

Subject: BTEC Level 3 Extended Certificate in Sport (Single)

Year 12

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 Complete the labelling of; <ul style="list-style-type: none"> • Skeletal System • Muscular System • Respiratory System 		R = covered during Level 2, Unit 3: Applying Principles of Personal Training. Also covered across GCSE specification			
Term 1 Unit 1: Anatomy and Physiology	Topic A: The effects of exercise and sports performance on the skeletal system Topic A focuses on the effects of exercise and		R – Basic anatomy and physiology (Bones) discussed during Level 2 Unit 3 as well as GCSE specification	Jan 2020 Series – Grade Boundaries; NP – 9 P – 19 M – 36 D - 54		KS4 Level 2 knowledge and skills built upon from Unit 1 Training for Personal Fitness

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	<p>sports performance on the skeletal system.</p> <p>Understand how the bones of the skeleton are used in sporting techniques and actions. Understand how the functions of the skeleton and bone types are used in sporting actions and exercise.</p> <p>Understand how joints of the upper and lower skeleton are used in sporting techniques and actions.</p> <p>The impact of long-term effects of exercise on sports performance.</p> <p>Understand the impact of the skeletal system on exercise and sports performance and the impact of exercise and sports performance on the skeletal system.</p> <p>Learners should demonstrate their</p>	<p>A1 Structure of skeletal system</p> <p>A2 Function of skeletal system</p> <p>A3 Joints</p> <p>A4 Responses of the skeletal system to a single sport or exercise session</p> <p>A5 Adaptations of the skeletal system to exercise</p>	<p>NS – Developing greater understanding of Anatomy looking at;</p> <ul style="list-style-type: none"> • Joint Types • Types of Movements • Application to sporting scenarios <p>RV – End of Topic Testing (Skeletal System)</p> <p>R – Basic anatomy and physiology (Muscles)</p>	<p>Informed</p> <p>Demonstrate knowledge of body systems, structures, functions, characteristics, definitions and other additional factors affecting each body system</p> <p>Command words: describe, give, identify, name, state</p> <p>Marks: ranges from 1 to 5 mark</p>		<p>(fitness components)</p> <p>Unit 3 Applying the Principles of Personal Training (musculoskeletal & Respiratory systems, effects on body due to exercise)</p> <p>Links across other Level 3 BTEC Sport qualifications:</p> <p>This is a mandatory unit and underpins knowledge throughout the qualification.</p> <p>Unit 2 – 23</p> <p>Learning Aims A – E all cover specific aspects from Ks4 Science curriculum including structures and functions of major bodily systems</p>
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	<p>Understand skeletal muscle contraction in different sporting actions.</p> <p>Understand fibre type recruitment during exercise and sports performance.</p> <p>The impact of adaptation of the system on exercise and sports performance.</p> <p>Understand additional factors affecting the muscular system and their impact on exercise and sports performance.</p> <p>Topic C: The effects of exercise and sports performance on the respiratory system</p> <p>Students show knowledge the effects of exercise and sport on the respiratory</p>	<p>B3 Antagonistic muscle pairs</p> <p>B4 Types of skeletal muscle contraction</p> <p>B5 Fibre types</p> <p>B6 Responses of the muscular system to a single sport or exercise session</p> <p>B7 Adaptations of the muscular system to exercise</p> <p>B8 Additional factors affecting the muscular system</p>		<p>Marks: ranges from 1 to 5 marks</p>		
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	<p>system and adaptations to the respiratory system.</p> <p>Understand the additional factors affecting the respiratory system, such as asthma and altitude.</p> <p>Understand the function of the respiratory system in response to exercise and sports performance.</p> <p>Understand the lung volumes and the changes that occur in response to exercise and sports performance.</p> <p>Understand how breathing rate is controlled in response to exercise and sports performance.</p> <p>Understand how to use respiratory equipment such as a spirometer for the functions of the respiratory system and mechanics of breathing</p>	<p>C1 Structure of the respiratory system</p> <p>C2 Function</p> <p>C3 Lung volumes</p>	<p>RV – End of Topic Testing R.O.T (Skeletal and Muscular System)</p> <p>R – Basic knowledge of respiratory structure and flow of oxygen recapped</p>	<p>Informed 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 Command words: analyse, assess Marks: 6 marks</p>		
