



# The Sheffield College

---

## Sport and Exercise Sciences Induction Pack

---

### Contents:

1. Course Overview
2. Before you start
3. Anatomy and Physiology Tasks
4. Coaching Practice Tasks
5. Careers in Sport Tasks

## 6. Duke of Edinburgh

## 7. Extension Tasks

# Overview of Course

### **Who is this qualification for?**

The Pearson BTEC National Extended Diploma in Sport and Exercise Science is intended to be an Applied General qualification. It is for post-16 learners who want to continue their education through applied learning, and who aim to progress to higher education and ultimately to employment, possibly in the sport and exercise science sector. The qualification is wide-ranging and equivalent in size to three A Levels, and has been designed as a full two-year study programme. Learners who wish to take this qualification will have successfully completed 5 GCSEs Grade 9-4 including English, Maths, Science and/or P.E.

### **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 choosing to enter employment in the sport and exercise science sector. The qualification gives learners the knowledge, understanding and skills that underpin study of the sport and exercise science sector, and gives learners additional breadth and depth to prepare them fully for further study or training. Learners will study seven mandatory units and 6 other units. The content of Year 1 and Year 2 is outlined below:

### **Year 1**

**Unit 2 Functional Anatomy - External Exam**

**Unit 3 Applied Sport and Exercise Psychology - External Exam**

**Unit 6 Coaching for Performance and Fitness**

Unit 10 Physical Activity for Individuals and group based Exercise

Unit 7 Biomechanics in Sport and Exercise Science

Unit 8 Specialised Fitness Training

Unit 15 Sports Injury and Assessment

### **Year 2**

**Unit 1 Sport and Exercise Physiology - External Exam**

**Unit 4 Field and Laboratory-based Fitness Testing**

**Unit 5 Applied Research Methods in Sport and Exercise Science**

**Unit 13 Nutrition for Sport and Exercise Performance - External Exam**

Unit 11 Sports Massage

Unit 12 Sociocultural Issues in Sport and Exercise

\*The units in bold are the mandatory units

## **What could this qualification lead to?**

This qualification is primarily designed to support progression to employment after further study at university. However, it also supports learners who may choose to progress directly to employment, as the transferable knowledge, understanding and skills will give learners an advantage in applying for entry level roles or 'school leaver' industry training programmes and Higher Apprenticeships in areas such as sport and fitness training, coaching, and sports performance research. In addition to the sector-specific content, the requirements of the qualification will mean that learners develop the transferable and higher order skills which are valued by higher education providers and employers. The qualification is intended to carry UCAS points and is recognised by higher education providers as meeting admission requirements for many relevant courses, for example:

- BSc (Hons) in Sport and Exercise Science
- BSc (Hons) in Sport Science
- BSc (Hons) in Sport and Coaching Studies
- BSc (Hons) in Physiotherapy
- BSc (Hons) in Sports Rehabilitation

Learners should always check the entry requirements for degree programmes with specific higher education providers.

## **How does the qualification, and the course at The Sheffield College, provide employability skills?**

In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories:

- 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.

In addition at The Sheffield College, students are expected to complete either an Industry Placement or an Industrial Taster. Both employers and universities increasingly want students to be 'work ready' when they leave Further Education. Industry placements are crucial to both your personal and professional development, and provides an important opportunity to significantly enhance your employability skills and gain an extra qualification. Industry placements/tasters are carried out independently and are in addition to the timetabled hours of the course. The ownership is on the student to find the right placement. Securing a placement helps learners develop essential job search skills. They are supported by a team of dedicated career coaches. A 45 day placement will lead to an additional qualification of an

Industrial Placement Certificate and a minimum of 51 hours of Industrial taster activity is needed to progress from Sports Science year 1 to years 2.

## **How does the qualification provide transferable knowledge and skills for higher education?**

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- being able to give presentations and being active group members.

BTEC learners can also benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study. BTEC Nationals provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

- reading technical texts
- effective writing
- analytical skills
- creative development
- preparation for assessment methods used in degrees.

This information has been adapted from the course syllabus which can be viewed in full here:

[BTEC 2016 Specification](#)

# Before you start.

## **FILMS & DOCUMENTARIES TO WATCH FILMS YOU COULD WATCH**

- The Program: Lance Armstrong Movie on Netflix (Unit 12 Sociocultural Issues in Sport and Exercise Science)
- Happy Gilmore on Netflix (Unit 10 Individual and group based exercise)
- Coach Carter on Netflix (Unit 3 Applied Sport and Exercise Psychology)
- Ronaldo on Netflix (Unit 6 Coaching for performance )
- Moneyball on Netflix (Unit 6 Coaching for performance )

