



Teddington Sixth Form



BTEC Level 3 National Extended Certificate in SPORT

**Course Details & Transition Tasks
2020 - 2022**

SPORT BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE

Through this BTEC course you will learn independently through completing projects, tasks and assignments that are realistic to the work place within the sports industry. You will develop skills such as ICT skills, problem solving, working with others, independent learning, organisational skills and meeting deadlines, all of which are essential qualities for successful performance in working life.

Exam Board: Edexcel

Course Duration: 2 years and should run alongside two other subjects at Sixth Form.

Course Led by: Miss Metcalfe, Head of Physical Education

ENTRY REQUIREMENTS

Students are expected to get an average of around Grade 4 across all GCSE results with English and Maths at Grade 4.

WHO IS THIS BTEC FOR?

This is for students who want to continue their education through applied learning and who aim to progress to higher education in sport related courses and ultimately to employment in the sport sector.

WHAT IS THE QUALIFICATION?

Pearson BTEC Level 3 National Extended Certificate in Sport 360 GLH (445 TQT)
Equivalent in size to one A Level. 4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (67%). A broad basis of study for the sport sector. This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

WHAT IS THE COURSE CONTENT?

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers and professional bodies have also been involved and consulted to confirm that the content is appropriate and consistent with current practice for learners who may choose to enter employment directly in the sport sector. Students can study the following:

- Anatomy and Physiology
- Fitness Training and Programming for Health, Sport and Well-being
- Professional Development in the Sports Industry
- Sports Leadership
- Application of Fitness Testing
- Sports Psychology
- Practical Sports Performance

(These units can change)

Students will also choose one optional unit from a range which has been designed to support choices in progression to sport courses in higher education, and to link with relevant occupational areas.

WHAT COULD THIS QUALIFICATION LEAD TO?

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses. The total amount of guided learning hours given for this BTEC is 360GLH spread across two years. The course **cannot** be completed in one year in order to meet the 1 A Level equivalent.

Students should always check the entry requirements for degree programmes with specific higher education providers.

Future employment opportunities: Exercise Physiologist, Fitness Centre Manager, Personal Trainer, Secondary School Teacher, Sports Administrator, Sports Coach, Sports Development Officer, Sports Therapist.

STRUCTURE EXAMPLE

Mandatory Units:

Students must complete 3 units and achieve a Near Pass grade or above in all mandatory external units and achieve a Pass or above in the mandatory internal unit.

- Anatomy and Physiology
- Fitness Training and Programming for Health, Sport and Well-being
- Professional Development in the Sports Industry

Optional Units:

Students must complete one optional unit.

Example:

Sports Leadership

Application of Fitness Testing

Sports Psychology

Practical Sports Performance

EXTERNAL ASSESSMENTS

This is an example of the type and availability of external assessment, which is of units making up 67% of the total qualification GLH (360GLH).

WHY CHOOSE A BTEC?

Today's BTEC Nationals are demanding, as you would expect of the most respected applied learning qualification in the UK. You will have to choose and complete a range of units, be organised, take some assessments that we will set and mark, and keep a portfolio of your assignments. But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to study further, go on to work or an apprenticeship, or set up your own business – your BTEC National will be your passport to success in the next stage of your life.

BTECs embody a fundamentally student-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

Employers are looking for recruits with a thorough grounding in the latest industry requirements and work-ready skills such as teamwork. Higher education needs students who have experience of research, extended writing and meeting deadlines.

We have addressed these requirements with:

- A range of BTEC sizes, each with a clear purpose, so there is something to suit each student's choice of study programme and progression plans
- Refreshed content that is closely aligned with employers' and higher education needs for a skilled future workforce
- Assessments and projects chosen to help students progress to the next stage. This means some are set by Teachers to meet local needs, while others are set and marked by Pearson so that there is a core of skills and understanding that is common to all students.

TRANSITION TASKS:

Task 1: Rules and regulations of your chosen sport

- Create a PowerPoint on what are the most key rules and regulations of your chosen sport. Consider why sports have rules and regulations? Whose responsibility is it to enforce the rules? What is the positive and negative impact? And how do they do this? (If you have studied this at GCSE, you may wish to consider the Sociocultural topics that you have covered previously) To analyse this, consider why rules & regulations have had to change? Can you give a sporting situation example where each of the rules have been applied to win in a competitive environment?

