



# **BTEC INTERNATIONAL LEVEL 3 IN SPORT (EXTENDED DIPLOMA)**

BISP Student Handbook



# MISSION

Inspire learning, nurture wellbeing,  
ignite passion

# VISION

Maximise student potential by  
delivering the highest standards of  
teaching and learning to an  
international community emphasising  
wellbeing and passion, on a green,  
well equipped campus

# VALUES

## **Respect**

Be mindful, considerate  
and inclusive

## **Compassion**

Be caring, empathetic  
and reflective

## **Integrity**

Be honest, principled  
and accountable

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# INTRODUCTION

Hello and welcome to the BTEC Handbook!

The British International School Phuket staff created this to assist all students in Years 12 and 13 who are pursuing a BTEC qualification.

It is intended to assist you in comprehending the contents of your BTEC course and to give you knowledge that will enable you to successfully finish. It will also contain several significant links leading to other documents and websites where you can discover further helpful information.

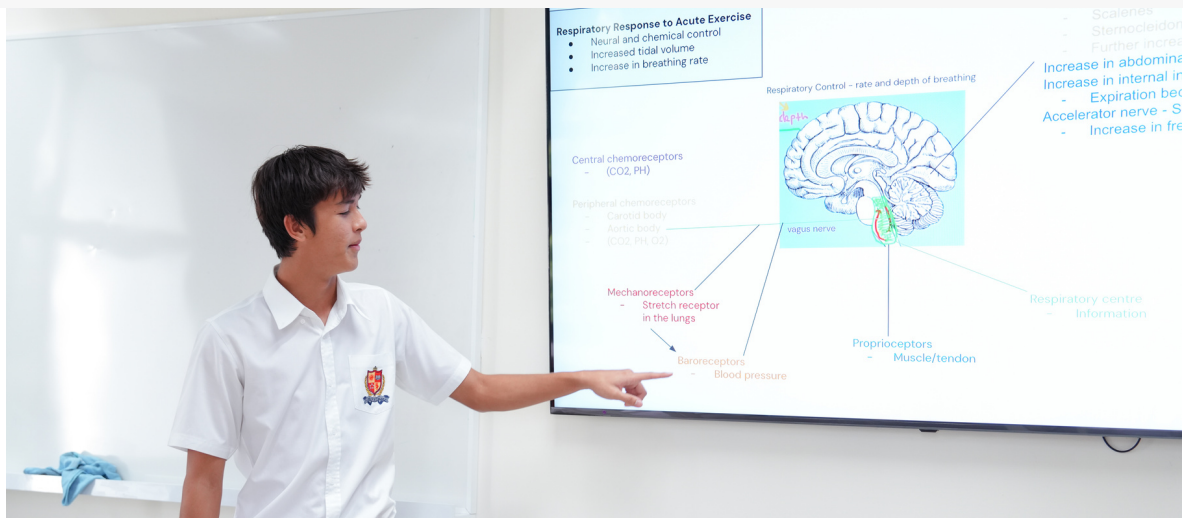
If you can't find the answer to your question in this manual, your teachers and program leaders are still the best source.

We wish you luck in completing your chosen BTEC and that you will enjoy the course(s) you have decided to take.

The BISP BTEC Team







## Eligibility for Acceptance into the BISP BTEC Programme

All previous educational backgrounds will be considered but a student needs to have achieved a high level academic profile to ensure they commence the BTEC Programme with a strong academic foundation. For students who have followed the IGCSE programme, we require a minimum of five passes (A\* to C) to enter the highest levels of the BTEC programme. Students who do not meet minimum requirements may be asked to retake some IGCSE subjects to ensure eligibility for the higher levels of the BTEC programme.

Students who have studied BTEC International Level 2 will be eligible for the Level 3 Programme.

The Senior School at BISP (Yr 12 and 13) requires academic rigour and high academic standards with a strong emphasis on the development of a holistic education in a creative and supportive environment. The information in this document and on our website is to assist students with their BTEC studies.

## Higher Education Planning

In Year 11, students need to begin to make informed choices about their future BTEC subjects as this can have a direct effect on the choice of university/college degree programme. This is even more important if students are choosing to go to university in the UK. It is strongly advised, therefore, to research several universities to check their general entrance requirements for specific subjects.

But with approximately 100 admission officers visiting BISP each year, the counsellors are well versed on what BISP students need to do to maximise their chances of admission. Whether a student is looking specifically at the UK, Australia, Thailand, or universities in North America, Europe, or Asia, university admission officers all give the same general advice to secondary school students - choose an appropriately challenging academic programme in which you can do well.

