



BTEC Level 3 National Extended certificate in Sport:
Student Handbook

This course is designed to give you the opportunity to develop a range of techniques, personal skills and attributes essential for successful performance in sporting and working life or further study at university.

During Year 12 you will;

- Develop an understanding of the body systems and how they respond to exercise. How to use this knowledge to improve performance.
- Explore screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in health and wellbeing.
- Explore the knowledge and skills required for different career pathways in the sports industry.

During Year 13 you will;

- Be able to show how to accurately screen/test fitness and design an appropriate fitness programme to maximize training taking individual and personal needs into account.
- Introduce you to psychological techniques that can be used to enhance performance
- **Please note: In Year 12 BTEC Students will be expected to attend BTEC lessons during study leave and are only excused if in an exam**

Name:

Form:

Signed:

Date:

Target Grades				
Unit 1	Unit 2	Unit 3	Unit 6	

What will I be working towards?

BTEC Level 3 Extended Certificate in Sport

What are BTEC's?

BTEC'S are vocational qualifications that provide progression to the workplace either directly or via study at a higher level; the 'Extended Certificate' is a Level 3 qualification and equates to 1 GCE 'A Level' grades B-E.

You will be taught for 9 hours per two-week period. Three tutors will teach you, **3 hours with Mr Barter, 3 hours with Mrs Tooth and three hours with Mr. Swannell.**

The Edexcel BTEC Level 3 Extended Certificate in Sport is a 360-guided learning-hours (GLH) qualification that consists of **three mandatory units plus one** optional unit that combine to give an overall grade for the qualification.

What will you study?

Over the 2 Year Course (36 weeks) you will study the following **Units:**

Unit 1: Anatomy for Sport and Exercise (120GLH)

Unit assessed externally – 1 hour 30 minute Examination

Unit 2: Fitness Training and Programming for Health, Sport and Well-being (120GLH)

Unit assessed externally – 2 hour Examination with a period of preparation

Unit 3: Professional Development in the Sports Industry (60 GLH) Unit assessed internally

Unit 6 *Optional Unit:* Sport Psychology (60GLH)

Unit assessed internally

67% external assessment

33% internal assessment

How will you study the units?

Over the course of Year 12, the mandatory Units **1** and **2** will be taught along with the optional Unit **3**.

In Year 13 Units **1** and **2** will continue to be taught until the exam is completed along with the second optional Unit **6**.

How am I Graded?

There are two formal, external examinations, Unit 1 and Unit 2. You will receive a single grade (**Pass, Merit** or **Distinction**) for each of the 2 Units that are externally assessed.

There are two internally assessed Units which, when completed, will be sent to be checked by the exam board – Unit 3 and 6.

For each of the internally assessed units you will be set a number of assignments each assignment will have an 'assignment brief'.

Each assignment will have a ‘work’ or ‘vocational’ scenario, giving a realistic element to reflect what it is like to have a job in the sports industry. You should embrace this vocational scenario and work in role as suggested in each assignment brief.

Internal Assessments

What will I be required to produce?

For the internally marked Units (3 and 6) you will be required to produce a portfolio of evidence to meet the assessment and grading criteria for each unit. You will also be required to keep electronic copies of your work in folders on the school network

What are the Grading Criteria?

This can be found in the specification.

The BTEC grading criteria uses the following:

- Pass
- Merit
- Distinction

To **pass** a unit, every pass criterion needs to be achieved.

To gain a **merit**, all pass and merit criterion need to be achieved.

To gain a **distinction**, all pass, merit and distinction criterion need to be achieved.

Each criterion generally begins with an operative verb, for example:

Pass = describe (what)

Merit = explain (how/why)

Distinction = justify/evaluate/analyse (why/importance/relationship)

*Each grading criteria contains a command verb to tell you what you need to do in order to achieve a **pass**, **merit** or **distinction**. (These will be in bold italics on your assignment brief).*

Below is a table with an explanation to help you understand what the key verbs require.

