

Subject: BTEC Level 3 Extended Diploma in Sport (Triple)

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 <u>Enrichment</u> Trips, workshops, speakers, local environment and experiences	<u>KS4 PRIOR LEARNING</u> 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	<u>KNOWLEDGE & SKILLS</u>	Assessment Objective		Band 5 = Informed Band 6 = Mature		
	<u>Transition Task</u> Undertake research into London 2012 Olympics. Find information about the following: key planning considerations, promotion planning and considerations and delivery considerations.	Prepare students for first assignment. Develop their research skills and their understanding and importance of own research input when completing assignments.	NS in BTEC Sport.	Provide different criteria to research. Have check list of information to find based on ease of finding it. Differentiation in research levels.		
Term 1 Unit 10. Sports Event Organisation	Assignment 1 = Investigating different Sports Events & Methods of Planning & Delivery	Learning A - Investigate how different types of sports events are planned and delivered		<u>Informed</u> A.P1 Discuss the planning, promotion and delivery of two different types of sports events. <u>Informed & Mature</u>	visit a range of local, regional and/or national events	<ul style="list-style-type: none"> • Unit 3: Professional Development in the Sports Industry • Unit 4: Sports Leadership

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	- learners will give a clear description to cover all relevant key considerations for planning, promotion and delivery of both types of sports events	A1 Different types of sports events A2 Planning, promotion and delivery of sports events	NS NS	A.M1 Compare the planning, promotion and delivery of two different sports events. Mature A.D1 Evaluate the planning, promotion and delivery of different sports events to determine good practice.	visits from sports event organisers, to receive first-hand experience and information about planning, promoting and delivering sports events	<ul style="list-style-type: none"> • Unit 17: Sports Injury Management • Unit 18: Work Experience in Active Leisure • Unit 19: Development and Provision of Sport and Physical Activity.
Unit 10. Sports Event Organisation	Assignment 2 = Sports Event Proposal - learners will explain their written proposals for their chosen sports event and show clearly how their planned proposal meets targeted aims, and provide a log of the contributions to this proposal.	Learning aim B: Develop a proposal for a sports event for implementation approval B1 Feasible proposal for a sports event	NS	Informed B.P2 Explain own feasible planned proposal for a sports event to meet targeted aims. Informed & Mature B.M2 Analyse own feasible planned proposal for a sports event to meet targeted aims. Mature B.D2 Evaluate own feasible planned proposal for a sports event to meet targeted aims to recommend improvements.	Visit from sports event organisers to experience what a proposal should look like.	
Unit 10. Sports Event Organisation	Assignment 3 - Planning, Promoting & Delivering a Sports Event - learners will demonstrate in the planning and promotion	Learning aim C - Undertake the planning, promotion and delivery of a sports event C1 Planning and delivery	NS	Informed C.P3 Plan for the promotion and delivery of a sports event, contributing effectively to team activities. C.P4 Perform tasks/activities fully, correctly and safely to achieve planned outcomes for the promotion and delivery of a sports event.	Work alongside PE dept in planning interhouse activities.	

