



Bryntirion Comprehensive School

BTEC Level 3 Sport

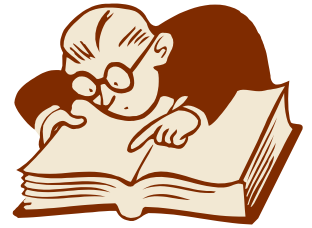
Student Handbook

Merlin Crescent Bridgend, Mid Glamorgan, CF31 4QR, 01656 641100



What are Vocational Qualifications?

Vocational qualifications are nationally recognised qualifications. They are different from traditional GCSE and A Levels because they are linked to a particular area of work.



What makes Vocational Qualifications different?

- Students develop skills, knowledge and understanding in the vocational area they are studying.
- Each vocational course is made up of a number of units, allowing students to build up their qualification in stages.
- Students are assessed through coursework.
- Students produce evidence for their key skills qualification through their vocational course.
- Students take responsibility for their own learning by planning their work, doing research and regularly reviewing their progress.



Why do we offer BTEC courses?

- They prepare students for the world of work and provide a good starting point for other qualifications such as NVQs that can be studied in the workplace.
- Employers value the qualities that vocational students bring to the workplace e.g. organisation, time management, communication and research skills.
- Universities value the independent study skills that vocational students bring to their courses.
- The courses are flexible so that they meet the needs of a wide range of students. They are available at different levels in a variety of formats. They can be taken alongside other qualifications such as traditional GCSEs, A levels.
- They give students the opportunity to try a range of activities such as designing products, organising events, investigating how professionals work and working in teams.





What will happen in lessons?

The lessons will vary according to the subject and level but all students should experience most of these activities:

- Discussion - one to one or in groups
- Research - group or individual using a variety of methods
- Evaluating outcomes- manually or using ICT
- Presentations/critiques - in groups or individually
- Practical work
- Display work
- Visits to organisations/museums
- Work with established artists



Which styles of teaching will be used?

Different styles of teaching will be required throughout the course. This will depend on the unit being taught, the stage of delivery and the type of assessment required for that unit.

- **Teacher input**

At the start of a unit there will be a lot of teacher input; question and answer sessions, discussions, note taking and handouts. This may all happen at the beginning of a unit or at different points throughout the unit. It is important to note any information you are given, as it may be required at a later stage in the unit.

- **Student investigation**

Once the assignment has been explained and the tasks have been set, you will have to work on your own and develop design ideas, creating a final outcome to meet the requirements of the task. **The work you produce must be your own; you can use visuals from magazines or the internet, however you must use these as a starting point and develop your own ideas and inspirations. You will not be allowed to copy the work of other students.** You will have to check regularly with your teacher to make sure that your work is correct and to discuss any ideas that you want to develop.

- **Group work**

For some tasks you may have to work in a group, either to find information or to produce evidence. This is quite acceptable providing that all students





take an equal share of the work and that individual contributions are identified.

- **Practical Work.**

Making something such as a display in Retail or a piece of art in Art and Design

- **Learning by experience**

Learning by experience and is usually done in the workplace (e.g. work experience or work placement) or by setting up work situations in the classroom (e.g. a role play of a business interview). Whether real or pretend, a lot can be learned from this type of situation and it is important to make the most of it by preparing thoroughly beforehand and recording any information you find. Inviting visitors into school from the vocational area is another good way of linking your work with what really happens in the workplace.

Developing skills

During your course you will be taught many skills:

- communication skills
- research skills using a variety of methods
- I.C.T. skills using a variety of programs
- practical skills using different techniques and equipment
- presentation skills using a variety of formats
- organisational skills

You will be expected to practise these skills and apply them where appropriate throughout the course.





What will be expected of you?

You will be expected to do all of the following as part of your day-to-day work

- Read and research
- Keep a record of the information you find and the sources
- Plan your work in a logical order and keep a record of your progress
- Talk to your teachers about your ideas and how to achieve the best results
- Produce drafts and final copies of your work
- Produce good quality work with high standards of grammar and spelling
- Present your work in a suitable format according to the purpose and the audience
- Evaluate your work and make suggestions for improvement
- Meet deadlines
- Keep a record of the work you have completed, including the grades and points you have been awarded



Who will be involved with each course?

Subject teachers (assessors)

They are responsible for planning lessons, preparing resources, assessing work and making sure that the units are completed on time.

Lead internal verifier (IV)

This is the teacher in charge of the course. Mr A. Farrell is in charge of the courses you will be following. He will make sure that the units are being taught correctly and that sufficient resources are available. He will check (IV) the assessment of all teachers on the course and work with the external verifier.





