



BTEC Sport and Exercise Science Level 3 Extended Diploma

Student Handbook

Vocational Students
Handbook 2020/2021

QAN (601/7422/5)

The facts

- Equivalent in size to **three** A Levels.
- A full **2 year** programme of study
- **13 units**
- **4** are **externally** assessed in **exam** conditions and count for 42% of your final grade
- The **remainder** of the units are **assignment** based and internally assessed with external moderation
- Lessons are divided between **three teachers**
- Lessons are **predominantly theoretical** but with **some** units involving **mandatory physical activity**

What will I take to lessons?

You will be expected to arrive at lessons with

- writing equipment
- paper
- laptop/tablet (if agreed with your teacher and very much optional – we have laptops to provide)
- text books
- PE kit (if requested)
- a bottle of water
- your white board and pen

Classroom Rules

- All mobile phones should be switched off and put away before the lesson starts – **KS4**
- Mobile Phones must not be used in lesson for personal use – **KS5**
- No food or drink including chewing gum
- Show respect for your classroom/workplace area
- Meet all deadlines including homework
- All criticism must be constructive
- Actively engage in group work and peer feedback
- Allow others to contribute
- Treat others as you would wish to be treated
- Follow instructions given by your teacher

Who is this qualification for?

It is for **post-16** learners who want to continue their education through **applied learning**, and who aim to progress to employment or higher education.

Learners who wish to take this qualification will have successfully completed a Level 2 programme of study with GCSEs or vocational qualifications.

What does this qualification cover?

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 and exercise science sector.

The qualification gives learners the knowledge, understanding and skills that underpin the sport and exercise science sector to prepare them for **further study or training at a higher level.**

Some of our students have gone on to study **physiotherapy**, sports **psychology**, sports **coaching**, **teaching** to name a few at various universities such as **Loughborough**.

In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing **employability skills**.

- **Cognitive and problem-solving skills:** use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- **Intrapersonal skills:** communicating, working collaboratively, negotiating and influencing, self-presentation
- **Interpersonal skills:** self-management, adaptability and resilience, self-monitoring and development

These look great on your personal statements and references!

There are also specific requirements in some units for assessment of these skills where relevant, for example, where learners are required to **undertake real or simulated activities** such as **pre exercise consultancies** or **clinical fitness testing** for suitability to take part in sport and exercise.

Topics you will cover

Learners will study **13** content areas:

- Applied **Research** Methods in Sport and Exercise Science
- Applied Sport and Exercise **Psychology**
- **Coaching** for Performance and Fitness
- Field and Laboratory-based **Fitness Testing**
- Functional **Anatomy**
- Sport and Exercise **Physiology**
- **Biomechanics** in Sport and Exercise Science
- **Physical Activity** for Individual and Group-based Exercise
- **Sociocultural** Issues in Sport and Exercise
- **Specialised Fitness** Training
- Sports **Massage**

There are **seven mandatory** units, **three** internal and **four** external. Learners must complete and achieve a **Near Pass** grade or above in **all mandatory external units** and achieve a **Pass** or above in **all mandatory internal units**.

Learners must complete **six optional units**. At QEGS, as teaching groups are kept small so you get plenty of assistance and support, we choose the optional units for you depending on staff expertise and university recommendations.

Externally Assessed Units

You will be required to sit **two exams** and **two case study** papers set by the awarding body, they are marked externally.

- Unit 1 – **Physiology** (120GLH) 1.5 hour traditional exam paper
- Unit 2 – Functional **Anatomy** (90GLH) 1.5 traditional exam hour paper
- Unit 3 – **Psychology** of Sport (120GLH) 2 hour paper based around a case study
- Unit 13 – Sports **Nutrition** (120GLH) 2 hour paper based around a case study

Each year you will sit **two** external units. You can take the exams in **January** of each year and **retake in May**, if you require or would like to increase your grade. The **retake** will be at **cost** to you – usually around £30.

The **highest** overall **grade counts** towards your final points allocation.

Internally Assessed Units

Internally assessed units are projects which have been written by your qualification provider. You will be given an **assignment brief** which explains the **tasks** you must complete in order to **achieve the criteria**.

Your teacher will explain the assignment clearly and there will be opportunities to **ask any questions – it is very important you do this**.

