



The Sheffield College

Sport Department Pre-enrolment Pack

Contents:

1. Introduction
2. Overview of Units
3. Health & Wellbeing Tasks
4. Coaching Practice Tasks

5. Careers in Sport Tasks

6. Extension Tasks

Introduction

Welcome to your online induction pack for your Level 3 BTEC National in Sports.

We have 2 Btec Sport Courses: One which is assessed by coursework assignments and one which has some units assessed by an exam.

The first section of this pack is based on the non-exam pathway. This is a brand new qualification that Edexcel have released with the aim of creating competent and confident sports coaches, physical education teachers and activity leaders for the future. The extension task is a mini exam which replicates the exam that would be taken on the pathway with an exam. **It would be beneficial for all prospective students to complete this.**

Unlike most other new BTECs this qualification has no externally assessed units, so no exams! However, the course

has been planned with help from The Chartered Institute for the Management of Sport and Physical Activity ([CIMPSA](#)).

This means that we will be grading your abilities as a coach/teacher/leader against their industry standards. This means that by the end of your course you will qualify with an internationally recognised qualification and high quality industry experience which employers greatly value.

So let's take a look at how your course is structured and the kind of things you can be getting on with to best prepare you for starting your course.





Overview of Units

Your course will be split into three separate topics, all of which provide essential information and experience required to succeed in the sport and leisure industry, and are all as important as each other.

Below is an outline of the topics you will be covering and some of the key subjects involved in each topic:

1. Health & Well-being
 - 1.1. *Anatomy & Physiology*
 - 1.2. *Physical & Mental Health*
 - 1.3. *Importance of Physical Activity & Sport*
2. Coaching Practice
 - 2.1. *Planning & Delivery of Coaching Sessions*
 - 2.2. *Introduction to Reflective Practice*
 - 2.3. *Importance of Physical Education*
3. Careers in Sport

- 3.1. *Careers in the Sport and Active Leisure industry*
- 3.2. *Sport Development*
- 3.3. *Self-Employment in Sport and Physical Activity*

4. Duke of Edinburgh

- 4.1. *Careers in the Sport and Active Leisure Industry*
- 4.2. *Sport Development*
- 4.3. *Self-Employment in Sport and Physical Activity*

In the next few sections we have included some activities that you will be expected to complete whilst on your course. Have a go at them to best prepare you for the start of your course in September.

Health & Well-being Tasks

Throughout this strand of your qualification you will study the underpinning knowledge regarding physical and mental health and why physical activity and sport is so important in modern society.

The method of study and assessment is a mixture of theory and practical, however, there is a strong focus on your ability to understand the effects that physical activity has on both mental and physical health.

On completion, you will gain the knowledge and applied skills to become an effective sports coach/leader. It will provide you with invaluable information about how to best plan and adapt your sessions to have the greatest impact possible.

Areas you will focus on:

Anatomy & Physiology - Almost all of the topics you study on this course will require you to have an in-depth understanding of human anatomy and the fundamental movements of our bodies.