Quality Nominee

This is Mr G. Mahoney and she oversees all of the vocational courses to make sure that standards are being met. This will be done by:

- Visiting lessons
- Looking at students' work
- Collecting information on student achievement
- Surveying teacher/student views

External Verifier

This person has knowledge of the subject and the course and may visit to sample the work from a unit.

Exam Officer

The examinations officer is Mrs J Evans and she is responsible for registering students for the course and for claiming qualifications.





Qualification Structure

The Pearson BTEC Level 3 Diploma in Sport (Development, Coaching and Fitness) is 120 credits and has 720 guided learning hours (GLH). It consists of **eight** mandatory units **plus** optional units that provide for a combined total of 120 credits (where at least 90 credits must be at Level 3 or above).

Unit	Mandatory units - eight units must be taken from	Credit	Level
1	Principles of Anatomy and Physiology in Sport	5	3
2	The Physiology of Fitness	5	3
3	Assessing Risk in Sport	10	3
4	Fitness Training and Programming	10	3
5	Sports Coaching	10	3
6	Sports Development	10	3
7	Fitness Testing for Sport and Exercise	10	3
8	Practical Team Sports*	10	3
9	Practical Individual Sports*	10	3
Unit	Optional units		
8	Practical Team Sports*	10	3
9	Practical Individual Sports*	10	3
10	Outdoor and Adventurous Activities *	10	3
11	Sports Nutrition	10	3
13	Leadership in Sport	10	3
14	Exercise, Health and Lifestyle	10	3
18	Sports Injuries	10	3

- * Learners **must select either** Unit 8 or Unit 9 as a mandatory unit
- * Learners **may select**, as an optional unit, whichever of Unit 8 or Unit 9 that was not taken as a mandatory unit, **or** alternatively may select Unit 10
- * Learners **must not** select all three of Unit 8, Unit 9 and Unit 10





Unit Details

Unit 1 Principles of Anatomy and Physiology in Sport

Aim and purpose

The aim of this unit is to explore the structure and function of the skeletal, muscular, cardiovascular and respiratory systems and also to learn the fundamentals of the energy systems.

Unit introduction

The human body is made up of many different systems that work together and allow us to take part in a huge variety of sport and exercise activities. An athlete can go from rest to all-out sprinting in a matter of seconds, whereas an endurance athlete can continue exercising for many hours at a time.

The skeletal and muscular systems work together to allow our bodies to perform a vast range of different movements. Our cardiovascular and respiratory systems act as a delivery service, working together to supply oxygen and nutrients to the body which in turn is used to produce energy for muscular contraction.

In order to appreciate how each of these systems function, learners will study the structure of the skeletal, muscular, cardiovascular and respiratory systems. The human anatomy of these systems is very different but in terms of operation, each system is implicitly linked. Having an understanding of these body systems is imperative in the sport and active leisure industries in order to begin to appreciate how the body functions and how it copes with the many different stresses of exercise.

The unit starts by exploring the structure and function of the skeletal system which includes the different bones of the skeleton and the different types of joints. The muscular system is then studied, including the major muscles of the body, muscle movement, the different types of muscle and muscle fibre types. The structure of the heart and blood vessels is covered, together with the function of the cardiovascular system. The unit goes on to explore the structure of the respiratory system and the function, including the mechanics of breathing. The final part of the unit explores the three different energy systems and the sports in which they are predominantly used.

Learning outcomes

On completion of this unit a learner should:

- 1 Know the structure and function of the skeletal system
- 2 Know the structure and function of the muscular system
- 3 Know the structure and function of the cardiovascular system
- 4 Know the structure and function of the respiratory system
- 5 Know the different types of energy systems.





Unit 2 The Physiology of Sport

Aim and purpose

This unit provides an opportunity for learners to explore the body's response to acute exercise and how the body adapts to long-term exercise participation.

Unit introduction

You will have no doubt experienced the effects of exercise on your body; your heart beats faster and your breathing rate increases, but have you ever wondered what else is happening inside your body to allow you to perform physical activity and exercise?

The body has a number of systems that work together to allow you to take part in exercise by increasing the oxygen and energy supply to your muscles. In this unit you will learn about how these body systems respond to exercise in both the short and the long term.

Many jobs in the sports industry require a good level of understanding of how the body reacts to exercise, for example, personal trainers, football coaches and fitness instructors. This unit provides the underpinning knowledge for progression into these types of careers.

This unit explores the musculoskeletal, cardiovascular and respiratory systems responses to exercise.

All three energy systems that provide energy for exercise participation are also covered together with the energy continuum. Learners will have the chance to investigate the effects of exercise on each of the body systems by taking part in practical activities and conducting physiological tests to help 'see' for themselves how each of the body systems reacts.

