



# BTEC International Level 3 Extended Diploma (1080 GLH) in Sport: Sample Delivery Plan

## Audience

This document is aimed at supporting tutors and those delivering BTEC International Level 3 qualifications from September 2020.

## Introduction

Clear unit planning and understanding of key deadlines are essential for a successful delivery programme. We have produced a sample delivery plan showing how the BTEC Extended Diploma in Sport could be delivered over two years, highlighting assessment milestones and indicating where you can teach units holistically.

## Overview

The Level 3 Extended Diploma in Sport comprises eight mandatory units and optional units worth at least 480 guided learning hours (GLH). Three of the mandatory units are internally assessed using a Pearson Set Assignment. The remaining mandatory units and all optional units are all internally assessed via centre-designed assignments or the Authorised Assignment Briefs.

The sample delivery plan is based on the qualification being delivered over 2 years, with 15 hours' teaching per week.

If your centre is subject to Standards Verification, your Standards Verifier will confirm sampling arrangements with you in order to meet the first sampling deadline.

When creating a delivery plan, you will need to consider if there are units that provide a foundation on which other units will build. For example, a unit that covers anatomy may provide a foundation for a unit where an understanding of muscle function is required. Units can also complement each other, meaning that delivering such units during the same term can allow learners to reinforce understanding and make learning more meaningful.

You will also need to consider whether units should be delivered intensively ('short and fat') or over more extended periods ('long and thin'). Both approaches have advantages and disadvantages: 'Long and thin' means that it is delivered over a longer period, e.g. over all or most of the year. This means that learners have to wait a long time before they have completed an assignment and can receive feedback on their actual achievement. It also means that assessment tends to be concentrated at the end of the academic year; 'short and fat' delivery and assessment means that a unit is completed in a short time frame, allowing learners to be aware of their achievement during the year.

## Key sections

The document focuses on key dates to plan around and an example of how the Extended Diploma can be structured, set out in the three sections below:

### Section 1: Guide to key dates

Setting out the key activities and requirements for course delivery alongside dates and links to further information.

### Section 2: Sample one-year plan – delivery chart

A chart setting out the key deliverables against chosen units.

### Section 3: Sample one-year plan – detailed rationale

An in-depth rationale and explanation as to how the suggested plan was structured.

Further support can be found within the relevant specification on Pearson's website (<https://qualifications.pearson.com/en/qualifications/btec-international-level-3/sport.html>)



Below is an overview of how wider support also links to this document.

Support	Purpose
Delivery Guides	A companion to your BTEC International Level 3 specification and Authorised Assignment Briefs (AABs) and Sample Pearson Set Assignments. It contains ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery, ways of managing independent learning and how to approach assessments. The aim of these guides is to show how the specification content might work in practice and to inspire you to start thinking about different ways to deliver your course.
Authorised Assignment Briefs	Provides scenarios and teaching plans for each unit, to be used either as they are set out or to inform your own planning.
Schemes of Work	Demonstrates how the unit content can be covered in the GLH while providing lesson ideas and highlighting links to other units to help you plan your teaching.

## Section 1: Guide to key dates

Setting out the key activities order and requirements for course delivery alongside links to further information.

