

CURRICULUM OVERVIEW 2018-19



Sport BTEC Level 3 Extended Certificate in Sport Year 13

Success for All through Achievement, Challenge & Enjoyment



Curriculum Overview 2018-19

Year group: 13

Subject: Sport BTEC Level 3 Extended Certificate in Sport

Periods per fortnight: 4

Unit 3 – Professional Development in sport: 2 Periods

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p>Learning aim A: Understand the career and job opportunities in the sports industry</p> <p>A1 Scope and provision of the sports industry</p> <p>The size, breadth and geographic spread of the sports industry, locally and nationally and factors that affect sports provision and employment opportunities.</p> <ul style="list-style-type: none"> • Sport and recreation industry data, economic significance, number of jobs. • Geographical factors – location, environment, infrastructure, population. • Socio-economic factors – wealth, employment, history, culture, fashion and trend. • Season factors, e.g. swimming pools that only open in the summer, summer camps, holiday sports clubs, competition seasons, training camps. <p>A2 Careers and jobs in the sports industry</p> <ul style="list-style-type: none"> • Key pathways – coaching, sports science (e.g. nutritionist, sport psychology, sports therapy and injury management in sport performance, exercise and fitness), sports development (e.g. sports development officers, National Governing Body (NGB) officers, sports administrator) leisure management (e.g. facility management, grounds keeping, activity coordinator) education, sports journalism. • Sectors – public, private, voluntary, third sector, public/private partnerships. • Local employers – public, private, voluntary, third sector, public/private partnerships. • National employers – public, private, voluntary, third sector. • Sources of information on careers in sports. 	<p>Watch Videos or read content</p> <p>Then answer between 5-10 questions on the topic in the google classroom.</p> <p>After each lesson write up lesson content that has been learnt</p> <p>Reading Sample coursework</p>	<p>Ensure they are receiving weekly notifications from Google classroom for unit 3 on their students set work, work completed or missing and feedback from teacher.</p> <p>Ensure students are completing pre learning tasks</p> <p>Ensure students are writing up lesson notes for preparation of coursework assignments</p> <p>Ensure they know when coursework assignment deadlines are that are posted on the google classroom.</p> <p>Ensure you know what grade your child got and whether they are resubmitting work within the 14 day resubmission window.</p> <p>Discuss with your child that every assignment will affect the points they achieve and therefore their overall grade.</p>

