

BTEC Sport Handbook



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# Course details

## Qualification

BTEC L3 National Extended Certificate in Sport

## Specification

[BTEC Sport Specification](https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Sport/20161/specification-and-sample-assessments/btec-l3-national-ext-cert-in-sport-spec.pdf)

## Entry Requirements

##

## Calendar

|  |  |  |
| --- | --- | --- |
| **Half-term** | **Year 12** | **Year 13** |
|  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 1** | **Unit 2** | **Unit 7** |
| 1 | A. Skeletal System | Q1 – Lifestyle factors | LA A: Jobs, training and legislation in the industry | Synoptic Questions | Revision | LA&B Rules, officials, tactical and technical demands |
| 2 | B. Muscular System | Q2 – Health Screening | LA B: Skills Audit and Action Plan | Revision | Revision | LAC&D Perform and review own performance |
| 3 | C. Respiratory System | Q3 – Nutrition | LA A & B: Assignment writing (Applying LA A and B) | External Exam | External Exam | LAC&D Perform and review own performance |
| 4 | D. Cardiovascular System | Q4 – Training methods | LA C: Job applications |  |  | LA AB & CD: Assignment writing  |
| 5 | E. Energy Systems External Exam | Q5 – Training programme designExternal Exam | LA C: Interviews and Micro leadLA D: Evaluation |  |  | LA AB & CD: Assignment writing  |
| 6 | Synoptic Questions | Q6 - Justification | LA C & D: Assignment writing (Applying LA C and D) |  |  |  |

## Contact details

PE Faculty Leader and teacher of Anatomy and Physiology: Suzanne Lancashire slancashire01@beckfoot.org

Assistant faculty Leader and teacher of Fitness testing : Katie Holmes kholmes01@beckfoot.org

Teacher of Professional Development: Mrs Walshaw kwalshaw01@beckfoot.org

# Organisation

You are expected to maintain a well-organised folder, which will be checked by a teacher once per half-term. You must use file dividers to organise your folder according to the unit contents page.

Notes from each lesson should have a title and date, and placed into your files so that you have a useful set of notes from which you can revise.

# Equipment

You must bring the following to all lessons:

* Black pens, green pen, mini-whiteboard pen, pencil.
* Folder

# Assessment

## BTEC Sport is a modular course comprising of four different units.

Units 1 and 2 are **externally** assessed.

Units 3 and 7 are **internally** assessed.

## Internal assessments (coursework)

Unit 3 is carried out in year 12.

Unit 7 is carried out in year 13.

Both units comprise of two pieces of coursework. Content will be taught and then the assignment set. Deadlines for each piece of coursework will be given at the start of each assignment.

For unit 3, assessment will be through written coursework alongside practical interviews and a micro coach/teach

For unit 7, assessment will be through written coursework alongside practical sporting performance in one individual sport and one team sport.

Both units carry 16.5% weighting towards the overall A Level, however **unit 3 is a mandatory unit and must be passed to pass the overall course**.

## External assessments

**Unit 1 External Exam (90 minutes – 80 marks):**

6 sections:

1. Skeletal System D - Cardiovascular System
2. Muscular System E - Energy Systems
3. Respiratory System F - The interrelationships between body systems for sports performance.

Each section contains a variety of short and extended questions (ranging from 1 – 6 marks) except for Section F which is one 8 mark extended question.

33% of the overall A Level with a minimum of a NP to be achieved to pass the overall qualification.

**Unit 2 (2 hours – 60 marks)**

6 questions, ranging from 6 to 12 marks.

All six questions are extended response questions.

33% of the overall A Level with a minimum of a NP to be achieved to pass the overall qualification.

## Grade Boundaries

Below is an indication of the highest grade boundaries that have been used in Unit 1 and 2 exams, up to 2024. These are indicative only – actual grade boundaries used for in-class assessments may vary.

## A table with numbers and text  Description automatically generated



## Calculation of the Qualification Grade

Calculation of the qualification grade

The qualification grade will be calculated through the aggregation of points achieved through the successful achievement of individual units.

For the calculation of a qualification grade for a BTEC a student must:

• complete all 4 units

• achieve a minimum ‘near pass’ in all externally assessed **mandatory** units and achieve a minimum ‘pass’ in all internally assessed **mandatory** units

 **Unit points: Overall Grade:**

Although learner has sufficient points to gain a PASS, they have not met the course requirements of gaining at least a Near Pass in all mandatory units

|  |
| --- |
| **Points per unit** |
| **60 GLH** (Units 3 & 7) | **120 GLH** (Units 1 & 2) |
| Grade | Points | Grade | Points |
| U | 0 | U | 0 |
|  |  | N | 8 |
| P | 6 | P | 12 |
| M | 10 | M | 20 |
| D | 16 | D | 32 |

|  |  |
| --- | --- |
| Points  | Grade |
| 36 | P |
| 52 | M |
| 74 | D |
| 90 |  D\* |

**Examples of course outcomes:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| UNIT 1 | UNIT 2 | UNIT 3 | UNIT 4 | TOTAL | GRADE |
| U | M | M | P | 36 | **U** |
| N | P | M | P | 36 | **P** |
| P | P | P | P | 36 | **P** |
| P | M | M | M | 52 | **M** |
| M | M | D | D | 72 | **M** |
| P | D | D | D | 76 | **D** |
| D | D | D | M | 90 | **D\*** |

**UCAS Points**

|  |  |  |
| --- | --- | --- |
| **BTEC Grade** | **UCAS Points**  | **Equiv. grade at A Level** |
| D\* | 56 | A\* |
| D | 48 | A |
| M | 32 | C |
| P | 16 | E |

##

## Lesson Internal assessments

You will have an end-of-topic assessment at the end of each unit, which will take the form of past paper questions or practice coursework scenarios. Up to 25% of each assessment will comprise of questions from previous units (cumulative assessment), so it is important that you keep your revision of all topics up-to-date.

