



# BTEC International Level 3 Foundation Diploma (540 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 Foundation Diploma in Sport could be delivered over one year, highlighting assessment milestones and indicating where you can teach units holistically.

## Overview

The Level 3 Foundation Diploma in Sport comprises two mandatory units and optional units worth at least 360 guided learning hours (GLH). The mandatory units are internally assessed using a Pearson Set Assignment. The 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 1 year, 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 Foundation 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 one-year plan – delivery chart

This plan is intended to be used as guidance.

### Key

LA = Learning aim

INT = Internal assessment

PSA = Pearson Set Assignment

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															



				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/B/C	INT LAA-C	LAD	INT LAD
				10 hours per week 19-24, 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											



TERM 3															
Unit	Unit title	Guided learning hours	Assessment method	25	26	27	28	29	30	31	32	33	34	35	36
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															
29	Technical and Tactical Skills in Sport	60 GLH	Internal Assessment	LAA	LAA/B	LAB	LAB INT LAB/C	LAC	LAC INT LAC						
10 hours per week 25-30 including approximately 12 hours for assessment															
32	Sports Performance Analysis	60 GLH	Internal Assessment							LAA	LAA INT LAA	LAB	LAB INT LAB	LAC/D	LAC/D INT LAC/D
10 hours per week 31-36 including approximately 20 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															



### Section 3: Sample one-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.

#### 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.

#### 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 would ensure that a significant amount of the Foundation Diploma delivery would be completed, providing 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.

Following the assessments *Unit 26: Nutrition for Physical Performance* and *Unit 27: Sports Psychology* could be delivered. Unit 26 allows learners to explore the importance of nutrition and hydration within a sport context. The work covered here about good 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 significantly with the work undertaken about mental health in Unit 1. This unit will continue to be taught in the final term. However, Unit 26 is completed in a compressed time period which gives the advantage that by the end of this term, four of the eight units will be complete, allowing learners to focus their attention on the four remaining units for the final term.

#### Third term

The first half of this final term will see the delivery completion of *Unit 27: Sports Psychology* and the delivery in its entirety of *Unit 29: Technical and Tactical Skills in Sport*. This unit 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 27 and 29 could be delivered together here as they complement each other, for example, the appropriate psychological techniques learned in *Unit 27: Sports Psychology*, will assist the learner to appreciate the technical and tactical demands of a sports performer.

The second half of this term will see the delivery of *Unit 32: Sports Performance Analysis* and *Unit 35: Practical Sports Performance*. 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, whilst Unit 35 allows learners to develop the skills, techniques and tactics of selected sports through active participation in individual or team sports. Again, these units complement each other and will let learners showcase the knowledge and skills that they have acquired on the course. For example, knowledge of the health (physical and mental), the anatomy and physiology of a performer, along with correct nutrition and hydration strategies and appropriate psychological techniques, will all assist the learner to appreciate the practical demands of a sports performer.

All units will benefit from this linear delivery model.