Throughout the next two years of BTEC your counsellors will provide you with all the information you need to manage your university application process. They will advise you on which standardised tests to take, writing personal statements, scholarships etc. They are here to help, so don't be afraid to stop in and chat. For more information on university counselling at BISP see the University Guide or contact one of the university counsellors.

# THE BISP HIGH SCHOOL DIPLOMA

The BISP High School Diploma is awarded in recognition of a student's satisfactory completion of the courses undertaken in Years 10 – 13 (final four academic years).

All students who achieve the minimum credit requirements will be awarded a High School Diploma in addition to IGCSE and BTEC qualifications. This will be awarded at the final Year 13 Graduation ceremony.

All students at BISP routinely follow courses that result in a High School Diploma provided the minimum grades have been achieved.

The BISP High School Diploma provides an alternative pre-university qualification for students who elect, or are advised, not to continue with the IB Diploma programme.

All students in Years 10 to 13 at BISP are able to graduate with the BISP High School Diploma providing they meet the following graduation requirements:

- Minimum of 5 subjects studied per year in all years of the High School Diploma.
- Successful completion of CAS programme in Years 12 and 13.
- Subjects studied: English (4yrs), Mathematics (at least 2yrs), Science (at least 2yrs), Social Science/ Humanities (at least 2 yrs), Mandatory Elective(s) (4yrs)
- An accumulation of 20 credits or more or the equivalent for transfer students, over 4 years.





# THE BISP BTEC TEAM

|  |                  | Quality Nominee:<br>Mr Pearson |                              |                       |                        |                   |
|--|------------------|--------------------------------|------------------------------|-----------------------|------------------------|-------------------|
| Course Title   | BTEC Coordinator | Examinations Officer (EO)      | Lead Internal Verifier (LIV) | Programme Leader (PL) | Internal Verifier (IV) | Teacher/ Assessor |
| BTEC International Level 3 in Sport (Extended Diploma) | Mr Holmes        | Mrs Webster                    | Mr Holmes                    | Mr Holmes             | Mr Holmes              | Mr Holmes         |
|  |                  |                                | Mrs Gates                    |                       | Mr Chapman             | Mr Berman         |
|  |                  |                                |                              |                       | Ms Giani               | Mr Jones          |
|  |                  |                                |                              |                       | Mr Berman              | Mr Chapman        |
|  |                  |                                |                              |                       | Mr Jones               | Ms Giani          |
|  |                  |                                |                              |                       |                        | Mr Catts          |



# COURSE STRUCTURE

It is important to understand exactly what the contents of your course are. Each assignment and assessment grade becomes part of the overall grade you receive for the qualification and you will be required to complete all of them to pass the course.

Here at BISP, we offer BTEC International Level 3 in Sport (Extended Diploma).

Pearson BTEC International Level 3 Extended Diploma in Sport

1080 GLH Equivalent in size to three International A Levels. At least 16 units, of which eight are Mandatory and three are assessed by Pearson Set Assignment. Mandatory content (56%).

This qualification is designed as a full-time course to support learners who want to study the sport sector as the main focus of a two- year, full-time study programme. The qualification would support progression to higher education in its own right.

\*Mandatory – not chosen by BISP, everyone studying this course MUST complete these units.

The BTEC course will be taught by a specialist subject teacher. Each unit will be based on a different topic related to the course. The detail of each unit can be found in the course specification and also in the assignment brief. There is a link to the different specifications later in this handbook. The course is organised at the start of the year so that there is clear structure and deadlines to the units that you complete.





# TIMELINE & UNITS

Here are the units you will be studying in your course. Pearson BTEC International Level 3 Extended Diploma in Sport:

| UNIT NUMBER | UNIT   |
|-------------|--|
| 14          | Marketing Communications                               |
| 30          | Organising Events in Sport and Physical activities     |
| 31          | Influence of Technology in Sport and Physical Activity |
| 17          | Inclusive Coaching                                     |
| 30          | Rules, Regulations and Officiating in Sport            |
| 23          | Talent Identification and Development in Sports        |
| 25          | Sports Injuries Management                             |
| 35          | Practical Sports Performance                           |
| 11          | Business in Sport                                      |
| 3           | Research Project in Sport                              |
| 1           | Health, Wellbeing and Sport                            |
| 24          | Applied Sports Anatomy and Physiology                  |
| 2           | Careers in Sport and Active Leisure Industry           |
| 26          | Nutrition for Physical Performance Sports              |
| 27          | Psychology Sport Development                           |
| 34          | Sport Development                                      |
| 28          | Fitness Testing  |


The BTEC Sport course at BISP will be structured over the next two years. You will be given other deadlines within each module concerning individual assignments; your teachers will share these with you throughout the year. In order to give yourself the best possible chance of success, it is vital that you inform yourself of these deadlines and adhere to them. Failure to do so may result in no grade being achieved.