Challenge: Research 3 National Governing Bodies (NGB) and International Sports Federation (ISF) and what impact

Task 2: Fitness Training and Programming for Health, Sport and Well-being

- Consider and interpret the lifestyle factors and screening information for a selected individual. You can pick someone and interview them, or you may find it easier to analyse yourself.

Lifestyle Factors	<i>Introduce the lifestyle factor as positive or negative and explain why</i>	<i>Negative effects of using/ doing this (social, physical & mental)</i>	<i>Positive effects on health and well-being if this improved (social, physical & mental)</i>	Government Guidelines
Exercise/ Lack of				
Smoking				
Alcohol				
Stress				
Sleep				
Diet				

Challenge: Research screening methods used to help measure our fitness and body composition.

Brainiac.co.uk is a very useful website that can be used that will give you normative data.

Try to compare yours with the average or others.

Screening Info	<i>Negative effects of this score</i>	<i>Positive effects on health and well-being if this is improved</i>	<i>Links to normative data</i>
<i>BMI</i>			
<i>Blood Pressure</i>			
<i>Waist to Hip</i>			
<i>Resting Heart Rate</i>			

Task 3: Provide lifestyle modification techniques

- With your chosen individual, consider all the lifestyle factors and make notes on current status and potential modification techniques that may suit that individual. You will need to consider everyday life.

Lifestyle Factors	<i>Lifestyle Modification Techniques</i>
Exercise/ Lack of	
Smoking	
Alcohol	
Stress	
Sleep	
Diet	

- Challenge: Consider writing a report/ or putting a PowerPoint together to consolidate your findings.
- Highlight at least 2 lifestyle modification techniques for each negative lifestyle factor based on the responses on the lifestyle questionnaire
- Link the modification technique to the case study and why it is specific to that person
- Justify the give lifestyle techniques – how can they easily add a modification technique to improve their lifestyle

Task 4: Provide and justify your nutritional guidance for _____ to meet his/her specific requirements.

- With your chosen individual go through each component and through an informal conversation write down notes about how these build into their every day diet.

Food group	<i>Effects/ advantages</i>
Hydration	
Carbohydrates (macronutrient)	
Protein (macronutrient)	
Fats (macronutrient)	
Vitamins (micronutrients)	Vit A Vit B Vit C Vit D Calcium Iron -

Challenge: Provide and justify your nutritional guidance for _____ to meet his/her specific requirements.

Answer Must include:

- Comment on both macronutrients and micronutrients and their sources of food and possible quantities.
- Hydration is a big part of nutritional guidance.
- Try to give RDAs and suggested calorie intake on their current diet as well as based around strategies to adapt someone's diet to gain or lose weight.
- NHS guidelines - comment on the individual's diet and what they should be doing to improve it and how this can be achieved.
- Ways to improve diet
- Make answer specific to client and their requirements.
- Detailed justification in relation to how they will improve client's health and wellbeing.

Task 5: Propose and justify different training methods that meet _____s training needs.**Write down training methods for each component of fitness & FITT principles.**

- Provide training methods for all the relevant components of fitness that need to be trained for the given individual and their aims

- Choose training methods that are relevant to the individuals' needs and lifestyle. If someone has not been doing any exercise, then they cannot be expected to train at a very high intensity immediately.

- Justify all selected training methods specifically in relation to the individuals training needs (why should they use that type of training method – what are the advantages?)

- The training methods proposed should be linked to the health screening scores and how they will help improve the individual's fitness and overall health

Please pick from the following:

Skill Related Principles

Balance/Agility/Power/Reaction time/Co-ordination

Fitness related Principles

Aerobic endurance/Muscular Strength/Muscular endurance/Flexibility/Speed

Task 6: Design weeks 1, 3 and 6 of a 6 week fitness training programme for your chosen individual.**Should include:**

- Frequency
- Intensity (% of max heart rate)
- Time (timings of sessions e.g. 2 hours, 45 mins)
- Type (type of training to be used e.g. continuous training, free weights, static stretching)

- Ensure that the FITT principle and additional principles of fitness have been incorporated into the programme.
- Try to design the programme around the lifestyle of the individual taking their specific needs into account

