



PEARSON EDEXCEL BTEC LEVEL 3 EXTENDED CERTIFICATE IN SPORT

Transition Work

Contacts:

Head of Physical Education STA – Mr Strover
j.strover@staidans.co.uk

Head of Physical Education SJF – Mr Pass
apass@sjfchs.org.uk

Teacher of Physical Education – Mr Maullin
j.maullin@staidans.co.uk

Introduction

This series of tasks and activities are designed to give you an insight into the Pearson EDEXCEL BTEC Level 3 Extended Certificate in Sport course. As part of the transition from year 11 to Level 3 BTEC Sport it is important to develop a greater understanding of certain aspects of the course which will help you over the next two years. Please complete the following booklet.

If you did not study a sports course in years 10 and 11 do not worry! A percentage of the topics we will cover, haven't been studied in GCSE PE or BTEC Sport so the information will be new to all students. It is however essential you are aware of the step up from key stage 4.

Name	
School	
Do you play sport?	
If yes to the question above; Team & League/Competitions	
Other commitments e.g. part time jobs/gym membership	

This booklet has been prepared by the PE faculty for you to read and the work contained in it will ensure that you get off to a positive start in this subject area. It is very important that you read this booklet carefully over the summer and attempt to complete the work to the best of your ability and submit it to your teacher. This will be the first impression you create and is a real indicator of how seriously you are prepared to be in your studies.

COURSE OUTLINE

Eligibility for awards;

In order to be awarded a qualification a learner must complete all units and achieve a pass or above in all mandatory units.

To achieve any qualifications grade, learners must;

1. Complete and have an outcome (D, M P and U) for all units with a valid combination.
2. Achieve the required units at pass or above and for the Extended Certificate achieve a minimum of 360 GLH at a pass or above.

Unit number	Unit title	GLH	Type	How assess
1	Anatomy and Physiology	120	MANDATORY	EXTERNAL
2	Fitness Training and Programming for Health, Sport and Well-Being	120	MANDATORY	EXTERNAL
3	Professional Development in the Sport Industry	60	MANDATORY	INTERNAL
4	Sport Leadership	60	MANDATORY	INTERNAL

Points available for internal & external units

INTERNAL	60GLH	EXTERNAL	120 GLH
U	0	U	0
PASS	6	PASS	12
MERIT	10	MERIT	20
DISTINCTION	16	DISTINCTION	32

Extended Certificate	
360 GLH	
Grade	Points threshold
U	0
Pass	36
Merit	52
Distinction	74
Distinction*	90

PEARSON EDEXCEL LEVEL 3 EXTENDED CERTIFICATE IN SPORT

At a Glance

Course Details

Course Title: BTEC National in Sport Level 3

Exam board: Edexcel/Pearson

Exam Board web site:

www.edexcel.com

www.btec.co.uk

Assessment method: The BTEC Sport Level 3 qualification is assessed both externally and internally via coursework based assignments.

The pathway you will study at StA/SJF in Y12 is the Extended Certificate which is equivalent to an A Level qualification.

Unit 1 - Anatomy and Physiology: is a written exam for 1.5 hours, worth 90 marks. This will be set and marked by Pearson, with 1 re-take allowed.

Unit 2 - Fitness Training and Programming for Health, Sport and well-being: is the second externally assessed unit where pre-released information is released 1 week prior to a controlled assessment in exam conditions. 1 week prior to the assessment learners will receive information within controlled conditions where 4 hours can be spent preparing information. After this, on a date specified by Pearson, learners will then spend a further 2.5 hours applying this within controlled exam conditions.

About the course

There has been significant increases in the popularity of BTEC Sport Level 3 since 2010. This has been driven by increased investment, publicity (Olympics), and subsequent vocational opportunities. With a third of workers in this sector having no formal qualifications beyond Level 1, many employers complain they cannot fill vacancies because of the skills shortage. This course exists to enable learners to be at the forefront of sport where these opportunities exist. Units are tailored to the needs of learners and the Sports sector (e.g. Sports Coaching).



ASSESSMENT POLICY

External assessment (Unit 1 Anatomy & Physiology & Unit 2 Fitness Training & Programming):

Each external assessment for BTEC National is linked to specific units. All of the units are developed for external assessment of 120GLH to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade is awarded. Learners must achieve all external units at pass grade or above. The styles of external assessment used for qualification in the sport suite are:

Examinations (Unit 1 Anatomy & Physiology) - all learners take the same assessment at the same time, normally with a written outcome.

Set tasks (Unit 2 Fitness Training & Programming) - learners take the assessment during the defined window and demonstrate understanding through completion of a vocational task. Some external assessments include a period of preparation using set information.

External assessments are available once or twice a year and learners can only have one resit attempt during the programme.

Internal assessment (Unit 3 Professional Development in the Sports Industry & Unit 4 Sports Leadership):

Each student is allowed ONE submission for each assignment. Therefore, it is crucial that you get it right first time and meet the required assessment criteria. You should make sure that you fully understand the assignment or assessment task that you have been issued. Don't be afraid to ask your unit teachers for help if you don't understand what you need.

So what happens if I don't achieve the assessment criteria after my submission?

Due to every assignment contributing towards the final grade, you may be entitled to one opportunity for a resubmission to meet the assessment criteria. However, this has to be authorised by the Lead Internal Verifier and you must meet the following criteria:

- You met the initial deadline set for the assignment.
- Your teacher feels you can improve your evidence with no further guidance.
- You have signed and dated a declaration of authenticity for your assignment.

If these three conditions have not been met, you will not be authorised for a resubmission. Should you be authorised for a resubmission, you will have 10 working days to complete the assignment from the date of receiving your feedback. You will not be given any additional guidance from your unit teacher. Get it right first time. Be prepared for your assignments!

What happens if my resubmission still doesn't meet the pass criteria?

The qualification doesn't allow for compensation, therefore students are required to pass every unit in order to gain the full qualification.

UNIT 1 - ANATOMY & PHYSIOLOGY

Activity 1

Recommended websites;

www.brianmac.com

Inner Body <http://innerbody.com>

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, you 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.