## **DOCUMENTARIES YOU COULD WATCH •**

- Mo Farah and the Salazar Scandal on BBC iPlayer (Unit 12 Sociocultural Issues in Sport and Exercise Science)
- All or Nothing: Manchester City on Prime Video (Unit 6 Coaching for performance )
  - Game Changers on Netflix (Unit 13 Sports Nutrition for Sport and Exercise Performance)
  - Sir Alex Ferguson: Secrets of Success (Unit 3 Applied Sport and Exercise Psychology)
  - Barça Dreams on Netflix (Unit 12 Sociocultural Issues in Sport and Exercise Science)
  - Conor McGregor: Notorious on Netflix (Unit 3 Applied Sport and Exercise Psychology)

## **PREPARATION RESEARCH**

### **INTERNET RESEARCH**

Can your choice of running trainers, football boots or training attire really influence your performance? - Is Technology the New Performance Enhancing Drugs? (Huffington Post) If you have a career path in mind, do some research into your next steps after College. Look on the National Careers Service government website to see requirements for different jobs in Sport. Alternatively, you could research what careers there are in the Sport sector, if you're a little unsure.

### **RECOMMENDED READING**

- Bounce: The Myth of Talent and the Power of Practice Matthew Syed
- Inverting the Pyramid: The History of Football Tactics Jonathan Wilson
- Kicking Off: How Women in Sport are Changing the Game Sarah Shephard
- Achieve the Impossible Professor Greg Whyte OBE
- Why We Sleep Matthew Walker

### **RECOMMENDED WEBSITES**

- BBC Sport [www.bbc.co.uk/sport](http://www.bbc.co.uk/sport)
- Sky Sports [www.skysports.com](http://www.skysports.com)
- Guardian Sport [www.theguardian.com/profile/guardian-sport](http://www.theguardian.com/profile/guardian-sport)

- Bleacher Report [www.bleacherreport.com](http://www.bleacherreport.com)
- TED Talks – Sports [www.ted.com](http://www.ted.com)
- FourFourTwo [www.fourfourtwo.com](http://www.fourfourtwo.com)
- Planet Rugby [www.planetrugby.com](http://www.planetrugby.com)
- London 2012 Highlights [www.olympic.org/london-2012](http://www.olympic.org/london-2012)