	<ul style="list-style-type: none"> • Definitions of types of employment and practical examples across different sports sectors and career pathways, locally and nationally: <ul style="list-style-type: none"> o full time o part time o fixed-term contract o self-employment (independent, subcontracted) o zero-hours contract o apprenticeships. <p>A3 Professional training routes, legislation, skills in the sports industry</p> <ul style="list-style-type: none"> • Career pathways – progression routes and successive jobs in different pathways: <ul style="list-style-type: none"> o coaching, e.g. NGB awards different disciplines, disability sport, working with children, safeguarding awareness o sports science – specialisms, e.g. nutritionist, sport psychology, sports therapy and injury management in sport performance, exercise and fitness o sports development, e.g. sports development officer, NGB leads, sports administration, talent pathway leads o leisure management, e.g. lifesaving, facilities management/maintenance, health and safety, customer service, marketing and promotion, finance, management activities o education pathways, e.g. Level 2 and Level 3 specialist qualifications, higher education. • Job descriptions and personal specifications for sports industry jobs. • Industry standards – safeguarding (Disclosure and Barring Service (DBS)), codes of practice, e.g. Register of Exercise Professionals (REPs), Sports Coach UK, organisational policies and procedures. • Safeguarding – DBS: self-disclosure, enhanced disclosure, regulations and requirements. • Sector-specific legislation that impacts on job roles. • Qualification and professional bodies, e.g. REPs, Sports Coach UK, Minimum Standards for Active Coaches, NGBs, Chartered Institute for the Management of Sport and Physical Activity (CIMSPA), Adventure Activities Licensing Authority (AALA). <p>A4 Sources of continuing professional development (CPD)</p>		
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	<p>Maintaining professional development in specific career pathways.</p> <ul style="list-style-type: none"> • Memberships of professional bodies: fees, qualification, logs of CPD. • Required updates to professional competences, e.g. first aid, safeguarding. • Career progression training – specific to sector, higher levels of qualification, management training sector specific, business or generic management, higher education FdSc, BA, BSc. • Gaining knowledge and experience through cross-sector opportunities, e.g. participation in cross-sector organisation board working groups, elite performance programmes. <p>Learning aim B: Explore own skills using a skills audit to inform a career development action plan</p> <p>B1 Personal skills audit for potential careers</p> <p>Producing a personal skills audit against a chosen career pathway.</p> <ul style="list-style-type: none"> • Interests and accomplishments. • Qualities – reliability, organisational skills, commitment, resilience, empathy. • Basic skills – literacy, numeracy and IT. • Experience, e.g. sporting, leadership, work, travel. • Qualifications – educational and sector specific. • Generic employability skills – teamwork, cooperation, communication, problem solving. • Specific technical skills, e.g. coaching, instructing, leading, administering test protocols. • Using SWOT (strengths, weaknesses, opportunities, threats) analysis. <p>B2 Planning personal development towards a career in the sports industry</p> <ul style="list-style-type: none"> • Use of personal skills audit to produce an action plan towards a sports and recreation industry career. • Identification of key timescales, e.g. immediate actions, next year, two years, five years, and ten years. • Identification of training/educational/experiential aims at these key times and processes to achieve these goals. • Careers guidance and support available and education choices. • Career development action plan (CDAP) – definition; higher levels, specialism and 		
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	<p>diversification, aims, milestones, measures.</p> <ul style="list-style-type: none"> • Professional development activities – workshops, training, job shadowing, self-reflection. <p>B3 Maintaining a personal portfolio/record of achievement and experience</p> <p>Personal portfolio/record of achievement:</p> <ul style="list-style-type: none"> • educational certificates • sport-specific awards • sporting achievements • testimonials • press cuttings • work experience • volunteering • any other relevant evidence • CVs targeting sports industry jobs. 		
Spring Term	<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>Selection of a job role in a suitable career pathway, identified from skills audit and CDAP and then preparation of all the relevant documents:</p> <ul style="list-style-type: none"> • a job advertisement giving suitable examples of where it could be placed • job analysis • job description • person specification • application form • personal CV • letter of application. <p>C2 Interviews and selected career pathway-specific skills</p> <ul style="list-style-type: none"> • Communication skills required for interview situations: body language and listening skills, professional approaches, formal language, skills and attitudes of interviewee, role play, body language, dress, interview questions. • Presentation skills – for micro-teach, for micro-coach. • Career pathway-specific technical knowledge/skills displayed, e.g. coaching, instructing, leading, handling equipment, following testing protocols. • Interview feedback form. • Observation form. • Reviewing applications from peer group. • Submitting applications to peer group. • Demonstration of a work-related competence (interviewing and being interviewed), 	<p>Watch Videos or read content</p> <p>Then answer between 5-10 questions on the topic in the google classroom.</p> <p>After each lesson write up lesson content that has been learnt</p> <p>Reading Sample coursework</p>	<p>Ensure they are receiving weekly notifications from Google classroom for unit 5 on their students set work, work completed or missing and feedback from teacher.</p> <p>Ensure students are completing pre learning tasks</p> <p>Ensure students are writing up lesson notes for preparation of coursework assignments</p> <p>Ensure they know when coursework assignment deadlines are that are posted on the google classroom.</p> <p>Ensure you know what grade your child got and whether they are resubmitting work within the 14 day resubmission window.</p> <p>Discuss with your child that every assignment will affect the points they achieve and therefore their overall grade.</p>

	<p>analysis of how the activity worked, if the correct questions were asked to achieve the desired outcome, if the advertisement, job description and person specification led to the application form and covering letter being completed with the right level of information;</p> <p>adherence to equal opportunities legislation.</p> <p>Learning aim D: Reflect on the recruitment and selection process and your individual performance</p> <p>D1 Review and evaluation</p> <ul style="list-style-type: none"> • Role-play activity. • Individual appraisal of own roles in being interviewed, interviewing and observing. • Review of communication skills. • Review of organisational ability. • Assessment of how the skills acquired support the development of employability skills. <p>D2 Updated SWOT and action plan</p> <ul style="list-style-type: none"> • SWOT analysis on individual performance in the role-play activities. • Self-critique of the events and documentation prepared and how it supported the activity. • Review of how effective the process was and how learners feel they may need to develop skills further to be able to conduct and participate in interviews more effectively. • Action plan to highlight how to address any weaknesses in skill set. 		
<p>Summer Term</p>			

