



BTEC International Level 3 Diploma (720 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 Diploma in Sport could be delivered over one year, highlighting assessment milestones and indicating where you can teach units holistically.

Overview

The Level 3 Diploma in Sport comprises five mandatory units and optional units worth at least 360 guided learning hours (GLH). Two 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 1 year, with 20 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 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 https://qualifications.pearson.com/en/qualifications/btec-international-level-3/sport.html .
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											
34	Sport Development	60 GLH	Internal Assessment	LAA	LAA	LAA	LAA INT LAA	LAB	LAB	LAB	LAB INT LAB	LAB	LAB	LAB	LAB INT LAB
				5 hours per week 1-12, including approximately 12 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											
35	Practical Sports Performance	30 GLH	Internal Assessment	LAA	LAA INT LAA	LAB	LAB/C	LAC	LAC INT LAB/C						
				5 hours per week 13-18, including approximately 6 hours for assessment											
4	Ethics, Behaviours and Values	60 GLH	Internal Assessment							LAA	LAA	LAA INT LAA	LAB	LAB	LAB
				5 hours per week 19-30, including approximately 16 hours for assessment											
11	Business in Sport	60 GLH	Internal Assessment							LAA	LAA	LAA	LAA	LAA	LAA/B
				5 hours per week 19-30, including approximately 12 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											
29	Technical and Tactical Skills	60 GLH	Internal Assessment							LAA	LAA	LAA	LAA	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
4	Ethics, Behaviours and Values	60 GLH	Internal Assessment	LAB	LAB INT LAB	LAC	LAC	LAC	INT LAC						
5 hours per week 19-30, including approximately 16 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 19-30, including approximately 12 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															
29	Technical and Tactical Skills	60 GLH	Internal Assessment	LAB	INT LAA/B	LAC	LAC	LAC	LAC INT LAC						
5 hours per week 19-30, including approximately 12 hours for assessment															
28	Fitness Testing	60 GLH	Internal Assessment							LAA	LAA	INT LAA LAB	LAB	LAC	LAC INT LAB/C
10 hours per week 31-36, 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															



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, Unit 2: Careers in the Sport and Active Leisure Industry, Unit 24: Applied Sports Anatomy and Physiology, Unit 34: Sports Development and Unit 35: Practical Sports Performance are the five mandatory units. The first four of these units are delivered in the first term and unit 34 is also completed in this term. The other three are completed by the midpoint 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 other 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* 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. *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. These four units 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, along with the delivery of the final mandatory unit (Unit 35) 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. This would ensure that a significant amount of the Diploma delivery would be completed, providing the opportunity to complete the summative assessments for these large units at the midpoint of the year, and providing plenty of time for re-take opportunities if these should be needed.

Following the completion of the mandatory units, *Unit 4: Ethics, Behaviours and Values, Unit 11: Business in Sport, Unit 27: Sports Psychology and Unit 29: Technical and Tactical Skills in Sport* could be delivered; these will be completed by the middle of the final 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 knowledge of sports development from Unit 34, such as national initiatives and campaigns etc. *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. *Unit 27: Sports Psychology* enables the learners to gain 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. *Unit 29: Technical and Tactical Skills in Sport* 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 are delivered at the same time 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.

Third term

The first half of this final term will see the delivery completion of *Unit 4: Ethics, Behaviours and Values, Unit 11: Business in Sport, Unit 27: Sports Psychology and Unit 29: Technical and Tactical Skills in Sport*. The second half of this term will see the delivery of *Unit 28: Fitness Testing and Unit 32: Sports Performance Analysis*. Unit 28 will see learners gain an understanding of fitness testing and the importance of health screening and health monitoring tests, whilst 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. Again, these units complement each other and will let learners showcase the knowledge and skills that they have acquired on the course. For example, learners will need to utilise their prior knowledge of health gained from Unit 1 to inform their testing in Unit 28. Likewise, the appreciation of the practical demands of a sports performer gained through active participation in Unit 35, will inform the learners depth of understanding for the later units such as analysing sports performance in Unit 32.