At the beginning of each unit you will be given the **Unit Content** and the **Assessment Criteria**. To achieve a grade you will need to **continuously refer** to these documents. They will;

- **Ensure** you complete all pass criteria
- **Assist** you to complete merit and distinction grades, which are harder to achieve
- **Give** you **structure** and an order for your assignments (this saves a lot of time!)

You should always be aware of exactly what is required to gain **PASS, MERIT** or **DISTINCTION** so keep these with you and know where to download another if you lose them!

Grading

Pass, Merit and Distinction are the three grades that you can achieve on assignments. You will collect grades over the two years and eventually be graded with three 'letters'. Each letter is the equivalent to an A-Level grade. The highest grading is a D*D*D* or triple distinction star.

These grades carry **UCAS points** for university applications if you so choose. They are;

Grade Achieved	UCAS Points
***	168
**	160
*	152
DDD	144
DDM	128
DMM	112
MMM	96
MMP	80
MPP	64
PPP	48

Assignment Briefs

On the following pages are examples of the assignment briefs you will be issued. You will see the grading criteria taken from the qualification specification, which relate to **PASS, MERIT** and **DISTINCTION**.

The criteria are laid out in a list and each criterion has a number i.e. **A.P1**.

A – The Learning Aim

P – Means the grade available for this task is a PASS.

You will also see MERIT and DISTINCTION on **most** Assignment Briefs.

Each unit will have a different number of criteria that you need to complete to achieve that unit.

You may have **several** assignments underway with more than one member of staff and there are often **three** Assignment Briefs per unit, so it is important to **file your work effectively**.

The brief will have a **hand-out/hand-in date** and will give you a locally based scenario related to the subject you are studying. I would recommend you **add** you hand in dates to your **phone** for regular alerts. If you **miss a deadline** you are **not** able to request a **resubmission**.

you will see this in the grading criteria

BTEC Assignment Brief

Your course

Qualification	Pearson BTEC Level 3 National Extended Diploma in Sport and Exercise Science
Unit number and title	Unit 8: Specialised Fitness Testing
Learning aim	A: Examine the fitness requirements, physical characteristics and demands of sport that contribute to effective training and performance
Assignment title	Fitness requirements and physical characteristics that contribute to effective training and performance
Assessor	Miss K Brown
Issue date	28.1.20
Hand in deadline	10.2.20

Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
A.P1	Explain how the fitness demands, characteristics and movement patterns of the sport influence the planning of an athlete's training.
A.M1	Analyse how the fitness demands, characteristics and movement patterns of the sport influence the planning of an athlete's training
A.D1	Evaluate how the fitness demands, characteristics and movement patterns of the sport influence the planning of an athlete's training

These are recall based

Vocational Scenario or Context

You are working as an **assistant coach** at Ashbourne Community Sports Club where a range of different sports are played. The head coach would like you to **select and specialise in one sport** that you are most interested in. They will need you to be able to **demonstrate your understanding** of the characteristics and demands of the sport that you have selected and how they **will affect the players training and performance**.

Task 1	<p>Prepare a written report that you can give to the head coach about the sport you would like to assist in coaching.</p> <p>Your report should include an evaluation of the following:</p> <ul style="list-style-type: none"> The characteristics of the sport The fitness demands of the sport including components of skill related fitness and physical fitness Movement patterns used in the sport The energy systems used in the sport and energy expenditure of the sport Factors that influence training programme design <p>In your evaluation, make sure you include practical examples in your work to support any conclusions that you provide in your report. Your work should refer to data analysis of a match(es) and provide information about the significance and importance on your planning and the athletes performance.</p>
Checklist of evidence required	Written report <i>What you need to hand in</i>

Sources of information to support you with this Assignment

A - Refers to the learning aim

P - Pass grade

1 - The 1st P on your grading criteria

Helpful places to look for information

Textbooks

Adams M et al – *BTEC Level 3 National Sport (Performance and Excellence) Student Book* (Pearson, 2010) ISBN 9781846906510

Heyward V H – *Advanced Fitness Assessment and Exercise Prescription* (Human Kinetics, 2006) ISBN 9780736057325