The unit then goes on to explore how the body adapts to long-term exercise participation to help make a person fitter and more able to cope with the stresses of exercise. Again, there will be a practical investigation into the physiology of exercise participation which will help learners to explore how the musculoskeletal, cardiovascular, respiratory and energy systems become more efficient in response to different types of exercise.

Learning outcomes

On completion of this unit a learner should:

- 1 Know the body's response to acute exercise
- 2 Know the long-term effects of exercise on the body systems
- 3 Be able to investigate the physiological effects of exercise on the body systems.





Unit 3 Assessing Risk in Sport

Aim and purpose

The aim of this unit is to make the learner explicitly aware of the vital nature of risk assessment and its management within the sports industry.

Unit introduction

The health and safety of sports participants is in the spotlight more now than it has ever been. It is more important than ever to make sure all risks are minimalised prior to sports participation.

This unit gives learners knowledge and experience that can be used to help promote a culture of health and safety in sport.

Legislation created by the British and European parliaments, and administered by the Health and Safety Executive, aims to improve health and safety in all sectors, including sport.

Under the umbrella of British law, but not based on statute legislation, is common or civil law. This places a responsibility on everyone in society to have a 'duty of care' to everyone else. As sports leaders this will be defined as 'higher duty of care' which is based upon experienced and knowledgeable leaders being able to foresee potential hazards and incidents.

The consequence of sports leaders failing in their duty of care is the charge of 'negligence' being brought against them through the civil courts. It is therefore important that learners understand the issues and how they affect them when working in the sports industry.

There have been several serious incidents in sporting situations where life-threatening and life-changing injuries have occurred, or people have lost their lives. It is important to stress that health and safety should be a priority for all those who work in the sector, with the aim of reducing incidents and making the sector safer for participants.

This unit develops learners' awareness of the importance of health and safety legislation, regulations and legal responsibilities of all those working in sporting situations.

Learning outcomes

On completion of this unit a learner should:

- 1 Know the key factors that influence health and safety in sport
- 2 Be able to carry out risk assessments
- 3 Know how to maintain the safety of participants and colleagues in a sports environment
- 4 Be able to plan a safe sporting activity.





Unit 4 Fitness Testing and Programming

Aim and purpose

The aim of this unit is for learners to be able to plan fitness training sessions and design fitness training programmes.

Unit introduction

Fitness is vital to achieving success in sport and individuals who are serious about their sports performance will carry out a fitness training programme. Elite athletes develop and maintain high levels of fitness and take fitness training very seriously. Many elite athletes have a designated fitness coach. In addition, a large number of individuals want to improve their fitness in order to participate in community sports activities and competitions. Fitness is also important for active leisure pursuits such as outdoor activities. It is therefore important for individuals working in the sports sector to have an understanding of how to plan fitness training sessions and how to design fitness training programmes.

This unit is particularly relevant for those who aspire to working in sports coaching, fitness instructing or elite sport.

The first part of the unit involves learners examining different methods of fitness training. These include methods of training to improve flexibility, strength, muscular endurance, power, aerobic endurance and speed. Learners will develop the ability to prescribe appropriate exercise intensities, work/rest ratios, resistance, repetitions, sets, number of exercises, order of exercises, speed of movement and systems of training depending on the nature of the session and client needs.

The second part of the unit involves learners planning a fitness training programme for a selected individual.

Learners will examine the principles of training and the concept of periodisation. Learners are required to set goals for a fitness training programme and plan the training year. They are also required to monitor and evaluate a fitness training programme. This involves using a training diary and/or feedback and reviews then evaluating the extent to which the programme is achieving goals set.

Learning outcomes

On completion of this unit a learner should:

- 1 Know different methods of fitness training
- 2 Be able to plan a fitness training session
- 3 Be able to plan a fitness training programme
- 4 Be able to review a fitness training programme.





Unit 5 Sports Coaching

Aim and purpose

The aim of this unit is to develop a learners understanding and knowledge of the roles, responsibilities, skills and techniques of a sports coach and how to apply them whilst coaching and/or leading sports sessions.

Unit introduction

This unit will develop learners' ability to coach specific sports. It will develop their knowledge of the skills and techniques used by coaches to enhance sports performance, and will also provide them with an opportunity to apply these skills and techniques whilst coaching and leading sports sessions.

The major goal of any sports coach is to maximise the performance potential of individuals or teams, enabling athletes to achieve levels of performance that may not have been possible if left to their own endeavours.

The role of the coach can be complex and involved, yet exciting and rewarding. At any one time coaches fulfil the role of instructor, assessor, friend, mentor, facilitator, demonstrator, adviser, supporter, fact finder, motivator, counsellor, organiser and planner.