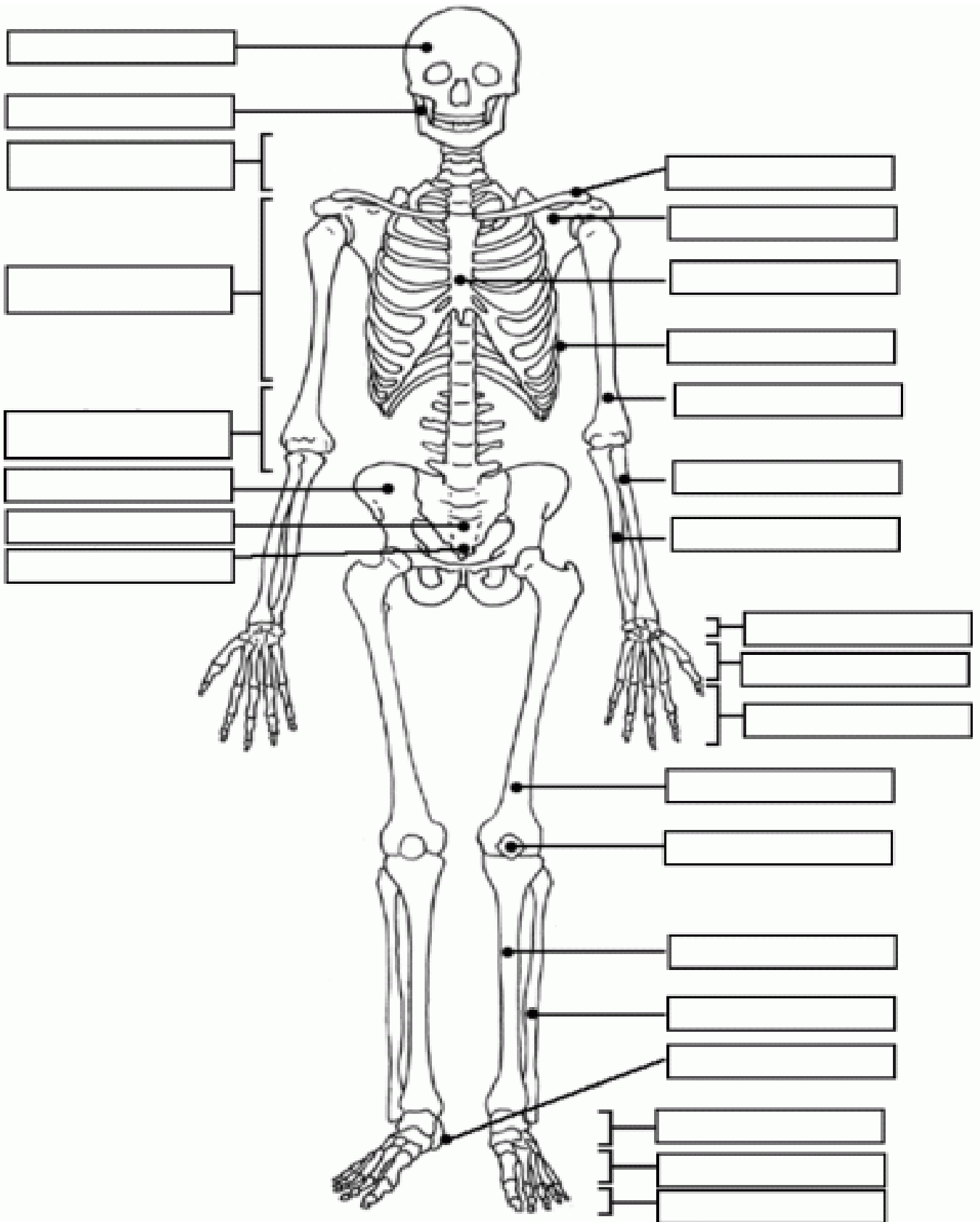
Importance of Physical Activity - Understand the impact of physical activity on our bodies and how it can help improve the lifestyles of millions around the UK.

Assessing Physical Health - Develop the skills and techniques required to measure and analyse a person's physical fitness and health.

Exploring Mental Health - Explain mental health and social wellbeing, and the factors that can affect mental health.

Task 1: The Musculo-Skeletal System

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



Coaching Practice Tasks

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.

Areas you will focus on:

Sport Coaching - Important aspects of the programme will include coaching, leadership and feedback, monitoring progress and making relevant adaptations.

School Sport Delivery - Develop an understanding of the aims of the PE curriculum and school sport provision in a range of school settings

Technical and Tactical Skills in Sports - You will look at the technical skills and tactics required in selected sports. You will examine individual performers and their abilities in the areas that their sports demand.

Rules, Regulations and Officiating in Sport - Identify the rules and regulations of a selected sport and the roles and responsibilities of the officials. They will then officiate in a selected sport.

Task 2: Sports Coaching

A requirement of your course will be to assess your own and others performance as leaders, teachers or coaches. Watch the video in the link below of a PE lesson and then complete the questions in the table.



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

Q.1 - Importance of being a role model.