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	<p>of the event, that they have contributed effectively to individual and group tasks to produce outcomes.</p> <ul style="list-style-type: none"> - Learners will demonstrate, in the delivery of the event, that they have worked appropriately to carry out tasks or activities effectively and safely, to achieve planned outcomes. - Learners will review the effectiveness of the planning, promotion and delivery of the event in terms of adherence to the original proposal and whether aims and objectives were met. - Strengths and weakness need to be covered along with areas for development if the event was to be organised again in the future. 	<p>C2 Promotion</p> <p>Learning aim D – Review the planning, promotion and delivery of a sports event and reflect on your own performance.</p> <p>D1 Review the planning, promotion and delivery</p> <p>D2 Reflect on own performance</p>	<p>NS</p> <p>NS</p> <p>R – completed self-evaluation in L2 BTEC.</p>	<p><u>Informed & Mature</u> C.M3 Manage key decisions for planning and delivering individual and team activities to meet planned outcomes for promotion and delivery of a sports event.</p> <p><u>Informed</u> D.P5 Discuss the effectiveness of the planning, promotion and delivery of the sports event, explaining strengths and weaknesses and areas for development. D.P6 Explain own contribution to the planning, promotion and delivery of the sports event using personal logs and feedback from others.</p> <p><u>Informed & Mature</u> D.M4 Analyse the effectiveness of the planning, promotion and delivery of the sports event, recommending areas of improvement for self and future events.</p> <p><u>Mature</u> CD.D3 Evaluate own performance in planning, promoting and delivering a sports event, justifying choices, strengths and recommendations for future practice.</p>		
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	<p>- Learners will review their own personal contribution to the planning, promotion and delivery of the event with clear reference made to whether they fulfilled the specific roles and responsibilities that they were allocated.</p> <p>- Learners will detail their own areas for development, including possible training and opportunities that could contribute to this development</p>					
<p>Term 2</p> <p>Unit 8. Coaching for Performance</p>	<p>Assignment 1 = Investigating the coaching role and applying personal reflective practice</p> <p>- learners will explain the skills, knowledge, qualities and best practice required to deliver a performance coaching session, and reflect on how their</p>	<p>Learning aim A – Investigate the skills, knowledge, qualities and best practice of performance coaches</p> <p>A1 Skills and knowledge for coaching for performance</p>	<p>R – completed similar at L2 but this is in more detail.</p>	<p><u>Informed</u></p> <p>A.P1 Explain the skills, knowledge, qualities and best practice of a performance coach reflecting on personal coaching ability.</p> <p><u>Informed & Mature</u></p> <p>A.M1 Analyse the skills, knowledge, qualities and best practice of a performance coach and your personal coaching ability.</p> <p><u>Mature</u></p>	<p>invite a coach to explain their job and the skills, qualities, knowledge and qualifications needed to fulfil their roles.</p>	<p>Links across other Level 3 BTEC Sport qualifications:</p> <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

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	current personal performance coaching ability compares to these standards.	<p>A2 Qualities for coaching for performance</p> <p>A3 Best practice for a coach for performance</p> <p>A4 Self-reflection of personal coaching ability</p>	NS – not previously covered in L2 BTEC Sport.	A.D1 Evaluate personal coaching ability, suggesting and justifying recommendations for future personal development.		<ul style="list-style-type: none"> • Unit 4: Sports Leadership • Unit 5: Application of Fitness Testing • Unit 6: Sports Psychology • Unit 17: Sports Injury Management • Unit 18: Work Experience in Active Leisure • Unit 19: Development and Provision of Sport and Physical Activity.
Unit 8. Coaching for Performance	<p>Assignment 2 - Investigating coaching practices to develop sporting skill, technique and tactical ability.</p> <p>- learners will explain coaching practices that develop an individual athlete or team’s skills, and technical and tactical performance.</p>	<p>Learning aim B - Explore practices used to develop skills, techniques and tactics for performance</p> <p>B1 Practices to develop skills and techniques for performance</p>	NS – range of new practices covered, more in depth	<p><u>Informed</u></p> <p>B.P2 Explain practices to develop skills, techniques and tactics for sports performance.</p> <p><u>Informed & Mature</u></p> <p>B.M2 Analyse practices and their practicality, suitability and effectiveness to develop skills, techniques and tactics for sports performance.</p> <p><u>Mature</u></p> <p>B.D2 Evaluate practices and their practicality, suitability and effectiveness to develop skills, techniques and tactics</p>	<p>Invite specialist coaches from National Governing Bodies (NGB) and sports partnerships to deliver sessions and explain how they progress athlete performance.</p> <p>visits to local sports organisations.</p>	