## Year 12

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Half-term** | **Unit** | **Main assessment topic** | **Spec.** | **Cumulative assessment topic** | **Spec.** |
| 1 | 1: Anatomy | Skeletal SystemA1 – 6 | Unit 1: A1 – A6 |  |  |
| 1 | 2: Fitness training | Question 1:A Examine lifestyle factors and their effect on health and wellbeing | Unit 2: A1 – A2B1 - B3 |  |  |
| 1 | 3: Professional development | LA A1 - Scope of the sport industryLA A1 - Local and national examples of provisionLA A2 - Sectors and Contract types | Unit 3: LA A1 & A2 |  |  |
| 2 | 1: Anatomy | Muscular SystemB1 – B8 | Unit 1: B1 – B8 | Skeletal System A1- A6 | Unit 1: A1 - A6 |
| 2 | 2: Fitness training | Question 2:Provide and justify lifestyle modification techniques  | Unit 2: A3 |  |  |
| 2 | 3: Professional development | LA A3 - Career pathwaysLA A3 - Job descriptions and person specificationsLA A4 - Industry standards and CPD | Unit 3: LA A3 & A4 | LA A1 - Scope of the sport industryLA A1 - Local and national examples of provisionLA A2 - Sectors and Contract types | Unit 3: LA A1 & A2 |
| 2 | 3: Professional development | LA B1 - Skills AuditLA B1 - Skills AuditLA B1 – SWOT analysis LA B2 - CDAP | Unit 3: LA B1 & B2 |  |  |
| 3 | 1: Anatomy | Respiratory SystemC1 – C7 | Unit 1: C1 – C7 | Skeletal System A1- A6 Muscular System B1 – 8 | Unit 1: A1 - B8  |
| 3 | 2: Fitness training | Question 3:Provide and justify nutritional guidance  | Unit 2: C1 - C3 | Question 1 & 2 | A1 – A2B1 – B3A3 |
| 4 | 1: Anatomy | Cardiovascular SystemD1 – D6 | Unit 1: D1 – D6 | Skeletal System A1- A6 Muscular System B1 – 8Respiratory System C1 -C7 | Unit 1: A1 - C7 |
| 5 | 1: Anatomy | Energy SystemsE1 – E6 | Unit 1: E1 – E6 | Skeletal System A1- A6 Muscular System B1 – 8Respiratory System C1 -C7Cardiovascular System D1 – D6 | Unit 1: A1 - D6  |
| 5 | 2: Fitness training | Question 4:Propose and justify different training methods | Unit 2: D1 – D2 |  |  |
| 5 | 3: Professional development | LA C1 – Letter of applicationLA C2 – Interview question and answers | Unit 3: LA C1 & C2 |  |  |
| 5 | 2: Fitness training | Question 5:Design a training programmeQuestion 6: Justify training programme design | Unit 2: D1 – D2 |  |  |

## Year 13

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Half-term** | **Unit** | **Main assessment topic** | **Spec.** | **Cumulative assessment topic** | **Spec.** |
| 6 | 3: Professional development | LA D1 Reviewing and evaluating interviewLA D2 – SWOT analysis and action plan | Unit 3: LA D1 & D2 |  |  |
| 1 | 1: Anatomy | F: Synoptic questions | Unit 1: E1 – E6 | Skeletal System A1- A6 Muscular System B1 – 8Respiratory System C1 -C7Cardiovascular System D1 – D6Energy Systems E1 – E6 | Unit 1: A1 - E6 |
| 1 | 2: Fitness training | Questions 1-3 | Unit 2: Sections A, B & C |  |  |
| 2 | 1: Anatomy | Skeletal System A1- A6 Muscular System B1 – 8Respiratory System C1 -C7Cardiovascular System D1 – D6Energy Systems E1 – E6F: Synoptic questions | Unit 1: Sections A - F |  |  |
| 2 | 2: Fitness training | Questions 4- 6: | Unit 2: Sections D - E |  |  |
| 3 | 7: Practical Sports | LA A & BRules, regulations, OfficialsTactics and techniques | Unit 7:LA A & B |  |  |
| 4 | 7: Practical Sports | LA CPractical Sports performance | Unit 7:LA C |  |  |
| 5 | 7: Practical Sports | LA DEvaluating performance | Unit 7:LA D |  |  |

# 5 hours in… PE

Research shows that the most successful students (i.e. those that make the most progress and get the highest grades) are doing between 20 and 25 hours of independent study per week by the end of Year 13. That may seem a lot, but it’s something that you would build up to over the course of your A-Levels. In Year 12, we’re talking something more like 15 hours per week. This equates to roughly 5 hours of independent study per A-Level per subject.

Independent study can be divided into three types – Consolidation, Reactive and Proactive.

**Consolidation**

The evening following a PE lesson, you should spend 12-15 minutes (24-30 minutes for a double) rereading your notes, writing your key terms and making relevant flashcards e.g. for equations, definitions, facts you need to recall etc.

**Reactive**

This is your ’homework’. Each of your PE teachers should give you at least 1 hours’ worth of homework each week. If they don’t – ask them for some! If you find this takes more than 1 hour, that’s fine, you can take this from the proactive phase (not from the consolidation phase though). Equally, if you find you finish your reactive work quickly, spend more time on your proactive work.

**Proactive**

This is the section that will broaden and deepen your overall understanding of the subject you are studying. It will not necessarily involve work that has been set by your teacher, but instead it is about you doing the extra practice questions, reading articles, watching videos, TED talks etc. In PE, this might contain some of the following:

* Complete a set of practice past paper questions – available on the website (1 hour)
* Use websites to complete and add to class notes (30 minutes)
* Use the specification checklist to evaluate your understanding (10 mins)
* Answer questions in your Exam questions booklet (30 mins)
* Practice exam questions from your PE textbook or workbook (30 mins)
* “Read, Cover, Write and Check” sections of Knowledge organisers (30 mins)
* Watch a TED talk on a PE topic (20 mins)
* Watch some videos and complete some quizzes on 365 (30 mins)

**Useful links**

* Revision resources [0. MLR (2024-26)](https://becbd.sharepoint.com/%3Af%3A/r/teams/BECPE/Shared%20Documents/3.%20L3%20BTEC/4.%20Teaching%20Resources/0.%20MLR%20%282024-26%29?csf=1&web=1&e=uE1Bx1)
* Edexcel Past papers <https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FExternal-assessments>

# Supercurricular

## Read

* Good for a Girl: My Life Running in a Man's World – Lauren Fleshman
* The Dirtiest Race in History: Ben Johnson, Carl Lewis and the 1988 Olympic 100m Final – Richard Moore
* The uncomfortable truth about racism – John Barnes
* Journal: ‘Physiotherapy Journal’ - <https://www.csp.org.uk/professional-clinical/clinical-evidence/physiotherapy-journal/abstracts-archive>
* Independent Physiotherapy updates - <https://www.independent.co.uk/topic/physiotherapy>
* Biomechanics of the running shoe - <https://www.theguardian.com/sport/2023/apr/22/brands-try-to-get-a-step-ahead-in-battle-of-super-shoes>

