Year:
12/13
<b>Subject:</b>
<b>BTEC</b>
<b>Nationa</b>
Diploma

**Curriculum Intent:** The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers and professional bodies have also been involved and consulted to confirm that the content is appropriate and consistent with current practice for learners who may choose to enter employment directly in the sport sector.

The mandatory content allows students to concentrate on the development of their practical skills and the broad knowledge required for entrance into higher education programmes in sport.

Learners will study six mandatory units over 2 years, as well as 3 centre prescribed additional units:

## Year 1

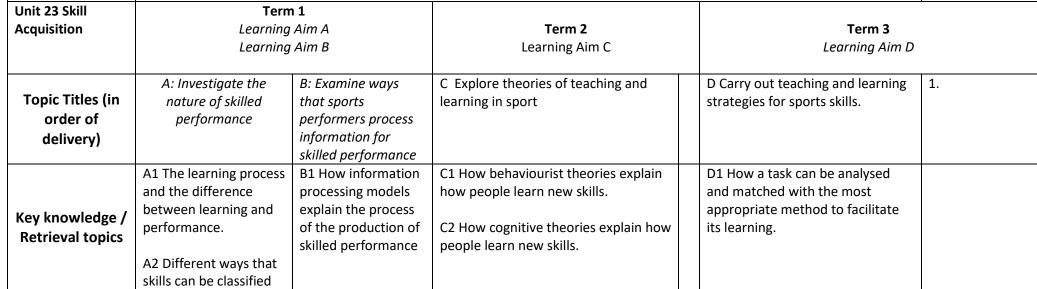
- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 7: Practical Sport
- Unit 8: Coaching for Performance

## Year 2

- Unit 3: Professional Development in the Sports Industry
- Unit 4: Sports Leadership
- Unit 6: Sports Psychology
- Unit 22: Investigating Business in the Sport and Active Leisure Industry
- Unit 23: Skill Acquisition in Sport.

Units have been designed to support progression to a variety of sport courses in higher education, and to link with relevant occupational areas. This allows learners to choose either; a specific specialist area in which they wish to develop their skill or continue a broad programme of study.

Core Mandatory externally assessed units (Units 1 and 2) taken in year 1, to enable a retake opportunity in year 2.





	and what a skilful	B2 How the brain	C3 How learning new skills goes	D2 The effect of different types of
	performance looks like.	receives information	through different phases and the	practice on the rate of skill
		from the	features of each phase.	learning.
	A3 Different types of	environment and		
	abilities and how they	organises the	C4 How the learning taken from one	D3 The advantages and
	contribute to a skilled	information.	task can contribute towards the	disadvantages of different
	performance.		learning of another task.	learning styles.
		B3 Decision making	-	
		and reaction time		D4 Different ways that learners
		are influenced by a		receive and process information
		range of factors.		and how learning should be
				presented to them.
		B4 The different		
		types of feedback,		D5 How guidance can contribute
		the value of each		to learning skills and the different
		type and when they		types of guidance available.
		should be given.		
	A1 Learning and	B1 Information	C1 Behaviourist theories	D1 Presentation of skills
	performance	processing models	C2 Cognitive theories	D2 Types of practice D3 Styles of
Understanding /	A2 Characteristics and	B2 Perception	C3 Phases of skill learning	teaching D4 Styles of learning
Sequence of	classification of skills	B3 Decision making	C4 Transfer of learning	D5 Methods of guidance
delivery	A3 Characteristics and	and reaction time		
	classification of abilities	B4 Types of		
		feedback		
	A.P1 Discuss the	B.P3 Explain how a	C.P5 Describe two contrasting theories	D.P7 Produce a plan showing how
	qualities of skilled	sports performer	of teaching and learning.	a skill can be taught to meet the
	performers.	processes	C.P6 Explain the three phases a sports	needs of different sports
	A.P2 Explain the	information in a	performer experiences when learning	performers.
	characteristics of skills	given situation.	a new skill.	D.P8 Demonstrate the use of
	and abilities.	B.P4 Discuss the		different types of teaching and
Assessment		value of different		learning strategies to develop
Assessifient		types of feedback to		sports skills.
		learning.		
	A.M1 Assess how	B.M2 Assess the	C.M3 Analyse how selected theories of	D.M4 Demonstrate the effective
	abilities contribute to	stages of	skill learning can be used when	use of teaching and learning
	the production of	information	teaching skills to sports performers.	strategies appropriate to specific
	sports skills.	processing models.		situations when developing sports
				skills.

AB.D1 Evaluate the	AB.D1 Evaluate the	C.D2 Evaluate the effectiveness of	D.D3 Evaluate the effectiveness
effectiveness of	effectiveness of	selected behaviourist and cognitive	of your use of teaching and
information processing	information	theories of learning when	learning strategies to develop
models in showing how	processing models in	teaching skills to sports	selected sports skills.
sports performers	showing how sports	performers.	
produce skilled	performers produce		
performance.	skilled performance.		