Howley E T and Franks B D – *Health Fitness Instructor's Handbook* (Human Kinetics Europe, 2003) ISBN 9780736042109

Lawrence M – *The Complete Guide to Core Stability* (A&C Black, 2007) ISBN 9780713683479

Stafford-Brown, Rea and Eldridge – *BTEC National Sport and Exercise Science, 4th Edition* (Hodder Education, 2016) ISBN 978 14718 7863 6

Watson A W S – *Physical Fitness and Athletic Performance; A Guide for Students, Athletes and Coaches* (Longman, 1996) ISBN 9780582091108

Journals

American College of Sport Medicine's Health and Fitness Journal

Exercise and Sport Sciences Reviews

International Journal of Sports Science and Coaching

Journal of Sports Science and Physical Fitness

Peak Performance

Research Quarterly for Exercise and Sport

Websites

American College of Sports Medicine www.acsm.org to

British Association of Sport and Exercise Sciences www.bases.org.uk

Coachwise www.1st4sport.com

Human Kinetics www.humankinetics.com

Sport Science www.sportsci.org

Sports Coach UK www.sportscoachuk.org

Top End Sports www.topendsports.com

Brian Mac

Above are some examples of websites. Further useful resources may be found at www.edexcel.com/resources/Pages/default.aspx

BTEC Level 3 Command words glossary

Typically for the pass criteria	
Describe	Give a clear description that includes all the relevant features - think of it as 'painting a picture with words'
Define	Clearly explain what a particular term means and give an example , if appropriate, to show what you mean
Design	Create a plan, proposal or outline to illustrate a straightforward concept or idea
Explain	Set out in detail the meaning of something, with reasons . More difficult than describe or list, so it can help to give an example to show what you mean. Start by introducing the topic then give the 'how' or 'why'
Identify	Point out or choose the right one or give a list of the main features
Illustrate	Include examples or a diagram to show what you mean
Interpret	Define or explain the meaning of something
Outline	Write a clear description but not a detailed one
Plan	Work out and communicate how you would carry out a task or activity
State	Write a clear account
Summarise	Articulate briefly the main points or essential features

Typically for the merit criteria	
Compare /Contrast	Identify the main factors that apply in two or more situations and explain
Demonstrate	Provide several relevant examples or related evidence which clearly support the arguments you are making. This may include showing practical skills
Design	Create a plan, proposal or outline to illustrate a relatively complex concept or idea
Explain in Detail	Provide details and give reasons and/or evidence to clearly support the argument you are making
Justify how/why	Give reasons or evidence to support your opinion or view to show how you arrived at these conclusions
Typically for the distinction criteria	
Appraise	Consider the positive and negative points and give a reasoned judgement
Analyse	Identify separate factors , say how they are related and how each one contributes to the topic
Assess	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant
Comment critically	Give your view after you have considered all the evidence . In particular decide the importance of all the relevant positive and negative aspects
Draw conclusions	Use the evidence you have provided to reach a reasoned judgement
Evaluate	Review the information then bring it together to form a conclusion . Give evidence for each of your views or statements
Evaluate critically	Decide the degree to which a statement is true or the importance or value of something by reviewing the information. Include precise and detailed information and assess possible alternatives , bearing in mind their strengths and weaknesses if they were applied instead.

Assessment of Assignments

This assignment guidance is designed to make sure that you understand **YOUR** responsibilities with the submissions of assignments during your vocational course.

Assessments of Units

You will be given a schedule of the assessments that you need to submit during the academic year. **YOU** are responsible for submitting all your assignments by the deadline. You are also reminded that it is your responsibility to attend and prepare for any in-class assessment dates.

Submission of Assessments

Once you have started work on your assignments you will be required to work on these **independently**, your tutor will not provide any further input of any feedback on assignment criteria, but can provide general advice and feedback on completion of coursework.

What happens when the assignment is complete and the work has been marked?

When you have completed your assignment it will be marked and returned to you with **summative** feedback, as per BTEC rulings. This sheet is called the **Assessment Decisions Sheet**. This can include

- The criteria you **have achieved**
- The criteria that has **not** been achieved - a **reason** will be given although it will **not** provide a list of instructions on how to get a higher grade

- There **may** be comments on spelling, grammar and your general approach to the assignment.
- Assignments **will be returned to you two weeks after the submission date.**

What happens if I have not met all of the criteria?