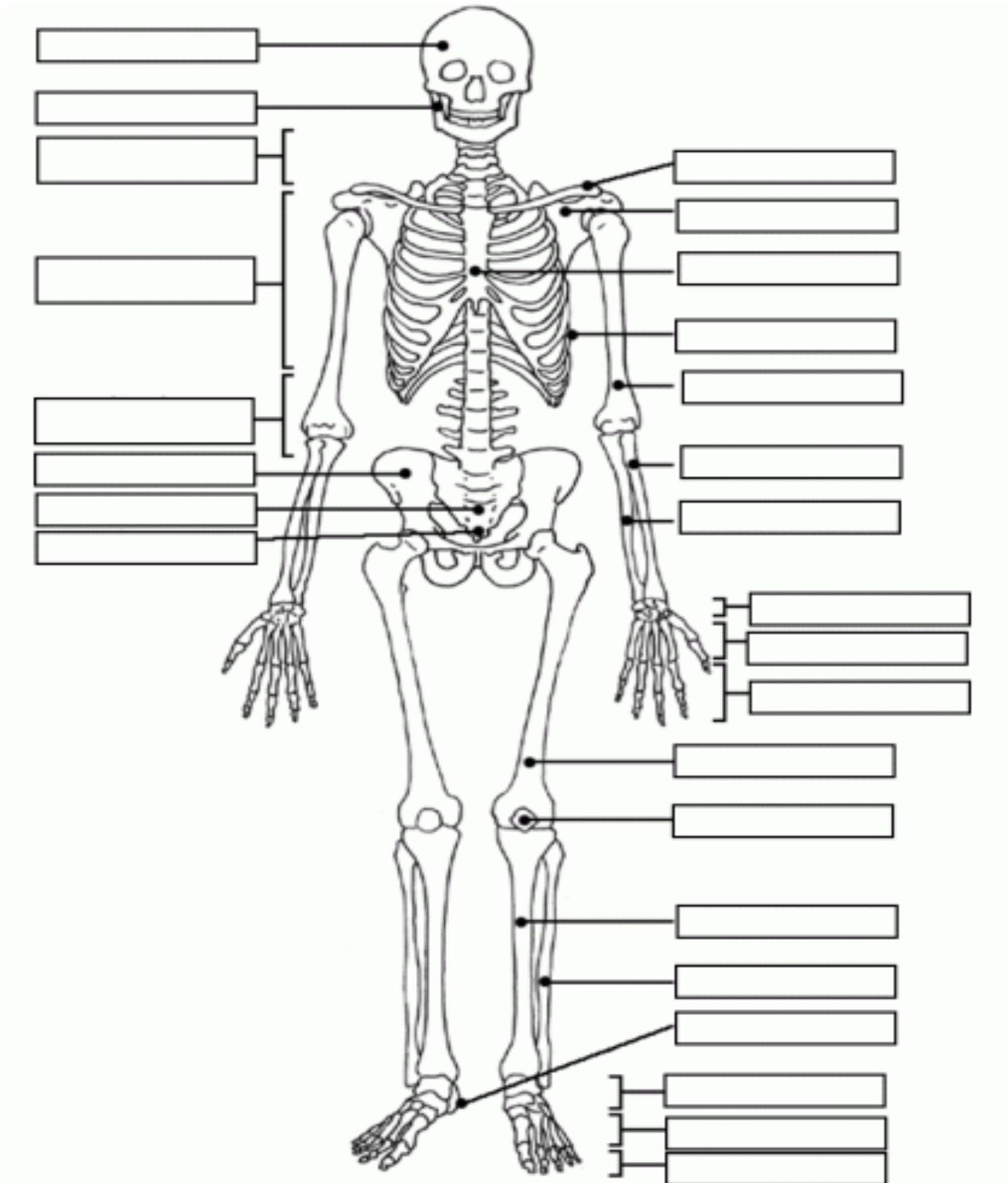
# Anatomy and Physiology Task

Task 1: What do the following terms mean? Do some research and add as much detail as you can?

Anatomy	Exercise Physiology
Sports Psychology	Injury Rehabilitation

## Task 2: The Skeletal System

Try to complete the diagram of the skeletal system by labelling all the bones identified (including the sections of the spine).



### Task 3: The Skeletal System

Try to identify 5 different types of bones and then complete the table below.

Type of bone	Draw a picture to represent this type of bone.	Describe the main characteristics of this type of bone and give an example in the body.
Long bone		
Short bone		
Flat bone		
Irregular bone		
Sesamoid bone		

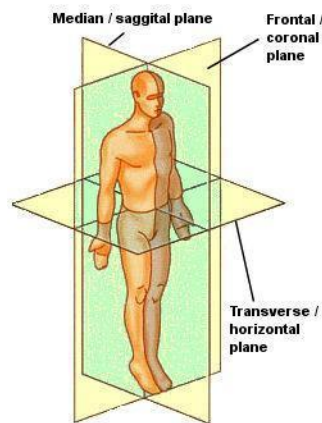


## Task 4: The Skeletal System

*Think of why we need a skeleton. Carry out some research and describe all of the functions of the skeleton. Include illustrations in your answer if you can and write down which websites the illustrations came from.*

## Task 5: The Anatomical position, planes and axis.

Answer the questions in this section by carrying out your own research.



Describe the anatomical position shown above.

Explain why anatomical positions are needed by Sports Scientists

Describe the 3 planes and 3 axis around which human movement occurs.

For the following sporting actions discuss the movement which occurs.

a. At the shoulder during a cricket bowl

b. At the hip during a star jump

*c. The Torso during a forward somersault with straight body*

Carry out research and describe what do the following terms mean?

Medial

Lateral

Anterior

Posterior

Superior

Inferior

Proximal

Distal

peripheral

deep

Supine

prone.

# Coaching Practice Tasks

## **This area will cover**

*Unit 6 Coaching for Performance and Fitness*

*Unit 10 Physical Activity for Individuals and group based Exercise*

*Throughout this strand of your qualification you will develop the knowledge, understanding, skills and attributes required to work in the sports sector. The method of study and assessment is a mixture of theory and practical, however, there is a strong focus on your ability to plan, deliver and review your performance as a leader in a range of employment based settings. On completion, you will gain the knowledge and applied skills to work with different customers in a variety of sports programmes, understand how best to impact participation and improve performance.*

*You will develop underpinning knowledge and gain experience as a coach and build skills to impact positively on sports development programmes.*

*Learners will develop their coaching knowledge and skills to help improve others' performance skills, techniques and tactics across a range of sports.*

*Task 1 - Watch the video in the link below and then complete the questions.*

<https://www.bing.com/videos/search?q=kes+pe+teacher+scene&docid=608034439587498465&mid=D9873C85A03ED9DB5E21D9873C85A03ED9DB5E21&view=detail&FORM=VIRE>

*Q.1 - How and Why does a coach need to act as a Role Model?*

*Q.2 - What are the health and safety considerations for coaching a sports session such as an outdoor football session like the one in the clip?*

*Q.3 - Sometimes a coach might need to act as a friend but professional conduct is always important. Who might a coach behave to perform both of these roles well?*

*Q.4 - Coaches are educators. How can an effective coach help people learn new skills?*

*Q.5 - How and why does a coach need to be organised?*

# **Careers in Sport Tasks**

*Throughout your qualification you will develop an understanding of careers in the sport and leisure industry and gain the skills, knowledge and behaviours required to gain employment in the industry.*

*You will undertake an application and interview process for a selected career pathway and evaluate your own strengths and gaps in knowledge and or qualifications to help you focus on potential employment opportunities.*

## **Areas you will focus on:**

**Investigating careers in the sport and leisure industry** - You will investigate the potential job roles available to you on completion of the course and how you can enhance your opportunities in those areas.