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	- Learners will breakdown each of the practices, giving clear details to show they understand the functions and objectives of each.	B2 Practices to develop tactics for performance B3 Adaptation of practices to promote development of performance	NS – range of new practices NS – practices requiring differentiation	for sports performance, making recommendations for adaptations.		
Unit 8. Coaching for Performance	Assignment 3 - Applying and reviewing effective coaching practices - learners will produce a detailed session plan that includes relevant practices that target improvement in performance through the development of skills, techniques and tactics for either an individual athlete or team. - Learners will also reflect on key planning considerations, and how the session fits into an overall plan for a series of progressive sessions aimed at developing	Learning aim C - Demonstrate effective planning of coaching for performance C1 Planning considerations C2 Planning for an individual session for performance C3 Planning for an overall series of sessions for performance	NS – more in depth than L2. R – completed at L2. NS – new content covered	<u>Informed</u> C.P3 Produce a detailed plan for an individual performance coaching session that reflects planning considerations and an overall series plan. <u>Informed & Mature</u> C.M3 Discuss the interrelationship between your individual plan, planning considerations and an overall series plan. <u>Informed</u> D.P4 Deliver your individual performance coaching session showing consideration of health and safety factors. D.P5 Review your delivered coaching session, reflecting on your planning and coaching performance <u>Informed & Mature</u> D.M4 Analyse your delivered individual performance coaching session and the	invite specialist coaches from NGB and sports partnerships to share their experiences on planning coaching sessions and also to deliver model coaching sessions. visits to local sports organisations.	

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	<p>technical and tactical performance.</p> <ul style="list-style-type: none"> - Learners will safely and independently deliver the planned session. - Learners will complete a review of their delivered coaching session, making an assessment of their planning and coaching performance. - The review will include learners reflecting on their personal performance as a coach and their planning for the session. 	<p>Learning aim D - Explore the impact of coaching for performance</p> <p>D1 Delivering for coaching performance</p> <p>D2 Reflection on session</p> <p>D3 Coaching development based on reflection</p>	<p>R – completed at L2 BTEC.</p> <p>NS – evaluation and development in more detail to L2.</p>	<p>impact of your planning and coaching performance.</p> <p>Mature CD. D3 Evaluate the impact of your planning and coaching performance on an athlete and/or team performance, justifying future coaching developments.</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		
Term 1 Unit 9. Research methods in sport	Assignment 1 - Examining key research methods in a sporting field. - learners will give a clear, accurate and objective account of research ethics and the importance of research ethics in sport-based research. - Learners will give a clear account of the importance of validity, reliability, accuracy and precision in research. This will include the different types of validity and reliability, as well as the impact of accuracy	Learning aim A - Understand the importance of research in sporting environments A1 The different types of research A2 The importance of research A3 The use of research	NS NS NS	<u>Informed</u> A.P1 Discuss the different types of research within a sport-based environment. A.P2 Discuss the importance of using research to inform your work with clients in a sport-based environment. <u>Informed & Mature</u> A.M1 Analyse how the different types of research can be used to inform your work with clients in a sport-based environment. <u>Mature</u>	guest speaker into the centre to discuss the different types of research that they use within their role in the sports sector. (coach, fitness instructor, nutritionist, Yoga teacher, Sports therapist) Arrange for a visit to a library (UoN	<ul style="list-style-type: none"> • Unit 11: Research Project in Sport • Unit 14: Exercise and Circuit-based Physical Activity.