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<p>Understand the control of the cardiac cycle and how it changes during exercise and sports performance</p> <p>The impact of adaptation of the system on exercise and sports performance.</p> <p>Understand additional factors affecting the cardiovascular system and their impact on exercise and sports performance.</p> <p>Topic E: The effects of exercise and sports performance on the energy systems</p> <p>Understand the role of adenosine triphosphate (ATP) for muscle contraction for exercise and sports performance.</p>	<p>D1 Structure of the cardiovascular system</p> <p>D2 Function of the cardiovascular system</p> <p>D3 Nervous control of the cardiac cycle</p> <p>D4 Responses of the cardiovascular</p>	<p>RV – End of Topic Testing (R.O.T) (Skeletal, Muscular and Respiratory System)</p> <p>R – Recapping of the structure of the heart as well a major blood vessels within the body</p> <p>NS – Developing understandig an application of key compoennts;</p> <ul style="list-style-type: none"> • Cardiac Cycle 	<p>AO4 Evaluate how body systems are used and how they interrelate in order to carry out exercise and sporting movements</p> <p>Command words: assess, evaluate Marks: 6 marks</p>	<p>Topic E - a visit to a UoN, UoB or Loughborough to investigate effects of ATP and energy systems, Wingate tests and VO₂ max test.</p>	
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<p>Understand the role of the ATP-PC system in energy production for exercise and sports performance</p> <p>Understand the role of the lactate system in energy production for exercise and sports performance.</p> <p>Understand the role of the aerobic energy system in energy production for exercise and sports performance.</p> <p>The impact of adaptation of the systems on exercise and sports performance.</p> <p>Understand additional factors affecting the energy systems and their impact on exercise and sports performance.</p> <p>Learners anaerobic energy systems and ATP.</p>	<p>system to a single sport or exercise session</p> <p>D5 Adaptations of the cardiovascular system to exercise</p> <p>D6 Additional factors affecting the cardiovascular system</p> <p>E1 The role of ATP in exercise</p> <p>E2 The ATP-PC (alactic) system in exercise and sports performance</p>	<ul style="list-style-type: none"> • Sympathetic and Parasympathetic Nervous Systems • Application to sport • Reading and interpreting graphs <p>RV – End of Topic Testing R.O.T (Skeletal, Muscular, Respiratory and Cardiovasculr System)</p> <p>NS –</p> <ul style="list-style-type: none"> • Understanding the role of ATP in producing movements • Identifying and applying 4 energy 	<p>AO5 Make connections between body systems in response to short-term and long-term exercise and sport participation. Make connections between</p>		
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	<p>Students investigate the effects of ATP and sports performance, the Wingate test and VO2 max test.</p>	<p>E3 The lactate system in exercise and sports performance</p> <p>E4 The aerobic system in exercise and sports performance</p> <p>E5 Adaptations of the energy system to exercise</p> <p>E6 Additional factors affecting the energy systems</p>	<p>systems to sports context</p> <p>RV – End of Topic Testing R.O.T (Skeletal, Muscular, Respiratory, Cardiovascular and Energy Systems)</p>	<p>muscular and all other systems, cardiovascular and respiratory systems, energy and cardiovascular systems</p> <p>Command words: analyse, assess, discuss, evaluate, to what extent Marks: 8 marks</p>		
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			RV – Exam Preparation			
Term 2	Assignment 1 = Careers in Sport	Learning aim A – A Understand the career and job opportunities in the sports industry	NS – Acknowledging the breadth of careers that are on offer to students in the field on sport; - Sports Physio - Football Manager - PE Teacher	Informed A.P1 Explain the different career pathways, the associated job opportunities and their requirements in the sports industry. A.P2 Explain the development pathway into a selected career in the sports industry. Informed & Mature A.M1 Analyse the professional development requirements and opportunities for specialism or promotion in different career pathways and the associated job	Visiting speakers can be used to explain careers and pathways. Sport development officers, sports coaches, tutors and National Governing Body staff	Links across other Level 3 BTEC Sport qualifications: • Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing • Unit 4: Sports Leadership • Unit 5: Application of Fitness Testing • Unit 8: Coaching for Performance • Unit 10: Sports Event Organisation • Unit 18: Work Experience in Active Leisure • Unit 22: Customer Service and Sales in Active Leisure