This is an exciting time for sport and coaching in the UK. The government-led UK Action Plan for Coaching is focused on recruitment and support of current and subsequent coaches. This system can provide high quality sports opportunities for children, players and athletes at all stages of their development. They can be supported by qualified coaches working within a supportive structure at club, school, regional and national level.

There can be a pathway for every child in sport that provides them with the opportunity to pursue their dreams, guided by their choices and capabilities. Coaching will play a key role in the period ahead, providing exciting and rewarding pathways for many young people and adults in sport, as well as the extra edge that will help our athletes get to be the best in the world.

This unit allows learners to develop their own knowledge of coaching by investigating the work of recognised successful coaches and reflecting on the reasons and means of their success. From here it is possible to move on and examine the tools of the trade; the techniques and strategies that successful coaches apply and the knowledge base needed to improve performance.

Finally, and in a practical setting, learners will plan, deliver and review their own coaching performance. On completion of this unit learners will be able to explore the opportunities available to them, including seeking further qualifications that will enhance their status as a sports student.

Learning outcomes

On completion of this unit a learner should:

1 Know the roles, responsibilities and skills of sports coaches





- 2 Know the techniques used by coaches to improve the performance of athletes
- 3 Be able to plan a sports coaching session
- 4 Be able to deliver and review a sports coaching session.

Unit 6 Sports Development

Aim and purpose

The aim of this unit is to provide the learner with an overview of the principles of sports development, the key agencies involved and to provide practical examples of current practice.

Unit introduction

Sports development has evolved over the last 20 years and is an important part of today's sports industry.

The effectiveness of sports development has a direct impact on many current issues in sport including the performance of athletes at major events, healthy living and developing key life skills. Sports development is about positive change. This unit introduces learners to sports development and the diverse work of sports development officers.

Learners will explore the key concepts in sports development including the sports development continuum, target groups and barriers to participation. Learners will also explore the cross-cutting agendas in which sports development plays a significant role.

Participation in sport and exercise is at the core of the work of any sports development officer. Learners need to understand what may prevent people from participating in sport, whether it is cultural, financial or for another reason.

Learners will identify the needs of key central and local target groups and what can be done to allow these groups more access to sport and exercise.

Learners will also study sports development in practice including within local authorities, sports National Governing Bodies, voluntary clubs and other organisations.

Learners will examine quality assurance in sports development, studying methods of measuring quality and their advantages and disadvantages.

Sports development is largely about project management. These projects are seldom delivered in isolation, and learners need to develop an understanding not just of other stakeholders or funding sources but also the protocol for designing and delivering a multi-agency project.

Learners will be expected to investigate different organisations involved in sports development. These organisations can help with funding, sponsorship or even assist in supplying volunteers for events and research.





Learning outcomes

On completion of this unit a learner should:

- 1 Know key concepts in sports development
- 2 Know the key providers of sports development
- 3 Understand how quality is measured in sports development
- 4 Know about sports development in practice.

Unit 7 Fitness Testing for Sport and Exercise

Aim and purpose

The aim of this unit is to enable learners to gain an understanding of fitness testing and the importance of health screening and health monitoring tests.

Unit introduction

In today's society, we can easily fall into the trap of developing a sedentary lifestyle; we use the car rather than walk to the local shops, we take the lift rather than the stairs, and our hectic lifestyle doesn't seem to allow us the time to engage in regular physical activity. Establishing and maintaining a desirable level of fitness is more important than ever; it's paramount to the future health of the nation.

The overall relationship between fitness and health affects performance in our everyday lives, whether it be sport- or work-related. Fitness is vital to achieving success in sport, and fitness testing plays a valuable role in the development of personal fitness levels. Sports performers regularly participate in fitness tests to determine their baseline measures. Fitness testing results are then used to identify strengths and areas for improvement.

Fitness testing results are also used to predict future performance and provide feedback on the effectiveness of a training programme.

Fitness testing can be carried out in a health club setting. Health clubs screen clients for contraindications to exercise, and fitness testing enables the instructor to determine baseline measures, using the results as a basis for exercise programme design.

This unit is particularly relevant for those who aspire to work in sports coaching, fitness instruction and elite sport.

The first part of the unit looks at a range of laboratory and field-based fitness tests. Learners will explore the different tests available and the benefits and drawbacks of laboratory and field-based fitness tests. Learners will also be introduced to the practice of health screening and how to carry out health monitoring tests.

The second part of the unit will develop the skills and knowledge to be able to follow fitness test protocol, taking into account test validity and reliability. Learners will develop skills to be able to administer fitness tests in a safe and





effective manner, interpreting results against recommended values, providing feedback to an individual regarding how fitness levels can be improved.