## Watch

* Athlete A (abuse in sport) - Netflix
* Simone Biles Rising (sport psychology) – Netflix
* Rising Phoenix (disability in sport) - Netflix
* Mark Cavendish: Never Enough (sport psychology/injury)– Netflix
* The game changers (nutrition in sport) - Netflix
* Tom Brown’s school days 2005 (history of PE) – YouTube
* The Truth about Exercise (Fitness/health) – BBC
* Ronaldo: Tested to the limits (Biomechanics) - YouTube
* TED Talks: <https://www.ted.com/playlists/155/calling_all_sports_fans>

Listen

* The Sport Psych Show - [https://podcasts.apple.com/gb/podcast/the-sport-psych- show/id1434313037](https://podcasts.apple.com/gb/podcast/the-sport-psych-%20show/id1434313037)
* High performance podcast - <https://www.thehighperformancepodcast.com/podcast>
* The real science of sport podcast - <https://shows.acast.com/realscienceofsport>
* The injured athletes club podcast - <https://podcasts.apple.com/gb/podcast/the-injured-athletes-club/id1453612329>
* Podcast: ‘Physio Edge’ - <https://podcasts.apple.com/gb/podcast/physio-edge-podcast/id454714085>

## Compete

* Football: Bradford and National leagues
* Netball: Bradford and National leagues
* Basketball: Bradford league
* Badminton: Bradford league
* Table tennis: Bradford and National league
* Rugby: Bradford and National leagues
* Rounders: Bradford leagues
* Golf: National competition
* Bradford Schools Swimming Gala
* Cheerleading National competitions
* Athletics: School and National competitions
* Cross country: Bradford and National competitions
* Table cricket: National competitions
* Tennis: Bradford competitions
* Trampoline: National competition

## Online

* Institute of human anatomy – Tiktok
* The chartered society of physiotherapy - <https://www.csp.org.uk/>
* National careers service - <https://nationalcareers.service.gov.uk/>
* Indeed: careers in sport - <https://uk.indeed.com/q-sport-jobs.html?vjk=bbb04b9ee93a0204>
* Unifrog: <https://www.unifrog.org>

# Write like a Sports Scientist

It is important that you can explain yourself clearly in your written work. Writing like a Sports Scientist will ensure you are able to get your points across in an accurate and concise manner.

* Follow what the command word tells you.
* When answering levelled response questions, you can write in bullet points, which are especially useful when describing a process.
* Concise and to the point.
* Sequence in a logical order.
* Use specific terminology (do not use abbreviations).

# Write like a Sports Professional

It is important that you can explain yourself clearly in your written work. Writing like a Sports Professional will ensure you are able to communicate your research and evaluations in a concise and coherent manner.

* Follow what the assignment brief tells you.
* Use a variety of research to back up your points, referencing them accurately according to the [Harvard referencing system](https://www.scribbr.co.uk/referencing/generator/harvard/).
* Sequence in logical order.

## Command words

Analyse Learners examine in detail in order to discover the meaning or essential features of a theme, topic or situation, or break something down into its components or examining factors methodically and in detail. To identify separate factors, say how they are related and explain how each one contributes to the topic.

Assess Learners present a careful consideration of varied factors or events that apply to a specific situation or identifies those which are the most important or relevant to arrive at a conclusion.

Describe Learners give an account, or details, of ‘something’ or give an account of a ‘process’.

Discuss Learners identify the issue/situation/problem/argument that is being assessed in the question given, exploring all aspects and investigating fully.

Evaluate Learners review information before bringing it together to form a conclusion or come to a supported judgement of a subject’s qualities in relation to its context, drawing on evidence: strengths, weaknesses, alternative actions, relevant data or information.

Explain Learners convey understanding by making a point/statement or by linking the point/statement with a justification/expansion.

Give Learners can provide examples, justifications and/or reasons to a context.

Identify Learners assess factual information that may require a single word answer although sometimes a few words or a maximum of a single sentence are required.

State/Name Learners give a definition or example.

To what extent Learner’s review information then bring it together to form a judgement or conclusion, following the provision of a balanced and reasoned argument.

# Specification

## Unit 1: Anatomy and Physiology

Unit in brief

Learners explore how the skeletal, muscular, cardiovascular and respiratory systems function and

the fundamentals of the energy systems.

Unit introduction

Having an understanding of body systems is imperative in the sports industry so that professionals

can help support people who are taking part in sport and exercise. The human body is made up

of many different systems that interrelate to allow us to take part in a huge variety of sport and

exercise activities. For example, an athlete can go from rest to sprinting in a matter of seconds,

whereas an endurance athlete can continue exercising for many hours at a time.

In order to appreciate how each of these systems function, you will explore the structure of the

skeletal, muscular, cardiovascular, respiratory and energy systems as well as additional factors

which affect sport and exercise performance. The anatomy and physiology of each body system

and their processes are very different but work together to produce movement. You will gain a

full appreciation of how the body is able to take part in sport and exercise through understanding

the interrelationships between these body systems.

This unit will give you the detailed core knowledge required to progress to coaching and instruction

in the sports industry or further study.

Assessment outcomes

AO1 Demonstrate knowledge of body systems, structures, functions, characteristics, definitions and

other additional factors affecting each body system

Command words: describe, give, identify, name, state

Marks: ranges from 1 to 4 marks

AO2 Demonstrate understanding of each body system, the short- and long-term effects of sport

and exercise on each system and additional factors that can affect body systems in relation to

exercise and sporting performance

Command words: describe, explain, give, name, state

Marks: ranges from 1 to 4 marks

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

AO4 Evaluate how body systems are used and how they interrelate in order to carry out exercise

and sporting movements

Command words: assess, evaluate

Marks: 6 marks

AO5 Make connections between body systems in response to short-term and long-term exercise

and sport participation. Make connections between muscular and all other systems, cardiovascular

and respiratory systems, energy and cardiovascular systems

Command words: analyse, assess, discuss, evaluate, to what extent

Marks: 8 marks

Essential content

The essential content is set out under content areas. Learners must cover all specified content

before the assessment.