Units generally have a similar layout, but the method of assessment may change from unit to unit. Each unit covers a particular topic or aspect of the course. If the assessment is completed as a Pearson Set Assignment, students will study the subject matter during class and then take the assignment at the end of the unit. If the assessment is completed through coursework, students will study the subject matter in class and then complete a project, assignment, or case study during their own time to meet the assessment deadline.

# TIMELINE & UNITS

Here is how a unit will look:

**The number and title of this unit.**




UNIT 1: HEALTH, WELLBEING AND SPORT


## Unit 1: Health, Wellbeing and Sport

**Level:** 3


**Unit type:** Internal set assignment

**Guided learning hours:** 90  **To be used as a guide for how long the unit should take to complete.**

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**Unit in brief**  **A brief statement of what topics you will explore in this unit.**

Learners will explore the importance of physical activity and wellbeing on different types of participants. This will include investigating physical and mental health and suggesting ways to improve them.

**Unit introduction**  **An introduction to the unit, explaining what learners will gain and how it relates to the overall course.**


Health and wellbeing is a growing area of importance in the sport and active leisure industry and recently much consideration is being given to the impact that physical and mental health can have on day-to-day living as well as on sport. This is a growth area in the sport and active leisure industry as more individuals recognise the limitations that poor mental and physical health can have on their wellness.

In this unit you will look at the important elements of health and wellbeing and how they influence sport and active leisure in its widest sense. You will gain an appreciation of benchmarks and indicators of good health. These will be supported by an understanding of why governments and international governing bodies of sport are prioritising this area of the sport and active leisure industry. You will also investigate how these factors impact on all stakeholders. You will then be required to apply your knowledge and skills to assess your own health status and that of a chosen individual. Using the information collected you will then identify strategies to improve health and wellbeing.

This unit will help you to progress to employment in the sport and active leisure industry. The unit will also help you to progress to further study in higher education or to professional qualifications in health, wellbeing and sport.

### Assessment

This unit has a set assignment. Learners must complete a Pearson Set Assignment Brief.

**Learning aims**  **The knowledge that learners will acquire upon completing this unit.**

In this unit you will:

- A** Examine the importance of physical activity and sport
- B** Investigate the importance of physical health
- C** Explore mental health and social wellbeing
- D** Undertake health and wellbeing screening and provide feedback to improve health status and encourage participation in sport and active leisure.



# TIMELINE & UNITS

The content of the unit is broken down into the learning aims.

UNIT 1: HEALTH, WELLBEING AND SPORT

## Content



### Learning aim A: Examine the importance of physical activity and sport

#### A1 The different types of active pursuits



Each topic within the learning aim is identified so you know what you must learn before completing your assignments.

- Sport – competitive activities that include physical exertion using skills, techniques and tactics:
  - team games
  - individual sports.
- Physical recreation – activities that are done in leisure time for enjoyment, e.g.:
  - walking
  - cycling.
- Outdoor activities – activities done in the outdoors (or recreation areas) that are adventurous, e.g.:
  - rock climbing
  - mountain biking
  - sailing
  - coasteering
  - kayaking
  - skiing.
- Physical education – activities done in lesson time that teach young people how to do different sports and physical activities, e.g.:
  - national curriculum sports
  - dance.
- Physical fitness – completing activities to increase fitness levels and carry out physical tasks without injury or illness, e.g.:
  - fitness classes
  - yoga
  - Pilates
  - resistance training
  - cardiovascular training
  - CrossFit/functional training.

## UNIT 1: HEALTH, WELLBEING AND SPORT

This explains each piece of criteria you must address, in each task, within your coursework Assignment, in order to achieve a pass, merit or distinction.