Learning outcomes

On completion of this unit a learner should:

- 1 Know a range of laboratory-based and field-based fitness tests
- 2 Be able to use health screening techniques
- 3 Be able to administer appropriate fitness tests
- 4 Be able to interpret the results of fitness tests and provide feedback.

Unit 9 Practical Individual Sports

Aim and purpose

The aim of this unit is to enable learners to explore the skills, techniques, tactics and rules of individual sports through active participation.

Unit introduction

This unit will develop learners' knowledge and understanding of individual sports. Learners will be given the opportunity to participate in a variety of individual sports as performers and officials in different roles.

The desire to participate in sports activities continues to grow. People are more aware of the lifelong benefits of a healthy lifestyle, and the legacy of the successful Olympic bid will provide more opportunities for those wanting to take part in sport.

This unit gives learners an opportunity to participate and develop their own knowledge and ability in a selection of individual sports. This unit reinforces the knowledge and understanding required to study aspects of coaching and leadership, fitness and training, physiology and health and safety through actively participating in individual sports.

This unit focuses on developing learners' own practical sports performance in individual sports, focusing on the application of skills, techniques and tactics. This will be achieved through participation in practical activities, and learners reflecting on their performances and those of other performers in individual sports.

Learners will have the opportunity to practise and refine their individual skills and techniques. They will be able to investigate and experience different individual tactics and formations, and review their own performance in these areas and the performance of other individuals.

The rules and regulations of individual sports are also investigated, since an awareness of the rules can often lead to an improvement in performance.

Throughout the unit, learners will be made aware of safe practice relating to all those participating in the sport.





Learners will participate in a variety of individual sports offered as part of the centre's curriculum, as well as other sports offered in the wider community. It is expected that learners will provide the evidence for this unit by selecting two sports in which they either excel or have a particular interest.

Learning outcomes

On completion of this unit a learner should:

- 1 Know the skills, techniques and tactics required in selected individual sports
- 2 Know the rules and regulations of selected individual sports
- 3 Be able to assess own performance in selected individual sports
- 4 Be able to assess the performance of other individuals in selected individual sports.

Unit 10 Outdoor and Adventurous Activities

Aim and purpose

This unit will enable learners to participate in exciting activities in the outdoors, learning and applying practical skills and techniques, further developing their leadership skills and qualities.

Unit introduction

Outdoor and adventurous activities are becoming increasingly popular; they are an important part of the active leisure environment. They offer an alternative to the traditional team and individual competitive sports which dominate our thinking when considering physical activity. Through outdoor and adventurous activities, participants compete not against each other but against the challenge of the environment, be it altitude, vertical, subterranean, ice, snow or water in nature.

This unit enables learners to explore a range of outdoor and adventurous activities by giving them a taste of the activities available. By exploring a range of activities, learners will be able to develop and enhance their own ability in these activities.

The unit starts by exploring the organisations and range of provision for outdoor and adventurous activities.

Various governing bodies will be studied, together with the places in which these activities can take place.

As most outdoor and adventurous activities involve an element of risk, it is important that this unit also examines safety considerations that should be taken into account prior to and during participation. The effect of these activities on the environment is also studied so that learners can be made aware of how to protect the environment and still enjoy the activities.





Learners will then be taught skills and techniques that are relevant and appropriate to their chosen outdoor and adventurous activities. Finally, learners will study ways in which they can review their own performance in order to identify how they may improve their practical skills and techniques.

Learning outcomes

On completion of this unit a learner should:

- 1 Know about the organisation and provision of outdoor and adventurous activities
- 2 Know the safety and environmental considerations associated with outdoor and adventurous activities
- 3 Be able to participate in outdoor and adventurous activities
- 4 Be able to review own performance in outdoor and adventurous activities.

Unit 11 Sports Nutrition

Aim and purpose

The aim of this unit is to provide a broad understanding of the importance of nutrition and hydration to a variety of sports participants.

Unit introduction

The importance of good nutrition and hydration in sports has grown in popularity in recent years. The significance of a healthy balanced diet and its links to good health and improved sports performance is now a key aspect of the sportsperson's lifestyle; whether they are an elite athlete preparing for World championships or Olympic events, a semi-professional competitor aiming to continue performing or amateur participants who just want to improve their chances of winning.

The demands of rigorous training and competition schedules can have negative effects on the health of every sports participant, but the individual's diet, linked to the recovery process, can have a considerable effect on performance. Involving the sports performer in the planning of their diet can result in improved health benefits, as well as promoting adequate refuelling and hydration, leading to improved sporting performance. Any adjustment to the nutrition plan can also be linked to energy requirements and expenditure for a variety of different sports and events. The importance of this information should also be extended to other members of the sports team such as coaches, personal trainers and strength and conditioning personnel.

