitness test results providing feedback for a selected sports performer.</p> <p><u>Mature</u> 5/C.D2 Justify the fitness profile for a selected sports performer including identified areas for improvement related to their selected sport.</p> <p>5/C.D3 Evaluate the effectiveness of methods used to test the components of fitness and provide feedback to sports performers.</p>	<p>Guest – interview sports performer and complete fitness profile</p>	

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Term 2 Unit 18: Work Experience in Active Leisure	Assignment 1 = Preparation for leisure work experience placement - students will create a fit-for-purpose work experience action plan that includes long/medium/short term aims and SMART(ER) outcomes with specific work-related skills - Students will summarise their suitability for their selected work experience placement, link the short/medium/long-term outcomes of their work experience action plan, job specifications and SWOT analysis in order to select the most appropriate job for a work experience placement.	Learning aim A – A Undertake in-depth preparation for an active leisure work experience placement A1 Work experience action plan A2 Selection of an appropriate sports industry work experience placement	NS – WE action plan R = using goals and SMARTER targets R = using SWOT analysis	<u>Informed</u> A.P1 Create a fit-for-purpose work experience action plan. A.P2 Summarise own suitability for the chosen active leisure work experience placement. <u>Informed & Mature</u> A.M1 Explain how a chosen active leisure work experience placement is relevant to own career development as identified in work experience action plan. <u>Mature</u> A.D1 Justify the appropriateness of the selected active leisure work experience placement against career aspirations and development identified in work experience action plan.	Research and use Job Specs & Adverts Interview sports centre/gym manager to highlight use of job spec Using SWOT analysis for job adverts and specs	Links across other Level 3 BTEC Sport qualifications: <ul style="list-style-type: none"> • 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 5: Application of Fitness Testing • Unit 8: Coaching for Performance • Unit 10: Sports Event Organisation Unit 19: Development and Provision of Sport and Physical Activity.
Unit 18: Work Experience	Assignment 2 - Job application for work experience placement	Learning aim B - Undertake a job application process	NS = completing job	<u>Informed</u>	Using real life job adverts and	

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in Active Leisure	<ul style="list-style-type: none"> - students will demonstrate application of the full range of interview skills. - Students' assessments of their performance in the job application and formal employer interview process with clear evidence of reflection. - students provide application process documentation, such as a letter of application, a personal statement and CV. - Students tailor the relevant documents to a job specification. 	for an active leisure work experience placement B1 Completion of the application and interview process for a specific active leisure work experience placement	<p>application, CV, Letter of application</p> <p>NS = complete job interview</p>	<p>B.P3 Assess own performance in the job application and workplace placement selection interview process.</p> <p><u>Informed & Mature</u></p> <p>B.M2 Analyse own performance in the job application and interview process.</p> <p><u>Mature</u></p> <p>B.D2 Evaluate own performance in the job application and interview process, justifying strengths, areas for improvement and the next steps necessary to make the identified improvements required.</p>	<p>completing job applications.</p> <p>Using leisure centre manager to assess job applications and give feedback</p> <p>Use sport sector professionals to conduct job interview and give feedback</p> <p>Use example CV, Job application forms and letter of applications</p>	
Unit 18: Work Experience in Active Leisure	<p>Assignment 3 - Undertake work placement & investigate impact.</p> <p>Students must select appropriate techniques, processes or skills in well-defined situations,</p>	Learning aim C - Carry out work experience tasks to meet set objectives from work experience action plan	<p>NS = demo work related</p>	<p><u>Informed</u></p> <p>C.P4 Demonstrate work-related skills to meet set objectives for work experience tasks</p> <p><u>Informed & Mature</u></p>	<p>Students complete 1 or 2 weeks work placement within the sport & leisure sector</p> <p>Demo work specific skills within</p>	