Scenario

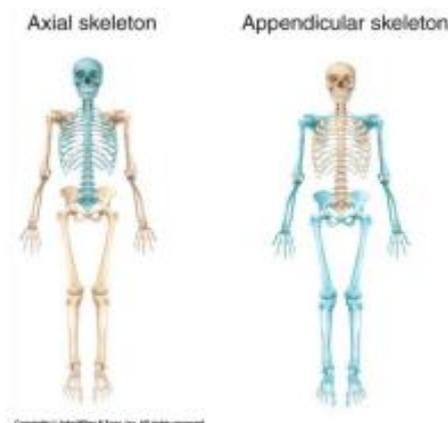
University places are extremely hard to get onto now days. You have applied for a place on a sports coaching degree. You have been called for an interview for a place on the course you want so much. As part of the application you must demonstrate a knowledge & interest in sport and the influences on performance. You have been given the topic of the Skeletal system to research & must be prepared to present and discuss fully in a discussion with an interview panel at the university.

Task 1

Using Powerpoint prepare slides for your discussion with your tutor:

- a) Find a blank picture of the AXIAL skeleton & label it
- b) Find a blank picture of the APPENDICULAR skeleton & label it

For each you will be required to describe: (a) where it is located, (b) the bones that form that part of the skeleton, (c) what that skeleton's function & role is & (d) What movement it allows
DO NOT FORGET TO REFERENCE YOUR WORK & PICTURES

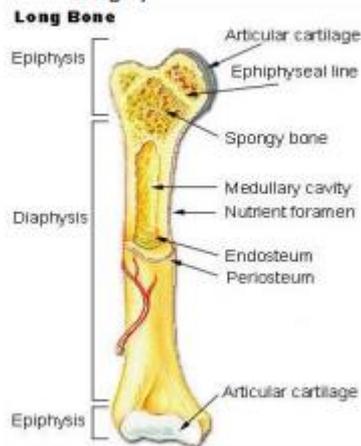


Task 2

Using Powerpoint prepare slides for your discussion with your tutor on the following:

a) *The FIVE TYPES of bones: (1) Long Bones, (2) Short Bones, (3) Irregular Bones, (4) Flat Bones & (5) Sesamoid Bones.*

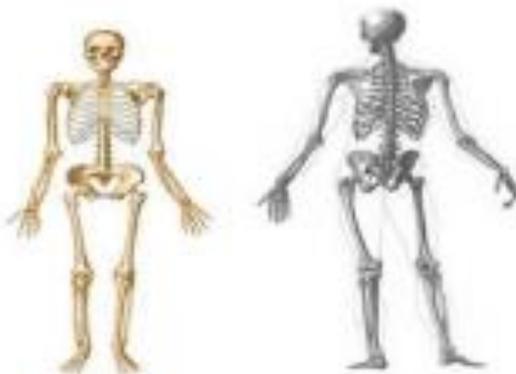
b) Have a picture/diagram (of the bone & its structure/make up), (B) Purpose/Job, (C) Examples of bones in this category & where these examples are found & why they are placed in this category.



Task 3

Using Powerpoint prepare slides for your discussion with your tutor on the following:
Find a blank picture of the skeleton & then identify the following 21 bones on it to include;

cranium, clavicle, ribs, sternum, humerus, radius, ulna, scapula, ilium, pubis, ischium, carpals, metacarpals, phalanges x2, femur, patella, tibia, fibula, tarsals, metatarsals



Task 4

Using Powerpoint prepare slides for your discussion with your tutor on the following:

- a) Find a blank picture of the Vertebral Column & then identify each of the following regions: cervical, thoracic, and lumbar vertebrae, sacrum, coccyx

For each region you will need to identify & know: (A) how many bones make up that region, (B) the function of the region, (C) identify where the Atlas & Axis Bones are in the vertebral column & their function



Task 5

Using Powerpoint prepare slides for your discussion with your tutor on the following:

Prepare a slide on each of the FUNCTIONS OF THE SKELETAL SYSTEM which covers the following:

(A) What it is, (B) How the skeleton provides it & (C) why the function is important/useful

THE FUNCTIONS: *support; protection; attachment for skeletal muscle; source of blood cell production; store of minerals*

UNIT 2 – FITNESS TRAINING & PROGRAMMING FOR HEALTH, SPORT & WELL-BEING

Positive & Negative Lifestyle Factors

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.

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.

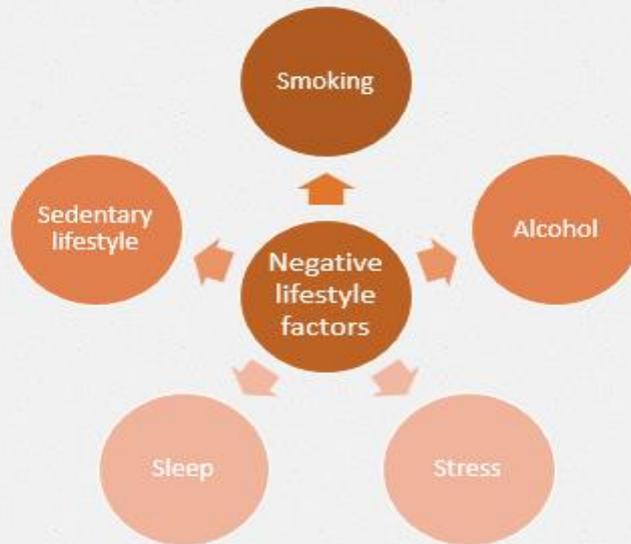
- Blood pressure.
- Resting heart rate.
- Body mass index (BMI).
- Waist to hip ratio.

B3 Interpreting the results of health monitoring tests

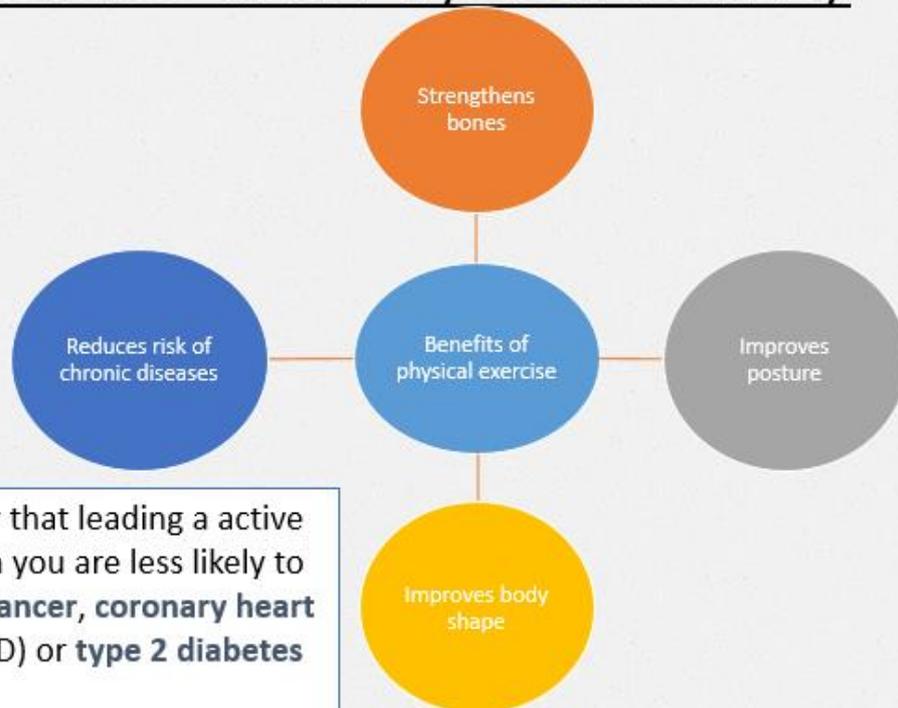
Be able to interpret health monitoring data against health norms and make judgements.