This unit is particularly relevant to those who aspire to work in coaching, fitness instruction, sports nutrition or elite sport.

The first part of the unit focuses on the concepts of nutrition and digestion, with learners exploring the physiology of the digestive system and how food is broken down and subsequently utilised by the body.





Learners will then be introduced to the components of a balanced diet and common terms linked to nutritional requirements.

Learners will also explore energy intake and expenditure and how this can be measured in different ways for individual sports performers. Learners will also consider the availability, costs and accuracy of these measures and how relevant they are to the performer. Learners will identify the influencing factors directly linked to energy input and output, including gender, age, climate and physical activity.

The second part of the unit looks at hydration and diet for different sporting activities. Learners will investigate the sporting demands of performers and how nutritional requirements will vary for each individual. The inclusion of sports drinks, gels and traditional methods of hydration will be considered, alongside the activity levels and fitness levels of the individual. Finally, learners will be able to apply knowledge and understanding by producing a realistic diet and hydration plan for selected athletes or sports performers.

Learning outcomes

On completion of this unit a learner should:

- 1 Know the concepts of nutrition and digestion
- 2 Know energy intake and expenditure in sports performance
- 3 Know the relationship between hydration and sports performance
- 4 Be able to plan a diet appropriate for a selected sports activity.

Unit 13 Leadership in Sport

Aim and purpose

The aim of this unit is to examine the characteristics of effective sport or exercise leadership and to give learners the opportunity to demonstrate own planning and delivery of a sport or exercise session.

Unit introduction

Every year, more people are taking part in sport and exercise activities. This increased participation has meant that supervision and coaching in sport is no longer the sole domain of qualified professionals such as physical education teachers; more and more individuals are taking up the challenge.

Increasing prevalence of leadership courses, and other initiatives, has resulted in a greater supply of effective leaders in sport. Out-of-school hours learning opportunities in primary schools, the development of academies at sports clubs and community activities have created many opportunities for sports leaders.

This unit gives learners the knowledge and skills required to plan and lead sport or exercise activities; it also gives learners their first step into sports leadership.





The unit looks at the qualities necessary for effective sports leadership. Learners will be able to identify the qualities required by studying real examples of successful leaders, including those they have worked with or those they have observed in the community.

Understanding and demonstrating the responsibilities of a sports leader is a very important part of this unit.

Learners will examine the health and safety considerations, the legalities of working in different situations, particularly with young children, and their own responsibilities regarding personal behaviour and appearance.

There is also an important practical part of the unit which includes the planning involved in sports leadership, where learners are given the opportunity to put theory into practice by organising and delivering an activity session.

A sound working knowledge of the local, regional and national structures of sport will provide learners with an understanding of the sporting landscape in which they will be able to offer their leadership skills.

On completion of this unit learners will understand the key concepts of effective leadership and will have developed the skills required in the planning, delivery and review of the activity session.

Learning outcomes

On completion of this unit a learner should:

- 1 Know the qualities, characteristics and roles of effective sports leaders
- 2 Know the importance of psychological factors in leading sports activities
- 3 Be able to plan a sports activity
- 4 Be able to lead a sports activity.

Unit 14 Exercise, Health and Lifestyle

Aim and purpose

The aim of this unit is for learners to be able to assess the lifestyle of an individual and provide advice on lifestyle improvement.

Unit introduction

A healthy lifestyle is important in terms of quality of life. Individuals who take part in physical activity, eat a healthy diet, don't smoke, drink in moderation and manage their stress levels are likely to live longer and cope better with the daily demands of life. Lifestyle plays a key role in the prevention of a large number of diseases including coronary heart disease, cancer and obesity.

This unit gives learners the knowledge and skills to assess the lifestyle of an individual, provide advice on lifestyle improvement and plan a health-related physical activity programme. The unit is particularly relevant for individuals aiming to work in the exercise and fitness industry or in health promotion.





Communication skills, which are highly important in these areas of work, will be developed.

The first part of the unit introduces learners to the importance of lifestyle in the maintenance of health and wellbeing. Learners will examine physical activity, alcohol consumption, smoking, diet and stress, looking at how each factor can affect the health of an individual. Guidelines for physical activity, recommendations for alcohol consumption, smoking cessation strategies, stress management techniques and dietary changes are covered. Learners will also develop an understanding of behaviour change.

The second part of the unit requires learners to assess the lifestyle of an individual and use the information gathered to provide advice on lifestyle improvement. This includes planning a health-related physical activity programme.