## Assessment criteria

| Pass  | Merit  | Distinction   |
|---|--|---|
| <b>Learning aim A: Examine the importance of physical activity and sport</b>  |  | <b>A.D1</b> Evaluate the reasons for providing different activities in a local area, recommending effective ways of engaging more participants. |
| <b>A.P1</b> Explain the different types of physical activities provided in a local area and the benefits of participating in each.                                    | <b>A.M1</b> Analyse the ways different activities can benefit different groups of participants in a local area.                  |   |
| <b>A.P2</b> Explain the reasons for providing different types of physical activities for different participants.  |  |   |
| <b>Learning aim B: Investigate the importance of physical health</b>  |  | <b>BC.D2</b> Evaluate own current physical and mental health and the potential impact if improvements are not made.                             |
| <b>B.P3</b> Explain physical health and the factors that can affect good physical health.   | <b>B.M2</b> Analyse own physical health and explain strengths and areas for improvement, comparing to national normative data.   |   |
| <b>B.P4</b> Use national physical health benchmarks and the health monitoring tests to assess own physical health.  |  |   |
| <b>Learning aim C: Explore mental health and social wellbeing</b>   |  | <b>D.D3</b> Evaluate the health and wellbeing of a client, providing strategies to increase health status.                                      |
| <b>C.P5</b> Explain mental health and social wellbeing and the factors that can affect mental health.   | <b>C.M3</b> Analyse own mental health, identifying strengths and areas for improvement.  |   |
| <b>C.P6</b> Explain the signs and symptoms of poor mental health, using appropriate methods to assess own mental health.  |  |   |
| <b>Learning aim D: Undertake health and wellbeing screening and provide feedback to improve health status and encourage participation in sport and active leisure</b> |  |   |
| <b>D.P7</b> Effectively communicate with a client to undertake health and wellbeing screening.  | <b>D.M4</b> Analyse the strengths and areas for improvement, using information from the client's health and wellbeing screening. |   |
| <b>D.P8</b> Feedback the results of health and wellbeing screening to a client in an effective manner, describing strengths and areas for improvement.                |  |   |

The easiest grade to achieve is a pass. A merit is slightly harder, followed by distinction being the most difficult. You cannot achieve a merit unless you have completed all of the pass tasks, and to achieve a distinction, you must complete all pass and merit tasks.





# ASSIGNMENTS

Assessment methods can be different for each unit. Make sure you read your Assignment brief and that you know what you have to do for your assignments.



## BTEC Assignment Brief

|                              |   |
|------------------------------|---|
| <b>Qualification</b>         | Pearson BTEC Level 3 International Qualifications in Sport  |
| <b>Unit number and title</b> | <b>Unit 28: Fitness Testing</b>   |
| <b>Learning aims</b>         | B Use health screening techniques and fitness tests for a specified purpose<br>C Interpret the results of fitness tests and health screening techniques for a specified purpose |
| <b>Assignment title</b>      | Devise and administer health screening and fitness testing and provide recommendations for lifestyle improvement and future activities  |
| <b>Assessor</b>              |   |
| <b>Issue date</b>            |   |
| <b>Hand in deadline</b>      |   |



**The date the assignment was given to you and the date you must hand it in to be marked. Make sure you stick to this deadline!**



|                                       |  |
|---------------------------------------|--|
| <b>Vocational Scenario or Context</b> | <p>The club are interested in developing the physical conditioning of the athletes and are looking for someone to assist with the fitness testing procedures to determine the current fitness levels of a range of athletes.</p> <p>You have been asked to demonstrate your practical skills and understanding of fitness testing procedures through a variety of tasks.</p> |
|---------------------------------------|--|



**This is a scenario that you must place yourself in to help you get a more accurate understanding of the requirements of the assignment.**



# ASSIGNMENTS

## Task 1

The task should be carried out in a way that ensure you cover the following information:

### Section 1: Health screening procedures

- Health screening questionnaires
- Client consultation
- Client confidentiality
- Informed consent
- Cultural sensitivity
- Medical history
- Medical referral



Once you understand the scenario, the tasks here will explain exactly what you need to do in order to succeed.

### Checklist of evidence required

Devise and administer health screening and fitness testing and provide recommendations for lifestyle improvement and future activities, covering the following areas:

- Health screening procedures
- Health monitoring tests
- Fitness tests
- Administering tests and screening
- Interpret results against normative data
- Feedback

A list of important things you must include in your assignment.



### Criteria covered by this task:

| Unit/Criteria reference | To achieve the criteria, you must show that you are able to:  |
|-------------------------|---|
| B.P2                    | Prepare an appropriate health screening questionnaire.  |
| B.P3                    | Devise appropriate health screening procedures.   |
| B.P4                    | Safely administer health screening procedures.  |
| B.P5                    | Select and safely administer six different fitness tests for a selected individual.                   |
| C.P6                    | Interpret general levels of fitness against normative data from health screening and fitness tests.   |
| C.P7                    | Give feedback to participants following fitness testing and health screening, describing the results. |
| B.M2                    | Justify the design of health screening questionnaire and procedures.                                  |



This is a list of the assessment criteria this assignment meets. It can be checked off the work wall at the back of your brief.

Your overall grade in a unit will be the total calculation of your grade for each assignment within that specific unit. If you complete all assignments to a merit, you are likely to achieve a merit overall in that unit. If you complete one to a distinction standard, but not for another, then you may not achieve a distinction grade for the overall unit. Speak to your teacher if you are unsure.