- Interpret results against normative data: compare and make judgements against population norms, norms for sports performers, norms for elite athletes, accepted health ranges.

Negative lifestyle factors



Exercise and Physical activity



Studies show that leading a active life can mean you are less likely to suffer from **cancer, coronary heart diseases (CHD) or type 2 diabetes**

Task 1

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

Your first topic will be based on positive and negative lifestyle factors. Your task is to assess and review your own lifestyle, commenting on areas where you feel your lifestyle positively impacts your health, fitness and well-being, and commenting on areas where you feel it negatively impacts. Discuss strategies that you could implement to improve your lifestyle in order to improve health, fitness and well-being.

Use the information from the course specification to help you consider your own lifestyle.

Produce an A4 page which summaries the key information making links to all negative and positive lifestyle factors.

Task 2

Part A

Case study

John is a 32-year-old male who works approximately 7-8 hours a day as a full-time builder.

He takes part in regular exercise and has a passion for weightlifting. John has recently participated in numerous competitions to challenge himself further within his sport. John trains twice every day, once before and once after work, and tries to follow a diet plan that will maximise his potential and performance.

John has recently hired a strength and conditioning coach, as he wants to improve his weightlifting technique, as well as different components of fitness that can take him to a higher level within the sport.

John's coach has decided to put him through a health screening procedure to see what his general health is like, as well as design a new diet plan and a fitness training programme. The aim of this is to improve his components of fitness, with the main objective being to win the next competition in 3 months' time.

Part B

Lifestyle questionnaire

Section 1: Personal details

Name: John Smith
 Address: 49 The Walk
 Anytown
 The County
 Home telephone: 01234 567891
 Mobile telephone: 07123 456790
 Email: john7@email.com
 Date of birth: 25/07/1984

Please answer the following questions to the best of your knowledge.

Occupation

- What is your occupation?
Builder
- How many hours do you work daily?
7-8 hours per day with a 30-minute lunch break
- How far do you live from your workplace?
I work in lots of different places
- How do you travel to work?
Drive
- How active would you say your job was?
Very active

Section 2: Current activity levels

- How many times a week do you currently take part in physical activity?
Six days a week, twice a day
- What type of activity/exercise do you mainly take part in?
Weight training

Section 3: Nutritional status

1. Complete the food diary for the previous two days.

Day 1	Breakfast	Lunch	Dinner	Snacks
Yes/No	No	Yes	Yes	Yes
Time of day		12.45pm	8.30-9pm	Variable times throughout the day
Food intake		Jacket potato with cheese and beans	Steak and potatoes	Chocolate bar Packet of crisps Peanuts
Fluid intake	3 x cups of tea, 3 pints of beer, 1 small bottle of water			
Day 2	Breakfast	Lunch	Dinner	Snacks
Yes/No	No	Yes	Yes	Yes
Time of day		12.45pm	8.30-9pm	Variable times throughout
Food intake		Ham and cheese sandwich	Spaghetti Bolognese	1 apple Chocolate bar
Fluid intake	3 x cups of tea, 3 pints of beer, 1 small bottle of water			

2. Do you take any supplements? If yes, which ones? No

Section 4: Your lifestyle

Please answer the following questions to the best of your knowledge.

- How many units of alcohol do you drink in a typical week? 24
- Do you smoke? Yes If yes, how many cigarettes a day? 3 a day
- Do you experience stress on a daily basis? Yes

If yes, what causes you stress (if you know)? I worry that my work may interrupt my training programme in the future.

- On average, how many hours sleep do you get per night? 7

Section 5: Health monitoring tests

Test results	
Test	Result
Blood Pressure	123/81 mmHg
Resting Heart Rate	65 bpm
Body Mass Index	35
Waist-to-Hip Ratio	0.80