A The effects of exercise and sports performance on the skeletal system

A1 Structure of skeletal system

Understand how the bones of the skeleton are used in sporting techniques and actions.

• Major bones to include cranium, clavicle, ribs, sternum, scapula, humerus, radius, ulna,

carpals, metacarpals, phalanges, pelvis, vertebral column (cervical, thoracic, lumbar,

sacrum, coccyx), femur, patella, tibia, fibula, tarsals, metatarsals.

• Type of bone – long, short, flat, sesamoid, irregular.

• Areas of the skeleton to include axial skeleton, appendicular skeleton, spine, curves of the

spine, neutral spine alignment, postural deviations (kyphosis, scoliosis).

• Process of bone growth – osteoblasts, osteoclasts, epiphyseal plate.

A2 Function of skeletal system

Understand how the functions of the skeleton and bone types are used in sporting actions

and exercise.

• Functions of the skeleton when performing sporting techniques and actions:

o supporting framework

o protection

o attachment for skeletal muscle

o source of blood cell production

o store of minerals

o leverage

o weight bearing

o reduce friction across a joint.

• Main functions of different bone types when performing sporting techniques and actions:

o long bones – provides leverage, red blood cell production

o short bones – weight bearing

o flat bones – protection

o sesamoid bones – reduce friction across a joint.

A3 Joints

Understand how joints of the upper and lower skeleton are used in sporting techniques and actions.

• Joints of the upper skeleton (shoulder, elbow, wrist, cervical and thoracic vertebrae).

• Joints of the lower skeleton (hip, knee, ankle, lumbar, sacrum, coccygeal vertebrae).

• Classification of joints – fibrous (fixed), cartilaginous (slightly moveable), synovial

(freely moveable).

• Types of synovial joints (ball and socket, condyloid, gliding, saddle, hinge, pivot).

• The bones forming the following joints (shoulder, elbow, wrist, hip, knee, ankle, and their

use in sporting techniques and actions).

• Structure and function of components of synovial joints and their use in sporting

techniques and actions (joint capsule, bursa, articular cartilage, synovial membrane,

synovial fluid, ligaments).

• Range of movement at synovial joints due to shape of articulating bones and use in

sporting actions (flexion, extension, dorsiflexion, plantarflexion, lateral flexion, horizontal

flexion and horizontal extension, hyperextension, abduction, adduction, horizontal

abduction and adduction, rotation, circumduction).

A4 Responses of the skeletal system to a single sport or exercise session

• Simulated increase of mineral uptake in bones due to weight-bearing exercise.

A5 Adaptations of the skeletal system to exercise

The impact of long-term effects of exercise on sports performance.

• Skeletal adaptations – increased bone strength, increased ligament strength.

A6 Additional factors affecting the skeletal system

Understand the impact of the skeletal system on exercise and sports performance and the impact

of exercise and sports performance on the skeletal system.

• Skeletal disease – arthritis, osteoporosis, and the effect of exercise in offsetting these

conditions.

• Age – young children and resistance training issues stunting bone growth.

B The effects of exercise and sports performance on the muscular system

B1 Characteristics and functions of different types of muscles

Understand different types of muscles and their use in sport.

• Cardiac – non-fatiguing, involuntary.

• Skeletal – fatiguing, voluntary.

• Smooth – involuntary, slow contraction.

B2 Major skeletal muscles of the muscular system

Major skeletal muscles and their combined use in a range of sporting actions.

• Deltoids, biceps, triceps, wrist flexors, wrist extensors, supinators and pronators,

pectorals, abdominals, obliques, quadriceps, hip flexors, tibialis anterior, erector spinae,

trapezius, latissimus dorsi, gluteals, hamstrings, gastrocnemius, soleus.

B3 Antagonistic muscle pairs

Movement of muscles in antagonistic pairs and their use in a variety of sporting actions.

• Agonist.

• Antagonist.

• Synergist.

• Fixator.

B4 Types of skeletal muscle contraction

Understand skeletal muscle contraction in different sporting actions.

• Isometric.

• Concentric.

• Eccentric.

B5 Fibre types

• Understand fibre type recruitment during exercise and sports performance.

• Characteristics of each muscle fibre type:

o type I

o type IIa

o type IIx.

• Nervous control of muscle contraction (all or none law).

B6 Responses of the muscular system to a single sport or exercise session

• Increased blood supply.

• Increased muscle temperature.

• Increased muscle pliability.

• Lactate (high-intensity exercise).

• Microtears (resistance exercise).

B7 Adaptations of the muscular system to exercise

The impact of adaptation of the system on exercise and sports performance.

• Hypertrophy.

• Increased tendon strength.

• Increase in myoglobin stores.

• Increase in number and size of mitochondria.

• Increase in storage of glycogen.

• Increase in storage of fat.

• Increased tolerance to lactate.

B8 Additional factors affecting the muscular system

Understand additional factors affecting the muscular system and their impact on exercise

and sports performance.

• Age – effect of the aging process on loss of muscle mass.

• Cramp – involuntary sustained skeletal muscle contraction.

C The effects of exercise and sports performance on the respiratory system

C1 Structure of the respiratory system

• Structure of the respiratory system (nasal cavity, epiglottis, pharynx, larynx, trachea,

bronchus, bronchioles, lungs, alveoli, diaphragm, thoracic cavity).

• Intercostal muscles (external and internal).

C2 Function

Understand the function of the respiratory system in response to exercise and sports performance.

• Mechanisms of breathing (inspiration and expiration) at rest and during exercise.

• Gaseous exchange.

C3 Lung volumes

Understand the lung volumes and the changes that occur in response to exercise and

sports performance.

• Tidal volume.

• Vital capacity.

• Residual volume.

• Total lung volume.

• Minute ventilation (VE).

C4 Control of breathing

Understand how breathing rate is controlled in response to exercise and sports performance.

• Neural (medulla oblongata as the respiratory centre in the brain).

• Chemical (chemoreceptors detect change in blood carbon dioxide concentrations and

changes in pH).

C5 Responses of the respiratory system to a single sport or exercise session

• Increase in breathing rate.

• Increased tidal volume.

C6 Adaptations of the respiratory system to exercise

The impact of adaptation of the system on exercise and sports performance.

• Increased vital capacity.

• Increased strength of the respiratory muscles.

• Increase in oxygen and carbon dioxide diffusion rate.