Unit 3: Professional Development in the Sports Industry	Learners should be introduced to the size, scope and breadth of the sports industry. This could be done by referring to Sport England figures for participation, and the economic significance of sport may be used to illustrate the importance of the industry. Learners should know the different areas of the industry could be	A1 Scope and provision of the sports industry				

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	<p>explored, including leisure management, sports development, sports science, fitness, coaching, retailing and teaching.</p> <p>learners should reflect upon their chosen area within the sports industry and how it is affected by socioeconomic, seasonal and geographic factors.</p> <p>Learners should research careers and opportunities for progression in those careers both locally and nationally.</p> <p>Learners should review the types of employment and working patterns that different jobs in the sports industry involve.</p> <p>Learners need to identify suitable career aims and should carry out individual research into the specifics of their chosen career.</p>	<p>A2 Careers and jobs in the sports industry</p>	<p>NS – looking into qualifications / experience required to fulfill specific job roles and careers in sport</p> <ul style="list-style-type: none"> - Work Experience - NGB's Awards 	<p>opportunities in the sports industry.</p> <p><u>Mature</u> AB.D1 Justify how own skills audit outcomes, and development action plan, aligns to chosen career pathway based on a comprehensive knowledge and understanding of the career.</p>		
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	<p>The examples should include information about training routes, qualifications, legislation and skills and the concept and opportunities for continuing professional development</p> <p>learners should be encouraged to evaluate different career opportunities in sport, select a suitable pathway and detail what is required to achieve this aim.</p> <p>Learners should complete a peer review which identifies individual strengths and weaknesses towards their career aim.</p> <p>Learners could take on the role as each other's career advisers.</p> <p>Learners should complete a SWOT (strengths, weaknesses, opportunities, threats)</p>	<p>A3 Professional training routes, legislation, skills in the sports industry</p> <p>A4 Sources of continuing professional development (CPD)</p> <p>B Explore own skills using a skills audit to inform a career</p>			<p>The guest speaker could be a physiotherapist, sports journalist, a sports coach, a Sports Dev officer</p>	
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	<p>analysis to plan towards their career aims. The SWOT analysis should make reference to the scope of the sports industry</p> <p>Individual learners should research and produce a detailed Career Development Action Plan (CDAP) with time-scheduled targets</p> <p>learners should collate a personal portfolio and reflect on their career aim and how their portfolio supports progression into that career.</p>	<p>development action plan</p> <p>B1 Personal skills audit for potential careers</p> <p>B2 Planning personal development towards a career in the sports industry</p> <p>B3 Maintaining a personal portfolio/record of achievement and experience</p>	<p>NS – Developing greater understanding of own strengths, skills and areas for improvements in order to pursue a career in sport</p>	<p><u>Informed</u> B.P3 Explain how selected sports industry career matches own personal skills audit outcomes. B.P4 Develop a career development action plan; to meet the requirements of intended sports career using skills audit outcomes.</p> <p><u>Informed & Mature</u> B.M2 Analyse own personal skills audit outcomes against a selected career in the sports industry. B.M3 Develop a career development action plan that has specific relevance to the requirements of intended sports career and skills audit outcomes.</p> <p><u>Mature</u> AB.D1 Justify how own skills audit outcomes, and development action plan, aligns to chosen</p>	<p>Guest speaker should explain how they record their personal achievements and experiences. (physio, sports journalist, a sports coach, a Sports Dev officers</p>	
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				career pathway based on a comprehensive knowledge and understanding of the career.		
