

**Pearson BTEC L3 National Extended Certificate in Sport (601/7218/6) – 2 Year (Post-16)**

Unit	Assessment	Content overview	Delivery guidelines	Staff
<b>Unit 1:</b> Anatomy and Physiology (120 GLH) Mandatory	External Written examination: 1 hour and 30 minutes  <b>Scored out of 80 marks.</b>	Topic A: Skeletal System Topic B: Muscular System Topic C: Respiratory System Topic D: Cardiovascular System Topic E: Energy Systems	Sep – October half-term October half-term – Christmas January – February half-term February half-term – Easter Easter – May half-term	ATA
<b>Unit 2:</b> Fitness Training and Programming for Health, Sport & Well-being (120 GLH) Mandatory and Synoptic	External Synoptic exam Part A – 4 hours research and note taking x4 sides of A4 Written examination 2 hours and 30 minutes  <b>Scored out of 60 marks</b>	Topic A: Examine lifestyle factors and their effect on health and wellbeing  Topic B: Understand the screening processes for training programming  Topic C: Understand programme-related nutritional needs  Topic D: Examine training methods for different components of fitness  Topic E: Understand training programme design	Sep – October half-term  October half-term – Christmas  January – February half-term  February half-term – Easter  Easter – May half-term	TSK
<b>Unit 3:</b> Professional Development in the Sports Industry (60 GLH) Mandatory	Internal Assignment 1- Careers in Sport (learning aims A&B)  Assignment 2- Applying for a job in the Sports Industry (learning aims C&D)	<b>Learning Aims</b> A Understand the career and job opportunities in the sports industry B Explore own skills using a skills audit to inform a career development action plan C Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway D Reflect on the recruitment and selection process and your individual performance.	Assignment 1- May- July (year 12) Assignment 2- Sept- Dec (year 13)	PSA / AME
<b>Unit 4:</b> Sports Leadership (60 GLH) Optional	Internal Assignment 1- Investigating Different Leadership Strategies (learning aim A)  Assignment 2- Investigating the Psychological Factors and their Links with Effective Leadership (learning aim B)  Assignment 3- Applying Appropriate Leadership	<b>Learning Aims</b> A Understand the roles, qualities and characteristics of an effective sports leader B Examine the importance of psychological factors and their link with effective leadership C Explore an effective leadership style when leading a team during sport and exercise activities	Assignment 1- Sept to Nov (year 12) Assignment 2- Nov to Feb (year 12) Assignment 3- Feb to April (year 12)	PSA / AME

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	Strategies (learning aim C)			
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**Unit 1:**

**Year 12**

Topic A: Skeletal System A1, A2, A3, A4, A5, A6	September – October half-term
Topic B: Muscular System B1, B2, B3, B4, B5, B6, B7, B8	October half-term – Christmas
Topic C: Respiratory System C1, C2, C3, C4, C5, C6, C7	Christmas – February half-term
Topic D: Cardiovascular System D1, D2, D3, D4, D5, D6	February half-term – Easter
Topic E: Energy Systems E1, E2, E3, E4, E5, E6	Easter – May half-term

May half-term – July

Revision and mock exam

**Year 13**

Topic A: Skeletal System A1, A2, A3, A4, A5, A6	Week 1 & 2
Topic B: Muscular System B1, B2, B3, B4, B5, B6, B7, B8	Week 3 & 4
Topic C: Respiratory System C1, C2, C3, C4, C5, C6, C7	Week 5 & 6
	October Half-Term
Topic D: Cardiovascular System D1, D2, D3, D4, D5, D6	Week 7 & 8
Topic E: Energy Systems E1, E2, E3, E4, E5, E6	Week 9 & 10
Revision / Walking, talking mock	Week 11
Mock in lesson, review mock in lesson	Week 12
Revision	Week 13

Sit exam in January Year 13 (Retake in Summer if needed)

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**Unit 2:**

**Year 12**

Topic A: Examine lifestyle factors and their effect on health and wellbeing – A1, A2, A3	September – October half-term
Topic B: Understand the screening processes for training programming – B1, B2, B3	October half-term – Christmas
Topic C: Understand programme-related nutritional needs - C1, C2, C3	Christmas – February half-term
Topic D: Examine training methods for different components of fitness - D1, D2, D3	February half-term – Easter
Topic E: Understand training programme design – E1	Easter – May half-term

May half-term – July

Revision and mock exam

**Year 13**

All lessons and homework in Year 13 will be based around; note taking practice for Part A of the synoptic exam, practice structuring responses based on the section structure PP, use of SAM to compare to model answers, timed responses to acclimatise the students to the volume of writing required and looking at a variety of scenarios from past exams.	
Topic A: Examine lifestyle factors and their effect on health and wellbeing	Week 1 & 2
Topic B: Understand the screening processes for training programming	Week 3 & 4
Topic C: Understand programme-related nutritional needs	Week 5 & 6
	October Half-Term
Topic D: Examine training methods for different components of fitness	Week 7 & 8
Topic E: Understand training programme design	Week 9 & 10
Revision / Walking, talking mock	Week 11
Mock in lesson, review mock in lesson	Week 12
Revision	Week 13

Sit exam in January Year 13 (Retake in Summer if needed)

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### Unit 3:

#### Year 12

##### Assignment 1- Careers in Sport (May to July)

- 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.
- 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.
- A.M1 Analyse the professional development requirements and opportunities for specialism or promotion in different career pathways and the associated job opportunities in the sports industry.
- 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.
- 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.