Command Verb	Explanation of what you have to do
Analyse	Explore the main ideas of the subject. Explain the importance of each idea and how they are related (<i>Why</i>)
Assess	Give your judgment on the importance of something.
Compare & contrast	Explain the similarities and differences between the two or more subject matters.
Conclude	After having written about a topic give a reasoned judgment stating what your overall opinion is.
Critically analyse	Give your opinion of the subject matter – consider all the evidence and then write about both the advantages and disadvantages.
Demonstrate	Give a number of related examples of details from a variety of sources to support the argument you are making. In a practical situation, this means that you must practically carry out the activity/skill while being observed.
Describe	Give a detailed account of something (<i>what</i>)

Discuss	Examine the advantages and disadvantages of the subject matter and then try to complete the discussion with a conclusion.
Define	Clearly explain what a particular term means and give an example, if appropriate, to show what you mean.
Distinguish	Explain the differences.
Evaluate	Give evidence to support the good and the bad points of the topic and then give your opinion based upon the evidence. (<i>Why</i>)
Examine	Inspect something closely.
Explain	Give a detailed account of the meaning of something with reasons. Include the 'how' and 'why' of the topic.
Identify	Point out, give a list of the main features.
Illustrate	This usually means you should draw or use images to help answer the question.
Interpret	Explain the meaning of something by giving examples, diagrams and/or opinions.
Justify	Give supported reasons for your view to explain how you have arrived at your conclusions.
List	Bullet points of information or a record that includes an item by item account of relevant information.
Outline	A brief description of something that really only looks at the main topic area.
Recommend	Weigh up all the evidence to come to a conclusion about what would be best, giving reasons
Summarise	Write down or articulate briefly the main points or essential features

The Assignment Brief

You will be given Assignment Briefs explaining the tasks you will need to complete to succeed within the project.

On the assignment it will detail the deadline date, the content of the unit the brief relates to, the criteria you are being assessed on, the task you must complete and the evidence you must provide as proof.

The Assignment Briefs have all the information you need to achieve the criteria and should be referred to constantly. You are allowed to make notes and annotations on the briefs as the task progresses.

Your Tutor will go over each Assignment Brief in detail when it is set. Please use this opportunity to ensure you fully understand the Brief as you will be required to work independently without any further feedback on work produced.

Final Assessment

Your work will be assessed against the criteria at the final assessment point where you will receive your grade. You will not be given advice to improve your work as this is the final assessment.

What will the assignment look like?

At the end of a section of work you will be given a **summative** assignment brief. Each assignment brief will specify:

- The vocational scenario
- The grading criteria for *pass*, *merit* and *distinction*
- The unit content
- The specific tasks you will have to complete
- The final deadline
- Assessment guidance
- Assessment record

When will assignments be collected in?

You will be given a **summative assessment** deadline calendar at the start of the course.

Every **summative assignment** will have the **submission** hand in date clearly written on and once issued you cannot receive any guidance or help from your teacher.

It is essential that you **meet every deadline**. If you have a good reason to miss a deadline, e.g. a genuine illness (Doctors note required) you must inform the staff as soon as possible.

You will not be able to apply for a **resubmission** if you have missed a deadline.

A summative assignment will have ONE deadline

Your work will be marked by your teacher and returned within 2 weeks with a grading and justification of why you have achieved the grade awarded.

Late submission

Your tutor is not required to accept assessment work that was not completed by the assessment date.

Edexcel has a strict policy regarding the submission of work for BTEC courses. We are required to publish all submission dates in advance of the course being taught. This procedure is in place in order that a moderator or quality nominee knows when they can call your work for checking. This can happen at any time throughout the two year course.

It is therefore essential that work is handed in **on the date specified in the brief**. This will be at the **start of your lesson** on the allocated date. All work must be handed in as a hard copy. It is therefore essential that all word processed documents are printed in advance of the lesson. Your name, form and a title for the work must be included.

You will be required to sign a **Declaration Sheet** to confirm which elements of the brief you are submitting work for as you hand it in.

If you are unable to attend school for any reason on the submission date you must arrange for somebody to bring the work in to school on your behalf.