<p>Unit 3: Professional Development in the Sports Industry</p>	<p>Assignment 2 - Applying for a job in the Sports Industry</p> <ul style="list-style-type: none"> - learners need to select a job role in a chosen career pathway by using their skills identified from auditing and their CDAP. - Learners need experience of preparing all the relevant documents associated with job applications, including a letter of application, CV and person specification. - learners need to take part in interviews and role-play scenarios for their chosen career pathway, utilising specific skills. - Participating in a role-play scenarios will enable 	<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</p>	<p>NS – Students are required to produce bespoke documents allowing them to apply for jobs in sport;</p> <ul style="list-style-type: none"> - CV - Letter of Application - Cross-check skills against job descriptors 	<p>Informed</p> <p>C.P5 Prepare appropriate documentation for use in selection and recruitment activities.</p> <p>C.P6 Participate in the selection interviews and activities, as an interviewee.</p> <p>Informed & Mature</p> <p>C.M4 In interviews and activities demonstrate analytical responses and questioning and activities to allow assessment of skills and knowledge.</p> <p>Mature</p>	<p>Guest speakers can be utilised to illustrate career pathways and suggest suitable experiences</p> <p>guest speaker should explain how they have used communication and</p>	

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	<p>learners to take on different roles, for example, interviewer and interviewee.</p> <ul style="list-style-type: none"> - Videoing learners during role-play scenarios would allow learners to observe their own body language, attitudes and behaviours - Learners need to reflect on the recruitment and selection process and their own individual performance. - Learner should review and evaluate their communication, organisational and employability skills. - learners need to produce an action plan to highlight how to address any weaknesses in their skill sets. - Learners need to carry out a SWOT analysis on their own individual performance in the role- 	<p>C2 Interviews and selected career pathway-specific skills</p> <p>Learning Aim D - Reflect on the recruitment and selection process and your individual performance.</p> <p>D1 Review and evaluation</p>	<p>NS – Students participate in formalised interview process delivered with job specific questions</p>	<p>CD.D2 Demonstrate individual responsibility and effective self-management during the recruitment activity.</p> <p>CD.D3 Evaluate how well the documents prepared, and own performance in the interview activities supported, the process for accessing the selected career pathway.</p> <p>Informed</p> <p>D.P7 Review own performance in role in the interviewing activities, supported by</p>	<p>presentation skills during interviews when continuing down their career pathway.</p> <p>Role-play activities: learners should take part in interview situations. They should take on the role as the interviewee and the interviewer.</p> <p>Formal interviews conducted by expert in that field;</p> <ul style="list-style-type: none"> - Club Diana - Northamptonshire Sport 	
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	<p>play activities and produce a self-critique of the events and documentation prepared and how it supported the activity.</p> <p>- Learners should review if the process was effective and whether or not they may need to develop skills further to be able to conduct and participate in interviews more effectively.</p>	<p>D2 Updated SWOT and action plan</p>		<p>an updated SWOT analysis.</p> <p><u>Informed & Mature</u> D.M5 Analyse the results of the process and how your skills development will contribute to your future success.</p> <p><u>Mature</u> CD.D2 Demonstrate individual responsibility and effective self-management during the recruitment activity.</p> <p>CD.D3 Evaluate how well the documents prepared, and own performance in the interview activities supported, the process for accessing the selected career pathway.</p>		

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Year 13						
When	WHAT & WHY WILL THEY LEARN? (SOW overview linked to assessment Objectives)		New Skill = NS Revisit = R Revision = RV	<u>Stretch and Challenge</u> (Differentiation – how will you stretch the most able to achieve top grades?)	<u>CIEAG/Extension</u> Trips, workshops, speakers, local environment and experiences	<u>KS4 PRIOR LEARNING</u> How will GCSE knowledge support new skills & knowledge