Action	Description	Resource/reference
Assessment plan(s)	An assessment plan(s) must be in place to demonstrate that sufficient time is available to deliver and assess all the required units in a timely manner. More than one plan may be required if there are different groups working at different speeds.	Assessment plans are available on the Pearson website. Please note that all units are internally assessed. For a small proportion of units Pearson sets the assignment and these are also internally assessed. Pearson Set Assignments will be available from October of the year of assessment and can be taken at any point in that year.
Assignment briefs	Assignment briefs should be internally verified to ensure they are fit for purpose and the equipment, resources and staff expertise will be available. This is not required for Pearson Set Assignment Units.	Authorised assignment briefs are available at <a href="https://qualifications.pearson.com/en/qualifications/btec-international-level-3/sport.html">https://qualifications.pearson.com/en/qualifications/btec-international-level-3/sport.html</a> .
Learner induction	A short period of induction is strongly recommended to ensure learners are familiar with the programme and its requirements.  Plagiarism, referencing, time management skills, the importance of meeting deadlines and centre policies should be covered.	
Register your learners	Learner registrations need to be made by the deadlines on our website. This will trigger the allocation of a Standards Verifier and support for your centre.	Edexcel Online
Allocation of Standards Verifier	The Standards Verifier needs to see the assessment plan(s) and will agree a sampling schedule with the centre. They are available to provide support and guidance.	The details of the Standards Verifier will be emailed to the Quality Nominee at the centre. Please ensure the Quality Nominee details registered with Pearson are accurate.
Internally assessed unit completed	The internally assessed unit(s) needs to have been sampled and reported prior to the end of teaching for the year.	
Second sampling completed	Second sampling of internally assessed units that were not released for certification must be complete by the end of the teaching for the year.	



## Section 2: Sample two-year plan – delivery chart

This plan is intended to be used as guidance.

### Key

LA = Learning aim

INT = Internal assessment

PSA = Pearson Set Assignment

YEAR 1 TERM 1															
Unit	Unit title	Guided learning hours	Assessment method	1	2	3	4	5	6	7	8	9	10	11	12
1	Health, Wellbeing and Sport	90 GLH	Pearson Set Assignment	LAA	LAA	LAA	LAA	LAA	LAB	LAB	LAB	LAB	LAB	LAB	LAC
5 hours per week 1-18, including 12 hours for assessment															
2	Careers in the Sport and Active Leisure Industry	90 GLH	Pearson Set Assignment	LAA	LAA	LAA/B	LAB	LAB	LAB	LAB	LAB	LAB	LAB	LAB	LAC
5 hours per week 1-18, including 12 hours for assessment															
24	Applied Anatomy and Physiology	90 GLH	Internal Assessment	LAA	LAA	LAA	LAA	INT LAA	INT LAA	LAB	LAB	LAB	LAB	LAB	LAC
5 hours per week 1-18, including approximately 24 hours for assessment															



				YEAR 1 TERM 2											
Unit	Unit title	Guided learning hours	Assessment method	13	14	15	16	17	18	19	20	21	22	23	24
1	Health, Wellbeing and Sport	90 GLH	Pearson Set Assignment	LAD	LAD	LAD	LAD PSA	PSA	PSA						
				5 hours per week 1-18, including 12 hours for assessment											
2	Careers in the Sport and Active Leisure Industry	90 GLH	Pearson Set Assignment	LAC	LAC	LAC/D	LAD PSA	PSA	PSA						
				5 hours per week 1-18, including 12 hours for assessment											
24	Applied Anatomy and Physiology	90 GLH	Internal Assessment	LAC	LAC INT LAB/C	INT LAB/C	LAD	LAD	INT LAD						
				5 hours per week 1-18, including approximately 24 hours for Assessment											
26	Nutrition for Physical Performance	60 GLH	Internal Assessment							LAA	LAA	LAA	LAA	LAA/B	LAB
				5 hours per week 19-30, including approximately 20 hours for assessment											
27	Sports Psychology	60 GLH	Internal Assessment							LAA	LAA	LAA INT LAA	LAB	LAB	LAB
				5 hours per week 19-30, including approximately 12 hours for assessment											
34	Sport Development	60 GLH	Internal Assessment							LAA	LAA	LAA	LAA NT LAA	LAB	LAB
				5 hours per week 19-30, including approximately 12 hours for assessment											