C7 Additional factors affecting the respiratory system

Understand additional factors affecting the respiratory system and their impact on exercise

and sports performance.

• Asthma.

• Effects of altitude/partial pressure on the respiratory system.

D The effects of sport and exercise performance on the cardiovascular system

D1 Structure of the cardiovascular system

• Structure of the cardiovascular system – atria, ventricles, bicuspid valve, tricuspid valve,

semi-lunar valves, septum, major blood vessels (aorta, vena cava, pulmonary artery,

pulmonary vein), coronary arteries.

• Structure of blood vessels – arteries, arterioles, veins, venuoles, capillaries.

• Composition of blood – red blood cells, plasma, white blood cells, platelets.

D2 Function of the cardiovascular system

Understand the function of the cardiovascular system in response to exercise and sports

performance.

• Delivery of oxygen and nutrients.

• Removal of waste products – carbon dioxide and lactate.

• Thermoregulation – vasoconstriction, vasodilation of blood vessels.

• Fight infection.

• Clot blood.

D3 Nervous control of the cardiac cycle

Understand the control of the cardiac cycle and how it changes during exercise and

sports performance.

• Conduction process

o Sinoatrial node (SAN).

o Atrioventricular node (AVN).

o Bundle of His.

o Purkinje fibres.

• Effect of the sympathetic and parasympathetic nervous system.

D4 Responses of the cardiovascular system to a single sport or exercise session

• Anticipatory increase in heart rate prior to exercise.

• Increased heart rate.

• Increased cardiac output.

• Increased blood pressure.

• Redirection of blood flow.

D5 Adaptations of the cardiovascular system to exercise

The impact of adaptation of the system on exercise and sports performance.

• Cardiac hypertrophy.

• Increase in resting and exercising stroke volume.

• Decrease in resting heart rate.

• Capillarisation of skeletal muscle and alveoli.

• Reduction in resting blood pressure.

• Decreased heart rate recovery time.

• Increase in blood volume.

D6 Additional factors affecting the cardiovascular system

Understand additional factors affecting the cardiovascular system and their impact on exercise

and sports performance.

• Sudden arrhythmic death syndrome (SADS).

• High blood pressure/low blood pressure.

• Hyperthermia/hypothermia.

E The effects of exercise and sports performance on the energy systems

E1 The role of ATP in exercise

Understand the role of adenosine triphosphate (ATP) for muscle contraction for exercise and sports

performance.

• Immediately accessible form of energy for exercise.

• Breakdown and resynthesis of ATP for muscle contraction.

E2 The ATP-PC (alactic) system in exercise and sports performance

Understand the role of the ATP-PC system in energy production for exercise and sports

performance.

• Anaerobic.

• Chemical source (phosphate and creatine).

• Resynthesis of ATP.

• Recovery time.

• Contribution to energy for exercise and sports performance (duration and intensity

of exercise).

E3 The lactate system in exercise and sports performance

Understand the role of the lactate system in energy production for exercise and

sports performance.

• Anaerobic.

• Process of anaerobic glycolysis (glucose converted to lactic acid).

• Recovery time.

• Contribution to energy for exercise and sports performance (duration and intensity

of exercise).

E4 The aerobic system in exercise and sports performance

Understand the role of the aerobic energy system in energy production for exercise and

sports performance.

• Aerobic site of reaction (mitochondria).

• Food fuel source.

• Process of aerobic glycolysis, Krebs cycle, electron transport chain.

• Recovery time.

• Contribution to energy for exercise and sports performance (duration and intensity

of exercise).

E5 Adaptations of the energy system to exercise

The impact of adaptation of the systems on exercise and sports performance.

• ATP-PC.

• Increased creatine stores.

• Lactate system.

• Increase tolerance to lactate.

• Aerobic energy system.

• Increased use of fats as an energy source.

• Increased storage of glycogen.

• Increased numbers of mitochondria.

E6 Additional factors affecting the energy systems

Understand additional factors affecting the energy systems and their impact on exercise

and sports performance.

• Diabetes (hypoglycaemic attack).

• Children’s lack of lactate system.

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

Unit in brief

Learners explore client screening and lifestyle assessment, fitness training methods and fitness

programming to support improvements in a client’s health and well-being.

Unit introduction

The health and fitness industry is concerned with helping to support clients to increase their fitness

levels and also ensuring a client is in appropriate health to take on a fitness programme. To work in

the health and fitness industry, staff need to know how to assess clients and then be able to plan

appropriate training programmes to take into account individual needs.

In this unit, you will explore the process required for screening clients and assessing their

lifestyle and nutritional intake. How to interpret this information will then be examined. From this

information you will explore how to make judgements on a specific individual’s current lifestyle and

then suggest modifications to help improve the individual’s fitness, health and overall well-being.

Fitness training methods will be examined for each component of physical and skill-related fitness.

The selection of appropriate training methods for a selected individual and their application into a

training programme will then be explored. To complete the assessment task within this unit, you

will need to draw on your learning from across your programme.

Carrying out client screening and designing fitness training programmes is an essential skill for

many people working in the sports industry, including sports coaches looking to improve an

individual or team’s sporting performance. Any person working in these careers would need to

be able to carry out client screening and the design of training programmes in time-constrained

conditions, utilising knowledge gained from previous experiences. This unit has been selected as

an externally-assessed unit as it replicates the processes that are carried out in the industry, and

to complete the assessment you will need to draw on learning and application of content from

across a number of units in the programme of study.

Assessment outcomes

AO1 Demonstrate knowledge and understanding of the effects of lifestyle choices on an individual’s

health and well-being

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

AO3 Analyse and interpret screening information relating to an individual’s lifestyle questionnaire

and health monitoring tests

AO4 Evaluate qualitative and quantitative evidence to make informed judgements about how an

individual’s health and well-being could be improved

AO5 Be able to develop a fitness training programme with appropriate justification

Essential content

The essential content is set out under content areas. Learners must cover all specified content

before the assessment.

A Examine lifestyle factors and their effect on health and well-being

A1 Positive lifestyle factors and their effects on health and well-being

Understand the importance of lifestyle factors in the maintenance of health and well-being.

• Exercise/physical activity: physical (strengthens bones, improves posture, improves body

shape), reduces risk of chronic diseases (CHD, cancer, type 2 diabetes), psychological

(relieves stress, reduces depression, improves mood), social (improves social skills,

enhances self-esteem), economic (reduces costs to National Health Service, reduces

absenteeism from work).