Term Plan	<u>KNOWLEDGE & SKILLS</u>	Assessment Objective		Band 5 = Informed Band 6 = Mature		
	<u>Transition Task:</u> <ul style="list-style-type: none"> • Complete 'Eatwell Plate' – Major food groups • Identify different sports that require different diets for performance • Discuss barriers to participation in Physical Activity 		R – Food groups and barriers to participation discussed in Level 2: Unit 2 Practical Team Sports, as well as GCSE specification NS – Understanding different sports need different diets and planning training and food intake accordingly			

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<p>Term 1</p> <p>Unit 2: Fitness Training and Programming for Health, Sport and Well-being</p>	<p>Topic A Examine lifestyle factors and their effect on health and well-being</p> <p>Understand the importance of lifestyle factors in the maintenance of health and well-being.</p> <p>Understand the factors contributing to an unhealthy lifestyle.</p> <p>Understand how lifestyle modification techniques can be used to reduce unhealthy lifestyle behaviours.</p> <p>Topic B Understand the screening processes for training programming</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> <p>Be able to interpret health monitoring results of a selected individual using normative data and make appropriate recommendations.</p>	<p>A1 Positive lifestyle factors and their effects on health and well-being</p> <p>A2 Negative lifestyle factors and their effects on health and well-being</p> <p>A3 Lifestyle modification techniques</p> <p>B1 Screening Processes</p>	<p>RV - End of Topic Test (R.O.T) – Lifestyle Factors</p> <p>NS – Identifying and applying lifestyle modification techniques for various factors;</p> <ul style="list-style-type: none"> - Smoking - Alcohol - Sleep - P Activity 	<p>Jan 2020 Series – Grade Boundaries; NP – 11 P – 23 M – 35 D - 48</p> <p>AO1 Demonstrate knowledge and understanding of the effects of lifestyle choices on an individual’s health and well-being</p>	<p>Guest speakers from a health field will provide first-hand accounts of the effects, barriers and strategies of lifestyle factors,</p> <p>Guest speaker: a nutritionist, dietician, lifestyle consultant or a healthcare representative</p> <p>Guest speaker: lifestyle consultant or a healthcare representative to discuss smoking cessation, alcohol, exercise, stress and sleep.</p> <p>Guest speakers from a health field would provide insight into how these processes are completed within the industry.</p>	<p>Unit 1: Anatomy and Physiology</p> <p>Unit 3: Professional Development in the Sports Industry</p> <p>Unit 5: Application of Fitness Testing</p> <p>Unit 8: Coaching for Performance</p> <p>Unit 17: Sports Injury Management Unit 18: Work Experience in Active Leisure</p> <p>Link to Huxlow LORIC curriculum across school focussed on ‘Healthy Eating’ as well as Well-being’</p>
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	<p>Be able to interpret health monitoring data against health norms and make judgements</p> <p>Topic C Understand programme-related nutritional needs</p> <p>Understand common nutritional terminology.</p> <p>Understand the requirements of a balanced diet</p> <p>Understand different strategies used on an individual basis, the use of ergogenic aids used in training programmes including positive and negative effects, the use of sports drinks for different types of training requirements.</p> <p>Topic D Examine training methods for different components of fitness</p> <p>Physical fitness – understand the components of physical fitness and the application of each component in a fitness training context.</p>	<p>B2 Health monitoring tests</p> <p>B3 Interpreting the results of health monitoring tests</p> <p>C1 Common terminology</p> <p>C2 Components of a balanced diet</p>	<p>R – Recapping how to interpret normative data against that of a specific scenario</p> <p>RV – End of Topic Test (R.O.T) Lifestyle Factors, Effects on Health and Barriers</p> <p>RV – End of Topic Test (R.O.T) Lifestyle Factors, Effects on Health, Barriers, Healty Diet</p>	<p>AO3 Analyse and interpret screening information relating to an individual’s lifestyle questionnaire and health monitoring tests</p> <p>AO2 Apply knowledge and understanding of fitness principles and theory, lifestyle modification techniques, nutritional requirements and training methods to an individual’s needs and goals</p>	<p>Practical application is encouraged with external instructors/trainers,</p>	