YEAR 1 TERM 3															
Unit	Unit title	Guided learning hours	Assessment method	25	26	27	28	29	30	31	32	33	34	35	36
26	Nutrition for Physical Performance	60 GLH	Internal Assessment	LAC	LAC INT LAA-C	INT LAA-C	LAD	LAD INT LAD	INT LAD						
5 hours per week 19-30, including approximately 20 hours for assessment															
27	Sports Psychology	60 GLH	Internal Assessment	LAB	LAB INT LAB	LAC	LAC	LAC	LAC INT LAC						
5 hours per week 19-30, including approximately 12 hours for assessment															
34	Sport Development	60 GLH	Internal Assessment	LAB	LAB INT LAB	LAB	LAB	LAB	LAB INT LAB						
5 hours per week 19-30, including approximately 12 hours for assessment															
28	Fitness Testing	60 GLH	Internal Assessment							LAA	LAA	LAA	LAA	INT LAA	LAB
5 hours per week 31 (year 1)-6 (year 2), including approximately 12 hours for assessment															
29	Technical and Tactical Skills	60 GLH	Internal Assessment							LAA	LAA	LAA	LAA	LAB	LAB
5 hours per week 31 (year 1)-6 (year 2), including approximately 12 hours for assessment															
35	Practical Sports Performance	30 GLH	Internal Assessment							LAA	LAA INT LAA	LAB	LAB/C	LAC	LAC INT LAB/C
5 hours per week 31-36, including approximately 6 hours for assessment															



				YEAR 2 TERM 1												
Unit	Unit title	Guided learning hours	Assessment method	1	2	3	4	5	6	7	8	9	10	11	12	
3	Research Project in Sport	120 GLH	Pearson Set Assignment	LAA	LAA	LAA	LAA	LAA	LAA/B	LAB	LAB	LAB	LAB	LAB	LAB	
				5 hours per week 1–24, including 20 hours for assessment												
28	Fitness Testing	60 GLH	Internal Assessment	LAB	LABC	LAC	LAC	LAC INT LAB/C	INT LAB/C							
				5 hours per week 31 (year 1)–6 (year 2), including approximately 12 hours for assessment												
29	Technical and Tactical Skills	60 GLH	Internal Assessment	LAB	INT LAA/B	LAC	LAC	LAC	LAC INT LAC							
				5 hours per week 31 (year 1)–6 (year 2), including approximately 12 hours for assessment												
4	Ethics, Behaviours and Values	60 GLH	Internal Assessment								LAA	LAA	LAA	LAA	LAA	LAA/B
				5 hours per week 7–18, including approximately 12 hours for assessment												
11	Business in Sport	60 GLH	Internal Assessment								LAA	LAA	LAA	LAA	LAA	LAA/B
				5 hours per week 7–18, including approximately 12 hours for assessment												



				YEAR 2 TERM 2											
Unit	Unit title	Guided learning hours	Assessment method	13	14	15	16	17	18	19	20	21	22	23	24
3	Research Project in Sport	120 GLH	Pearson Set Assignment	LAB	LAB	LAB PSA (part 1)	LAC	LAC/D	LAD	LAD	LAD	LAD	PSA (part 2)	PSA (part 2)	PSA (part 2)
				5 hours per week 1–24, including 20 hours for assessment											
4	Ethics, Behaviours and Values	60 GLH	Internal Assessment	LAB	LAB INT LAB	LAC	LAC	LAC	INT LAC						
				5 hours per week 7–18, including approximately 12 hours for assessment											
11	Business in Sport	60 GLH	Internal Assessment	LAB	INT LAA/B	LAC	LAC	LAC	LAC INT LAC						
				5 hours per week 7–18, including approximately 12 hours for assessment											
30	Organising Events in Sport	60 GLH	Internal Assessment							LAA	LAA	LAA	LAA	INT LAA	LAB
				5 hours per week 19–30, including approximately 12 hours for assessment											
31	Influence of Technology in Sport and Physical Activity	60 GLH	Internal Assessment							LAA	LAA	LAA	LAA	INT LAA	LAB
				5 hours per week 19–30, including approximately 12 hours for assessment											