• Balanced diet: eatwell plate (food groups), benefits of a healthy diet (improved immune

function, maintenance of body weight, reduces risk of chronic diseases – diabetes,

osteoporosis, hypertension, high cholesterol), fluid intake requirements (moderation of

caffeine intake), strategies for improving dietary intake (timing of meals, eating less/more

of certain food groups, five a day, reducing salt intake, healthy alternatives).

• Positive risk-taking activities: participation in outdoor and adventurous activities,

endorphin release, improved confidence.

• Government recommendations/guidelines: UK Government recommendations (physical

activity, alcohol, healthy eating).

A2 Negative lifestyle factors and their effects on health and well-being

Understand the factors contributing to an unhealthy lifestyle.

• Smoking: health risks associated with smoking (CHD, cancer, lung disease,

bronchitis, infertility).

• Alcohol: health risks associated with excessive alcohol consumption (stroke, cirrhosis,

hypertension, depression).

• Stress: health risks associated with excessive stress (hypertension, angina, stroke,

heart attack, stomach ulcers, depression).

• Sleep: problems associated with lack of sleep (depression, overeating).

• Sedentary lifestyle: health risks associated with inactivity.

A3 Lifestyle modification techniques

Understand how lifestyle modification techniques can be used to reduce unhealthy

lifestyle behaviours.

• Common barriers to change: time, cost, transport, location.

• Strategies to increase physical activity levels: at home, at work, during leisure time,

method of transport.

• Smoking cessation strategies: acupuncture, NHS smoking helpline, NHS smoking services,

nicotine replacement therapy, Quit Kit support packs.

• Strategies to reduce alcohol consumption: counselling, self-help groups,

alternative treatments.

• Stress management techniques: assertiveness training, goal setting, time management,

physical activity, positive self-talk, relaxation, breathing techniques, meditation,

alternative therapies, changes to work-life balance.

B Understand the screening processes for training programming

B1 Screening Processes

Be able to interpret the lifestyle of a selected individual using appropriate screening documentation,

and know when to refer the individual to a doctor.

• Screening questionnaires: lifestyle questionnaires, physical activity readiness

questionnaires (PAR-Q).

• Legal considerations: informed consent form, data protection, client confidentiality.

B2 Health monitoring tests

Be able to interpret health monitoring results of a selected individual using normative data

and make appropriate recommendations.

• Blood pressure.

• Resting heart rate.

• Body mass index (BMI).

• Waist to hip ratio.

B3 Interpreting the results of health monitoring tests

Be able to interpret health monitoring data against health norms and make judgements.

• Interpret results against normative data: compare and make judgements against

population norms, norms for sports performers, norms for elite athletes, accepted

health ranges.

C Understand programme-related nutritional needs

C1 Common terminology

Understand common nutritional terminology.

• Recommended daily allowance (RDA), energy measures (calories, joules,

kilocalories, kilojoules).

• Energy balance: basal metabolism, age, gender, climate, physical activity,

calories used in different activities (intensity and length of time).

C2 Components of a balanced diet

Understand the requirements of a balanced diet.

• Macronutrients (carbohydrates, fats, protein), sources of food for each

macronutrient, quantities.

• Micronutrients (vitamins A, B, C and D, minerals calcium, iron), sources of food

for each micronutrient, quantities.

• Hydration (different requirements of fluid intake: climate, levels of exercise,

programme type, time of year).

• The effects on performance of dehydration and hyperhydration and the signs and

symptoms of each.

C3 Nutritional strategies for individuals taking part in training programmes

• Understand different strategies used on an individual basis by:

o adapting diet to gain or lose weight.

• Understand the use of ergogenic aids used in training programmes including positive and

negative effects, and recommended timings:

o energy gels and bars

o protein drinks

o carbohydrate loading.

• Understand the use of sports drinks for different types of training requirements including

recommended timings and amounts:

o isotonic

o hypertonic

o hypotonic.

D Examine training methods for different components of fitness

D1 Components of fitness to be trained

• Physical fitness – understand the components of physical fitness and the application of

each component in a fitness training context.

o Aerobic endurance: the ability of the cardiorespiratory system to work efficiently,

supplying nutrients and oxygen to working muscles during sustained physical activity.

o Strength: the maximum force (in kg or N) that can be generated by a muscle or

muscle group.

o Muscular endurance: the ability of the muscular system to work efficiently, where a

muscle can continue contracting over a period of time against a light to moderate

fixed resistance load.

o Flexibility: having an adequate range of motion in all joints of the body, the ability to

move a joint fluidly through its complete range of movement.

o Speed: the ability to move the whole body quickly or move limbs rapidly.

o Body composition: the relative ratio of fat-to-fat-free mass (vital organs, muscle,

bone) in the body.

D1.1 Skill-related fitness

Understand the components of skill-related fitness and the application of each component in a

fitness training context.

• Agility: the ability of a sports performer to quickly and precisely move or change direction

without losing balance or time.

• Balance: static and dynamic balance, the ability to maintain centre of mass over a base

of support.

• Coordination: the ability to control movement of two or more body parts, smoothly and

efficiently to perform a motor task.

• Reaction time: the time taken for a sports performer to respond to a stimulus and the

initiation of their response.

• Power: the ability to produce a maximal force in the shortest period of time possible.

D2 Training methods for physical fitness-related components

Appropriate training methods to be included in the design of a training programme. Indoor and

outdoor environments to be considered, with associated equipment, to allow for a variety of

methods of exercising. Advantages and disadvantages of training methods to be considered

when applied to a specific sport and exercise goal.

D2.1 Aerobic endurance training methods

Aerobic endurance training methods and their application to a practical context.

• Principles of aerobic training: training thresholds, percentage of heart rate max.

• Types of aerobic endurance training methods:

o continuous training – training at a steady pace at moderate intensity for a minimum

period of 30 minutes

o fartlek training – the intensity of training is varied by running at different speeds or

over different terrains

o interval training – a work period followed by a rest or recovery period

o circuit training – different stations/exercises are used to develop aerobic endurance.

• Equipment required for aerobic endurance training: gym-based, outdoor-based.

D2.2 Muscular strength training methods

Muscular strength training methods and their application to a practical context.

• Principles when training for strength: repetitions and sets, rest periods between sets,

low repetitions and high loads, order of exercises to prevent or maximise muscle fatigue.