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	<p>Understand the components of skill-related fitness and the application of each component in a fitness training context.</p> <p>- Appropriate training methods to be included in the design of a training programme. Advantages and disadvantages of training methods to be considered when applied to a specific sport and exercise goal.</p> <p>Aerobic endurance training methods and their application to a practical context.</p> <p>Muscular strength training methods and their application to a practical context</p> <p>Muscular endurance training methods and their application to a practical context.</p> <p>Core stability training methods and their application to a practical context</p> <p>Flexibility training methods and their application to a practical context.</p>	<p>D1 Components of fitness to be trained</p> <p>D1.1 Skill-related fitness</p> <p>D2 Training methods for physical fitness-related components</p> <p>D2.1 Aerobic endurance training methods</p> <p>D2.2 Muscular strength training methods</p>		<p>AO4 Evaluate qualitative and quantitative evidence to make informed judgements about how an individual's health and well-being could be improved</p> <p>AO5 Be able to develop a fitness training programme with appropriate justification</p>	<p>peer-led teaching, demonstrations and video examples.</p>	
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	<p>Speed training methods and their application to a practical context</p> <p>Appropriate training methods included in the design of a training programme.</p> <p>Agility training methods and their application to a practical context.</p> <p>Balance training methods and their application to a practical context</p> <p>Coordination training methods and their application to a practical context.</p> <p>Reaction time training methods and their application to a practical context.</p> <p>Power training methods and their application to a practical context.</p> <p>Topic E Understand training programme design</p> <p>Be able to design a fitness training programme including all the major components.</p>	<p>D2.3 Muscular endurance training methods</p> <p>D2.4 Core Stability training methods</p> <p>D2.5 Flexibility training methods</p> <p>D2.6 Speed training methods</p> <p>D3 Training methods for skill-related fitness components</p> <p>D3. 1 Agility training methods</p> <p>D3. 2 Balance training methods</p>	<p>R – Fitness Components and Training Methods covered in Level 2: Unit 1 Training for Personal Fitness and GCSE specification</p> <p>RV - End of Topic Test (R.O.T) Lifestyle Factors, Effects on Health, Barriers, Healty Diet, Fitness Components, Types of Training</p>		<p>Guest speaker: presentation by a yoga, pilates or a core stability expert</p>	
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		<p>D3. 3 Coordination training methods</p> <p>D3. 4 Reaction Time training methods</p> <p>D3. 5 Power training methods</p> <p>E1 Principles of fitness training programme design</p>	<p>RV – End of Topic Test (R.O.T) Lifestyle Factors, Effects on Health, Barriers, Healty Diet, Fitness Components, Types of Training, Periodisation, Principles of Training</p> <p>NS – Developing the ability to produce notes for 'Controlled Assessment'</p>			
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			RV – Exam Preparation			
Term 2 Unit 4: Sports Leadership	<p>Assignment 1 - Investigating appropriate leadership strategies.</p> <p>- Learners are required to show their knowledge and understanding in a range of roles, evaluating key skills, qualities and characteristics.</p> <p>- learners will produce a written document providing evidence to support an opinion about the skills, qualities and characteristics of three different leadership roles.</p> <p>Learners will select different roles dependent on their learning styles and individual needs.</p> <p>Learners will produce a report considering key psychological</p>	<p>Learning aim A - Understand the roles, qualities and characteristics of an effective sports leader</p> <p>A1 Different leadership roles</p> <p>A2 Skills, qualities, characteristics and application</p> <p>A3 Importance and effective use of skills, qualities and characteristics when leading</p> <p>Learning Aim B Examine the importance of psychological factors and their</p>	<p>R – Skills, qualities and characteristics key component in Level 2: Unit 6 Sports Leadership – Assignment 1</p> <p>NS – Developing understanding of psychological factors – application to</p>	<p>Informed</p> <p>A.P1 Discuss the skills, qualities and characteristics of three different leadership roles within different sport and exercise activities or environments.</p> <p>A.P2 Explain the importance of skills, qualities and characteristics in the leadership role within different sport and exercise activities or environments.