

Post-16 Curriculum - Sport

Subject Curriculum Overview

Subject	Sport
Qualification / Specification	National Diploma and Extended Certificate
Awarding Body	Pearson
Level	3
Curriculum Lead	Paul Clarkson
Teaching Staff	Chris Williams
Guided Learning Hours	720/360 GLH
Year(s) Delivered	12 & 13
Last Review Date	June 2026
Next Review Date	June 2027

1. Curriculum Intent

The BTEC Sport curriculum is designed to provide learners with the knowledge, understanding, and practical skills required for progression into higher education, apprenticeships, and employment within the sport, health, fitness, and leisure industries. Through a combination of theoretical study and practical application, learners develop a broad understanding of sport science, coaching, fitness training, leadership, and the professional sports industry.

The curriculum combines academic knowledge with vocational learning, enabling learners to understand how concepts are applied in real sporting and workplace environments. Learners develop technical expertise, communication skills, problem-solving abilities, independence, teamwork, and professionalism, all of which are essential for future success.

The selected units provide a coherent learning journey that develops learners' understanding from foundational concepts through to advanced application:

Unit 1: Anatomy and Physiology

Provides the scientific foundation for understanding the human body and how it responds to exercise. Learners develop knowledge of body systems, movement analysis, energy systems, and physiological adaptations.

Unit 2: Fitness Training and Programming for Health, Sport and Well-being

Builds upon anatomical knowledge by enabling learners to assess fitness, design training programmes, and evaluate performance improvements.

Unit 3: Professional Development in the Sports Industry

Develops employability skills, career planning, reflective practice, and professional behaviours required within the sports sector.

Unit 4: Sports Leadership

Provides opportunities for learners to develop leadership, communication, organisation, and event management skills through practical delivery.

Unit 6: Sports Psychology

Introduces psychological factors affecting performance, motivation, confidence, personality, and group dynamics within sport.

Unit 7: Practical Sports Performance

Allows learners to apply technical and tactical skills within a range of sporting activities while analysing performance.

Unit 10: Sport Event Organisation

Develops project management, teamwork, planning, budgeting, risk assessment, and event delivery skills.

Unit 22: Investigating Business in Sport and the Active Leisure Industry

Explores how sports organisations operate commercially, including finance, marketing, customer service, and business management.

Unit 23: Skill Acquisition in Sport

Examines how performers learn and develop sporting skills through practice, feedback, learning theories, and performance analysis.

Together these units create a balanced curriculum that develops scientific understanding, practical competence, leadership capability, employability skills, and industry awareness.

The curriculum is carefully sequenced to support progression into a wide range of destinations including:

- Higher Education degrees in Sport Science, Sports Coaching, Physical Education, Sports Therapy, Sports Psychology, Strength and Conditioning, Sports Management, and Exercise Science.
- Higher and Degree Apprenticeships in sport, coaching, fitness, leisure management, and health sectors.
- Employment within the sport and active leisure industry.
- Coaching qualifications and governing body awards.
- Fitness industry roles including gym instructor and personal trainer pathways.
- Community sport and sports development careers.

The curriculum develops transferable skills such as communication, teamwork, leadership, critical thinking, analysis, research, presentation, and problem-solving. These skills are highly valued across both sporting and non-sporting industries.

The curriculum has been designed in consultation with employers, industry professionals, and higher education institutions to ensure learners develop relevant and current knowledge and skills.

Employer needs are met through:

- Practical application of learning.
- Leadership and coaching experiences.
- Event planning and management opportunities.
- Development of professional behaviours.
- Understanding of workplace expectations.
- Independent project work and problem-solving activities.

Industry needs are met through:

- Knowledge of contemporary sport science principles.
- Understanding of athlete development and performance.
- Awareness of business and commercial aspects of sport.
- Experience of planning, delivering, and evaluating sporting activities.
- Development of health, fitness, and wellbeing knowledge.

University preparation is supported through:

- Independent research skills.

- Academic writing and report production.
- Data analysis and evaluation.
- Scientific understanding and application.
- Presentation and communication skills.
- Extended project and coursework requirements that mirror higher education study.