Unit 5 – Application of Fitness Testing: 2 Periods

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p>Learning aim A: Understand the principles of fitness testing</p> <p>A1 Validity of fitness tests</p> <ul style="list-style-type: none"> • Understand what validity means and the application to fitness testing. • Validity of fitness test for different sports performers. <p>A2 Reliability of fitness tests</p> <ul style="list-style-type: none"> • Understanding of what reliability means. • Benchmarking data. • Methods of ensuring reliability pre-test, e.g. calibration of the equipment, warm-up, fitness test technique practice. • Methods of ensuring reliability during the test, e.g. skill level of the administrator, adherence to test protocol, constant conditions, appropriate rest period between tests. <p>A3 Practicality and suitability of fitness tests</p> <ul style="list-style-type: none"> • Factors affecting the practicality of fitness tests – cost, time, equipment, facility. • Suitability – the appropriateness of the test for the sport, sports performer, fitness levels of the performer. <p>A4 Ethical issues associated with fitness screening</p> <p>Learners should ensure they follow the appropriate ethical procedures with participants before and during fitness testing.</p> <ul style="list-style-type: none"> • Informed consent form, reasons for terminating a test. • Pre-test preparation, e.g. appropriate rest, no exercise before test, appropriate hydration levels, suitable warm-up for selected tests. • Data protection – recording results, confidentiality of data, storage of data. • Ethical clearance for test. • Ensuring the welfare of the subject throughout the test procedures. <p>Coursework - Assignment: Learning Aim A</p>	<p>Watch Videos or read content on</p> <ul style="list-style-type: none"> - A1 - A2 - A3 - A4 <p>Then answer between 5-10 questions on the topic in the google classroom.</p> <p>After each lesson write up lesson content that has been learnt</p> <p>Reading Sample coursework</p>	<p>Ensure they are receiving weekly notifications from Google classroom for unit 5 on their students set work, work completed or missing and feedback from teacher.</p> <p>Ensure students are completing pre learning tasks</p> <p>Ensure students are writing up lesson notes for preparation of coursework assignments</p> <p>Ensure they know when coursework assignment deadlines are that are posted on the google classroom.</p> <p>Ensure you know what grade your child got and whether they are resubmitting work within the 14 day resubmission window.</p> <p>Discuss with your child that every assignment will affect the points they achieve and therefore their overall grade.</p>
Spring Term	<p>Learning aim B: Explore fitness tests for different components of fitness</p>	<p>Watch Videos or read content on</p> <ul style="list-style-type: none"> - B1 - B2 - B3 	<p>Ensure they are receiving weekly notifications from Google classroom for unit 5 on their students set work,</p>

<p>Test protocol, equipment required for each test, safe and effective administration of the fitness test, correct units of measurement and suitability of each test for a range of sports performers and fitness levels.</p> <p>B1 Fitness tests to assess components of physical fitness</p> <ul style="list-style-type: none"> • Flexibility – sit and reach, shoulder flex test, calf muscle flexibility test, trunk rotation test. • Strength – 1RM tests, grip dynamometer, seven stage abdominal strength test. • Aerobic endurance – multi-stage fitness test, maximal oxygen consumption test (VO2 max), 12-minute Cooper test, Harvard step test, Rockport walk test. • Speed – sprint tests over 20 metres, 30 metres, 40 metres, 50 metres, 60 metres. • Muscular endurance – one-minute press-up, one-minute sit-up, wall sit test. • Body composition – skinfold calipers, bioelectrical impedance analysis, body mass index (BMI), girth measurements. <p>B2 Fitness tests to assess components of skill-related fitness</p> <ul style="list-style-type: none"> • Agility – Illinois agility run test, T-test, side-step test. • Balance – stork stand test, beam walk. • Co-ordination – wall-toss test. • Power – vertical jump test, standing long jump test, Margaria-Kalamen power test, seated medicine ball throw, cricket ball throw test, Wingate test. • Reaction time – ruler drop test. <p>B3 Planning of tests</p> <ul style="list-style-type: none"> • Subject requirements – for a particular sport/physical activity, age, gender, physical activity levels. • Selection of appropriate fitness tests – suitability, validity, reliability, practicality, sequence of tests, resources. • Test procedure – demonstration, instruction, practice. • Health and safety – subject screening, informed consent, pre-test warm-up. <p>B4 Administration of tests</p> <ul style="list-style-type: none"> • Role of tester – organise equipment and facility, motivator – prepare client for tests (warm-up, client consultation and pre-test procedures), maintaining a good rapport with client, recording of results. 	<p>- B4</p> <p>Then answer between 5-10 questions on the topic in the google classroom.</p> <p>After each lesson write up lesson content that has been learnt</p> <p>Reading Sample coursework</p>	<p>work completed or missing and feedback from teacher.</p> <p>Ensure students are completing pre learning tasks</p> <p>Ensure students are writing up lesson notes for preparation of coursework assignments</p> <p>Ensure they know when coursework assignment deadlines are that are posted on the google classroom.</p> <p>Ensure you know what grade your child got and whether they are resubmitting work within the 14 day resubmission window.</p> <p>Discuss with your child that every assignment will affect the points they achieve and therefore their overall grade.</p>
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	<ul style="list-style-type: none"> • Responsibilities of tester – observation of tests, correct technique, client needs, suitable testing for age, sport and fitness levels. • Pre-test checks – on equipment, on client, recording documentation. <p>Learning aim C: Undertake evaluation and feedback of fitness test results</p> <p>C1 Produce a fitness profile for a selected sports performer</p> <p>Interpret results against normative data:</p> <ul style="list-style-type: none"> • comparison and making judgements against peers, sports performers, norms for elite athletes, in line with accepted health ranges • suitability of fitness test selection. <p>C2 Providing feedback to a selected sports performer</p> <ul style="list-style-type: none"> • Method of feedback (verbal, written). • Test results. • Levels of fitness. • Strengths and areas for improvement. • Suggest and justify appropriate recommendations for improvements to develop each component of fitness tested. <p>Coursework – Assignment 2 – Learning Aim B and C</p>		
Summer Term			