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	<p>and review the success of these.</p> <ul style="list-style-type: none"> - They must identify the responsibilities of staff in the placement and relate this knowledge to occupational roles and organisational structures. - They must communicate using appropriate English and vocational language and respond to communication from others. - They must time manage their work effectively and manage outcomes. - Students must maintain structured records of their work experience that show how they have planned opportunities to develop their skills and gain feedback on their 	<p>C1 Work experience tasks</p> <p>C2 Work shadowing and observation</p>	<p>skills within placement</p> <p>NS = communication, time management, organisation skills</p> <p>NS = maintain work experience diary</p>	<p>C.M3 Demonstrate work-related skills with confidence and proficiency to meet objectives in different situations.</p>	<p>placement and maintain diary</p> <p>Obtain work experience review or feedback form</p>	
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<p>performance from others.</p> <ul style="list-style-type: none"> - Students will independently research information on their work experience placement. - Students will provide a self-appraisal in which they review their strengths, identify areas for improvement and indicate areas for further development. work. - Students will explain the impact of work experience on their career development by linking the outcomes from their work experience action plan, to their progress made towards achieving aims and outcomes during work experience. - Students will select appropriate career development next steps which are noted in their 	<p>Learning aim D - Investigate the impact of an active leisure work experience placement on career development</p> <p>D1 Review the impact of the sports industry work experience placement on own career development</p> <p>D2 Undertake research into active leisure organisations</p> <p>D3 Reflect on how career aspirations may have been influenced by the work experience in active leisure</p>	<p>NS = research placements within sector</p> <p>NS = review own skills and performance within work placement</p>	<p><u>Informed</u></p> <p>D.P5 Discuss chosen active leisure work experience organisation providing evidence of research into history, structure, culture and opportunities offered by its business.</p> <p>D.P6 Review own work experience performance, identifying strengths, areas for improvement and impact on own career development.</p> <p><u>Informed & Mature</u></p> <p>D.M4 Compare roles and opportunities offered by chosen active leisure work experience organisation to other similar organisations.</p> <p>D.M5 Analyse own work experience performance in applying work-related skills and impact on own career development, Providing recommendations for future development.</p> <p><u>Mature</u></p> <p>CD.D3 Evaluate the impact of preparing for, participating in, and reviewing an active leisure work experience placement on own future plans for personal and professional development,</p>	<p>Research relevant placements within same sector</p> <p>Visit or use visitors to highlight similarities and differences</p>	
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	work experience action plan.			justifying further opportunities that this and similar organisations could provide to develop own skills and knowledge.		
Term 3 Unit 7: Practical Sports Performance	<p>Assignment 1 = Examining the rules/laws and regulations and the skills, techniques & tactics required to be successful in individual and team sports</p> <p>- students will demonstrate an understanding of the rules/laws and regulations in the selected sports</p> <p>- They will use the correct rule/law vocabulary and the selection should be appropriate to the identified situations.</p> <p>- Students will identify and discuss the different skill categories and the skills used in the two sports in these categories.</p>	<p>Learning aim A: Examine National Governing Body rules/laws and regulations for selected sports competitions</p> <p>A1 NGB rules/laws in selected sports</p> <p>A2 Roles and responsibilities of officials</p> <p>Learning aim B: Examine the skills, techniques and tactics required to perform in selected sports</p>	<p>R = recap laws, rules, regs, scoring of different sports</p> <p>R = roles, responsibilities of officials</p> <p>R = technical and tactical demands of different sports</p>	<p><u>Informed</u> A.P1 Summarise how participants comply with the rules/laws and regulations in individual and team sports.</p> <p>B.P2 Discuss the skills, techniques and tactics required in two different sports.</p> <p><u>Informed & Mature</u> A.M1 Assess how participants comply with the rules/laws and regulations and the impact on individual and team sport.</p> <p>B.M2 Assess the skills, techniques and tactics required in two different sports.</p> <p><u>Mature</u> AB.D1 Evaluate how participants use skills, techniques and tactics required in individual and team sports and their compliance of rules/laws and regulations impacts on individual/team performance.</p>	<p>Observe professional referee or officials I variety of sport (live or TV)</p> <p>Meet qualified local referee or interview trained PE teacher</p>	<p>Link to Level 2 BTEC Sport course: Unit 2 Practical Sports Performance (rules/regs of sports, officiating roles/responsibilities, technical and tactical demands of sports, analyse of performance)</p> <p>Links across other Level 3 BTEC Sport qualifications: Unit 3: Professional Development in the Sports Industry Unit 4: Sports Leadership Unit 8: Coaching for Performance Unit 10: Sports Event Organisation</p> <ul style="list-style-type: none"> Unit 17: Sports Injury Management Unit 18: Work Experience in Active Leisure