### Unit 3:

#### Year 13

##### Assignment 2- Applying for a job in the Sports Industry (September- December)

- C.P5 Prepare appropriate documentation for use in selection and recruitment activities.
- C.P6 Participate in the selection interviews and activities, as an interviewee.
- D.P7 Review own performance in role in the interviewing activities, supported by an updated SWOT analysis.
- C.M4 In interviews and activities demonstrate analytical responses and questioning and activities to allow assessment of skills and knowledge.
- D.M5 Analyse the results of the process and how your skills development will contribute to your future success.
- CD.D2 Demonstrate individual responsibility and effective self-management during the recruitment activity.
- CD.D3 Evaluate how well the documents prepared, and own performance in the interview activities supported, the process for accessing the selected career pathway.

### Unit 4:

#### Year 12

##### Assignment 1- Investigating Different Leadership Strategies (September to November)

- A.P1 Discuss the skills, qualities and characteristics of three different leadership roles within different sport and exercise activities or environments.
- A.P2 Explain the importance of skills, qualities and characteristics in the leadership role within different sport and exercise activities or environments.
- A.M1 Analyse the importance of skills, qualities and characteristics in the leadership role within different sport and exercise activities or environments.
- A.D1 Evaluate the impact of skills, qualities, characteristics on sports leadership within different sport and exercise activities or environments.

##### Assignment 2- Investigating the Psychological Factors and their Links with Effective Leadership (November to February)

- B.P3 Discuss how key psychological factors may affect sports leadership within different sport and exercise activities or environments.
- B.M2 Analyse key psychological factors that may affect sports leadership within different sport and exercise activities or environments.
- B.D2 Evaluate the impact of key psychological factors on sports leadership within different sport and exercise activities or environments.

##### Assignment 3- Applying Appropriate Leadership Strategies (February to April)

- C.P4 Demonstrate a chosen leadership style, using appropriate skills when leading a team during a sport and exercise activity.
- C.M3 Demonstrate a chosen leadership style, using effective skills when leading a team during a sport and exercise activity.

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- C.P5 Review the impact of own leadership style on the performance of the team during the sport and exercise activity.
- C.M4 Analyse your chosen leadership style and the impact of it on team performance, considering own strengths and areas of weakness.
- C.D3 Justify your leadership style and its impact on team performance, suggesting alternative leadership styles that could be used to improve team performance.

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Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve all units</b>				
<b>1</b>	Anatomy and Physiology	<b>120</b>	<b>Mandatory</b>	External
<b>2</b>	Fitness Training and Programming for Health, Sport and Well-being	<b>120</b>	<b>Mandatory and Synoptic</b>	External
<b>3</b>	Professional Development in the Sports Industry	<b>60</b>	<b>Mandatory</b>	Internal
<b>Optional units – learners complete 1 unit</b>				
<b>4</b>	Sports Leadership	<b>60</b>	<b>Optional</b>	Internal
<b>5</b>	Application of Fitness Testing	<b>60</b>	<b>Optional</b>	Internal
<b>6</b>	Sports Psychology	<b>60</b>	<b>Optional</b>	Internal
<b>7</b>	Practical Sports Performance	<b>60</b>	<b>Optional</b>	Internal

### Transferable Skills

#### *Cognitive skills*

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate.

#### *Interpersonal skills*

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

#### *Intrapersonal skills*

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- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

### Progression

Students who would benefit most from studying this qualification are likely to have a Level 2 qualification such as a GCSE in Physical Education.

Students can progress from this qualification to:

- further study of physical education in higher education
- vocational courses such as the BTEC National in Sport and Sport and Exercise Sciences
- apprenticeships or other training
- employment in a related sector.

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two-year programme of study. It combines well with a large number of subjects and supports entry to higher education courses in a very wide range of disciplines (depending on the subjects taken alongside). For learners who wish to study an aspect of sport in higher education, opportunities include:

- BA (Hons) in Sport Studies and Business, if taken alongside A Levels in Business and Maths
- BSC (Hons) in Sport Psychology, if taken alongside a BTEC National Extended Certificate in Applied Science and A Level in Psychology
- BA (Hons) in Sports Education and Special and Inclusive Education, if taken alongside an A Level in English Language and a BTEC National Extended Certificate in Performing Arts
- BA (Hons) in Sport and Exercise Science, if taken alongside a BTEC National Diploma in Applied Science.

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