Definition of a role model and how this relates to teaching/coaching.
Describe the type of role model the teacher is in the video and what impact this could have on the pupils?

Q.2 - Health and safety.

Importance of health and safety and risk assessments in sport.
Can you identify 3 potential risks to pupil safety in this lesson?

- 1.
- 2.
- 3.

Q.3 - Rules and regulations.

What is the purpose of abiding by the rules and regulations when supervising a sport activity? Also, comment on the teacher taking part. What impact does this have on officiating the game?

Q.4 - Learning.

Comment on the quality of learning taking place in the lesson and are all pupils involved sufficiently? What implications may this have on someone's lifelong participation in sport?

Q.5 - Organisation of the lesson.

Being organised is a vital component of being a successful leader. In relation to picking teams, analyse the method used; what could be the problems and how would you do it differently?

What will you do after your course?

You have two options once you have completed your 2 year course; both are right here at The Sheffield College. See the links below for further information:

<http://www.sheffcol.ac.uk/courses/page/88BA81B9-4000-46C6-9F63-407ACD4F7E37>

<http://www.sheffcol.ac.uk/courses/page/B7C2A25E-1519-4532-B558-AD43020E3E36>

Careers in Sport Tasks

Throughout this strand of 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.

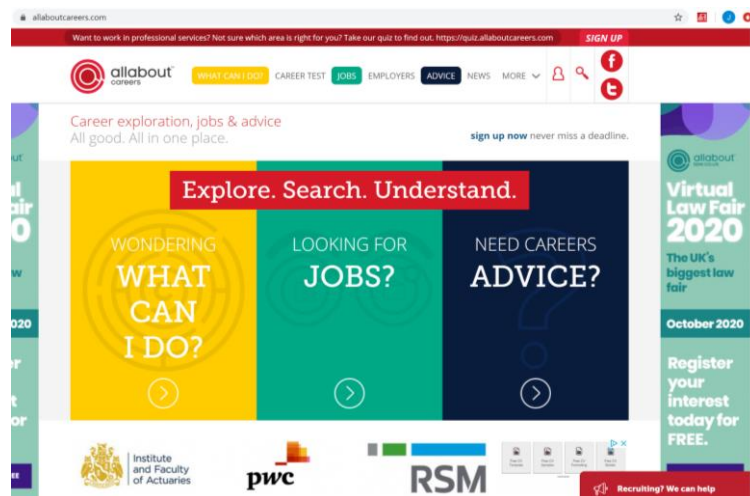
Task 3: Careers in Sport

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 successfully complete the application and recruitment process.

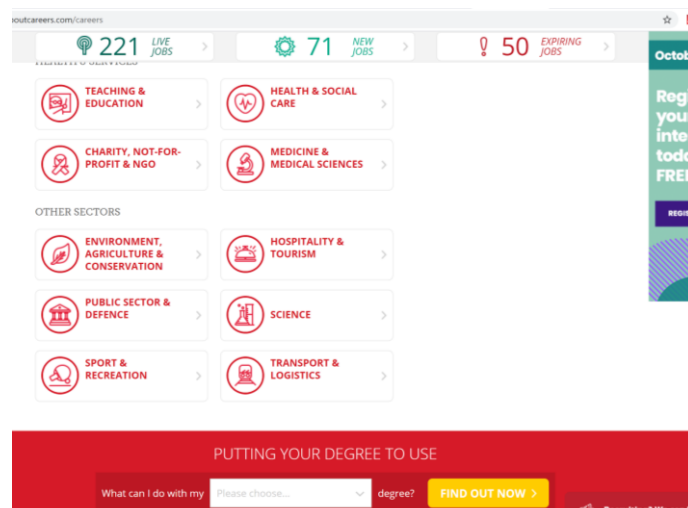
Task;

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	

Extension Tasks

Health & Wellbeing

Introduction

If deciding on the examinable pathway for sport you will be required to complete the end of unit exams in 4 out of your 14 units. The other 10 will be assessed as coursework in the same way as the non-exam route. Below are some questions from a mock exam that you would sit for the Anatomy and Physiology unit. Using your own research methods and knowledge, have a go at the following questions.