				YEAR 2 TERM 3											
Unit	Unit title	Guided learning hours	Assessment method	25	26	27	28	29	30	31	32	33	34	35	36
30	Organising Events in Sport	60 GLH	Internal Assessment	LAB	LAB/C	LAC	LAC	LAC INT LAB/C	INT LAB/C						
				5 hours per week 19–30, including approximately 12 hours for assessment											
31	Influence of Technology in Sport and Physical Activity	60 GLH	Internal Assessment	LAB	LAB/C	LAC	LAC	LAC INT LAB/C	INT LAB/C						
				5 hours per week 19–30, including approximately 12 hours for assessment											
12	Sports Tourism	60 GLH	Internal Assessment	LAA	LAA	LAA	LAA	INT LAA	LAB	LAB	LAB/C	LAC	LAC	LAC INT LAB/C	INT LAB/C
				5 hours per week 25–36, including approximately 18 hours for assessment											
32	Sports Performance Analysis	60 GLH	Internal Assessment							LAA	LAA INT LAA	LAB	LAB INT LAB	LAC/D	LAD INT LAC/D
				10 hours per week 31–36, including approximately 20 hours for assessment											





### Section 3: Sample two-year plan – detailed rationale

It is proposed that the following units are delivered over three terms. Other approaches would also be possible, e.g. two semesters.

#### Year 1 First term

*Unit 1: Health, Wellbeing and Sport* and *Unit 2: Careers in the Sport and Active Leisure Industry* are the only mandatory units. They are delivered in the first term and half of the second term. Unit 1 allows learners to explore the importance of physical activity and wellbeing on different types of participants before they move on to more specialised areas tackled in the optional units. They will investigate physical and mental health and suggest ways to improve them, whilst in Unit 2 learners will develop an understanding of careers in the sport and active leisure industry, and skills, knowledge and behaviours for employment in the industry. *Unit 24: Applied Sports Anatomy and Physiology* could be delivered alongside Units 1 and 2 in the first term and carried on into the first half of the second term. This is another substantial unit and links well with the Unit 1 work in regard to physical health. It allows learners to discover the structure and function of the skeletal, muscular, cardiovascular and respiratory systems and develop an understanding of the fundamentals of the energy systems. Together with the two mandatory units, it will give learners an excellent knowledge base to build on for the forthcoming units.

#### Year 1 Second term

Complete the delivery of *Unit 1: Health, Wellbeing and Sport*, *Unit 2: Careers in the Sport and Active Leisure Industry* and *Unit 24: Applied Sports Anatomy and Physiology* in the first half of this second term. This ensures that a significant amount of the Diploma delivery is completed, which provides the opportunity to complete the summative assessments for these large units at the midpoint of the year, but this also provides plenty of time for re-take opportunities if these should be needed.

In the second half of the term, begin to deliver, *Unit 26: Nutrition for Physical Performance*, *Unit 27: Sports Psychology* and *Unit 34: Sports Development*, all of which are completed by the middle of the third term. Unit 26 allows learners to explore the importance of nutrition and hydration within a sport context. The work covered here about nutrition and hydration strategies will enhance their knowledge of physical health from Unit 1, and the positive benefits to their muscular systems, energy systems etc from Unit 24. Unit 27 enables the learners to develop an understanding of the psychological demands of sport and develop techniques to improve sporting performance. This will link well with the work undertaken about mental health in Unit 1. *Unit 34: Sports Development* lets learners explore the principles of sports development, the key agencies involved and provide applied examples of current practice. This unit links well with Unit 2, particularly in regard to the roles in sport, career pathways and the organisation of sport in their country, etc.