• Methods: pyramid sets.

• Equipment: free weights, fixed resistance machines.

D2.3 Muscular endurance training methods

Muscular endurance training methods and their application to a practical context.

• Principles when training for endurance: repetitions and sets, rest periods between sets,

high repetitions and low loads, order of exercises to prevent muscle fatigue.

• Methods: circuit training, fixed resistance machines, free weights.

• Equipment: free weights, fixed resistance machines, resistance bands/tubing.

D2.4 Core stability training methods

Core stability training methods and their application to a practical context.

• Principles.

• Methods: pilates, yoga, gym-based exercises (plank, bridge, V-sit).

• Equipment: free weights, fixed resistance machines, circuit training, kettle bell training,

resistance bands/tubing, stability balls.

D2.5 Flexibility training methods

Flexibility training methods and their application to a practical context.

• Principles of flexibility: maintenance, developmental, pre-activity.

• Static: active; passive.

• Dynamic: proprioceptive neuromuscular facilitation (PNF) technique.

• Equipment: towel, belt, band, mat, partner.

D2.6 Speed training methods

Speed training methods and their application to a practical context.

• Principles of speed training: training thresholds, percentage of heart rate max,

recovery period between sets:

o hollow sprints

o acceleration sprints

o interval training

o resistance drills – hill runs, parachutes, sleds, bungee ropes.

• Equipment: resistance bands/tubes, parachutes, bungee rope, resistance tyres.

D3 Training methods for skill-related fitness components

Appropriate training methods included in the design of a training programme.

D3.1 Agility training methods

Agility training methods and their application to a practical context.

• Exercises which involve changing the body position quickly and with control:

o SAQ (speed, agility, quickness)

o sport-specific drills.

D3.2 Balance training methods

Balance training methods and their application to a practical context.

• Static balance: static balance exercises focus on retaining the centre of mass above

the base of support when stationary.

• Dynamic balance: focus on retaining the centre of mass above the base of support

when moving.

• Method: using stable and unstable surfaces on which to balance.

D3.3 Coordination training methods

Coordination training methods and their application to a practical context.

• Exercises which involve the use of two or more body parts together:

o sport-specific activities.

D3.4 Reaction time training methods

Reaction time training methods and their application to a practical context.

• Reaction drills in response to an external stimulus.

• Equipment: stopwatch, whistle, visual stimulus, auditory stimulus, reaction ball.

D3.5 Power training methods

Power training methods and their application to a practical context.

• Plyometrics: specific to the sport.

• Equipment: ladders, cones, jump ropes, medicine ball, hurdles, benches.

E Understand training programme design

E1 Principles of fitness training programme design

Be able to design a fitness training programme including all the major components.

• Fitness training programme design:

o aims – details of what they would like to achieve

o objectives – how they intend to meet their aims

o personal goals – specific, measurable, achievable, realistic, time-related, exciting,

recorded (SMARTER)

o resources required – facilities and equipment.

• Principles of training: FITT principles (frequency, intensity, time and type of exercise

used in the exercise sessions), additional principles of training (specificity, overload,

progression, reversibility, rest and recovery, adaptation, variation, individual needs).

• Periodisation: macrocycle, mesocycle, microcycle.

## Unit 3: Professional Development in the Sports Industry

Unit in brief

Learners explore the knowledge and skills required for different career pathways in the sports

industry. Learners will take part in, and reflect on, a personal skills audit, career action plan

and practical interview assessment activities.

Unit introduction

The sports industry is a vast market with many different pathways. For a successful career,

you need to understand the scope and breadth of the available opportunities and the steps

needed to follow your chosen pathway.

In this unit, you will research the different possible careers and the associated job roles in the

sports industry, then action plan your development towards achieving a selected career aim.

You will analyse your own skills and identify how to develop them into a career through the use

of a career plan. You will research your chosen career to understand how to access and progress

within it. You will take part in application and interview assessment activities for a selected career

pathway, drawing on knowledge and skills from across the qualification to identify your own

strengths and gaps in knowledge and skills. You will evaluate your own performance to gain an

understanding of the generic employability and specific-technical knowledge and skills required

to access and progress in a selected career pathway in the sports industry.

This unit will prepare you for progression to a career in the sports industry either directly or

through higher education, by developing your understanding of investigation, career planning

and awareness of the skills and qualities that sports employers look for in a potential employee.

Learning aims

In this unit you will:

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.

Content

Learning aim A: Understand the career and job opportunities in the sports industry

A1 Scope and provision of the sports industry

The size, breadth and geographic spread of the sports industry, locally and nationally

and factors that affect sports provision and employment opportunities.

• 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.

A2 Careers and jobs in the sports industry

• 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.

• Definitions of types of employment and practical examples across different sports sectors

and career pathways, locally and nationally:

o full time

o part time

o fixed-term contract

o self-employment (independent, subcontracted)

o zero-hours contract

o apprenticeships.

A3 Professional training routes, legislation, skills in the sports industry

• Career pathways – progression routes and successive jobs in different pathways:

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).

A4 Sources of continuing professional development (CPD)

Maintaining professional development in specific career pathways.

• 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.

Learning aim B: Explore own skills using a skills audit to inform a career development action plan

B1 Personal skills audit for potential careers

Producing a personal skills audit against a chosen career pathway.

• 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.

B2 Planning personal development towards a career in the sports industry

• 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

diversification, aims, milestones, measures.

• Professional development activities – workshops, training, job shadowing, self-reflection.

B3 Maintaining a personal portfolio/record of achievement and experience

Personal portfolio/record of achievement:

• educational certificates

• sport-specific awards

• sporting achievements

• testimonials

• press cuttings

• work experience

• volunteering

• any other relevant evidence

• CVs targeting sports industry jobs.

Learning aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway

C1 Job applications

Selection of a job role in a suitable career pathway, identified from skills audit and CDAP and then

preparation of all the relevant documents:

• 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.

C2 Interviews and selected career pathway-specific skills

• 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),

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;

adherence to equal opportunities legislation.

Learning aim D: Reflect on the recruitment and selection process and your individual performance

D1 Review and evaluation

• 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.

D2 Updated SWOT and action plan

• 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.

Assessment Criteria



## Unit 7: Practical Sports Performance

Unit in brief

Learners study the skills, techniques, tactics and rules of selected sports through active

participation in individual/team sports.

