


<p><b>Year:</b> <b>12/13</b></p> <p><b>Subject:</b> <b>BTEC</b></p> <p><b>National</b> <b>Diploma</b></p>	<p><b>Curriculum Intent:</b> 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 sector.</p> <p>The mandatory content allows students to concentrate on the development of their practical skills and the broad knowledge required for entrance into higher education programmes in sport.</p> <p>Learners will study six mandatory units over 2 years, as well as 3 centre prescribed additional units:</p> <p>Year 1</p> <ul style="list-style-type: none"> <li>• Unit 1: Anatomy and Physiology</li> <li>• Unit 2: Fitness Training and Programming for Health, Sport and Well-being</li> <li>• Unit 7: Practical Sport</li> <li>• Unit 8: Coaching for Performance</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• Unit 3: Professional Development in the Sports Industry</li> <li>• Unit 4: Sports Leadership</li> <li>• Unit 6: Sports Psychology</li> <li>• Unit 22: Investigating Business in the Sport and Active Leisure Industry</li> <li>• Unit 23: Skill Acquisition in Sport.</li> </ul> <p>Units have been designed to support progression to a variety of sport courses in higher education, and to link with relevant occupational areas. This allows learners to choose either; a specific specialist area in which they wish to develop their skill or continue a broad programme of study.</p> <p>Core Mandatory externally assessed units (Units 1 and 2) taken in year 1, to enable a retake opportunity in year 2.</p>				
<p><b>Unit 23 Skill Acquisition</b></p>	<p><b>Term 1</b> <i>Learning Aim A</i> <i>Learning Aim B</i></p>		<p><b>Term 2</b> Learning Aim C</p>	<p><b>Term 3</b> <i>Learning Aim D</i></p>	
<p><b>Topic Titles (in order of delivery)</b></p>	<p><i>A: Investigate the nature of skilled performance</i></p>	<p><i>B: Examine ways that sports performers process information for skilled performance</i></p>	<p>C Explore theories of teaching and learning in sport</p>	<p>D Carry out teaching and learning strategies for sports skills.</p>	<p>1.</p>
<p><b>Key knowledge / Retrieval topics</b></p>	<p>A1 The learning process and the difference between learning and performance.</p> <p>A2 Different ways that skills can be classified</p>	<p>B1 How information processing models explain the process of the production of skilled performance</p>	<p>C1 How behaviourist theories explain how people learn new skills.</p> <p>C2 How cognitive theories explain how people learn new skills.</p>	<p>D1 How a task can be analysed and matched with the most appropriate method to facilitate its learning.</p>	

	<p>and what a skilful performance looks like.</p> <p>A3 Different types of abilities and how they contribute to a skilled performance.</p>	<p>B2 How the brain receives information from the environment and organises the information.</p> <p>B3 Decision making and reaction time are influenced by a range of factors.</p> <p>B4 The different types of feedback, the value of each type and when they should be given.</p>	<p>C3 How learning new skills goes through different phases and the features of each phase.</p> <p>C4 How the learning taken from one task can contribute towards the learning of another task.</p>	<p>D2 The effect of different types of practice on the rate of skill learning.</p> <p>D3 The advantages and disadvantages of different learning styles.</p> <p>D4 Different ways that learners receive and process information and how learning should be presented to them.</p> <p>D5 How guidance can contribute to learning skills and the different types of guidance available.</p>	
<b>Understanding / Sequence of delivery</b>	<p>A1 Learning and performance</p> <p>A2 Characteristics and classification of skills</p> <p>A3 Characteristics and classification of abilities</p>	<p>B1 Information processing models</p> <p>B2 Perception</p> <p>B3 Decision making and reaction time</p> <p>B4 Types of feedback</p>	<p>C1 Behaviourist theories</p> <p>C2 Cognitive theories</p> <p>C3 Phases of skill learning</p> <p>C4 Transfer of learning</p>	<p>D1 Presentation of skills</p> <p>D2 Types of practice</p> <p>D3 Styles of teaching</p> <p>D4 Styles of learning</p> <p>D5 Methods of guidance</p>	
<b>Assessment</b>	<p>A.P1 Discuss the qualities of skilled performers.</p> <p>A.P2 Explain the characteristics of skills and abilities.</p>	<p>B.P3 Explain how a sports performer processes information in a given situation.</p> <p>B.P4 Discuss the value of different types of feedback to learning.</p>	<p>C.P5 Describe two contrasting theories of teaching and learning.</p> <p>C.P6 Explain the three phases a sports performer experiences when learning a new skill.</p>	<p>D.P7 Produce a plan showing how a skill can be taught to meet the needs of different sports performers.</p> <p>D.P8 Demonstrate the use of different types of teaching and learning strategies to develop sports skills.</p>	
	<p>A.M1 Assess how abilities contribute to the production of sports skills.</p>	<p>B.M2 Assess the stages of information processing models.</p>	<p>C.M3 Analyse how selected theories of skill learning can be used when teaching skills to sports performers.</p>	<p>D.M4 Demonstrate the effective use of teaching and learning strategies appropriate to specific situations when developing sports skills.</p>	

	AB.D1 Evaluate the effectiveness of information processing models in showing how sports performers produce skilled performance.	AB.D1 Evaluate the effectiveness of information processing models in showing how sports performers produce skilled performance.	C.D2 Evaluate the effectiveness of selected behaviourist and cognitive theories of learning when teaching skills to sports performers.		D.D3 Evaluate the effectiveness of your use of teaching and learning strategies to develop selected sports skills.	
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