**Sport and active leisure industry** - You will examine the organisation of the sport and active leisure industry and its provision in the UK.

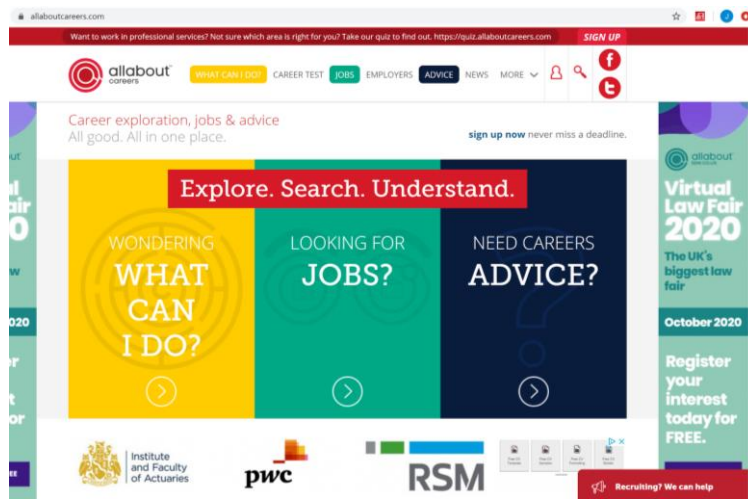
**Recruitment in the Sport and active leisure industry** - You will complete a personal skills audit to identify your areas of strength and development as well as partaking in an application process and evaluation of own performance.

*A requirement of your course will be for you to plan and prepare for your chosen career. This will involve gaining information on potential job opportunities and careers while developing the skills necessary to to successfully complete the application and recruitment process.*

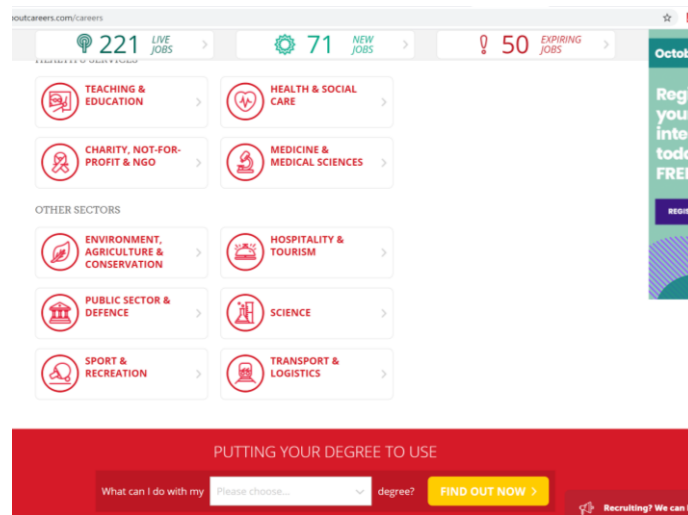
Task;

Visit the following website - <https://www.allaboutcareers.com/>

1) Select; Wondering what I can do



2) Scroll down and select sport and recreation



3) Explore the page and read the information on jobs in sport and recreation. On the right hand side look at the "What jobs can I do?" section, choose 3 jobs that might be of interest and complete the tables below.

Career 1 \_\_\_\_\_

Job Description	
Salary	
Working Hours	
Entry	
Training	

Career 2 \_\_\_\_\_

Job Description	
Salary	
Working Hours	
Entry	
Training	

Career 3 \_\_\_\_\_

Job Description	
Salary	
Working Hours	
Entry	
Training	



# Duke of Edinburgh



Building a brighter future for young people

On your course you will get the opportunity to complete your Duke of Edinburgh Award.

## What is it?

To achieve the award you need to complete 5 sections; Volunteering, Physical, Skill, Expedition and Residential.

We hope to be able to offer you the opportunity to complete the Expedition section while at College and the Residential sections through the NCS.

To complete the other 3 sections you will need to choose what activity you would like to do then undertake it for a set length of time.

## Task

Look at the Programme Ideas list at the end of this worksheet and choose what you might be able to do to complete each section. This could include anything you have done or currently do since your 16th Birthday.