If a submission deadline is missed, this is considered an automatic failure for the Unit (unless there are extenuating circumstances which comply with CTC Missed Deadlines Policy and Pearson Edexcel's strict guidelines) It is therefore **IMPERATIVE** that **ALL DEADLINES ARE MET**.

Opportunities for resubmission of assessments

You can request and opportunity to resubmit a completed assessment after the final grade has been given. Your request will need to be authorised by the Lead IV (Mr Swannell/Mr Barter) and will be subject to the following conditions;

- You have met the initial deadline set in the assignment or the agreed deadline extension
- Your Tutor judges that you will be able to provide improved evidence without further guidance (no extra teaching)
- You have not plagiarised within the original work submitted

You will have 10 working days (Not 10 lessons not including a holiday period) to complete the resubmission without further guidance

Opportunities to retake assessments

If you have not achieved a Pass or above on the assignment after a resubmission you can request an opportunity to retake a completed assessment after the final grade has been given.

Your request will need to be authorised by the Lead IV.

You will need to have met the submission criteria.

You may not resubmit work for the current assignment but complete an alternative Assignment prepared for the Learning Aims of the unit.

If you miss the deadline you will FAIL the assignment!

Before a summative assignment brief is given out staff will set a series of formative assessment tasks. These tasks will have a **first** deadline, they will be marked and feedback given on how to improve. A **second** deadline for completion of corrections/improvements will be given. This work can then be used to complete the summative assessment. There will be designated compulsory after school sessions for students who are not achieving a PASS grade.

Authenticity and authentication

You must authenticate the evidence you provide for assessment by signing a declaration stating that the work is your own. You will need to clearly reference source you have used. If your work is not referenced correctly it is deemed to be plagiarised. Plagiarised work cannot be accepted and will therefore any work that is submitted without correct referencing will be a failure for that submission (not achieved.) You should include references either in a bibliography at the end of your work or as a footnote at the bottom of the page

Appeals

You have the right to appeal an assessment decision by your Tutor. Initially you can discuss this with your Tutor. If the decision remains unresolved then the LIV will moderate the work against the criteria. If the decision is still unresolved then an Appeal Hearing will be held with either the QN or Senior Leadership. If the decision remains unresolved the work will be submitted to Edexcel for a final decision.

Malpractice by Learners

Definitions of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Plagiarism of any nature
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- Stage 1- The LIV and QN are notified of the suspected malpractice
- Stage 2 (Minor acts of Learner Malpractice) – The learner meets with either the LIV or QN to respond to the allegation. The learner can withdraw work at this stage and sign a new Learner declaration for assessment.
- Stage 3 – The learner is informed directly that any further incidents will discredit that piece of work, and will prevent the LIV authorising an opportunity for re-submission (NQF) or re-take (QCF)
- Stage 4 (Major acts of Learner Malpractice) - Second offence of malpractice. The work is discredited and ungraded. An opportunity for re-submission (NQF) or re-take (QCF) is not authorised. The QN and Head of Year/Parents are notified in order to discuss the learners suitability to continue the course

Learner Responsibility & Plagiarism

You must be a responsible learner. It is your responsibility to complete your assignments under the guidance and direction of your teacher. This responsibility includes collating and compiling your work in an appropriate order, and ensuring your work is handed in on time. Plagiarism is taken very seriously. It is defined as:

Plagiarism is attempting to pass off other people's work and ideas as your own.

Plagiarism is dishonest and you do not learn anything from copying the work of other people. Within school, if you are found to have copied work without referencing, you will be referred to a Senior Teacher. In addition, if you plagiarise, you may be disqualified from the qualification and possibly from other qualifications you are taking. In order to ensure you do not plagiarise, you will be taught by your teacher to:

- Synthesise ideas from various documents and use your own words
- Use a referencing system to record and cite sources correctly
- Use a bibliography for each assignment
- Explore how to ensure sources are credible

Your teacher will ask you to sign a declaration (on the assignment brief) that the work completed is your own.

The teacher will also be required to sign to certify that the work completed is your own. The declaration reads:

'I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.'

How do I identify in my assessments when I use words, ideas, pictures or diagrams from an author, textbook or the Internet?