# ASSESSMENT CRITERIA

Any assignments you complete will be given an overall grade using the Pass, Merit and Distinction grading system. The points you receive for each grade will depend on the nature of the unit.

## Calculation of the Qualification Grade:

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

BTEC International Level 3 qualifications are awarded at the grade ranges shown in the table below.

| Qualification                                       | Available grade range |
|---|-----------------------|
| Certificate, Subsidiary Diploma, Foundation Diploma | P to D*               |
| Diploma   | PP to D*D*            |
| Extended Diploma                                    | PPP to D*D*D*         |

## Points available for units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

|                    | Unit size |        |        |        |        |
|--------------------|-----------|--------|--------|--------|--------|
|                    | 30 GLH    | 60 GLH | 90 GLH | 120GLH | 180GLH |
| <b>U</b>           | 0         | 0      | 0      | 0      | 0      |
| <b>Pass</b>        | 3         | 6      | 9      | 12     | 18     |
| <b>Merit</b>       | 5         | 10     | 15     | 20     | 30     |
| <b>Distinction</b> | 8         | 16     | 24     | 32     | 48     |

# ASSESSMENT CRITERIA

## Calculation of qualification grade

Applicable for registration from 1 September 2020.

| Certificate  |                  | Subsidiary Diploma |                  | Foundation Diploma |                  | Diploma |                  | Extended Diploma |                  |
|--------------|------------------|--------------------|------------------|--------------------|------------------|---------|------------------|------------------|------------------|
| 180 GLH      |                  | 360 GLH            |                  | 540 GLH            |                  | 720 GLH |                  | 1080 GLH         |                  |
| Grade        | Points threshold | Grade              | Points threshold | Grade              | Points threshold | Grade   | Points threshold | Grade            | Points threshold |
| U            | 0                | U                  | 0                | U                  | 0                | U       | 0                | U                | 0                |
| Pass         | 18               | P                  | 36               | P                  | 54               | PP      | 72               | PPP              | 108              |
|              |                  |                    |                  |                    |                  | MP      | 88               | MPP              | 124              |
|              |                  |                    |                  |                    |                  |         |                  | MMP              | 140              |
| Merit        | 26               | M                  | 52               | M                  | 78               | MM      | 104              | MMM              | 156              |
|              |                  |                    |                  |                    |                  | DM      | 124              | DMM              | 176              |
|              |                  |                    |                  |                    |                  |         |                  | DDM              | 196              |
| Distinction  | 42               | D                  | 74               | D                  | 108              | DD      | 144              | DDD              | 216              |
|              |                  |                    |                  |                    |                  | D*D     | 162              | D*DD             | 234              |
|              |                  |                    |                  |                    |                  |         |                  | D*D*D            | 252              |
| Distinction* | 48               | D*                 | 90               | D*                 | 138              | D*D*    | 180              | D*D*D*           | 270              |



**'Distinction \*\*' can be achieved if you produce Distinction standard work consistently throughout every unit you complete.**

You will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant Calculation of qualification grade table for the cohort.



## END OF UNIT GRADING

At the end of the course you will receive an overall grade based on all of the units you have completed. This will take into account the individual scores you achieved for each unit.

Example 1: Achievement of an Extended Diploma with a DDM grade

|               | GLH         | Type<br>(Int/Int Set) | Grade       | Unit points |
|---------------|-------------|-----------------------|-------------|-------------|
| Unit 1        | 90          | Int Set               | Distinction | 24          |
| Unit 2        | 90          | Int Set               | Merit       | 15          |
| Unit 3        | 120         | Int Set               | Distinction | 32          |
| Unit 4        | 60          | Int                   | Pass        | 6           |
| Unit 5        | 60          | Int                   | Pass        | 6           |
| Unit 17       | 60          | Int                   | Distinction | 16          |
| Unit 19       | 60          | Int                   | Distinction | 16          |
| Unit 25       | 90          | Int                   | Pass        | 9           |
| Unit 27       | 60          | Int                   | Merit       | 10          |
| Unit 28       | 60          | Int                   | Distinction | 16          |
| Unit 29       | 60          | Int                   | Distinction | 16          |
| Unit 30       | 60          | Int                   | Pass        | 6           |
| Unit 33       | 60          | Int                   | Pass        | 6           |
| Unit 35       | 60          | Int                   | Pass        | 6           |
| Unit 36       | 30          | Int                   | Distinction | 8           |
| Unit 37       | 60          | Int                   | Pass        | 6           |
| <b>Totals</b> | <b>1080</b> |                       | <b>DDM</b>  | <b>198</b>  |

The learner has sufficient points for a DDM grade.