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	<ul style="list-style-type: none"> - Apply to isolated or conditioned practices. - Students will discuss the tactical demands applied in the sport and apply them to appropriate situations. 	<p>B1 Technical demands required to perform in a sport</p> <p>B2 Tactical demands applied in sports performance</p>			Analyse professional sports players and review their performances	<ul style="list-style-type: none"> Unit 19: Development and Provision of Sport and Physical Activity.
Unit 7: Practical Sports Performance	<p>Assignment 2 = Assessing Performance in an individual and team sport</p> <ul style="list-style-type: none"> - students will take part in competitive situations, isolated practice demonstrating independently the core skills and techniques of the sport. - They will show compliance of the rules and regulations in the sports - students will take part in competitive situations and use different assessment methods to review a practical sports performance and select two appropriate for their own assessment. 	<p>Learning aim C: Develop skills, techniques and tactics for sporting activity in order to meet sport aims</p> <p>C1 Safe and appropriate practical performance demonstration and participation</p> <p>Learning aim D: Reflect on own practical performance using selected assessment methods</p> <p>D1 Assessment methods to review</p>	<p>R = demo skills, techniques, tactics of different sports</p> <p>R – review own performance, identify S&W</p> <p>N – use different assessment methods</p>	<p><u>Informed</u></p> <p>C.P3 Demonstrate in a competitive situation or conditioned practice the appropriate combination of skills, techniques and tactics from isolated practices for an individual and a team sport.</p> <p><u>Informed & Mature</u></p> <p>C.M3 Demonstrate in a competitive situation the effective combination of skills, techniques and tactics from isolated and conditioned practices for an individual and a team sport.</p> <p><u>Mature</u></p> <p>C.D2 Demonstrate in a competitive situation the effective adaptation of the relevant skills, techniques and tactics from isolated and conditioned practices and full and accurate compliance of the rules and regulations for an individual and a team sport.</p> <p><u>Informed</u></p>	<p>Observe or interview professional sports performer</p> <p>Visit sports club, swimming pool to interview sports coach and observe session</p> <p>Guest speaker with coaching background on delivering safety in sport</p>	

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	<p>the performance of the skills, techniques and tactics in the selected sports</p> <p>D2 Review performance in the selected sports</p> <p>D3 Developments to improve performance</p>		<p>D.P4 Discuss the selected assessment methods used to review a practical sports performance.</p> <p>D.P5 Discuss own performance using different assessment methods and feedback from others in an individual and a team competitive sport.</p> <p><u>Informed & Mature</u></p> <p>D.M4 Analyse own performance to reflect strengths and areas for improvement in an individual and a team competitive sport using feedback from others and different assessment methods.</p> <p><u>Mature</u></p> <p>D.D3 Justify recommendations for personal performance improvement using wider understanding of compliance of rules and regulations and use of skills and techniques in an individual and a team competitive sport.</p>	<p>Visit sports club or centre to interview sports coach on different skills taught and ways to analyse performance</p> <p>Use video analysis and other performance analysis tools</p>	
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	<p>sport and active leisure businesses.</p> <p>- Students could research the provision of sports facilities, programmes and services in their area.</p> <p>- Students could consider why the businesses in their area have chosen to offer the services they do and could think about whether there are any additional services that could be offered to boost profits and increase customer participation.</p> <p>- students look at customer groups that use sport and active leisure businesses and consider how businesses should programme themselves to meet the needs of their customers.</p> <p>- students cover current and relevant legal and legislative requirements for sport and active leisure businesses. Including safeguarding, employment, equality and diversity, data protection,</p>	<p>A4 Customer groups in a sport and active leisure business</p> <p>A5 Stakeholders and their influence on sports and active leisure businesses</p> <p>A6 Laws, legislation and safeguarding relevant to the sport and active leisure industry</p>	<p>R = research provision of sport facilities</p> <p>RV = customer groups</p> <p>RV = laws & legislation in sport industry</p>	<p>- Shows a detailed understanding of the purpose of the existing business.</p> <p>Informed Band 2 (5-8marks) = Shows a basic use of research from the scenario and the sport and active leisure industry, with examples used to support the review.</p> <p>Mature Band 4 (13-16marks) = Shows a detailed use of research from the scenario and the sport and active leisure industry, with sustained examples used to support the review.</p>	<p>with experience of finance</p> <p>Visit a local Sport & Active Leisure business (sports centre, gym or swimming pool)</p> <p>Interview a manager about how the business develops products and services</p> <p>Online webinar about sports legislation</p>	
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	<p>health and safety and their importance in the sport and active leisure industry.</p> <p>- Students could do paired research into legislative requirements.</p> <p>B Business models in sport and active leisure</p> <p>- Learners need to know about the business models used in the sport and active leisure industry: SWOT and PESTLE.</p> <p>- Learners should be given opportunities to use SWOT and PESTLE to analyse cases studies and potential business opportunities.</p> <p>C Human resources</p> <p>- learners need to understand a variety of job roles available in the sport and active leisure industry.</p> <p>- learners need to understand the role of human resource management and physical</p>					
		B1 Business models	<p>R = research laws</p> <p>RV – business models</p>	<p>Informed Band 2 (5 – 8marks) = Produces a basic analysis of internal and external factors, including competitor activity, that influence the business, supported by example</p> <p>Mature Band 4 (13 – 16marks) = Produces a detailed analysis of internal and external factors, including competitor activity, that influence the business, supported by detailed examples drawing on wider research</p> <p>Informed Band 2 (5-8marks) = Demonstrates a basic knowledge and understanding of the business model used.</p> <p>Mature Band 4 (13-16marks) = Demonstrates a detailed knowledge and understanding of the business model used.</p>	<p>Interview Business manager at school to discuss business model and sport aspect</p> <p>Visit Club Diana to meet human resource manager about employment in gym</p>	
		C1 Job roles and person specifications C2 Types of employment	R = job roles and specs			
		C3 Human resource management	RV = human and physical resources			