**Volunteering** section planned start date: \_\_\_\_/\_\_\_\_/\_\_\_\_ for: **12 or 18** months?

Type & details of activity: \_\_\_\_\_

Where are you going to do it \_\_\_\_\_

List personal goals you want to achieve: \_\_\_\_\_

\_\_\_\_\_

**Physical** section planned start date: \_\_\_\_/\_\_\_\_/\_\_\_\_ for: **6, 12 or 18** months?

Type & details of activity: \_\_\_\_\_

Where are you going to do it \_\_\_\_\_

List personal goals you want to achieve: \_\_\_\_\_

\_\_\_\_\_

**Skill** section planned start date: \_\_\_\_/\_\_\_\_/\_\_\_\_ for: **6, 12 or 18** months?

Type & details of activity: \_\_\_\_\_

Where are you going to do it \_\_\_\_\_

List personal goals you want to achieve: \_\_\_\_\_

\_\_\_\_\_

When completing each section of your DofE, you should develop a programme which is specific and relevant to you. This sheet gives you some ideas of things you could do or could use as a starting point to create a programme of your own. You can find more information at [DofE.org/do](http://DofE.org/do) and there is a range of exciting opportunities to help you complete this section at [DofE.org/finder](http://DofE.org/finder). You can

use the programme planners on the website to plan your activity with the support of your DofE Leader.

NOTE: Before you commit to a residential it is important to have approval from your DofE Manager to ensure that it meets all the criteria (see [DofE.org/do](http://DofE.org/do) for the requirements).

## VOLUNTEERING

### Helping people

- Helping children
- Helping children to read in libraries
- Helping in medical services e.g. Hospitals
- Helping older people
- Helping people in need
- Helping people with special needs
- Tutoring
- Young carer
- Youth work

### Community action & raising awareness

- Campaigning
- Cyber safety
- Council representation
- Drug & alcohol education
- Home accident prevention
- Neighbourhood watch
- Peer education
- Personal safety
- Promotion & PR
- Road safety

### Working with the environment or animals

- Animal welfare
- Environment
- Rural conservation
- Preserving waterways
- Working at an animal rescue centre
- Litter picking
- Urban conservation
- Beach and coastline conservation
- Zoo/farm/nature reserve work

### Helping a charity or community organisation

- Administration
- Being a charity intern
- Being a volunteer lifeguard
- Event management
- Fundraising
- Mountain rescue
- Religious education
- Serving a faith community
- Supporting a charity
- Working in a charity shop

### Coaching, teaching and leadership

- Dance leadership
- DofE Leadership
- Group leadership
- Head student
- Leading a voluntary organisation group
- Girls' Venture Corps

- Sea Cadets
- Air Cadets
- Jewish Lads' and Girls' Brigade
- St John Ambulance
- Scout Association
- Air Training Corps
- Army Cadet Force
- Boys' Brigade
- CCF
- Church Lads' & Girls' Brigade
- Girlguiding UK
- Girls' Brigade
- Sports leadership
- Music tuition

## PHYSICAL

### Individual sports

- Airsoft
- Archery
- Athletics (any field or track event)
- Biathlon/Triathlon/Pentathlon/Aquathon
- Bowls
- Boxing
- Croquet
- Cross country running
- Cycling
- Fencing
- Geocaching
- Golf
- Gymnastics
- Horse riding
- Modern pentathlon
- Motocross
- Orienteering
- Paintballing
- Pétanque
- Roller blading
- Roller skating
- Running
- Static trapeze
- Supercross
- Ten pin bowling
- Trampolining
- Wheelchair fencing
- Wrestling

### Water sports

- Canoeing
- Diving
- Dragon Boat Racing
- Free-diving
- Kite surfing
- Kneeboarding
- Rowing & sculling
- Sailing
- Skurfing
- Sub aqua (SCUBA diving & snorkelling)
- Surfing/body boarding
- Swimming
- Synchronised swimming

- Underwater rugby
- Wakeboarding
- Windsurfing

### Dance

- Ballet
- Ballroom dancing
- Belly dancing
- Bhangra dancing
- Ceroc
- Contra dance
- Country & Western
- Flamenco
- Folk dancing
- Jazz
- Line dancing
- Morris dancing
- Salsa (or other Latin styles) dancing
- Scottish/Welsh/Irish dancing
- Street dancing/breakdancing/hip hop
- Swing
- Tap dancing

### Racquet sports

- Badminton
- Matkot
- Racketball
- Racketlon/Rackets
- Rapid ball
- Real tennis
- Squash
- Table tennis
- Tennis
- Wheelchair tennis

### Fitness

- Aerobics
- Cheerleading
- Fitness classes
- Gym work
- Medau movement
- Physical achievement
- Pilates
- Pole dancing
- Running/jogging
- Walking
- Weightlifting
- Wii-fit
- Yoga

### Extreme sports

- BMX
- Caving & potholing
- Climbing
- Free running (parkour)
- Ice skating
- Mountain biking
- Mountain unicycling
- Parachuting
- Skateboarding
- Skydiving
- Snow sports (skiing, snowboarding, snowkiting)

- Speed skating
- Street luge

### Martial arts

- Aikido
- Capoeira
- Ju Jitsu
- Judo
- Karate
- Kendo
- Mixed martial arts
- Self-defence
- Sumo
- Tae Kwon Do
- Tai Chi