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	<p>and precision on validity and reliability.</p> <ul style="list-style-type: none"> - Learners will give practical examples from a sport-based context to demonstrate relevant application. - Learners will provide evidence of searching for appropriate literature and then using this literature to demonstrate the importance of research in a sport-based context. - learners could show how relevant aspects of the literature link in with the concept of evidence-based practice and why evidence-based practice is important for sports practitioners. - Learners will consider the definition of research, the extent to which they agree with this definition and how the definition informs their understanding of research as a concept. - learners will show that they understand the different types 	<p>Learning aim B - Examine key issues that impact on the effectiveness and quality of research in sport</p> <p>B1 Validity, reliability, accuracy and precision in research</p> <p>B2 The importance of ethics in research</p>	<p>NS in BTEC Sport. May have been covered in other subjects in GCSE.</p>	<p>A.D1 Evaluate the importance of research in sporting environments and key issues that impact on the effectiveness and quality of research.</p> <p><u>Informed</u></p> <p>B.P3 Explain the importance of validity, reliability, accuracy and precision in sport-based research.</p> <p>B.P4 Explain research ethics and their importance in sport-based research.</p> <p><u>Informed & Mature</u></p> <p>B.M2 Analyse the relationship between validity, reliability, accuracy, precision, and the ability to conduct ethical research in sport.</p> <p><u>Mature</u></p> <p>B.D2 Justify the relationship between validity, reliability, accuracy, precision, and the ability to conduct ethical research in sport.</p>	<p>Library, The British library)</p>	
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	of research, how they relate to the overall definition of research and why each type of research is important in research and applied sport-based contexts.					
Unit 9. Research methods in sport	<p>Assignment 2 - Applying key research methods in a sporting field.</p> <ul style="list-style-type: none"> - learners will demonstrate that they can use appropriate research methods for their selected research problem. - Learners must deal with a series of problem-based activities that cover the breadth and depth of the unit content for learning aim C: <ul style="list-style-type: none"> -one research problem that lends itself to an experimental design, - laboratory-based data collection, and parametric and effect size analysis; - one research problem that lends itself to retrospective research, interviews and thematic analysis. - learners will select a topic, and then clearly and correctly 	<p>Learning aim C - Apply appropriate research methods to a selected research problem in sport.</p> <ul style="list-style-type: none"> C1 Research designs C2 Data collection methods C3 Quantitative data analysis methods C4 Qualitative research designs C5 Qualitative data collection methods C6 Qualitative data analysis methods 	<p>NS – not previously covered in BTEC Sport.</p> <p>R – may have been covered in other subjects in GCSE.</p>	<p><u>Informed</u></p> <p>C.P5 State the appropriate research methods for a sport-based research problem.</p> <p>C.P6 Demonstrate skills in appropriate research methods to address a selected research problem.</p> <p><u>Informed & Mature</u></p> <p>C.M3 Assess the research methods for a sport-based research problem.</p> <p><u>Mature</u></p> <p>C.D3 Justify the choice of research methods for a selected sport-based research problem.</p>		

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<p>Understand the purpose, methods and importance of measuring sports development using sporting examples.</p> <p>Topic B Wider sports development</p> <p>- Understand the impact of sports development on society, individuals within that society and the impact of major sports events, implementing an initiative and development of facilities using sporting examples.</p> <p>Topic C Media and commercialisation in sport</p> <p>- Understand the role of the media in sport and its effects on sports development using sporting examples.</p> <p>- Understand the need for sustainable commercialisation</p>	<p>A4 Methods of measuring sports development</p>	NS	<p>Identifies targeted aims, demonstrating specific knowledge and understanding of sports development and its application to the scenario.</p> <p>- Justification for targeted aims showing relevance to scenario. - Evidence of current research being applied, and referenced to the scenario and aims selection</p>	
	<p>B1 Impact of wider sports development</p>	NS	<p>Informed Band 1 (1-3marks) =</p> <p>Identifies performance indicators, which demonstrate limited relevance/linkage to aims (which shows limited knowledge of sports development).</p> <p>- Research might be evident but lacking relevance to the scenario.</p> <p>Mature Band 2 (4-5marks) =</p> <p>- Identifies relevant performance indicators, which demonstrate application and specific linkage to aims (showing sound knowledge and understanding of sports development)</p> <p>- Evidence of research being applied and referenced, to the scenario</p>	<p>visit to a local venue or club that has recently hosted an event or watch an event held in school by PE staff</p> <p>focusing on the positive and negative effects of the event and their impact on wider SD.</p>
	<p>C1 Media in sport</p>	NS		<p>guest speaker running an initiative/scheme (Youth Sport Trust, a Sport England organisation or Sky Sports Living for Sport for free</p>
	<p>C2 Commercialisation in sport</p>	NS		