Because every assignment contributes to the final qualification grade, it may be appropriate for the **Lead Internal Verifier to authorise** one opportunity for you to **resubmit** evidence to meet assessment criteria targeted by an assignment. *You would be expected to make changes to your work and hand in, making it obvious where the new and improved work can be found. This should be done using a different colour or font for example.*

The Lead Internal Verifier **can only** authorise a resubmission if **all** of the following conditions are met:

- The learner has **met initial deadlines** set in the assignment, or has met an **agreed deadline extension**.
- Your teacher judges that you will **be able** to provide improved evidence without further guidance

You need to be clear from the outset that meeting submission deadlines is critical

Resubmissions

When a resubmission has been authorised you will have **15 working days** to complete your upgrades.

Retakes

If your resubmission **fails** to get the 'PASS' the Lead Internal Verifier can authorise a retake. This is a new Assignment Brief and task that **targets only the pass criteria that have not yet been met.**

Just to be clear, a retake is **capped at a PASS** and only one attempt can be given.

Getting an extension for an assignment or extenuation circumstances

In the first instance you should **see** your unit **teacher**. They will **discuss** your request with the **Lead IV** (Miss Brown) and the **SV** (Ms Morgan). This request must be **accompanied by a written request from a parent or carer.**

If you have a legitimate reason for not handing in your assignment by the deadline you can request an extenuating circumstances form and hand this to your tutor, where an extension may be negotiated. **This must be done before the deadline and not after where possible.**

In class assessments

The date set by your tutor for an in-class assessment (e.g. **practical**, role-play etc.) is the **deadline** date for that assignment. It is **your responsibility** to make sure you attend any group or class based assessments.

It is important to remember that you are working towards a vocational qualification and it is therefore very important to **meet deadlines and expected standards** of work- as you would be if you were at University or the world of work. The assignments that are issued to you have been written to give you the opportunity to cover the work required to meet the assessment criteria and the deadline to hand in work.

However here at QEGS we acknowledge that events **can happen outside of your control** that affects your ability to meet assignment deadlines. The rules for vocational courses mean that work submission and deadlines must be clearly recorded and met.

To ensure that we treat all learners equally and fairly you **must submit** a copy of "Extenuating Circumstances" if you wish to:

- Request an **extension** for an assignment deadline (this must be submitted at least 3 days before the deadline)
- Have **missed** a coursework deadline
- Have submitted an assignment **late**

Please note if you do not submit a copy of the form you will not be considered for an extension.

This may mean that you have **failed that assignment and will face further action which could result in you meeting with your tutor, course leader and Curriculum Leader**, where it will be decided if you should be given the opportunity to retake the assignment. This will be a new assignment which will only target the PASS criteria, therefore only allowing you to achieve the PASS criteria, which will affect your ability to achieve a high grade on the course.

Valid Extenuating Circumstances	Invalid Extenuating Circumstances
<ul style="list-style-type: none">• Personal Illness• Illness within the family• Bereavement• Personal Accident• Serious Injury	<ul style="list-style-type: none">• Minor ailments such a coughs or colds• Absence on deadline day• Anticipated events such a moving house or holidays• Poor time management• Computer/printer problems

Excepted forms of evidence

- Doctors Note
- Letter from a hospital Consultant
- Hospital appointment form showing your name and date of birth
- Letter from a counsellor
- Letter from a solicitor
- Police Report
- Death certificate

If you have any doubts you must contact your tutor for guidance at the earliest opportunity



EXTENUATING CIRCUMSTANCES FORM



Student Name	Group
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Course

Unit No:	Unit Name
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Request for extension

Signature	Date
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Tutor Remarks/Evidence

Decision

Tutor Signature	Date
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Course Leader Signature	Date
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Appeals

You, the student have the right to appeal against the grading decision for your assignments and this is in line with your vocational provider procedure.