### Team sports

- American football
- Baseball
- Basketball
- Boccia
- Camogie
- Cricket
- Curling
- Dodge disc
- Dodgeball
- Fives
- Football
- Frame football
- Futsal
- Gaelic football
- Goalball
- Handball
- Hockey
- Hurling
- Ice hockey
- Kabaddi
- Korfbal
- Lacrosse
- Netball
- Octopushing
- Polo
- Quidditch
- Roller derby
- Rounders
- Rugby (union/League)
- Sitting Volleyball
- Sledge hockey
- Sledge ice hockey
- Softball
- Stoolball
- Tchoukball
- Tug of war
- Ultimate flying disc
- Volleyball
- Wallyball
- Water polo
- Wheelchair basketball
- Wheelchair rugby

- Circus skills
- Conjuring & magic
- Majorettes
- Puppetry
- Singing
- Speech & drama
- Theatre appreciation
- Ventriloquism
- Yoyo extreme

### Science & technology

- Aerodynamics
- Anatomy
- App design
- Astronomy
- Biology
- Botany
- Chemistry
- Coding/ programming
- Ecology
- Electronics
- Engineering
- Entomology
- IT
- Marine biology
- Oceanography
- Paleontology
- Physics
- Rocket making
- Taxonomy
- Weather/meteorology
- Website design
- Zoology

### Care of animals

- Agriculture (keeping livestock)
- Aquarium keeping
- Beekeeping
- Caring for reptiles
- Dog training & handling
- Horse/donkey/llama/alpaca handling & care
- Looking after birds (i.e. budgies & canaries)
- Pet care – health/training/maintenance
- Pigeon breeding & racing

### Music

- Church bell ringing
- Composing
- DJing
- Evaluating music & musical performances
- Handbell ringing
- Improvising melodies
- Listening to, analysing & describing music
- Music appreciation
- Playing a musical instrument
- Playing in a band
- Reading & notating music
- Understanding music in relation to history & culture

## SKILLS

### Performance arts

- Ballet appreciation
- Ceremonial drill

## Natural world

- Agriculture
- Conservation
- Forestry
- Gardening
- Groundsmanship
- Growing carnivorous plants
- Plant growing
- Snail farming
- Vegetable growing

## Games & recreation

- Cards (i.e. bridge)
- Chess
- Clay target shooting
- Coxing
- Cycle maintenance
- Darts
- Dominoes
- Fishing/fly fishing
- Flying
- Gliding
- Go-karting
- Historical period re-enacting
- Kite construction & flying
- Mah Jongg
- Marksmanship
- Model construction & racing
- Motor sports
- Power boating
- Snooker, pool & billiards
- Sports appreciation
- Sports leadership
- Sports officiating
- Table games
- War games

## Life skills

- Alternative therapies
- Cookery
- Democracy in action
- Digital lifestyle
- Driving: car maintenance/ car road skills
- Driving: motorcycle maintenance/road skills
- Event planning
- First aid – St John/St Andrew/BRCS
- Hair & beauty
- Learning about the emergency services
- Learning about the RNLI (Lifeboats)
- Library & information skills
- Life skills
- Massage
- Money management
- Navigation
- Public speaking and debating
- Skills for employment
- Young Enterprise

## Learning & collecting

- Aeronautics
- Aircraft recognition
- Anthropology
- Archaeology
- Astronautics
- Astronomy
- Bird watching
- Coastal navigation
- Coins
- Collections, studies & surveys
- Comics
- Contemporary legends
- Costume study
- Criminology
- Dowsing & divining
- Fashion
- Forces insignia

- Gemstones
- Genealogy
- Heraldry
- History of art
- Language skills
- Military history
- Movie posters
- Postcards
- Reading
- Religious studies
- Ship recognition
- Stamp collecting

## Media & communication

- Amateur radio
- Blogging
- Communicating with people who are visually impaired
- Communicating with people who have a hearing impediment
- Film & video making
- Journalism
- Newsletter & magazine production
- Signalling
- Vlogging
- Writing

## Creative arts

- Basket making
- Boat work
- Brass rubbing
- Building catapults & trebuchets
- Cake decoration
- Camping gear making
- Candle-making
- Canoe building
- Canvas work
- Carnival/festival float construction
- Ceramics
- Clay modelling
- Crocheting
- Cross stitch
- DIY
- Dough craft
- Drawing
- Dressmaking
- Egg decorating
- Embroidery
- Enamelling
- Fabric printing
- Feng Shui
- Floral decoration
- French polishing
- Furniture restoration
- Glass blowing
- Glass painting
- Interior design
- Jewellery making
- Knitting
- Lace making
- Leatherwork
- Lettering & calligraphy
- Macramé
- Marquetry
- Model construction
- Mosaic
- Painting & design
- Patchwork
- Photography
- Pottery
- Quilting
- Rope work
- Rug making
- Snack pipping
- Soft toy making
- Tatting
- Taxidermy
- Textiles
- Weaving and spinning
- Wine/beer making
- Woodwork

## EXPEDITION

### On foot

- Studying how insect life differs from woodland to open fields.
- Exploring teamwork by nominating a different leader each day.
- Searching for forms of fungi, recording and sketching them.
- Planning a route and create a signpost selfie guide.
- Considering the impact of tourism on the flora and fauna of the area you are in.
- Drawing all the different star constellations you can see.
- Creating a photo guide to the Countryside Code.