You will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant Calculation of qualification grade table for the cohort.



# METHODS OF ASSESSMENT

Types of assessment methods include:

- Observation
- Question and answer
- Role play
- Essay
- Exercise and demonstrations
- Practical work
- Discussion

- Case study and project
- Seminars
- Hand-outs and worksheets
- Presentations
- Time-constrained tests
- Formal Examination
- Peer assessment
- Self-assessment

Types of assessment evidence include:

## **Paper-based**

- Notes
- Reports
- Completed hand-outs and worksheets
- Learning journals/diaries
- Time constrained tests
- Completed assignments
- Case study
- Formal examination scripts
- Print-outs
- Tutor observation sheets
- Question and answer scripts

## **Non-paper-based**

- Practical exercises and demonstrations
- Performance
- Video and tapes
- Artefacts
- Photographs
- Drawings and paintings
- Disks, CD ROMs and other media
- Web pages

On the next page is an example of an 'Assessment Record sheet'. This will be completed by your assessor when you hand in an assignment; it will provide you with feedback on your work and inform you of the result of your assignment.

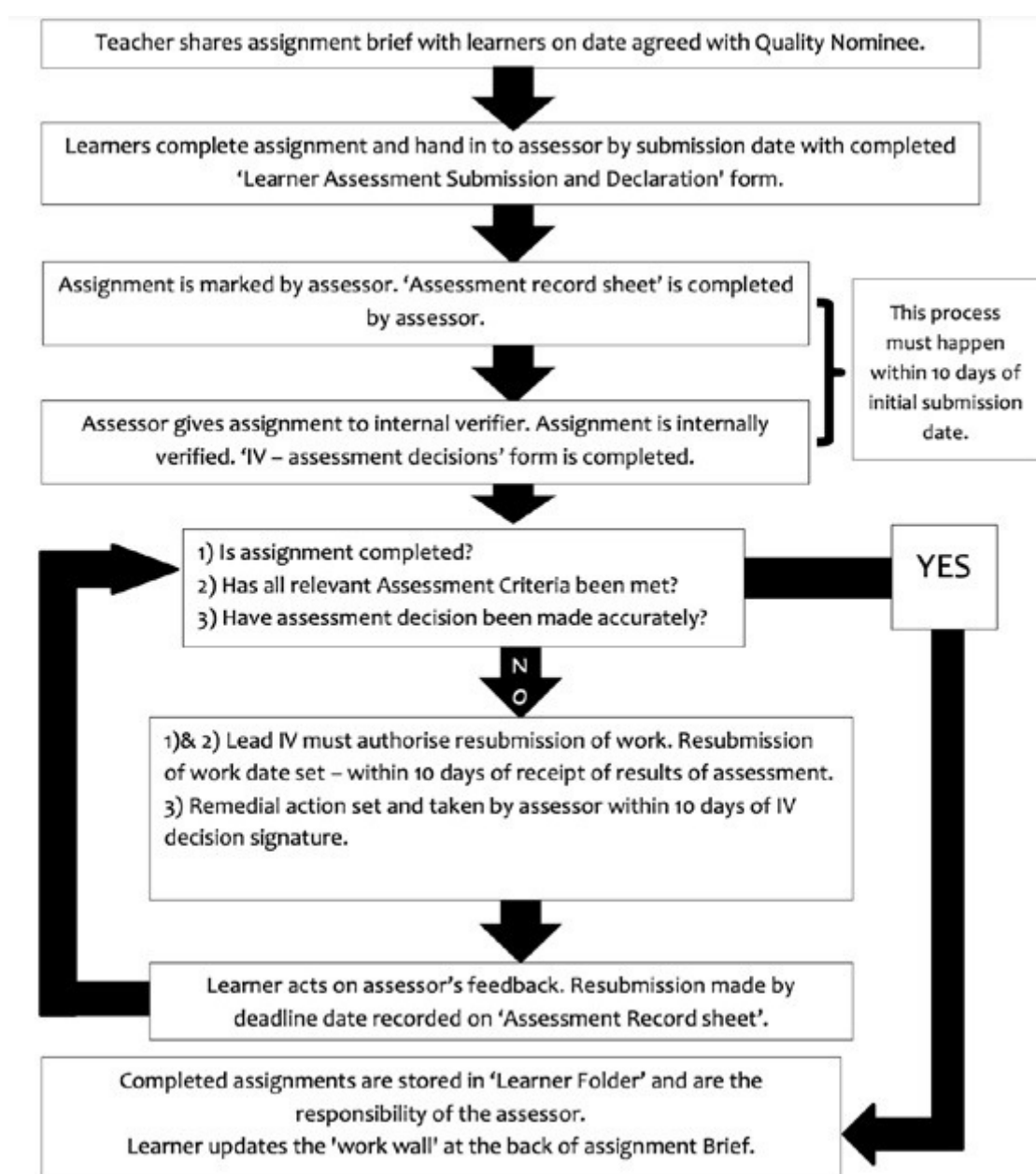


## METHODS OF ASSESSMENT

[illegible]

# MARKING AND FEEDBACK GUIDANCE

This flowchart explains the 'Marking and Feedback' process for BTEC assignments.