The Four stages of the appeals process

Stage 1	You disagree with your grading – you should discuss your work with your subject teacher so that you are clear about the marking procedure and how your final grade was established.
Stage 2	If you are still unhappy with the grading you will need to make an appointment to see the Internal Verifier within one week of the grade being issued, the Internal Verifier will then meet with you within one week of the request .
Stage 3	If you still have not reached a satisfactory outcome you can make an appointment to see the Quality Nominee (Ms Morgan). Your assignment will then be assessed by a panel comprising of the Quality Nominee, The Vocational Leader (Mrs Howson) and the Internal Verifier.
Stage 4	If still unsatisfied by the outcome of stage three you must make an appeal to the Head Teacher who will check that the appeal process has been thorough and in accordance with the exam boards guidelines.

Plagiarism and Malpractice

You are encouraged to **read around your subject and research** using a range of resources, assignments that are thoroughly researched are of a higher quality. You may need to **quote** from your sources and be able to **cite** examples that illustrate your ideas, these **must be referenced**.

There are many definitions of what constitutes plagiarism, all of them agree that it is a form of academic misconduct or put simply a form of cheating.

We will not accept any of the following forms of plagiarism:

- Copying from text books or journals
- Copying and pasting from the web
- Copying from other students

Referencing and using the Harvard System

Referencing is a system used to indicate where ideas, quotes, theories, facts and ideas used whilst writing your assignments, can be found. **All** the information you have used to complete your assignment will need to be acknowledged and a bibliography produced.

You should reference **direct quotes, and when paraphrasing of another's work or to give example of a particular theory or model**.

To reference a quote

Smith (2002) states that referencing a quote can be quite challenging.

Or:

In her book Smith (2002) states that to reference a quote can be challenging, but she does not give the reader a full explanation as to why.

Multiple Authors

Smith and Brown (2003) whilst describing referencing, state that students must get into the habit of noting down sources as they work.

You **do not** need to reference:

- Your **own thoughts** or ideas

- A **generally established fact** “smoking causes lung cancer”
- A **historical date** “the Battle of Hastings took place in 1066”
- The information is **common knowledge** “a baby cries when it is hungry”

Below is a simple table that shows you how to put together a bibliography and reference sources and an in- text example.

Type of Resource	Bibliography Example	In Text Example
Book 1 Author	SMITH, J. (2002) <i>The Complete Guide to Referencing</i> . 2 nd Ed. London: Open University Press.	Smith (2002) argues that..... “referencing a quote can be challenging” (Smith 2002 p.32)
Book 2 -3 Authors	SMITH, J., JONES, I. and BROWN, B. (2002) <i>Writing an Assignment</i> . London: Sage Publications	Smith, Jones and Brown (2002)..... As noted by Smith, Jones and Brown (2002)..... “Quotation” (Smith, Jones and Brown 2002)
Book 4 plus Authors	SMITH, J. et al. (2002) <i>How to avoid Plagiarism</i> . 3 rd Ed. Bath: Pearson	Smith et al., (2002) argues that..... “Quotation” (Smith et al., 2002 p.56)
Journal (Printed Article)	BLACK, K & GOLD, S. (2000) Vocational Subjects in Secondary Education. <i>Reference Services Review</i> . 28 p.210-215.	Black and Gold (2000) argue that..... “Quotation” (Black and Gold, 2000, p208)
E Book	GREEN, D <i>Back packing on the up</i> The Free Library. (2014). from http://www.thefreelibrary.com/Backpacking+on+the+up.-a0189905411 (accessed 21.05.15)	Green (2014) argues that..... “Quotation” (Green 2014)
Website	BBC News. (2015) <i>More Pupils reading for pleasure</i> (online) available from : http://www.bbc.co.uk/news/education-32797986 (accessed 21.05.15)as reported by the BBC (2015) “Quotation” (BBC 2015)

Grades

When you finish each internally assessed unit your teacher will be able to inform you of your grade – **PASS, MERIT OR DISTINCTION (KS4 students, either level 1 or 2) or A*-D**. To ensure that your internally assessed work has been marked fairly your vocational provider checks samples of marking; this process usually takes place from January and the grades you have been given **may** change as a result of this.

Once your final grade has been confirmed you will receive an overall grade for your qualification, these are the grades that are shown on your certificate and that you should give to prospective employers or to colleges or universities.

You are able to track accumulative grades using the Pearson website; BTEC Grade Calculator.

Teaching Team

Miss Brown
Miss Senior
Miss Caton
Mr Hallam