#### Year 1 Third term

The first half of this final term will see the delivery completion of *Unit 26: Nutrition for Physical Performance*, *Unit 27: Sports Psychology* and *Unit 34: Sports Development*. The second half of this term will see the delivery of another mandatory unit in its entirety: *Unit 35: Practical Sports Performance* enables learners to develop the skills, techniques and tactics of selected sports through active participation in individual or team sports. Alongside this unit, the first two optional units will be delivered; *Unit 28: Fitness Testing* and *Unit 29: Technical and Tactical Skills in Sport*, but they will be completed in the first term of Year 2. Unit 28 will see learners gain an understanding of fitness testing and the importance of health screening and health monitoring tests, whilst Unit 29 allows the learners to look at the technical and tactical demands of selected sports and those required by elite sports performers. They will also plan and review their own abilities for a selected sport. It is suggested that Units 28 and 29 are delivered at the same time as they complement each other, for example, the appropriate fitness testing knowledge learned in Unit 28 will assist the learner to appreciate the technical and tactical demands of a sports performer in Unit 29.

By completing these units, learners will have covered all mandatory units required for the Extended Diploma by the end of the first year, except *Unit 3: Research Project in Sport*, which they have to take in their second year.

#### Year 2 First term

In the first half of this term, complete the delivery of *Unit 28: Fitness Testing* and *Unit 29: Technical and Tactical Skills in Sport*, and begin delivery of the final mandatory unit (*Unit 3: Research Project in Sport*). Unit 3 allows learners to propose and undertake research in a sport context, delivery of which extends in to the second term. Prior knowledge gained in units taught in the first year will help inform the learners project which they will work on for two terms. For example, one of the aims of the project is to investigate current trends in sports and exercise which could have been discussed using national and local sporting initiatives in Unit 34.

The second half of this term *Unit 4: Ethics, Behaviours and Values* and *Unit 11: Business in Sport* are delivered. and these will be completed by the midpoint of the second term. Unit 4 allows learners to examine and explore ethics and the values in sport and the ways organisations maintain ethics and values. The work covered here will enhance their Research Project as one of the requirements for this is that they carry out their investigation ethically, following the appropriate ethical guidelines. *Unit 11: Business in Sport* develops the skills needed to prepare a business plan, using IT and financial and relevant business data and learners will implement a customer service programme for a client.

#### Year 2 Second term

Learners will continue and complete *Unit 3: Research Project in Sport*. In addition, the first half of this term will see the completion of the delivery of *Unit 4: Ethics, Behaviours and Values* and *Unit 11: Business in Sport*. It is suggested that Units 30 and 31 are delivered from the midpoint of this term. *Unit 30: Organising Events in Sport and Physical Activities* lets learners explore key opportunities and requirements associated with organising sports and fitness events. They produce their own promotional materials and plan and deliver a sports event. The research skills that they are using for the Unit 3 project will help with research required for their sports event. Whilst *Unit 31: Influence of Technology in Sport and Physical Activity* allows the learners to study the relationship technology has on sport and physical activity and develop a strategy for implementing technology for improved performance or experience. The work covered here will complement earlier work, for example, on technical sport skills from Unit 29.

#### Year 2 Third term

In the first half of this final term, complete *Unit 30: Organising Events in Sport and Physical Activities* and *Unit 31: Influence of Technology in Sport and Physical Activity*, and begin *Unit 12: Sports Tourism*. Unit 12 will give learners the opportunity to investigate the characteristics and economic, social and environmental impact of sports tourism and apply this to the planning and presentation of a sports tourism enterprise. This allows learners to build on work covered in *Unit 2: Careers in the Sport and Active Leisure Industry* and *Unit 11: Business in Sport* (from Year 1). In the second half of the term, it is suggested that *Unit 32: Sports Performance Analysis* is delivered in its entirety. Unit 32 enables learners to study methods of performance analysis, benchmarks for performance, and practically develop and use tools for analysing performance and providing feedback. This unit will let learners showcase the knowledge and skills that they have acquired on the course, for example, the appreciation of the practical demands of a sports performer gained through active participation in Unit 35.