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	<p>for sports development and the impact it has on sports using sporting examples.</p> <p>- Understand of the role of media and commercialisation in sport, the relationship between them and their influence on sports and sports development using sporting examples.</p> <p>Topic D Proposal writing</p> <p>- Understand how to write a proposal to develop sport, implement an initiative and develop facilities and its role in sports development using sporting examples.</p> <p>- Able to discuss how a proposal could influence the wider sports development context (local, national and global)</p>	<p>C3 Impact of media and commercialisation on the wider sports development context</p> <p>D1 Proposal writing for sports development</p>	<p>NS</p> <p>NS</p>	<p>relationships between commercialisation and the media to familiar and unfamiliar contexts</p> <p>Informed Band 2 (5-8marks) =</p> <p>- Proposed activities demonstrate relevance to aims (which shows knowledge of sports development). - Rationale for proposed activities are often present and generally relevant to scenario with suggested timeframes. - Evidence of research being applied and referenced to the scenario.</p> <p>Mature Band 4 (13-15marks) =</p> <p>Proposed activities demonstrating specific relevance to aims (which shows indepth knowledge of sports development). - Justification for proposed activities shows relevance to scenario, with realistic timeframes. - Evidence of current research being applied and referenced to the scenario.</p> <p>AO3 Analyse and evaluate the impact of sports development proposals in the wider sports development context</p> <p>Informed Band 1 (1-3marks) =</p>	<p>athlete mentor visits)</p>	
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		<p>D2 Interrelationship between proposals and the wider sports development context</p>	<p>NS</p>	<p>Identifies resources for proposed activities (to meet aims), which shows limited knowledge of sports development.</p> <ul style="list-style-type: none"> - Resources identified and may be relevant to the activities. - Research might be evident, but lacking relevance to the scenario. <p>Mature Band 2 (4-5marks) =</p> <ul style="list-style-type: none"> - Identifies resources for proposed activities (to meet aims), which shows sound knowledge and understanding of sports development. - Resources are realistic and justified in the context of the activities. - Evidence of research being applied and referenced to the scenario. <p>AO4 Be able to develop a sports development proposal with appropriate justification</p> <p>Informed Band 3 (11-15 marks) = Demonstrates understanding of the interrelationships between proposal and wider sports development concepts.</p> <ul style="list-style-type: none"> - Justification is attempted, but is lacking relevance to proposal and sports development. - Evidence of research is applied and referenced to the relationships. <p>Mature</p>		
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				<p>Band 5 (21-25marks) = Demonstrates an in-depth analysis of interrelationships between proposal and wider sports development concepts. - Justification is relevant to proposal and sports development. - Evidence of current research being applied and referenced to the relationships.</p>		
<p>Term 2</p> <p>Unit 17. Sports Injury Management</p>	<p>Assignment 1 - Physiological and Psychological responses to sports injuries</p> <p>- learners will understand acute and overuse injuries, including clear differentiation of acute and overuse injuries.</p> <p>- Learners will demonstrate an understanding of the specific injuries selected, with regards to common signs and symptoms of the injury.</p> <p>- Learners must cover at least five acute injuries, i.e. bone, muscle strain/tear, ligament strain/tear, articular cartilage and joint, and five overuse injuries, i.e. bursa, ligament, muscle, tendon and bone.</p>	<p>Learning aim A - Understand common sports injuries and their associated physiological and psychological responses</p> <p>A1 Acute injuries</p> <p>A2 Overuse injuries</p>	<p>NS</p> <p>NS</p>	<p><u>Informed</u></p> <p>A. P1 Discuss common acute, overuse sports injuries and symptoms, and red flag symptoms.</p> <p>A. P2 Explain how the body responds physiologically and the mind psychologically to sports injuries.</p> <p><u>Informed & Mature</u></p> <p>A.M1 Assess common acute, overuse sports injuries and symptoms, with specific examples of injury mechanism and aetiology.</p> <p>A.M2 Assess the physiological and psychological response to sports injuries, with regard to the stages of injury, using specific examples</p> <p><u>Mature</u></p> <p>A. D1 Analyse common sports injuries and symptoms, and the</p>	<p>Workshop with semi/elite/pro athletes who have sustained injuries</p> <p>Interview sports therapists or physiotherapists</p> <p>First Aid courses available in school, Restart a Heart etc.</p>	<ul style="list-style-type: none"> • Unit 1: Anatomy and Physiology • Unit 2: Fitness Training and Programming for Health, Sport and Well-being • 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.