Section 6: Physical activity/sporting goals

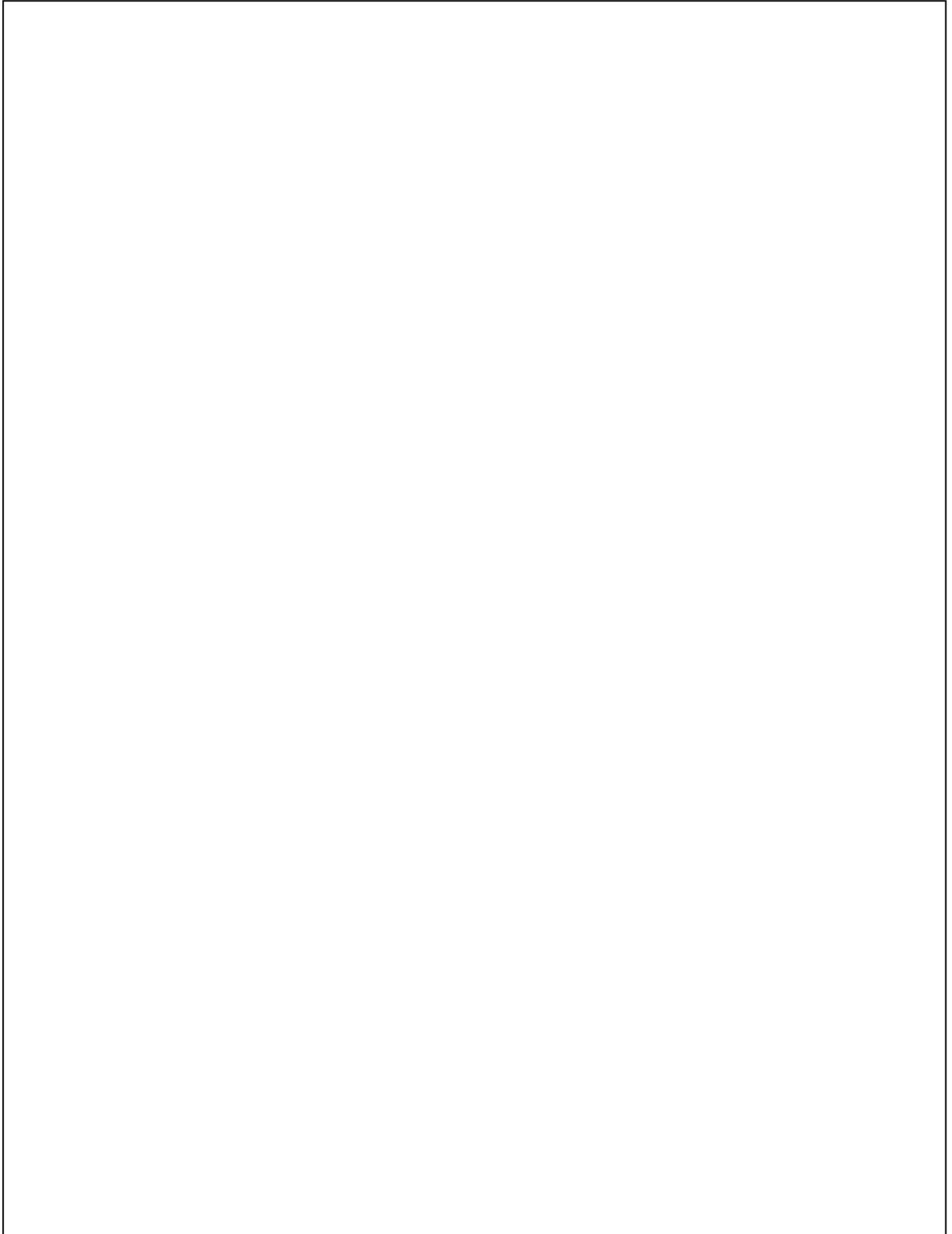
What are your physical activity/sporting goals?
 To win my next weightlifting competition in 3 months' time.
 To increase my strength and the amount of weight I can lift.

CLIENT DECLARATION
 I have understood and answered all of the above questions honestly. Signed client: J. Smith Print name: John Smith
 Date: 11/09/16

The following question would be worth 12 marks in the exam.

Use the exemplar material from Mr Mann on the following pages to support you.

Interpret the lifestyle factors and screening information for John Smith.



Set Task Information

Scenario

Mr Mann is 30 years old and works 9 hours a day in an office. He does not take part in any exercise and often has to do more work when he gets home.

He catches the bus to work each day, a journey of 3 miles.

He has recently noticed that he is gaining weight. He works with Miss Tibbs who exercises regularly and seems to be fitter, healthier and happier than him. Miss Tibbs suggests that Mr Mann joins her gym and trains for an aerobic endurance event.

Mr Mann decides to join the gym and takes part in a fitness assessment. As part of the fitness assessment he will be given a training programme to follow.

Mr Mann has previously completed a PAR-Q form and has indicated that he has no medical conditions and is fit to take part in physical activity.

Question 1: Interpret the lifestyle factors and screening information for the selected individual. [Total marks for Q1 - 12 marks]

Mr Mann doesn't live a very healthy life. In his information it tells us he gets the bus to work and he works in an office doing no exercise then either.

The first lifestyle factor I'm going to talk about is exercise. It is clear by the information given that Mr Mann does no exercise. He has no real reason why he shouldn't be exercising as he has no medical conditions. The NHS says from the age 19-64 yrs that you should do 150 minutes of ~~exercise~~ moderate aerobic activity such as cycling, fast walk and strength exercise on two or more days a week. By Mr Mann not doing the exercise he should be doing he says he is gaining weight and feels tired. With his job as well he works 9 hours sedentary, sitting down at his desk. To help him to start exercising he could start to walk to work or walk 1 mile to the next bus

stop and get the bus from there. This will help him to do more exercise as it isn't hard. Another lifestyle factor is alcohol. Mr Mann says he drinks 29 units a week. This is double the recommended amount of alcohol he should drink which is 14 units. This could affect both short and long term could be massive on him. The short term effects could mean he could smell of alcohol, lack of sleep, late for work as he might have a hangover. The long term effects will lead to liver damage and even no job. Mr Mann should work on how much alcohol he drinks by ~~he~~ not have a drink on the weekdays or maybe 1 pint instead of 3 and have a drink on the weekend so it won't affect his work.

Another life factor would be stress. Mr Mann says he experience stress on a daily bases. This could again effect his work as he could be worrying about what he has to do and end up having no sleep. This could also cause health problems as it could lead to ~~the~~ ~~stress~~ ~~increasing~~ ~~blood~~ ~~pressure~~. To help Mr Mann cope with stress he could make a timetable on when to do work and have days of to spend time with his family. This could help him to cope more and not worry about work as much.

Smoking is another life factor. Mr Mann says he ~~doesn't~~ smoke which is a good thing as it can cause lung cancer and can effect your breathing.

The final life factor is sleep. The NHS says you should have 8 hours sleep. Mr Mann says he has 6 hours. This could be the reason why he is stressed, tired and lack of concentration. He needs to try and get more sleep and not worry about work until he gets there otherwise it could drive him crazy.

This 5 life factors are unhealthy and health, on Mr Mann life style. I would rank the being Alcohol, Exercise, Stress, Sleep and smoking. Alcohol being unhealthy and smoking being healthy. This is because ~~one~~ of what I think is effecting Mr Mann life style the most. If he cuts down on thinks he will start to feel better and healthier.

Mr Mann done 4 health screening test. The first was his Blood pressure, he got a reading of 135/85 mmHg. On the normative data this reads a high blood pressure and you need to proceed with caution. I would rate this as the 2nd most important thing to look at as it could be dangerous. Next test was his resting heart rate which was 85 bpm. on the normative data this is poor/high. This could be done to his his weight but I would rank this a 3rd as its not as dangerous to his blood pressure.

Next test was his BMI which is 32. on the Normative this is obesity level 1. This would be the 1st thing I look at as it could effect his life the most. The final test was hip to waist to hip ratio which was 1.3 this is high risk but it would be the last think I look at as it would be done to his weigh.

8 marks

Good response: The command word here is interpret and the learner has given a detailed interpretation of the different lifestyle factors of Mr Mann in which are positive and negative lifestyle factors.