Q1.

Figure 1 shows the regions of the vertebral column.

Identify the regions labelled **A** and **C**.

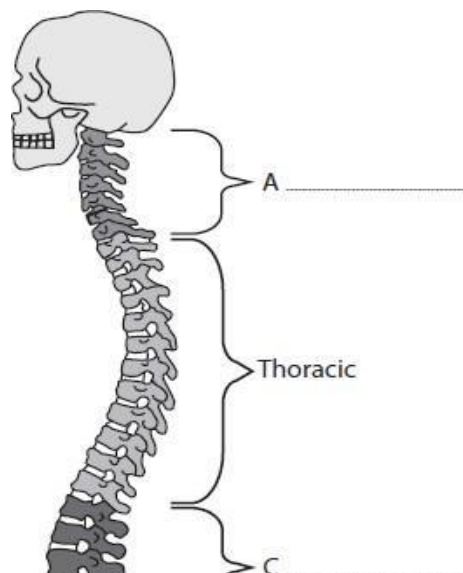


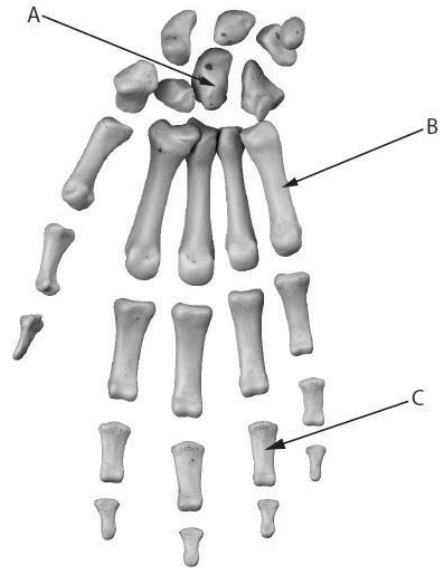
Figure 1

(Total for question = 2 marks)

Q2.

Figure 1 shows the bones of the hand.

Name the bones labelled A-C in **Figure 1**.



A

B

C

(Total for question = 3 marks)

(Source: © Sebastian Kaulitzki/Shutterstock)

Figure 1

Q3.

A flat bone is one type of bone. One function of a flat bone is to protect vital organs of the body.

Complete **Table 1** by:

- A. giving **two** other types of bone in Column A
- B. giving **one** function of each type of bone in Column B

An example has been provided

	Column A	Column B
	(a) Type of bone	(b) Function of the bone given in Column A
Example	Flat bone	Protect vital organs
1	(1)	(1)
2	(1)	(1)

Table 1 (Total for question = 4 marks)

Q4.

State the meaning of the term 'residual volume'.

.....

.....

.....

(Total for question = 2 marks)

Q5.

Give the residual volume, including units, for an average, healthy, adult male.

.....

.....

(Total for question = 1 mark)

Q6.

Describe the flow of blood from the right atrium through the heart to the pulmonary artery.

.....

.....

.....

.....

.....

.....

(Total for question = 3 marks)

Q7.

State what is meant by an increase in breathing rate.

.....

.....

(Total for question = 1 mark)

Q8.

Heart rate increases in response to a single exercise session.

Give **two other** responses of the cardiovascular system to a single exercise session.

(1)

1

.....
.....

(1)

2

.....
.....

(Total for question = 2 marks)

Q9.

Farzana is a 10,000 m runner. She is in the middle of her athletics season. She is competing in races and she is also doing her training programme.

Explain **two** immediate respiratory responses for Farzana when she is competing in a 10,000 m race.

(i)

.....
.....

.....
.....

.....
.....

(ii)

.....
.....

.....
.....

.....
.....

(Total for question = 4 marks)

Q10.

Figure 6 shows Dave performing in a shot put event.



Source: © Jamie Roach/Shutterstock

Figure 6

Dave uses the ATP-PC energy system when putting the shot. State **one** chemical source used in the ATP-PC system.

(1)

.....
.....