</p> <p>Informed & Mature</p> <p>A.M1 Analyse the importance of skills, qualities and characteristics in the leadership role within different sport and exercise activities or environments.</p> <p>Mature</p> <p>A.D1 Evaluate the impact of skills, qualities, characteristics on sports leadership within different sport and exercise activities or environments.</p>	<p>Guest speaker to deliver a practical session focusing on their sport and leadership role</p> <p>visit local sports club to discuss the importance of psychological</p>	<p>Unit 3: Professional Development in the Sports Industry</p> <ul style="list-style-type: none"> • Unit 6: Sports Psychology • Unit 8: Coaching for Performance • Unit 10: Sports Event Organisation • Unit 18: Work Experience in Active Leisure • Links made across Psychology A-Level

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	<p>factors and the effects that these may have on sports leadership.</p> <p>Learners will use a range of external and internal psychological factors to ensure they discuss a good breadth of factors.</p> <p>Learners can include the importance of the psychological factors, including those that could impact on participants and leaders and relate this to different sport and exercise activities or environments.</p> <p>Learners are required to show clear knowledge and understanding of what effective leadership looks like and what forms this can take.</p>	<p>link with effective leadership</p> <p>B1 Psychological factors that could impact on leadership</p> <p>B2 Leadership and psychological factors</p>	<p>leadership roles and impact on success</p>	<p><u>Informed</u></p> <p>B.P3 Discuss how key psychological factors may affect sports leadership within different sport and exercise activities or environments.</p> <p><u>Informed & Mature</u></p> <p>B.M2 Analyse key psychological factors that may affect sports leadership within different sport and exercise activities or environments.</p> <p><u>Mature</u></p> <p>B.D2 Evaluate the impact of key psychological factors on sports leadership within different sport and exercise activities or environments.</p>	<p>factors with different leaders.</p> <p>invite a speaker into the centre from a leadership position within a sport and exercise setting.</p>	
<p>Unit 4: Sports Leadership</p>	<p>Assignment 2 - Applying appropriate leadership strategies.</p> <p>- learners will demonstrate a chosen leadership style during the running of a sport and exercise activity.</p> <p>Learners are required to submit video evidence that demonstrates</p>	<p>Learning aim C - Explore an effective leadership style when leading a team during sport and exercise activities.</p> <p>C1 Expectations of leadership</p>	<p>NS - Developing leadership style but adopting a different approach to leading group / team</p>	<p><u>Informed</u></p> <p>C.P4 Demonstrate a chosen leadership style, using appropriate skills when leading a team during a sport and exercise activity.</p> <p><u>Informed & Mature</u></p> <p>C.M3 Demonstrate a chosen leadership style, using effective skills when</p>	<p>Possible work experience placement in sport sector</p>	<ul style="list-style-type: none"> Level 2 BTEC Sport – Unit 6 (Allowing for opportunities to build on previous leadership experience)

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	<p>their effective leadership in the sport and exercise activity, using related skills to the demonstrated leadership style.</p> <p>- learners are required to review their own leadership ability, detailing the different characteristics and key qualities that were displayed during their leadership, and the impact this may have had on the individual/team during the activity.</p>	<p>C2 Practical skills required for different leadership styles</p> <p>C3 Leading a sport and exercise activity</p> <p>C4 Effectiveness and impact of leadership on a sport and exercise activity</p>	<p>R – SWOT analysis used across various units implemented again to review session</p>	<p>leading a team during a sport and exercise activity.</p> <p><u>Informed</u> C.P5 Review the impact of own leadership style on the performance of the team during the sport and exercise activity.</p> <p><u>Informed & Mature</u> C.M4 Analyse your chosen leadership style and the impact of it on team performance, considering own strengths and areas of weakness.</p> <p><u>Mature</u> C.D3 Justify your leadership style and its impact on team performance, suggesting alternative leadership styles that could be used to improve team performance.</p>		
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