The learner has also interpreted the screening information from Mr Mann's questionnaire linking the Health Test results to normative data.

Good response: 8 out of a possible 12 marks have been awarded for this answer.

The learner has interpreted the lifestyle factors from the given questionnaire and also stated which ones are positive and negative lifestyle factors. Exercise, Alcohol, Stress, Smoking and Sleep have all been described in detail and related to the selected individual. The learner has also commented on relevant NHS guidelines for certain lifestyle factors.

The learner has also given an interpretation of all of the health screening tests such as Blood Pressure, Resting Heart Rate, Body Mass Index and Waist to Hip Ratio.

Further marks could have been awarded for the interpretation of the positive lifestyle factor of Diet as this has not been included.

Further marks could have also been awarded for a more detailed and analytical approach to all of the Health Screening results in which the interpretation is more specific to the individual and their fitness goals.

The learner's response has fallen into Mark Band 3 (8-9 Marks). For the learner to have gained higher marks and fallen into Mark Band 4 (10-12 Marks) they needed to have a more detailed analytical approach to each of the health monitoring tests results. Each health monitoring test, such as Blood Pressure, needed to be interpreted against the normative data and made specially relevant to Mr Mann and his health.

The learner could have also given a more detailed analytical approach to the interpretation of the impact of the lifestyle factors on Mr Mann. Currently, the learner has ranked the lifestyle factors but not given a detailed interpretation of these on the individual or specific relevance to the health and wellbeing of Mr Mann.

UNIT 3 - PROFESSIONAL DEVELOPMENT IN THE SPORTS INDUSTRY

Activity 1 – Size of the Sports Industry

Linked to Unit 3 – Working in the Sports Industry

Scenario - Imagine you are researcher for the different career opportunities in the sports industry.

We need you to: Review the size of the sports industry nationally, in the East Midlands and in Retford/Newark. Your research should cover the following topics from the specification:

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.

Success criteria is based on:

Pass - Identify the size of the sports industry nationally, regionally and locally

Merit - Identify the size of the sports industry nationally, regionally and locally referring to research sources and multiple job roles within the sector.

Distinction - Identify the size of the sports industry nationally, regionally and locally referring to research sources and multiple job roles within the sector. Evaluate the impact of Geographical, Socio-economic and Seasonal factors on the size of the sports industry in local areas.

Complete the work in an essay type format using the example on the following pages;



Lifeguard



Coach



Personal Trainer

Key tips:

Use the exemplar work on the following pages to help you.

Exemplar Work

Size of the sports industry nationally

UK Sports Industry worth £23.8 billion and holds nearly 1 million jobs. ¹ Around 63% of men were active in sport compared to 58% of women, based on the Active Lives Survey data for year ending May 2017. ² In this there is the voluntary sector, public sector and private sector where people can either pay for high end equipment and experience which is your private sector where you would have to pay premium prices or you could go to a public or voluntary sector which is just your normal fitness/gym facilities. Different sports have different funding's standards for example for the Tokyo 2020 Olympics team GB are spending £630,000 on archery compared to over £26 million in athletics. ³ Funding levels in most sports have generally risen from London 2012 and dependent on how successful your sport is, is correspondent to how much funding your country will give you.

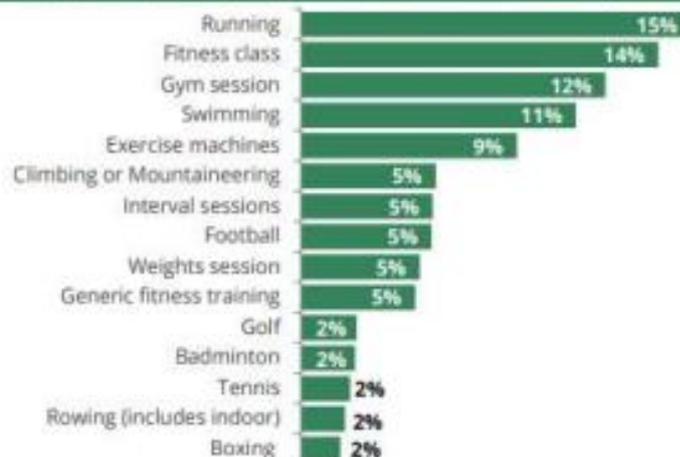
Oxford Economics has estimated that hosting the Olympics will contribute £16.5bn to overall gross domestic product through to 2017.

The report claims that at its peak the games and its legacy will have created 62,000 jobs across the UK.

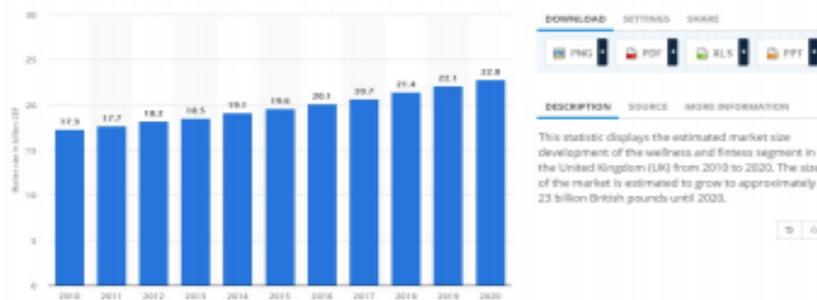
Supported by the national lottery elite, sport is also receiving a guaranteed £125m of funding through to the next Olympics in Rio de Janeiro in 2016. A further £1bn has been committed by the Government to fund school sports over the same period. Sky came into the sport in 2008 providing £1m of sponsorship for the Great Britain track cycling team. ¹⁰

2. PARTICIPATION IN TOP 15 SPORT ACTIVITIES*

Adults (aged 16+) participating at least twice in the last 28 days



Estimated market size development of the wellness and fitness segment in the United Kingdom (UK) from 2010 to 2020 (in billion GBP)



9

In 2016, 1.7 million people worked in the sport field in the EU, with the largest contribution from the United Kingdom (431 thousand) and Germany (243 thousand). In 2016, men accounted for 55 % of employment in sport in the EU, while 45 % of such jobs were occupied by women. Compared with the age structure of the total employed population, it is noticeable that young people account for a relatively significant share of sport employment: in 2016, over one third of sports workers in the EU (38 %) were aged 15–29, twice the figure for the total employed population (19 %).¹¹