We use the Harvard Referencing system for your course. ***This will be explained in your first lesson.***

External Units

Two mandatory Units will be externally assessed. Each assessment is taken under specified conditions, then marked by the exam board and a grade awarded. The style of assessment are:

Examination – Unit 1 Anatomy and Physiology.

- All learners take the same 1 hour 30 minute written exam at the same time.
- There will be two opportunities to sit the exam; Students will sit the exam in January of year 13 and have the opportunity to resit in the June series.
- If you FAIL (U grade) in the January exam you must re-sit in the June window.
- If you achieve PASS or MERIT in January you may opt to re-sit in June to improve your grade.

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

- All learners take the assessment during a defined 2 week period in the January of year 13 and have the opportunity to resit in the June series.
- Section A is released to learners with a scenario
- Learners have two weeks to embark on independent research to prepare for the written exam.
- Learners can produce 4 sides of A4 notes that are taken into the exam. These are attached to the exam paper sent to the exam board.
- The external exam is 2 hour written paper.

How are Unit grades converted to points to calculate my overall grade for the course?

Internal Units

Unit NQF Level	Points per credit (UMS)		
	Pass	Merit	Distinction
Level 3	6	10	16

External Units

Unit NQF Level	N	Points per credit (UMS)		
		Pass	Merit	Distinction
Level 3	8	12	20	32

For the external units you will be given a raw score which is converted into a UMS score. This UMS score is on a sliding scale depending on how high a grade you get e.g. 55/80 marks might be a Merit and that is 24UMS points as it is around the middle of the Merit grade boundary.

Your UMS scores from each of the 4 units are then added together to achieve an overall course score.

The full A Level (2 year course) is graded using the 4 unit scores combined:

Pass = 36 points

Merit = 52 points

Distinction = 74 points

Distinction* = 90 points

Please Note:

You must achieve at least a PASS grade for every Internal Unit in this qualification to successfully complete this course.

In other words, if you fail one internal unit even if you achieve a distinction in the other three units you will fail the whole course!!!!!!

For further information, refer to the specification on the shared area.



Safe practice in Physical Education and Sport

When taking part in practical lessons or workshops pupils are responsible for ensuring that conduct, personal effects, clothing, footwear and any necessary items of equipment appropriate to that activity meet safety expectations eg. Shoes correctly tied, no jewellery, hair tied back, gum shields and or shin pads are worn when required, appropriate clothing for the activity.

Before embarking on any strenuous activity on this course pupils should make sure a PAR-Q has been completed. It is recommended pupils and parents advise staff of any ongoing medical conditions.

When leading activities pupils must ensure a risk assessment is carried out before the activity begins and appropriate measures are taken.

Pupil behaviour must not interfere with learning and safe practice.

During Practical Lessons

A healthy attitude to competition and challenge is encouraged and should be adopted by all participants. Loss of temper, dissent and overzealous play is unacceptable. Decisions made by officials, coaches, leaders and teachers merit respect and compliance.

For further details please refer to **Safe Practice in Physical Education and School Sport (Association for Physical Education) Copy in PE Department Office**



What do we your tutors expect?

This is a non-examination course with assignments set to grade your understanding.

There are 4 success levels;

Pass

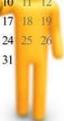
Merit

Distinction

Distinction *

The PE Department expects 100% commitment to your studies.

Attendance is vital. Missed lessons will seriously affect your grade as work done in class counts towards your final grade.



Deadlines set for coursework are non-negotiable. Failure to meet a deadline could result in failure to get the grade you deserve!

All students will be given one to one **tutorial session** to discuss progress and address concerns.



A commitment to sport goes without saying and all students are expected to continue their involvement in an activity outside of school. In addition, students are encouraged to become involved in coaching or **leading** groups of younger children alongside the PE staff either during a curriculum lesson or at lunchtime/after school clubs.

When involved in practical sessions students are expected to dress in safe and suitable attire.



Finally we, in the PE Department work as a **team** and you will be part of this! This means you will be offered all the support you need to **succeed** from both fellow students.