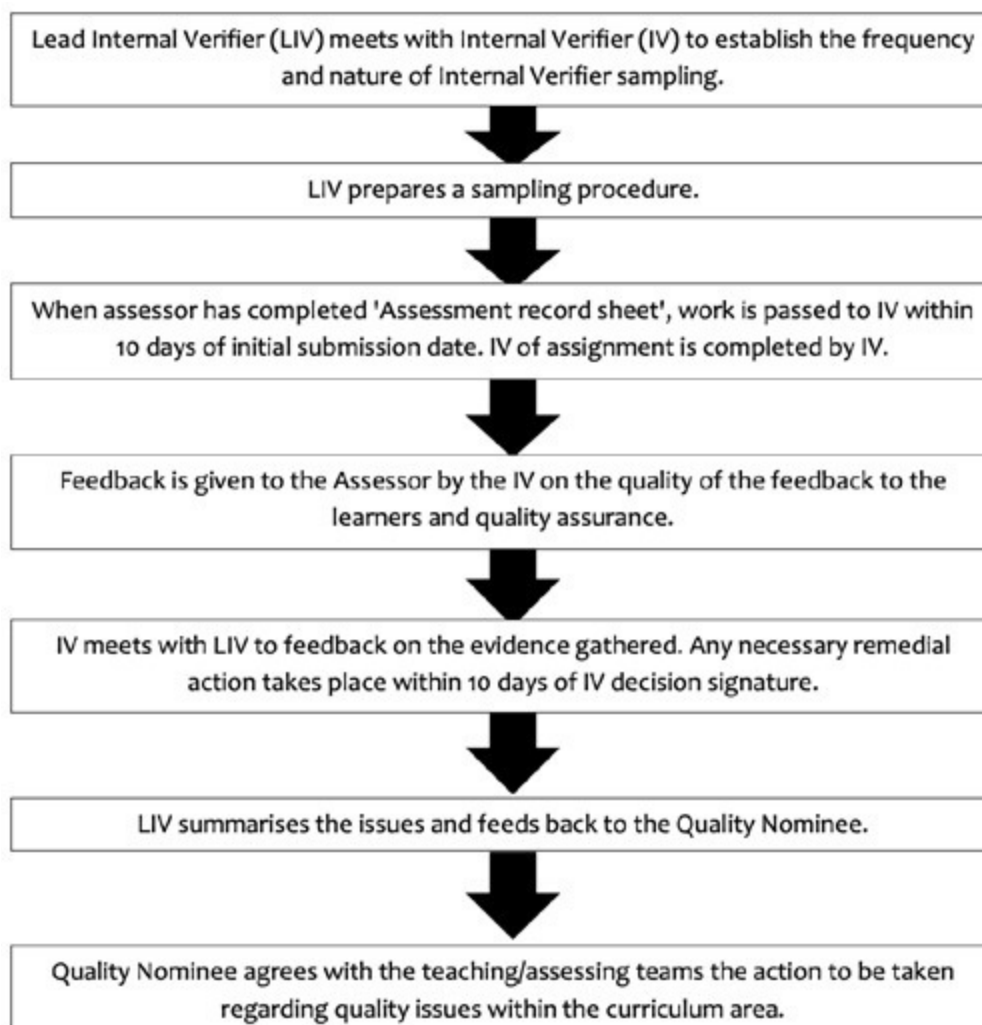
# INTERNAL VERIFICATION GUIDANCE

Internal verification is an essential part of the BTEC assessment process. It should be completed as a supportive and developmental process.

## Assignment briefs:

All assignment briefs must be internally verified before they are given to learners. Before step one of the flowchart on the previous page, the 'IV assignment brief' form must be completed by LIV (or IV if the brief was created by LIV). Any remedial action must take place and be shared with the Quality Nominee.