Successful learners will:

- Demonstrate secure knowledge of anatomy, physiology, psychology, fitness, and sport science principles.
- Apply theoretical concepts effectively to practical sporting situations.
- Design, implement, and evaluate fitness and training programmes.
- Lead and organise sporting activities and events confidently and professionally.
- Analyse performance using evidence-based approaches.
- Communicate effectively with participants, colleagues, and stakeholders.
- Demonstrate resilience, independence, professionalism, and reflective practice.
- Achieve positive outcomes in assessments and external examinations.
- Progress successfully to higher education, apprenticeships, or employment.
- Develop a lifelong commitment to health, fitness, and professional development.

By the end of the programme, learners will be equipped with the technical knowledge, practical experience, and employability skills required to succeed within the rapidly evolving sport and active leisure sector.

2. Foundational Knowledge

Area	Essential Knowledge / Skills	Why It Matters
Unit 1 - Anatomy and Physiology	The structure and function of the musculoskeletal, cardiovascular, respiratory, and energy systems	Provides the scientific foundation for understanding the human body and how it responds to exercise. Learners develop knowledge of body systems, movement analysis, energy systems, and physiological adaptations.
Unit 2 - Fitness testing and programming	Principles of training, fitness components, fitness testing, and programme design	Builds upon anatomical knowledge by enabling learners to assess fitness, design training programmes, and evaluate performance improvements.
Unit 3 - Professional development in the sporting industry	Professional behaviours, career pathways, and employability skills within the sports industry	Develops employability skills, career planning, reflective practice, and professional behaviours required within the sports sector.

Unit 4 - Sports Leadership	Leadership styles, communication methods, and safe practice in sport	Provides opportunities for learners to develop leadership, communication, organisation, and event management skills through practical delivery.
Unit 6 - Sports Psychology	Psychological factors that influence sporting performance, including motivation, confidence, and personality	Introduces psychological factors affecting performance, motivation, confidence, personality, and group dynamics within sport.
Unit 7 Practical Sports Performance	Rules, techniques, tactics, and performance requirements across a range of sports	Allows learners to apply technical and tactical skills within a range of sporting activities while analysing performance.
Unit 10 - Organising a sports event	Planning, organising, and evaluating sporting events	Develops project management, teamwork, planning, budgeting, risk assessment, and event delivery skills.
Unit 22 - Investigating Business in Sport and the Active Leisure Industry	The structure, purpose, and operation of businesses within the sport and active leisure sector	Explores how sports organisations operate commercially, including finance, marketing, customer service, and business management.
Unit 23 - Skill Acquisition	Theories of learning, skill development, feedback, and performance improvement	Examines how performers learn and develop sporting skills through practice, feedback, learning theories, and performance analysis.

3. Powerful Knowledge

Powerful Knowledge Area	Why It Matters	Evidence of Understanding
Understanding the Human Body and Performance -	Learners develop a scientific understanding of how the body functions and adapts to exercise. This enables them to explain performance, prevent injury, and improve training outcomes using evidence-based approaches.	Knowledge of the structure and function of the musculoskeletal, cardiovascular, respiratory, and energy systems.
Applying Training Principles to Improve Performance	Learners understand how fitness can be developed systematically through programme design, monitoring, and evaluation. They learn that performance improvement is based on scientific principles rather than opinion.	Ability to apply principles of training, assess fitness components, conduct fitness testing, and design a training programme.
Recognising the Psychological Factors Behind Success	Learners gain insight into how motivation, confidence, anxiety, personality, and group dynamics influence participation and performance in sport.	Understanding of the psychological factors that influence sporting performance, including motivation, confidence, and personality.
Understanding How Skills Are Learned and Refined	Learners explore how practice, feedback, and learning theories influence skill acquisition, enabling them to	Understanding of theories of learning, skill development, feedback, and performance improvement.