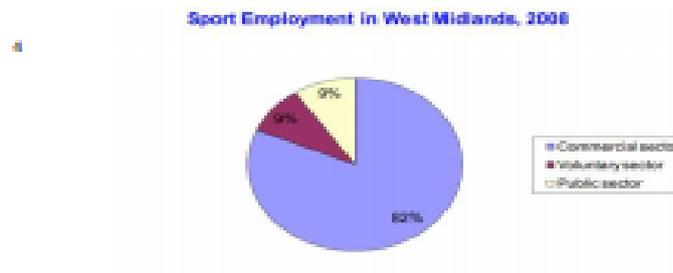
Working hours can be long and seasonal. Employees are often required to work shift patterns and weekends. The biggest seasonal changes are in the outdoor and caravan sectors, where most jobs are created in the summer (SkillsActive, 2010). • About 47% of the industry is employed on a part-time basis, compared to 27% of the whole UK workforce (SkillsActive, 2010). The sport and leisure industry as a whole currently employs 663,300 people, which accounts for around 2% of the UK workforce (SkillsActive, 2010).¹²

230,000 businesses and organisations throughout the country. 15% of all 16 to 18-year-olds starting an apprenticeship do so in the sport and fitness sector.¹³ This shows the huge size and importance of the sporting industry in the UK and how many people are interested in a career in this sector.

In the UK you can pretty much do any sport that you want as we have the benefit of land and sea sports as we are an island so there is really no limit on what sport you can do. The main problem in the UK is the weather which often means that seas are too dangerous to participate in and some outdoor sports facilities might be waterlogged or the conditions are too bad. That's why in the UK there are lots of indoor sports facilities so that activities can still go on. Also seasonal factors will effect participation levels in the UK as hockey, football and rugby are winter sports and aren't played in the summer, whereas other sports like tennis and cricket which as summer sports.

In terms of sports infrastructure if the whole country likes doing a particular sports there will be more money in the sport. So when the Olympics is happening more money is pumped into athletics facilities rather than sports like shooting as more people in the UK prefer athletics. Also for example when Wimbledon is on more people will play tennis.

Size of the sports industry locally (west midlands)



Overall, sport participation figures for young people across the West Midlands are below the national average.⁵ Some websites believe that this is due to the majority of the west midlands being rich and saying the richer people have better opportunities to get involved into sports.

In the west midlands there are a variety of football clubs such as Aston villa, wolves FC, Birmingham City and Walsall FC. All of these are professional football clubs and many have cheaper ticket prices so people in the local areas can watch and get inspired for playing sports and football.

Also in 2022 the commonwealth games are being held in Birmingham and will improve the UK's economy by £1.1 billion and support around four and an half thousand jobs in the area. This will be good for the west midlands as the alexander stadium is being built up for a higher capacity and the whole sports facilities in the area are being improved for the games in 2022. This will help improve people get into sports in the area and improve the economy of the UK and Birmingham.⁶

As the west midlands is in the centre of the country people will be drawn to land sports rather than water sports purely because there is no sea and not much water facilities in the area so most people are drawn to gyms, football and rugby clubs.

Also the economics would affect how many people play sport and what sport they play. Places like London are much better off than people in the west midlands in general as they have higher paying jobs. This means that they can afford to play high cost sports like cricket, whereas others in the west midlands might not be able to afford the kit even if they wanted to play. This would draw them to less expensive sports like football.

Size of sports industry in Lichfield

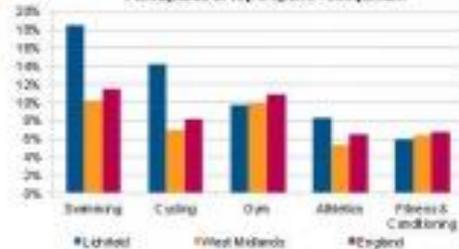
56% of all adults want to do more sport.
39% of active adults want to do more sport
17% of inactive adults want to do more sport. ⁶

Top 5 sports in local authority with regional and England comparison

Sport	Lichfield		West Midlands		England	
	No. (2010)	Rate	No. (2011)	Rate (%)	No. (2010)	Rate
Swimming	14.1	10.0%	7.8	10.2%	4,806.0	11.0%
Cycling	30.9	14.2%	6.3	7.0%	3,018.9	8.1%
Gym	7.5	9.0%	7.8	9.0%	4,821.7	18.0%
Aerobics	0.4	0.3%	4.1	5.4%	2,778.0	8.5%
Fitness & Conditioning	4.5	5.0%	4.3	6.4%	2,854.7	8.7%

Source: Active People Survey 7, 2012/13.
 Measure: Participation rate of the top 5 sports and the number of adults (16+) that participate at least once per month.

Participation in Top 5 Sports - Comparison



Socio-economic:

The Lichfield sporting economy is worth £31.8 million and provides nearly 1000 jobs in Lichfield. People of the age of 16 and over play sport in Lichfield is 56.6% of the Lichfield population compared to 57% nationally. Also for the voluntary sector in Lichfield, 14.4% of the population have volunteered to help out in sporting events which is 1.2% higher than the national average. ⁸

Environmental and seasonal factors:

In Lichfield there are two public sector sports facilities and many more private sector sports facilities such as David Lloyd and virgin active. As Lichfield is in the centre of the country there is more chance that people play traditional sports like hockey, football and rugby due to their presence in Lichfield and the surrounding areas, and are much less likely to participate in sports like surfing and rock climbing due to the lack of facilities in the area. Also due to the area that we live in there is no places where you could do extreme sports like rock climbing and water sports but somewhere like Dorset where you can do land and sea sports as there is flat land, cliffs and sea. Also some sports as seasonal for example football is played in the UK all year around except the summer which is a seasonal factor.

Sport infrastructure:

As Lichfield is a quite wealthy place, people are more likely to play sports such as hockey or rugby as they might have a disposable income where they can pay for the equipment, also due to the high presence in hockey teams and rugby teams in Lichfield, lots of people will be

drawn to this. Also due to Lichfield being a wealthy place there is more chance of building high quality sports facilities as people have the money to pay for this such as David Lloyd.

Council run sports facilities in the Lichfield district:

- Burntwood leisure centre
- Friary grange leisure centre
- Beacon park

In Lichfield people are more drawn to football, rugby and hockey due to the sports presence in the area so in Lichfield more money is put into these sports rather than sports such as skiing or rowing which you can't do in Lichfield.