Learning outcomes

On completion of this unit a learner should:

- 1 Know the importance of lifestyle factors in the maintenance of health and wellbeing
- 2 Be able to assess the lifestyle of a selected individual
- 3 Be able to provide advice on lifestyle improvement
- 4 Be able to plan a health-related physical activity programme for a selected individual

Unit 18 Sports Injuries

Aim and purpose

The aim of this unit is to provide learners with an overview of injury prevention, identification and basic treatment. The unit also explores differing rehabilitatory interventions for common sports injuries.

Unit introduction

Injuries are often a common occurrence for those participating in sport. It is therefore important that those involved in sport gain an appreciation of the main factors that can cause injuries, as well as those that can play a part in preventing them, and how effective treatment and rehabilitation can reduce the amount of time spent out of normal participation.

Some risk factors are integral to participation and cannot be removed, so learners need to appreciate both the physiological and psychological mechanisms of injury, in terms of its occurrence, treatment and subsequent rehabilitation. Whilst this unit is not designed to make learners into accomplished therapists, it does provide a basic understanding of how injury occurs, and what can be done to help promote recovery.





The first part of this unit concentrates on the importance of injury prevention, and looks at the main factors that can lead to injuries occurring, or to a performer being predisposed to suffering an injury. Having identified these risk factors, learners will then look at the different methods used to minimise risk. Learners who enter the sports industry will undoubtedly encounter the issue of sports injuries in some capacity, from maintaining safety within a sporting environment to suffering some form of injury themselves. The second part of this unit will help provide learners with a greater understanding of the problems associated with injury prevention, and build on existing knowledge of how to recognise the onset of injury.

Learning outcomes

On completion of this unit a learner should:

- 1 Know how common sports injuries can be prevented by the correct identification of risk factors
- 2 Know about a range of sports injuries and their symptoms
- 3 Know how to apply methods of treating sports injuries
- 4 Be able to plan and construct treatment and rehabilitation programmes for two common sports injuries.





Appeals Policy/Procedures

It is an over-riding principle that all candidates are entitled to the right to fair, valid and reliable assessment and that decisions on assessment should be provided with clear and constructive feedback. Bryntirion Comprehensive School will always seek to uphold this principle. If a candidate feels they have not been treated fairly or there is evidence of staff malpractice with respect to his or her work they should first discuss the matter with the Subject Co-ordinator. If a satisfactory outcome cannot be obtained then the candidate may use the formal appeals procedure.

Appeal to Pearson

Once Bryntirion Comprehensive School's own procedures have been exhausted and the candidate feels that the matter has not been satisfactorily address then an appeal can be made to the BTEC Quality Standards Manager.

Complaints Procedure

A complaint from a candidate involves any dispute other than one regarding assessment (which is dealt with by the Appeals Procedure). Again, any such complaint cannot be referred to Pearson unless and until the internal processes of Bryntirion Comprehensive School have been exhausted. The only exception to this is in the case of Bryntirion Comprehensive School's processes having become overly protracted.





Appeals Procedure

Introduction

Candidates should have access to fair and reliable assessment in which he plays a full part. If this 'access' is to be meaningful the candidate must have the right to appeal against assessment decisions which are unclear or seem unfair. The Appeals Procedure must provide an appropriate audit trail of the process and be clearly logged with concise detailed information at each stage. If a candidate is dissatisfied with an assessment decision then they must have a right of appeal.

Stage 1

The candidate should raise the issue with the assessor during/at the end of an assessment session or within 7 days of the assessment.

The assessor must reconsider the reasons underpinning the decision and provide clear feedback. If the assessor is upholding the original assessment decision, then the candidate must be provided with full information describing what is required to demonstrate their achievement.

This should be provided in writing, and relate specifically to the standards relevant to the assessment decision.

If the candidate remains unhappy with the decision, the candidate then completes an Appeals Form, which will be forwarded to the Internal Moderator/(s).

Stage 2

The Internal Moderator/(s) reviews all evidence and assessment records in order to consider the appeal. A decision should be made within 5 working days and the candidate and assessor must be informed orally and in writing using the appropriate section of the Appeals Form.

If the candidate is dissatisfied with the decision the appeal proceeds to stage 3.

Stage 3

The third and final stage involves the right of appeal to the Assessment Appeals Panel. The Internal Moderator/(s) should pass all records to the senior manager and /or Head of Sixth Form.





The senior manager and/or Head of Sixth Form will convene an Appeals Panel consisting of, for example,

- The senior manager and/or Head of Sixth Form.
- a different assessor
- an independent assessor/Internal Moderator/(s)

Both the candidate and assessor will be invited to make their case to the Panel. The Panel will reach its decisions within 10 working days. Results of the appeals panel will be final.