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	<ul style="list-style-type: none"> - Learners are free to choose the acute and overuse injuries from the content. - Learners will describe the red flag symptoms with regards to suspected spinal injury and medical referral. All ten red flag symptoms as shown in the unit content must be identified, with descriptions evident. - Learners will include evidence of an understanding of the physiological responses to injury. - Learners will include evidence of an understanding of the psychological responses to injury. - Learners must explain the five stages within the grief response, all three categories of response, different reactions to injury and the setting of goals. 	<p>A3 Red flag symptoms with regards to suspected spinal injury</p> <p>A4 Physiological response to injury</p> <p>A5 Psychological response to injury</p>	<p>NS</p> <p>NS</p> <p>NS</p>	<p>physiological and psychological responses to these with specific examples of injury mechanism and aetiology.</p>		
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<p>Unit 17. Sports Injury Management</p>	<p>Assignment 2 - Treating sports injuries</p> <p>- learners will apply appropriate protocols when demonstrating common treatment methods in a simulated environment.</p> <p>- Learners will take one scenario and design a progressive, appropriate rehabilitation programme for a specific sports injury. The scenario issued must allow the rehabilitation programme to address all five stages of rehabilitation, principles and methods of rehabilitation.</p> <p>Learners will provide additional annotation of psychological factors monitoring of the rehabilitation programme.</p> <p>Learners should provide a programme with a clear aim and rationale, show logical progression through the five stages of injury, when applying methods, principles and</p>	<p>Learning aim B - Explore common treatment and rehabilitation methods</p> <p>B1 Common treatment methods and the need for medical referral</p> <p>B2 Principles of rehabilitation</p> <p>B3 Methods of rehabilitation</p>	<p>NS</p> <p>NS</p> <p>NS</p>	<p><u>Informed</u></p> <p>B.P3 Apply appropriate protocols when performing a range of common treatment methods to four contrasting scenarios.</p> <p>B.P4 Design a progressive appropriate rehabilitation programme for a specific sports injury.</p> <p><u>Informed & Mature</u></p> <p>B.M3 Apply appropriate protocols in a confident and effective manner when performing a range of common treatment methods to four contrasting scenarios.</p> <p>B.M4 Design a detailed safe and appropriate rehabilitation programme for a specific sports injury, including adaptations and alternatives.</p> <p><u>Mature</u></p> <p>B.D2 Justify the rehabilitation programme design, including future recommendations and considerations.</p>	<p>Use St John’s ambulance or school first aid trained staff</p> <p>Guest lecturers from the industry, such as sports and rehabilitation therapists and physiotherapists, could be used to further explore real-life examples of rehabilitation programmes</p>	
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	progressions, to address all areas – joint range of motion, flexibility, muscle conditioning, neuromuscular control and skill acquisition/functional exercises.					
Unit 17. Sports Injury Management	<p>Assignment 3 - Risk factors and preventative measures for common injuries in a specific sport</p> <p>- learners will demonstrate an understanding of a wide range of intrinsic and extrinsic risk factors, using specific examples.</p> <p>- Learners will show clear detail and provide justified reason and/or evidence.</p> <p>- Learners' comprehension of risk factors will be demonstrated clearly.</p> <p>- Learners will identify associated preventative measures for each intrinsic and extrinsic risk factor, using specific examples.</p>	<p>Learning aim C - Investigate risk factors which may contribute to sports injuries and their associated prevention strategies.</p> <p>C1 Extrinsic risk factors</p> <p>C2 Intrinsic risk factors</p> <p>C3 Preventative measures</p>	<p>NS</p> <p>NS</p> <p>NS</p>	<p><u>Informed</u> C.P5 Explain how extrinsic and intrinsic risk factors contribute to sports injuries and how they can be prevented, using specific examples.</p> <p><u>Informed & Mature</u> C.M5 Assess preventative measures for intrinsic and extrinsic risk factors selected, using specific examples.</p> <p><u>Mature</u> C.D3 Analyse intrinsic and extrinsic risk factors which may contribute to sports injuries, using the sequence of prevention model.</p> <p>C.D4 Evaluate the importance of sports injury management, justifying its role in helping sports performers prevent or overcome common sports injuries.</p>	<p>Guest lecturers with responsibility for sports injury management (sports and rehabilitation therapists, physiotherapists, sports coaches, sports management staff, and health and safety officers.)</p>	