UNIT 4 SPORTS LEADERSHIP

A2 Skills, qualities, characteristics and application

- Key skills of leaders in sport:
 - rapport building, confidence, vocal, good communication, authoritative, provide good feedback, motivator, goal setter, collaborator, uses strategies and tactics well, engaging, fearless, forgiving, patient, organised, good listener, good demonstrator.
- Key qualities of leaders in sport:
 - knowledge of sports skills, knowledge of rules and laws, understanding the mental needs of participants, understanding the physical needs of participants, good communication, high confidence, positive, empathy.
- Key characteristics of leaders in sport:
 - committed, patient, driven, goal orientated, empowering, objective, persistent, forgiving, attentive, approachable, consistent, firm, fair.



Answer the questions below in as much detail as possible using suitable examples;

Qualities of a Successful Leader

Task -

List as many qualities that you can think of that would make a leader more successful.

A sports leader should always know the rules and laws of the game because....?

When leading a session it is important that you have the knowledge of the mental needs of the participants. These could include.....?

A leader should have the necessary understanding of the physical needs of the participants. What needs could these include....?

It is important to have knowledge of the skills required for the sport. Why is this important.....?

Having a sense of humour - the ability to joke and be light hearted with participants will make the session.....?

Characteristics

Approachable

Committed

Goal Focused

Attentive

Think of a successful sports leader - can be famous or your own coach/PE teacher - choose one of the above characteristics and explain how they demonstrated it.

Example: Confidence is a key skill for a sports leader as confidence enables an individual to fulfill their role to the best of their ability. Subsequently this allows for effective leadership as this confidence resonates through to the players being coached. In turn this is displayed in their own performance and has a greater impact on learning and achievement.

An effective sports leader will empower others to express themselves throughout their performances by encouraging players to be confident in taking risks and remaining resolute in experiencing setbacks or failures, instead promoting this as a way of continual learning.

Knowledge

arguable one of the most important skills needed by a leader.

Leaders should have an in-depth knowledge of the skills, techniques, rules and regulations of the sport of activity they are going to be leading. It is important to ensure the correct information is being given out

Structuring Activities

Before a leader runs a session they should create a detailed and accurate plan. It should include the following;

SESSION GOAL: what is the purpose of your session? what are you hoping to get out of the session? What do you want the participants to get out of session?

CONTENT: details of what is going to happen during the session. Normally includes a warm up, skill broken down activity, whole skills, game based activity, cool down

TIMINGS: timings needs to be linked to the content to ensure that everything can be covered in the session

EQUIPMENT: making a list of what equipment you will need in your session will ensure you have everything you need. This is also a chance for you to think about if any special equipment is required to suit your groups ability

Organisation

Another key skill needed to be a successful sports leader. Leaders need to know about the facilities, what equipment is available and ensure they are prepared prior to the session. Things that a good leader will consider:

SIZE OF GROUP; how many people will be in the session? Will more equipment be needed? Bigger space required?

EQUIPMENT; is the equipment safe to use? Do you know how to use the equipment? Do you have different equipment for all abilities?

QUALIFICATIONS; are you qualified to run the session you want to?

Language

The way a leader speaks to the group can have an impact on the groups behavior and their performance. When teaching children a leader might me more enthusiastic and use simple language. When coaching adults more specific terminology can be used.

Task - Write two scripts introducing a sports session - one that would be suitable for 5-8 year olds and one for 16-18 year olds.

Practice Assignment Task

Qualification	Pearson BTEC Level 3 National Extended Certificate in Sport
Unit number and title	Unit 4: Sports Leadership
Learning aim(s) (For NQF only)	A: Understand the roles, qualities and characteristics of an effective sports leader
Assessor	The Physical Education Faculty
Issue date	May
Hand in deadline	September

Vocational Scenario or Context	You have been representing East Markham Sports Club from a number of years in a variety of sports. You are the most experienced member of the club and a role model to younger members. A number of local authorities have contacted you regarding leadership opportunities in the local area. In order to apply for the role you should produce a written essay showing your understanding of the skills, qualities and characteristics required to be successful leader. Use examples of managers, coaches, teachers to support your written statements.
---------------------------------------	--

Task 1	<p>Part 1</p> <p>Split your assignment up into three clear sections. The sections should be the leadership roles that you have selected to write about.</p> <ul style="list-style-type: none"> • Skills should include: Rapport building, confidence, vocal, good communication, authoritative, provide good feedback, motivator, goal setter, collaborator, uses strategies and tactics well, engaging, fearless, forgiving, patient, organised, good listener, good demonstrator. • Qualities should include: Knowledge of sports skills, knowledge of rules and laws, understanding the mental needs of participants, understanding the physical needs of participants, good communication, high confidence, positive, empathy. • Key characteristics should include: Committed, patient, driven, goal orientated, empowering, objective, persistent, forgiving, attentive, approachable, consistent, firm, and fair. <p>Part 2</p> <ul style="list-style-type: none"> • Your essay must discuss, explain analyse and evaluate the application of skills, qualities and characteristics in different roles and provide real life examples of the effective use of the skills, qualities and characteristics of your three selected leaders
---------------	--

Criteria covered by this task:

Unit/Criteria reference	To achieve the criteria you must show that you are able to:
A.P1	Discuss the skills, qualities and characteristics of three different leadership roles within different sport and exercise activities or environments.
A.P2	Explain the importance of skills, qualities and characteristics in the leadership role within different sport and exercise activities or environments.
A.M1	Analyse the importance of skills, qualities and characteristics in the leadership role within different sport and exercise activities or environments.
A.D1	Evaluate the impact of skills, qualities, characteristics on sports leadership within different sport and exercise activities or environments.