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	<p>resource management in the industry with examples.</p> <ul style="list-style-type: none"> - Learners should think about: - job roles and responsibilities in the sport and active leisure industry, - how person specifications and job descriptions are used - the roles and responsibilities of human resources - importance of physical resource management <p>D Marketing</p> <ul style="list-style-type: none"> - learner will cover marketing and customer needs within the sport and active leisure industry. - Learners need to be able to carry out market research and become confident using the 7Ps. - Learners will explore the processes that sport and active leisure businesses use to market their products and to meet the needs and expectations of their customers. <p>E Finance in sport and active leisure industry</p>	<p>C4 Physical resource management of sports and active leisure facility or sports environment</p> <p>D1 Marketing 7 Ps</p> <p>D2 Meeting the needs of the customer in a sport and active leisure business</p>	<p>RV – revise the roles / resp in physical and human resources</p> <p>NS = marketing and customer needs</p>	<p>Informed Band 1 (1 – 5 marks) = Recommendations are generic, with limited reference to the development and marketing of the business.</p> <p>Informed & Mature Band 2 (6-10) =</p>	<p>Research sports marketing jobs, 7Ps sport industry examples</p>	
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<p>- learners are expected to be able to review financial statements, including:</p> <ul style="list-style-type: none"> - budgeted figures, to ascertain whether businesses are developing, improving and making a profit, or if they are suffering a decline. <p>- Learners need to understand the content and purpose of cash flow, the difference between fixed and variable costs, and the difference between capital and operational costs.</p> <p>- They need to know the importance of keeping financial records.</p> <p>F Trends in the sport and active leisure industry</p> <p>- Learners should be given the opportunity to explore the idea of developing products/services to take advantage of trends in the sport and active leisure industry.</p>	E1 Financing a business in sport and active leisure	NS = finance factors in sport	Recommendations demonstrate clear consideration for meeting the needs of customers, supported by examples.	Investigate professional sports clubs budget, finance, profit, balance sheets
	E2 Financial records	NS = cash flow, variable costs, operational costs	Informed Band 4 (15 – 20 marks) = Recommendations demonstrate detailed considerations for meeting the needs of customers, supported by detailed examples.	Interview business manager of local sports centre or swimming pool
	F1 Trends F2 Developing products/services to take advantage of trends in the sports and active leisure industry	RV = trends in sport industry businesses	Informed Band 2 (6-10) =	Research local sports provision, interview sports centres to find data on recent trends

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	- The learners should develop key study and employability skills.		RV = employability skills	<p>Recommendations demonstrate clear consideration for meeting current trends in the industry, supported by examples</p> <p>Mature Band 4 (15-20marks) = Recommendations demonstrate detailed consideration for meeting current trends in the industry, supported by detailed examples.</p> <p>Informed Band 2 (6-10) = Recommendations demonstrate clear consideration for meeting the needs of the business, supported by examples.</p> <p>Mature Band 4 (15-20marks) = Recommendations demonstrate detailed consideration for meeting the needs of the business, supported by detailed examples.</p>		
Term 2						
Unit 23: Skill Acquisition in Sport	<p>Assignment 1 - Producing Skilled Performance</p> <p>- students will select two high-level sports performers and discuss how their performance of skills make them skilled performers.</p>	<p>A - Investigate the nature of skilled performance</p> <p>A1 Learning and performance A2 Characteristics and classification of skills</p>	R = performance skills	<p><u>Informed</u> A.P1 Discuss the qualities of skilled performers.</p> <p>A.P2 Explain the characteristics of skills and abilities.</p> <p><u>Informed & Mature</u></p>	Observe professional sports performers (live/tv)	<p>Unit 3: Professional Development in the Sports Industry</p> <p>Unit 4: Sports Leadership</p>