.	improve performance and support others in their development	
Developing Leadership and Professional Practice	Learners understand how effective leadership, communication, planning, and reflection contribute to successful sporting experiences and workplace performance.	Demonstration of professional behaviours, understanding of career pathways, and employability skills; application of leadership styles and communication; and successful planning, organising, and evaluating of sporting events.
Understanding Sport as a Business and Industry	Learners appreciate that sport operates within complex commercial, social, and economic environments. They develop knowledge of marketing, finance, customer service, and organisational structures within the active leisure sector.	Knowledge of the structure, purpose, and operation of businesses within the sport and active leisure sector, including finance, marketing, and customer service.
Using Evidence to Make Decisions	Across all units, learners develop the ability to collect, interpret, and evaluate information, supporting evidence-based decision-making and critical thinking.	Application of rules, techniques, and tactics to practical sports performance, alongside the ability to analyse and evaluate performance requirements across a range of sports.

4. Curriculum Implementation

Term / Unit	Key Content	Foundational Knowledge	Powerful Knowledge	Assessment Opportunities
Unit 1: Anatomy and Physiology	The structure and function of the musculoskeletal, cardiovascular, respiratory, and energy systems	The structure and function of the musculoskeletal, cardiovascular, respiratory, and energy systems	Understanding the Human Body and Performance	External Examination (120 GLH)
Unit 2: Fitness Training and Programming for Health, Sport and Well-being	Principles of training, fitness components, fitness testing, and programme design	Principles of training, fitness components, fitness testing, and programme design	Applying Training Principles to Improve Performance	External Examination (120 GLH)
Unit 3: Professional Development in the Sports Industry	Professional behaviours, career pathways, and employability skills within the sports industry	Professional behaviours, career pathways, and employability skills within the sports industry	Developing Leadership and Professional Practice	Internal Coursework (60 GLH)

Term / Unit	Key Content	Foundational Knowledge	Powerful Knowledge	Assessment Opportunities
Unit 4: Sports Leadership	Leadership styles, communication methods, and safe practice in sport	Leadership styles, communication methods, and safe practice in sport	Developing Leadership and Professional Practice	Internal Coursework/Practical Observation (60 GLH)
Unit 6: Sports Psychology	Psychological factors that influence sporting performance, including motivation, confidence, and personality	Psychological factors that influence sporting performance, including motivation, confidence, and personality	Recognising the Psychological Factors Behind Success	Internal Coursework (60 GLH)
Unit 7: Practical Sports Performance	Rules, techniques, tactics, and performance requirements across a range of sports	Rules, techniques, tactics, and performance requirements across a range of sports	Using Evidence to Make Decisions	Internal Coursework (60 GLH)
Unit 10: Sport Event Organisation	Planning, organising, and evaluating sporting events	Planning, organising, and evaluating sporting events	Developing Leadership and Professional Practice	Internal Coursework/Project (60 GLH)
Unit 22: Investigating Business in Sport and the Active Leisure Industry	The structure, purpose, and operation of businesses within the sport and active leisure sector	The structure, purpose, and operation of businesses within the sport and active leisure sector	Understanding Sport as a Business and Industry	External Examination/Controlled Assessment (90 GLH)
Unit 23: Skill Acquisition in Sport	Theories of learning, skill development, feedback, and performance improvement	Theories of learning, skill development, feedback, and performance improvement	Understanding How Skills Are Learned and Refined	Internal Coursework (60 GLH)

5. Assessment Strategy

Assessment Type	Purpose	Frequency
Diagnostic	To assess learners' prior knowledge and current skill levels at the start of a unit or course to identify learning gaps and inform teaching.	At the start of each unit or programme of study.
Formative	To monitor learner progress, provide ongoing feedback to guide learning, and adjust teaching delivery throughout the unit.	Ongoing, throughout the unit/course through classroom activities and feedback sessions.
Summative	To determine the overall achievement of learning outcomes for each unit, either through formal external examination or internal assignments (coursework).	End of unit/module. External exams are typically available twice a year.
Synoptic	To assess learners' ability to integrate and apply skills, techniques, concepts, theories, and knowledge from across multiple mandatory units within the sector to complete a key vocational task.	After the teaching and learning of all mandatory units, typically as a set external assessment.