Unit introduction

Sports participation remains a key focus for the government, and sports governing bodies.

Active lifestyles are part of a political agenda more than ever to improve the health of a nation,

and to continue the success of many major sporting events which have been born through the

National Lottery and UK Sport. For an individual to enjoy and fulfil their potential in any sport,

it is important that they understand the rules/regulations, ethics of the sport and are able to

prepare and participate in the sport. Clearly understanding the rules/laws, technical requirements,

and reflection processes will help maximise performance no matter what level the individual

performs at.

This unit gives you the opportunity to improve your own knowledge and practical ability in a

selection of individual and team sports. You will develop your own practical performance in

selected sports, focusing on the application of skills, techniques and tactics and reflecting on

your performance. This will be achieved through participation in practical activities, followed by a

reflection on your performance. You will have the opportunity to practise and refine your individual

skills and techniques, investigating and experiencing different areas of tactics and techniques. The

rules and regulations of the selected sports are also investigated, since an awareness of the rules

can often lead to an improvement in performance. To complete the assessment tasks within this

unit you will need to draw on your learning from across your programme of study.

This unit develops skills which help learners improve practical performance no matter what level

of ability and can lead to a number of career pathways. Gaining all-round knowledge of practical

sports performance will also help progression to roles as a sports leader, coach, sports instructor

or physical education teacher through further study.

Learning aims

In this unit you will:

A Examine National Governing Body rules/laws and regulations for selected sports competitions

B Examine the skills, techniques and tactics required to perform in selected sports

C Develop skills, techniques and tactics for sporting activity in order to meet sport aims

D Reflect on own practical performance using selected assessment methods.

Content

Learning aim A: Examine National Governing Body rules/laws and regulations

for selected sports competitions

A1 NGB rules/laws in selected sports

This should be studied using a combination of both individual and team sports. The sports selected

must have a National Governing Body (NGB) recognised by UK Sport or the International Olympic

Committee (IOC).

• Rules/laws as regulated by the national or international governing body for the individual

or team sports, e.g. BWF (Badminton World Federation) rules of badminton, FIFA

(Fédération Internationale de Football Association) laws of football, IRB (International

Rugby Board) laws of rugby, ITF (International Tennis Federation) rules of tennis, IJF

(International Judo Federation) rules of judo, R&A (Royal & Ancient) laws of golf, UCI

(Union Cycliste Internationale) rules of cycling.

• Competition rules/laws and regulations: individual sports at the Olympic Games,

tournaments (e.g. World Cup football, cricket), World Championships (e.g. athletics,

gymnastics), leagues, knockout competitions.

• Unwritten rules and/or etiquette specific to sport, including welfare of competitors,

behaviour, sportsmanship/ethics.

• Situations where rules/laws have been applied both legally and illegally, to include gaining

a fair and unfair advantage, to win in a competitive environment.

• Regulations for sports under competition rules to include the regulations for players,

participants, equipment, playing surface/area, health and safety, facilities, scoring system,

spectators.

A2 Roles and responsibilities of officials

• Key officials and their roles in a sports competition, e.g. umpires, referees, tournament

directors, judges, timekeepers, starters, third umpires, fourth umpires, referee assistants.

• Responsibilities of the officials to include interpretation and application of the rules/laws,

control of competitors, health and safety (equipment, facilities, competitors), fair play,

use of technology (e.g. Hawk-Eye for cricket, leg before wicket law, line calls in tennis,

goal-line technology in football), effective communication/non-verbal communication

(voice, whistle, signals), fitness requirements, qualifications.

Learning aim B: Examine the skills, techniques and tactics required to perform

in selected sports

Learning aim B: Examine the skills, techniques and tactics required to perform in selected sports

B1 Technical demands required to perform in a sport

• These are the skills required in specific sports, and the applied technique of the skill for

effective participation.

• Skills, to include continuous skills (e.g. running), serial skills (e.g. pole vault), discrete

skills (e.g. golf swing) attacking skills, defensive skills. Examples of skills: take-off in the

high jump, landing in the long jump, throwing execution in the shot put, attacking shots

in racket sports, defensive shots in racket sports, a golf swing, body position in a rugby

tackle, footwork in basketball, rotation in gymnastics.

• Breakdown of how the techniques of the skill are applied for effective participation to

include continuous, serial, discrete, attack, defence.

B2 Tactical demands applied in sports performance

Tactics should be relevant to specific sports.

• Defending and attacking, e.g. formations, shot selections, movement, body position,

phases of play, use of space.

• Decision making.

• Communication.

• Environmental conditions.

Learning aim C: Develop skills, techniques and tactics for sporting activity in order to meet sport aims

C1 Safe and appropriate practical performance demonstration and participation

This should include the demonstration of skills, techniques and tactics of the selected sports

in a controlled environment.

• Demonstrations to take place: isolated practices/conditioned practices and

competitive situations.

• Isolated practices: skills and techniques demonstrated independently without any

pressure or external forces, completed successfully and without fault.

• Conditioned practices, e.g. small-sided games, a limited number of touches,

a set number of defenders or attackers.

• Competitive situations, e.g. full-sided games, under NGB rules/laws with match officials

and appropriate opposition.

• Application of rules and regulations to show effective use of skills and techniques and the

correct application of each component, e.g. football penalty – head position, body position,

placement of non-kicking foot, placement of kicking foot, connection with the ball.

• Effective use of skills, techniques and tactics: the use of skills and techniques in

conditioned and competitive situations, and effective decision making and selection

of skills, techniques and tactics when under pressure from opponents.

Learning aim D: Reflect on own practical performance using selected

assessment methods

D1 Assessment methods to review the performance of the skills, techniques and tactics

in the selected sports

• SWOT (strengths, weaknesses, opportunities, threats) analysis, performance profiling.

• Use of technology (e.g. Dartfish®, video recordings).

• Testing.

• Interviews.

• Subjective.

• Observations.

• Objective performance data.

D2 Review performance in the selected sports

Using the selected assessment methods, review the performance:

• strengths and areas for improvement: skills and techniques, tactics, application of rules,

effectiveness of decision making.

D3 Developments to improve performance

Following the review, how would you improve the performance?

• Activities to improve performance: aims and objectives, short- and long-term goals,

SMART (specific, measurable, achievable, realistic, timebound), opportunities, e.g. training

programmes, attending courses, qualifications, where to seek help and advice.