Details of the appeal will be made available to the External Moderator

If the centre's appeals procedure has been exhausted and the candidate is still dissatisfied, he/she can make a final appeal to the BTEC Quality Standards Manager.





Complaints Procedure

Introduction

Bryntirion Comprehensive operates a specific complaints procedure relating to issues not covered by the appeals procedure.

Any individuals involved in the provision of Edexcel qualifications (not just candidates) may have broader issues they wish to raise.

Disputes, other than those of assessment (which are to be dealt with through the appeals procedure) may involve issues such as alleged discrimination, non-professional practice or personality difficulties, e.g. between assessor and candidate.

Where complaints remain unsettled at a local level, the complainant can raise the issue with Edexcel through the BTEC Quality Standards.

Stage 1 - Informal Procedure

The Candidate raises a complaint with/against a member of staff
Where possible this should be resolved informally between the individuals concerned.

Where resolution is not possible the candidate may chose to go to Stage 2 or where the candidate feels it is appropriate to move straight to Stage 2 they have that opportunity.

Stage 2 - Formal Procedure

The candidate makes a complaint against a member of staff or action or policy of the organisation.

The candidate makes a complaint in writing to the Head teacher.

The Head Teacher or their nominee will respond acknowledging the complaint within 5 working days.

The Head Teacher or their nominee will investigate the complaint and will seek to resolve the complaint within 30 working days.

The Head Teacher's decision is final.



Assessment Malpractice Policy/Procedures

Purpose:

- ✚ That Bryntirion Comprehensive School has policies and procedures in place to deal with malpractice.
- ✚ To ensure that issues are dealt with in an open, fair and effective manner.
- ✚ That Bryntirion Comprehensive School provides appropriate deterrents and sanctions to minimise the risk of malpractice.
- ✚ To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven.

Definitions:

Learner malpractice: any action by the learner which has the potential to undermine the integrity and validity of the assessment of the learner's work (plagiarism, collusion, cheating, etc).

Assessor malpractice: any deliberate action by an assessor which has the potential to undermine the integrity of BTEC qualifications.

Plagiarism: taking and using another's thoughts, writings, inventions, etc as one's own.

Minor acts of learner malpractice: handled by the assessor by, for example, refusal to accept work for marking and learner being made aware of malpractice policy. Learner resubmits work in question.

Major acts of learner malpractice: extensive copying/plagiarism, second or subsequent offence, inappropriate for the assessor to deal with. To be referred to the Programme Leader and subsequently the Quality Nominee.

Responsibilities

Centre: should seek proactive ways to promote a positive culture that encourages learners to take individual responsibility for their learning and respect the work of others.





Assessor: responsible for designing assessment opportunities which limit the opportunity for malpractice and for checking the validity of the learner's work.

Internal Verifier/Lead Internal Verifier: responsible for malpractice checks when internally verifying work.

Quality Nominee: required to inform Edexcel of any acts of malpractice.

Heads of Centre or their nominees: responsible for any investigation into allegations of malpractice.

Procedures

Addressing learner malpractice:

- Promote positive and honest study practices.
- Learners should declare that work is their own: check the validity of their work.
- Use learner induction and handbook to inform about malpractice and outcomes.
- Ensure learners use appropriate citations and referencing for research sources.
- Assessment procedures should help reduce and identify malpractice.

Addressing staff malpractice:

- Staff BTEC induction and updating should include BTEC requirements.
- Use robust internal verification and audited record keeping.
- Audit learner records, assessment tracking records and certification claims.

Dealing with malpractice:

- Inform the individual of the issues and of the possible consequences.
- Inform the individual of the process and appeals rights.
- Give the individual the opportunity to respond.
- Investigate in a fair and equitable manner.





- Inform Pearson of any malpractice or attempted acts of malpractice, which have compromised assessment. Pearson will advise on further action required.
- Penalties should be appropriate to the nature of the malpractice under review.
- Gross misconduct should refer to learner and staff disciplinary procedures.

To protect the integrity of Bryntirion Comprehensive School and BTEC qualifications, the school will:

- Seek to avoid potential malpractice by using the induction period and relevant documentation to inform learners of the school's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Show learners the appropriate formats to record cited texts and other materials or information sources.
- Ask learners to declare that their work is their own.
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- Conduct an investigation into the nature of the malpractice allegation. Such an investigation will be supported by the Senior Leadership Team and all personnel linked to the allegation. It will proceed through the following stages:
 - Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
 - Give the individual the opportunity to respond to the allegations made.
 - Inform the individual of the avenues for appealing against any judgement made.
 - Document all stages of any investigation.

