

Year 13	BTEC Sport Unit 3		
	Key Knowledge- what will students know by the end of this topic?	Key skills- what skills will students have developed by the end of this topic?	Assessment opportunities- How is progress measure?

<p>1-7 Sep- Oct half term &amp;  Oct-Dec</p>	<p>Completion of Unit 1 – Energy systems</p> <p>E1 The role of ATP in exercise Understand the role of adenosine triphosphate (ATP) for muscle contraction for exercise and sports performance.</p> <ul style="list-style-type: none"> <li>• Immediately accessible form of energy for exercise.</li> <li>• Breakdown and resynthesis of ATP for muscle contraction.</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• Anaerobic.</li> <li>• Chemical source (phosphate and creatine).</li> <li>• Resynthesis of ATP.</li> <li>• Recovery time.</li> <li>• Contribution to energy for exercise and sports performance (duration and intensity of exercise).</li> </ul> <p>E3 The lactate system in exercise and sports performance Understand the role of the lactate system in energy production for exercise and sports performance.</p> <ul style="list-style-type: none"> <li>• Anaerobic.</li> <li>• Process of anaerobic glycolysis (glucose converted to lactic acid).</li> <li>• Recovery time.</li> <li>• Contribution to energy for exercise and sports performance (duration and intensity of exercise).</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• Aerobic site of reaction (mitochondria).</li> <li>• Food fuel source.</li> <li>• Process of aerobic glycolysis, Krebs cycle, electron transport chain.</li> <li>• Recovery time.</li> <li>• Contribution to energy for exercise and sports performance (duration and intensity of exercise).</li> </ul>	<p><b>The ability to describe, explain, analyse and evaluate the following for the Energy system:</b></p> <p>AO1 Demonstrate knowledge of body systems, structures, functions, characteristics, definitions and other additional factors affecting each body system. Command words: describe, give, identify, name.</p> <p>AO2 Demonstrate understanding of the skeletal system, the short- and long-term effects of sport and exercise on the skeletal system and additional factors that can affect body systems in relation to exercise and sporting performance. Command words: describe, explain, give, name, state.</p> <p>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</p> <p>AO4 Evaluate how body systems are used and how they interrelate in order to carry out exercise and sporting movements Command words: assess, evaluate</p> <p>AO5 Make connections between this body system and others in response to short-term and long-term exercise and sport</p>	<p>Ongoing teacher assessment and questioning. Regular homework Breakdown of coursework into chunks before the assignment is set Peer/Self-assessment Regular interleaving starter tests checking previous learning</p>
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	<p>E5 Adaptations of the energy system to exercise. The impact of adaptation of the systems on exercise and sports performance.</p> <ul style="list-style-type: none"><li>• ATP-PC.</li><li>• Increased creatine stores.</li><li>• Lactate system.</li><li>• Increase tolerance to lactate.</li><li>• Aerobic energy system.</li><li>• Increased use of fats as an energy source.</li><li>• Increased storage of glycogen.</li><li>• Increased numbers of mitochondria.</li></ul> <p>E6 Additional factors affecting the energy systems Understand additional factors affecting the energy systems and their impact on exercise and sports performance.</p> <ul style="list-style-type: none"><li>• Diabetes (hypoglycaemic attack).</li><li>• Children's lack of lactate system.</li></ul>	<p>participation. Make connections between muscular and all other systems, cardiovascular and respiratory systems, energy and cardiovascular systems</p> <p>Command words: analyse, assess, discuss, evaluate, to what extent</p>	
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<p>Jan-Feb</p>	<p>Unit 3 – Recap work completed before summer and summer task: Learning aim A: Understand the career and job opportunities in the sports industry</p> <p>A1 Scope and provision of the sports industry The size, breadth and geographic spread of the sports industry, locally and nationally Factors that affect sports provision and employment opportunities.</p> <ul style="list-style-type: none"> <li>• Sport and recreation industry data, economic significance, number of jobs.</li> <li>• Geographical factors – location, environment, infrastructure, population.</li> <li>• Socio-economic factors – wealth, employment, history, culture, fashion and trend.</li> <li>• Season factors, e.g. swimming pools that only open in the summer, summer camps, holiday sports clubs, competition seasons, training camps.</li> </ul> <p>A2 Careers and jobs in the sports industry</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Sectors – public, private, voluntary, third sector, public/private partnerships.</li> <li>• Local employers – public, private, voluntary, third sector, public/private partnerships.</li> <li>• National employers – public, private, voluntary, third sector.</li> <li>• Sources of information on careers in sports.</li> <li>• Definitions of types of employment and practical examples across different sports sectors and career pathways, locally and nationally: full time, part time, fixed-term contract, self-employment (independent, subcontracted), zero-hours contract, apprenticeships.</li> </ul>	<p>Write a report that justifies the selection of a specific sports industry career pathway, following an investigation into two contrasting career pathways, focusing on short and long-term prospects and the knowledge, skills and qualities required to achieve them. Career development action plan, supported by evidence of personal skills audit outcomes.</p>	<p>Ongoing teacher assessment and questioning. Regular homework Breakdown of coursework into chunks before the assignment is set Peer/Self-assessment Regular interleaving starter tests checking previous learning Assignment 1</p>
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	<p>A3 Professional training routes, legislation, skills in the sports industry</p> <ul style="list-style-type: none"> <li>• Career pathways – progression routes and successive jobs in different pathways: coaching, e.g. NGB awards different disciplines, disability sport, working with children, safeguarding awareness, sports science – specialisms, e.g. nutritionist, sport psychology, sports therapy and injury management in sport performance, exercise and fitness, sports development, e.g. sports development officer, NGB leads, sports administration, talent pathway leads, leisure management, e.g. lifesaving, facilities management/maintenance, health and safety, customer service, marketing and promotion, finance, management activities, education pathways, e.g. Level 2 and Level 3 specialist qualifications, higher education.</li> <li>• Job descriptions and personal specifications for sports industry jobs.</li> <li>• 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.</li> <li>• Safeguarding – DBS: self-disclosure, enhanced disclosure, regulations and requirements.</li> <li>• Sector-specific legislation that impacts on job roles.</li> <li>• 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).</li> </ul>		
Feb-Easter	<p>A4 Sources of continuing professional development (CPD) Maintaining professional development in specific career pathways.</p> <ul style="list-style-type: none"> <li>• Memberships of professional bodies: fees, qualification, logs of CPD.</li> <li>• Required updates to professional competences, e.g. first aid, safeguarding.</li> <li>• Career progression training – specific to sector, higher levels of qualification, management training sector specific, business or generic management, higher education FdSc, BA, BSc.</li> </ul>	Write a report that justifies the selection of a specific sports industry career pathway, following an investigation into two contrasting career pathways, focusing on short and long-term prospects and the knowledge, skills and qualities required to achieve them. Career development action plan, supported by evidence of personal skills audit outcomes.	Ongoing teacher assessment and questioning. Regular homework Breakdown of coursework into chunks before the assignment is set Peer/Self-assessment Regular interleaving starter tests checking previous learning Assignment 1