LISTEN, WATCH, READ, STUDY

Highlight the tasks as you complete them

 <p>Complete this MOOC.</p> <p>Football: more than a game University of Edinburgh This course is open now!</p>	 <p>Listen to this radio programme from the BBC World service. Sports Hour is a live Saturday morning sports show with reports, debate and humour. There are over 280 shows available covering all world sport.</p> <p>BBC World Service: Sports hour BBC Programmes</p>	 <p>Read this article which explores the science behind wearing a helmet in sporting activities and how helmets are there to stop brain fracture and not concussion.</p> <p>Football helmets don't protect against concussion - and we're not sure what does</p> <p>Ideas TED</p>	 <p>Watch this TED talk which explores how racial stereotypes have infiltrated the language we use to discuss athletes.</p> <p>Shouldn't sports be colour-blind TED Talks – Patrick Ferrucci</p>	 <p>Complete this course.</p> <p>Exercise prescription for the prevention and treatment of disease Future Learn Available now</p>
 <p>Listen to this radio programme. This is a daily podcast bringing you the latest from the Premier League, EFL, European football and more.</p> <p>BBC Radio 5 Live BBC Programmes</p>	 <p>Read this article which explores some of the key gender issues in sports.</p> <p>Sports are designed around men – and that needs to change Ideas TED</p>	 <p>Watch this TED talk.</p> <p>Are athletes really getting faster, better, stronger? TED Talks – David Epstein</p>	 <p>Listen to this podcast in which Calum and Buncey react to KSI's split-decision victory over Logan Paul in Los Angeles.</p> <p>KSI vs Logan Paul II BBC Sounds</p>	 <p>Watch this TED talk.</p> <p>My 12 pairs of legs TED Talks – Aimee Mullins</p>
 <p>Watch this TED talk in which Valorie Kondos Field, long-time coach of the UCLA women's gymnastics team, shares the secret to her success. Hint: it has nothing to do with "winning."</p> <p>Why Winning doesn't always equal success TED Talk – Valorie Kondos</p>	 <p>Watch this TED talk in which Christopher McDougall explores the mysteries of the human desire to run.</p> <p>Are we born to run? TED Talk – Christopher McDougall</p>	 <p>Watch this TED talk. How much do you know about intellectual disabilities?</p> <p>Special Olympics let me be myself – a champion TED Talk – Matthews Williams</p>	 <p>Watch this TED talk. Amazing, inspiring feats of daring and determination that will bring you everywhere from the high skies to the deep sea. (Playlist of eight talks).</p> <p>Extreme sports TED Talks</p>	 <p>Listen to this podcast from the British Journal of Sports Medicine. It covers all sorts of aspects of Sports Medicine, from the science behind running shoes to the power of sleep.</p> <p>BJSM Podcast Also available on other podcast providers – search 'BJSM'</p>

READING LIST

British Olympic Association <http://www.olympics.org.uk/>

Department of Culture, Media and Sport <http://www.culture.gov.uk>

Sports Coach UK <http://www.sportscoachuk.org.uk>

Sport England <http://www.sportengland.org>

Inner Body <http://innerbody.com>

Peak Performance <http://www.pponline.co.uk>

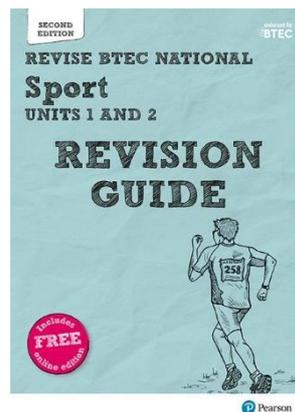
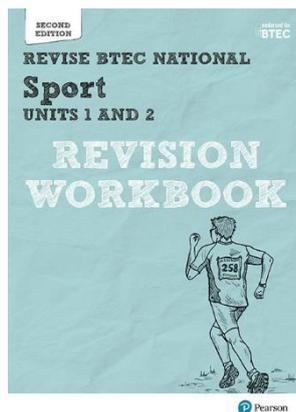
Psychology Lab <http://www.geocities.com/lazaridous/>

Training Programmes/Principles <http://www.brianmac.demon.co.uk/>

UK Sport <http://www.uksport.gov.uk>

Sport Injury Journals <http://www.physsportsmed.com/>

National Library of Medicine www.ncbi.nlm.nih.gov/entrez/query.fcgi



Please purchase the revision workbook and revision guide through the Pearson website.

Below are a list of useful websites that can give advice to students about coursework:

www.courseworkbank.co.uk
www.courseworkhelp.co.uk
www.coursework.info
www.essaybank.co.uk
www.freestudentstuff.co.uk
www.maths-help.co.uk
www.projectgcse.co.uk
www.revision-notes.co.uk
www.sci-journal.org.uk
www.studentcentral.co.uk
www.studyzones.com
www.topcourseworksites.co.uk
www.uk-learning.net
www.essaysdone4u.com

KEY TERMS FOR ASSIGNMENTS & EXAMS

Key Terms	
KEY WORDS	DESCRIPTION
Complete...	Complete a form, diagram or drawing.
Demonstrate...	Show that you can do a particular activity.
Describe...	Give a clear, straightforward description which includes all the main points.
Identify...	Give all the basic facts which relate to a certain topic.
List...	Write a list of the main items (not sentences).
Name...	State the proper terms related to a drawing or diagram.
Outline...	Give all the main points, but without going into too much detail.
State...	Point out or list the main features.
Comment on...	Give your own opinions or views.
Compare...	Identify the main factors relating to two or more items and point out their similarities and differences.
Contrast...	
Competently use...	Take full account of information and feedback you have obtained to review or improve an activity.
Demonstrate...	Prove you can carry out a more complex activity.
Describe...	Give a full description, including details of all the relevant features.
Explain...	Give logical reasons to support your views.
Justify...	Give reasons for the points you are making so that the reader knows what you are thinking.
Suggest...	Give you own ideas or thoughts.
Analyse...	Identify several factors, show how they are linked, and explain the importance of each.
Compare...	Identify the main factors in two or more situations, then explain the similarities and differences, and in some cases adapt your original ideas.
Contrast...	
Demonstrate...	Prove that you can carry out a complex activity, taking into account information you have obtained or received to adapt your original ideas.
Describe...	Give a comprehensive description which tells a story to the reader and shows that you can apply your knowledge and information correctly.
Evaluate...	Bring together all your information and make a judgement on the importance or success of something.
Explain...	Provide full details and reasons to support the arguments you are making.
Justify...	Give full reasons or evidence to support your opinion.
Recommend...	Weigh up all the evidence to come to a conclusion, with reasons, about what would be best.

FACULTY EXPECTATIONS

There are some expectations that we set for all students who are studying BTEC Sport Level 3.

Students are to provide a notepad, pens, pencils and a folder for their lessons, a folder for each unit of the course (4 in total).

It is recommended that a USB storage device (memory stick) is also provided to transfer work to and from the school/home computers.

It is expected that students attend all lessons promptly and in the correct uniform. If a student misses a lesson it is expected that they will speak to the member of staff who taught the lesson and catch up with the work.

When students are involved in practical lessons they will be expected to wear appropriate kit and clothing.

Mobile phones are not to be used in lessons and must be switched off.

Students will be provided with homework and coursework to be completed at home or in study time at school. It is expected that all students will hand their work in for marking promptly and to the best of their ability.

The workload is considerable and approximately six hours per week should be completed at home as independent research/study.

In addition to lessons the PE Faculty endeavours to hold regular support sessions after school allowing students to complete work with extra guidance available.

***We hope you manage to stay safe and remain active over the summer holidays.
We look forward to welcoming you in September.***

St Aidan's and St John Fisher PE Dept