(Total for question = 1 mark)

Q11

Dave uses the ATP-PC energy system when putting the shot.

Explain **one** reason why the ATP-PC energy system is used when putting the shot.

.....
.....
.....
.....
.....
.....
.....
.....

(Total for question
= 3 marks)

Coaching Practice

<u>Name</u>	<u>Theme/objective of activity</u>	<u>Age range</u>	<u>Ability level</u>
Your name	Passing/Basketball	Y6	Mixed
<u>Description of activity</u>		<u>Teaching points</u>	
<p>Produce a bullet pointed list to highlight how the activity will run from start to finish.</p> <p>Include a diagram to show the process visually.</p>		<p>Include a list of points which you will work on throughout the activity.</p> <ul style="list-style-type: none">• Step into pass• Flick wrists	
<u>Resources/equipment</u>		<u>Health and safety considerations</u>	
<p>Make a list of everything you will need for your lesson/session</p> <ul style="list-style-type: none">• Balls• Bibs• Cones		<p>Identify any health and safety issues you may have.</p> <ul style="list-style-type: none">• Correct equipment• Adhering to rules• Rubbish on area	

Throughout your course you will be required to produce a series of lesson/session plans in preparation for your practical assessment. Below is a template which highlights some important areas you will need to cover. Complete the plan for an activity which will last between 10-20 minutes for any sport. For example, different methods of passing in basketball.

Careers in Sport

When applying for jobs in the sport sector it is vital you have an up to date CV.



- With this in mind, can you create a CV for either, one of the Jobs seen in the diagram above or, one you highlighted in the previous task *it might help to research and find a job advertisement in that area to discover what is specifically required.
- Use the link below to build your CV.

https://www.online-cv.co.uk/lp/cv-builder/?utm_source=bing&utm_medium=cpc&utm_source=bing&utm_medium=cpc&msclkid=a063d7b173da17cd310989735c279f46&utm_campaign=UK_CVTemplate_Phrase&utm_term=cv%20building&utm_content=CVTEMPLATES_FRASE%20-%20Building

Duke of Edinburgh



THE SHEFFIELD COLLEGE

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 and there is a range of exciting opportunities to help you complete this section at 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 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/Aquathlon
- 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
- Trampoline
- 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 footol
- Futsal
- Gaelic football
- Goalball
- Handball
- Hockey
- Hurling
- Ice hockey
- Kabaddi
- Korfbal
- Lacrosse
- Netball
- Octopushing
- Polo
- Quidditch
- Roller derby
- Rogaining
- 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

SKILLS

Performance arts

- Ballet appreciation
- Ceremonial drill

- Circus skills
- Conjuring & magic
- Majorettes
- Puppetry
- Singing
- Speech & drama
- Theatre appreciation
- Ventriliquism
- 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

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 - On completion of Year 1, as long as you register with SIMPSA you will be a qualified assistance coach. This means that over the course of 12 months you have developed your skills as a leader to fulfill the requirements of this section.

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.

Finally, if you're at loose

end

FILMS YOU COULD WATCH

The Program: Lance Armstrong Movie on Netflix

Happy Gilmore on Netflix

Coach Carter on Netflix

Ronaldo on Netflix

Moneyball on Netflix

DOCUMENTARIES YOU COULD WATCH

Mo Farah and the Salazar Scandal on BBC iPlayer

All or Nothing: Manchester City on Prime Video

Game Changers on Netflix

Sir Alex Ferguson: Secrets of Success

Barça Dreams on Netflix

Conor McGregor: Notorious on Netflix

The Last Dance on Netflix

RECOMMENDED WEBSITES

BBC Sport www.bbc.co.uk/sport

Sky Sports www.skysports.com

Guardian Sport www.theguardian.com/profile/guardian-

[sport](http://www.theguardian.com/profile/guardian-sport) Bleacher Report www.bleacherreport.com

TED Talks – Sports www.ted.com

FourFourTwo www.fourfourtwo.com

Planet Rugby www.planetrugby.com

London 2012 Highlights www.olympic.org/london-2012