	<ul style="list-style-type: none"> <li>• Gaining knowledge and experience through cross-sector opportunities, e.g. participation in cross-sector organisation board working groups, elite performance programmes.</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• Interests and accomplishments.</li> <li>• Qualities – reliability, organisational skills, commitment, resilience, empathy.</li> <li>• Basic skills – literacy, numeracy and IT.</li> <li>• Experience, e.g. sporting, leadership, work, travel.</li> <li>• Qualifications – educational and sector specific.</li> <li>• Generic employability skills – teamwork, cooperation, communication, problem solving.</li> <li>• Specific technical skills, e.g. coaching, instructing, leading, administering test protocols.</li> <li>• Using SWOT (strengths, weaknesses, opportunities, threats) analysis.</li> </ul> <p>B2 Planning personal development towards a career in the sports industry</p> <ul style="list-style-type: none"> <li>• Use of personal skills audit to produce an action plan towards a sports and recreation industry career.</li> <li>• Identification of key timescales, e.g. immediate actions, next year, two years, five years, and ten years.</li> <li>• Identification of training/educational/experiential aims at these key times and processes to achieve these goals.</li> <li>• Careers guidance and support available and education choices.</li> <li>• Career development action plan (CDAP) – definition; higher levels, specialism and diversification, aims, milestones, measures.</li> <li>• Professional development activities – workshops, training, job shadowing, self-reflection.</li> </ul>		
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<p>Easter-Summer Exam date</p>	<p>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:</p> <ul style="list-style-type: none"> <li>• a job advertisement giving suitable examples of where it could be placed</li> <li>• job analysis</li> <li>• job description</li> <li>• person specification</li> <li>• application form</li> <li>• personal CV</li> <li>• letter of application.</li> </ul> <p>C2 Interviews and selected career pathway-specific skills</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Presentation skills – for micro-teach, for micro-coach.</li> <li>• Career pathway-specific technical knowledge/skills displayed, e.g. coaching, instructing, leading, handling equipment, following testing protocols.</li> <li>• Interview feedback form.</li> <li>• Observation form.</li> <li>• Reviewing applications from peer group.</li> <li>• Submitting applications to peer group.</li> <li>• 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.</li> </ul>	<p>Learners must participate in recruitment and selection activities. They will need to interview and be interviewed, conduct a practical assessment activity and complete the appropriate documentation. Learners will need to evidence all the documents created. Ability to self-critique performance, including what could have gone better and what skills need to be developed, so that learners can enhance their employability. SWOT (strengths, weaknesses, opportunities, threats) analysis on performance of their interviewing assessment activity, linked to their personal development.</p>	<p>Ongoing teacher assessment and questioning.  Regular homework  Breakdown of coursework into chunks before the assignment is set  Peer/Self-assessment  Regular interleaving starter tests checking previous learning  Assignment 2</p>
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	<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"> <li>• Role-play activity.</li> <li>• Individual appraisal of own roles in being interviewed, interviewing and observing.</li> <li>• Review of communication skills.</li> <li>• Review of organisational ability.</li> <li>• Assessment of how the skills acquired support the development of employability skills.</li> </ul> <p>D2 Updated SWOT and action plan</p> <ul style="list-style-type: none"> <li>• SWOT analysis on individual performance in the role-play activities.</li> <li>• Self-critique of the events and documentation prepared and how it supported the activity.</li> <li>• 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.</li> <li>• Action plan to highlight how to address any weaknesses in skill set.</li> </ul>		
Easter-Summer Exam date			