### By bicycle

- Using a cycle system to undertake a research project on the provisions and quality of cycle paths.
- Producing a nature guide of your route for future visitors.
- Investigating features of the Thames using the Thames cycle path.
- Plan a cycle of remembrance which visits war memorials to understand the scale of the losses.
- Creating a video diary of the expedition, recording each team member's experiences.
- Following part of the Gerald of Wales route of 1188 through Pembrokeshire.

### By boat

- Sailing the Norfolk Broads to explore modern and ancient uses of the area.
- Exploring different team roles needed on a boat and giving everyone an opportunity to do a new one.
- Rowing along a large river recording the types of boats and their uses.
- Planning a significant sea journey under sail to record the effects of coastal erosion.
- Using simple mapping techniques to produce a map of an estuary on the expedition, comparing it with a real map when you return.

### By canoe or kayak

- Recording the wildlife found on a large inlet or loch.
- Taking a series of photos to come up with a guide to a section of canal systems.
- Making a study of the locks and lochs on the Caledonian Canal.
- Investigating samples of the river bed en route and comparing them with each

other.

- Carrying out a canoe trip and create a storyboard (photo/painted/drawn) of your expedition.
- Choosing several points along a river and measure speed of flow, width and depth and comparing the differences along their route, trying to explain why this may be.

### By wheelchair

- Creating an expedition music play list that reflects the team's experiences.
- Following a disused railway track noting the current use of previous railway buildings.
- Planning and doing a challenging route in the Peak District, making a video diary.
- Preparing a users' guide of a country park or National Trust estate, explaining how it can be used, e.g. fishing, picnicking, conservation.
- Planning a route in a forest to take a series of landscape photographs to use in a calendar.
- Producing an illustrated guide to a stretch of canal. Research the history and then travel along the towpath using the expedition to gather photographs and sketches to illustrate the guide.

### On horseback

- Exploring bridle paths and create an A-Z of the outdoors from the trip.
- Planning an expedition with sea views, taking photos along the way so that you can paint a picture of your favourite scene when you return.
- Creating a series of team games to play whilst on expedition.
- Going on an expedition through woodland, noting the different types and ages of trees you see.
- Going on a horseriding expedition and writing a poem on your return to describe your experiences.

## RESIDENTIAL

**Please note:** The programme ideas listed below are thinking prompts, we cannot guarantee that these programmes are actively run by providers.)

### Service to others

- Being a leader at a UK-based holiday camp for disadvantaged young people.
- Undertaking a voluntary teaching placement overseas.
- Being part of a service crew at a large summer camp for Brownies.

- Volunteering on a YHA residential summer camp.
- Volunteering at a residential summer school.
- Being an assistant to support an eco-friendly waste project at an outdoor education centre
- Helping out on a pilgrimage.

### Environment and conservation

- Joining a tree planting project with your local environment trust.
- Attending a conference on climate change as a youth representative
- Helping the preservation team of a railway or canal
- Studying coral bleaching in Australia.
- Joining a National Trust working holiday and join different conservation projects in various locations across the UK.
- Taking part in a Field Studies course learning about biodiversity and conservation.

### Learning

- Undertaking a cookery course.
- Doing a photography course and exhibiting your work.
- Taking part in a bushcraft residential.
- Spending time on a narrowboat and training towards becoming a skipper.
- Taking part in a field studies course.
- Learning to write and produce music and putting on a show.
- Taking part in an astronomy course, learning about constellations, black holes and solar systems.
- Taking part in a week-long Gaelic or Welsh language and culture course.

### Activity based

- Taking part in a sport based residential developing your basketball skills.
- Taking part in multi-faith residential, studying different religions.
- Joining an ACF activity week with members of different detachments you don't know.
- Learning to snowboard on an intensive course in Scotland.
- Joining an historical re-enactment society.



## National Citizen Service.



In conjunction with your course you will get the opportunity to be part of the government's largest personal and social development programme for young people, National Citizen Service (NCS).

Over the last 8 years we have worked with SWFC Community Programme to give 100's of students a positive and challenging experience both in your own community and on a 5 day residential.



This is a great opportunity to work with businesses, schools and local community organisations whilst enhancing your CV, improving your resilience, and developing vital skills for work and study.

### What is NCS?



National Citizen Service (NCS) is a government-funded youth programme, aimed at School leavers and is designed to bring together young people from diverse backgrounds, while teaching them teamwork and communication skills, making them more responsible and ready for life after college.