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	<p>- They will differentiate between skills and abilities and explain the basic characteristics of each one.</p> <p>- Students will explain information processing models, from the input to the output stages, and provide examples from sports to back up their explanations.</p> <p>- They will demonstrate knowledge of the range of the types of feedback and explain when each type would be appropriate and beneficial to a sports performer.</p>	<p>A3 Characteristics and classification of abilities</p> <p>Learning Aim B Examine ways that sport performers process information for skilled performance</p> <p>B1 Information processing models B2 Perception B3 Decision making and reaction time B4 Types of feedback</p>	<p>NS – skill acquisition and classification</p> <p>NS = feedback types, models</p>	<p>A.M1 Assess how abilities contribute to the production of sports skills.</p> <p><u>Informed</u> B.P3 Explain how a sports performer processes information in a given situation.</p> <p>B.P4 Discuss the value of different types of feedback to learning.</p> <p><u>Informed & Mature</u> B.M2 Assess the stages of information processing models.</p> <p><u>Mature</u> AB.D1 Evaluate the effectiveness of information processing models in showing how sports performers produce skilled performance.</p>	<p>Guest speaker, e.g., a sports psychologist or senior sports coach</p>	<p>Unit 8: Coaching for Performance Unit 18: Work Experience in Active Leisure Unit 19: Development and Provision of Sport and Physical Activity</p>
Unit 23: Skill Acquisition in Sport	<p>Assignment 2 - Teaching and Learning in Sport Presentation</p> <p>- students will describe the main features of one behaviourist and one cognitive theory and provide an expansion of these features</p>	<p>Learning aim C Explore theories of teaching and learning in sport</p> <p>C1 Behaviourist theories</p>	<p>NS = behaviour theories</p>	<p><u>Informed</u> C.P5 Describe two contrasting theories of teaching and learning.</p> <p>C.P6 Explain the three phases a sports performer experiences when learning a new skill.</p>	<p>Guest speaker – sports psychologist to discuss behaviour, cognitive theories</p>	

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	<p>and how they contribute to the learning of new skills.</p> <ul style="list-style-type: none"> - Students will explain the three phases a sports performer goes through as they learn and master a new skill. - provide an explanation of how the performer would be executing the skill in each phase. 	<p>C2 Cognitive theories</p> <p>C3 Phases of skill learning</p> <p>C4 Transfer of learning</p>	<p>NS = cognitive theories</p> <p>NS = phases of skill learning</p> <p>NS = transfer learning</p>	<p><u>Informed & Mature</u></p> <p>C.M3 Analyse how selected theories of skill learning can be used when teaching skills to sports performers.</p> <p><u>Mature</u></p> <p>C.D2 Evaluate the effectiveness of selected behaviourist and cognitive theories of learning when teaching skills to sports performers.</p>		
<p>Unit 23: Skill Acquisition in Sport</p>	<p>Assignment 3 - Demonstrating Teaching and Learning Strategies</p> <ul style="list-style-type: none"> - students will produce a plan for teaching and practising skills, including; - methods of learning - different types of practice - different teaching styles - individuals' styles of learning. - Students will demonstrate that they can use different methods of learning and types of practice when teaching a sports skill to a group, and that they can employ different teaching styles 	<p>Learning aim D</p> <p>Carry out teaching and learning strategies for sports skills</p> <p>D1 Presentation of skills</p> <p>D2 Types of practice</p> <p>D3 Styles of teaching</p> <p>D4 Styles of learning</p> <p>D5 Methods of guidance</p>	<p>R = presentation skills</p> <p>NS = practice types, teaching styles, learning styles</p> <p>NS = guidance methods</p>	<p><u>Informed</u></p> <p>D.P7 Produce a plan showing how a skill can be taught to meet the needs of different sports performers.</p> <p>D.P8 Demonstrate the use of different types of teaching and learning strategies to develop sports skills.</p> <p><u>Informed & Mature</u></p> <p>D.M4 Demonstrate the effective use of teaching and learning strategies appropriate to specific situations when developing sports skills.</p> <p><u>Mature</u></p>	<p>Guest speaker – Sports psychologists or senior sports coach to talk about how a task can be analysed and matched</p>	

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				D.D3 Evaluate the effectiveness of your use of teaching and learning strategies to develop selected sports skills.		
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