### Why do NCS and DofE?

Completing both additional courses would not only enhance your CV but give you a greater opportunity to gain further qualifications or employment. If you choose to study the non examinable route you will fulfill a variety of the requirements of DofE by firstly completing your Level 3 programme and also participating in NCS.

## How is this possible?

To achieve the award you need to complete 5 sections;

**Volunteering** - As part of your course you will study the Careers in Sport strand where you will learn about employment opportunities in the sport sector and be encouraged to take on a voluntary work placement. The department has members of staff who are employed specifically to support you through this process. Taking part in our industry placement



programme will fulfill the requirements of this section. You could, for example, volunteer your services at your local sports club helping coach young children or take on a placement in one of your previous schools, assisting in PE lessons.

<https://www.sheffcol.ac.uk/success-story/tesfahun-awoke>

**Physical** - We take it you are a keen sports person and enjoy participation in a variety of sports and physical activities. Therefore, by doing so over a specified period of time, for instance, if you play for a team on a regular basis at any level you will achieve this section of DofE.



**Skill** - Showing a willingness to learn is good quality employers look for. We will support and guide you to learn additionally outside of the College. Whether it is a new language, hobby or life skill such as driving.

**Expedition** - At the end of each academic year you will have the opportunity to put the skills you have acquired in the theory sessions into practice by partaking in a week long residential in Snowdonia, Wales. On completion you will achieve this section of the DofE programme.



**Residential** - This is where the NCS links to DofE. As stated on the previous page, enrolling on the BTEC Level 3 Sport Coaching Course gives you access to the NCS programme which has in it a 5 day residential. On completion this is then counted towards you achieving this section of DofE.

Therefore, for very little extra work you can complete the vast majority of the DofE qualification as long as you log your activities while you are studying at The Sheffield College.

We highly recommend that you take full advantage of this unique and valuable opportunity, which will greatly benefit you as you prepare for college/university, work or an apprenticeship.



## Important Covid -19 information

Please be aware that at the present moment we are all experiencing some very difficult times. Therefore, the additional programme may commence in a different format. We are committed to doing all we can to support our students in response to the coronavirus (Covid-19) crisis and the department will endeavour to give you a high quality student experience whatever the situation.

## Extension Tasks

Examples of Exam Questions for unit 2 related to the topic covered in this guide.

1 State **two** functions of the skeletal system.

1 .....

.....

2 .....

.....

Total for Question 1 = 2 marks

2 Give the meaning of the following anatomical terms:

(a) lateral

.....

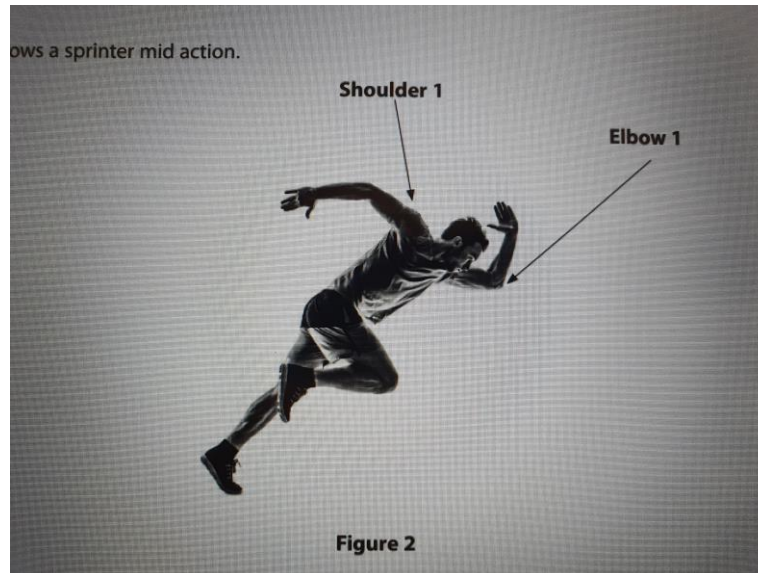
.....

(b) supine.



.....  
.....  
Total for Question 2 = 2 marks

**Figure 2 shows a sprinter mid action.**



11 Analyse how the appendicular skeleton allows the movement at shoulder 1 and elbow 1 for the sprinter to adopt the position shown compared to the anatomical standing position.

Total for Question 11 = 8 marks

**Why not try....**

1. Create a CV for one of the Jobs selected above \*it might help to research and find a job advertisement in that area to discover what is specifically required.

2.a. Identify the 6 physical components of fitness and the 5 skill-related components of fitness

b. Select an athlete of your choice. Put the components of fitness in order of importance for your chosen athlete, e.g. Simone Biles (gymnast) 1. Flexibility, 2. Speed, 3. Power...

c. One physical component of fitness is 'Body Composition'. What somatotype would suit your athlete best?