**Assignment decisions:** This flowchart explains the process for assignment decisions.



# TRACKING SHEET

Below is an example of a tracking sheet for a BTEC unit. This will be used to help both you and your programme leader keep track of your work on each of your assignments. You should aim to get your tracking sheets full of green cells to show that you have completed each assignment, but it will also be useful for showing which pieces of work still require you to amend them.

| UNIT 4       | Sex | Form | Target | P1 | P2 | P3 | P4 | P5 | P6 | M1 | M2 | M3 | M4 | M5 | D1 | D2 | D3 |
|--------------|-----|------|--------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Student name | M   | 11.2 | M      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Student name | M   | 11.5 | P      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Student name | F   | 11.1 | M      | *  | *  |    |    |    |    | *  |    |    |    |    | *  |    |    |
| Student name | F   | 11.1 | D      | *  | *  |    |    | M  |    | *  |    |    | M  |    | *  |    |    |
| Student name | M   | 11.5 | P      |    |    | iv |    | M  |    |    |    |    | M  |    |    |    |    |
| Student name | M   | 11.4 | P      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Student name | F   | 11.3 | P      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Student name | M   | 11.4 | P      |    |    | iv |    |    |    |    | iv |    |    |    |    |    |    |
| Student name | M   | 11.1 | M      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Student name | M   | 11.3 | M      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Student name | M   | 11.5 | P      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Student name | M   | 11.3 | P      |    |    |    |    | M  |    |    |    |    | M  |    |    |    |    |
| Student name | F   | 11.3 | P      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Student name | F   | 11.1 | M      |    |    | iv | *  | M  |    |    | iv | *  | M  |    |    | iv |    |

Attempted but unsuccessful

Task not started yet

Completed successfully

Attempted but resubmission needed

M

Work handed in but it still needs to be marked

!

Work now overdue

\*

A very good example

# HOW TO ACHIEVE SUCCESS AS A BTEC STUDENT

A BTEC Learner can achieve a result of Distinction\*<sup>1</sup> by following this advice:

- Read and research.
- Keep a record of the information you find and the sources.
- Plan your work in a logical order and keep a record of your progress.
- Talk to your teachers about your ideas and how to achieve the best results.
- Produce drafts and final copies of your work.
- Produce good quality work with high standards of grammar and spelling.
- Present your work in a suitable format according to the purpose and the audience.
- Evaluate your work and make suggestions for improvement.
- Keep a record of the work you have completed, including the grades and points you have been awarded.

## Remember

- **BE ORGANISED** - Have the correct equipment – stationery, laptop, notepad, PE kit, etc.
- **FOLLOW INSTRUCTIONS** – Your teachers will advise and guide you throughout the course. Listen, and use it wisely.
- **WORK HARD** – Consistent effort will pay off. Try to hit your targets.
- **GOOD ATTENDANCE** – Be in class and focused at all times.
- **STICK TO DEADLINES** – Plan out your work and do not leave tasks to the last minute. Show your teacher your progress and listen to guidance. A deadline means a deadline. Keep to it!
- **COMMUNICATE** – With your teacher. Do not be satisfied with your Assignments unless you have aced them! Keep going.
- **NEVER COPY WORK** – e.g. from the internet or from a book. Quotes must be referenced and acknowledged.
- **ALWAYS DO YOUR OWN WORK** – Check your progress and take pride in doing your best.





# COMMAND WORDS

These are the words or phrases used by examiners to tell you how you should meet the assessment Criteria. It is important that you know the most common command words used in BTEC courses, and understand what they mean.

|             |   |
|-------------|---|
| <b>Pass</b> | <b>Describe</b> Give a clear description that includes all the relevant features - think of it as 'painting a picture with words'   |
|             | <b>Define</b> Clearly explain what a particular term means and give an example, if appropriate, to show what you mean   |
|             | <b>Design</b> Create a plan, proposal or outline to illustrate a straightforward concept or idea  |
|             | <b>Explain</b> 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' |
|             | <b>Identify</b> Point out or choose the right one or give a list of the main features   |
|             | <b>Illustrate</b> Include examples or a diagram to show what you mean   |
|             | <b>Interpret</b> Define or explain the meaning of something   |
|             | <b>List</b> Provide the information in a list, rather than in continuous writing  |
|             | <b>Outline</b> Write a clear description but not a detailed one   |
|             | <b>Plan</b> Work out and plan how you would carry out a task or activity  |
|             | <b>State</b> Write a clear and full account   |
|             | <b>Summarise</b> Write down or articulate briefly the main points or essential features   |

|                    |   |
|--------------------|---|
| <b>Merit</b>       | <b>Analyse</b> Identify separate factors, say how they are related and how each one contributes to the topic  |
|                    | <b>Assess</b> Give careful consideration to all the factors or events that apply and identify which are the most important or relevant                                  |
|                    | <b>Compare/ Contrast</b> Identify the main factors that apply in two or more situations and explain the similarities and differences or advantages and disadvantages    |
|                    | <b>Demonstrate</b> Provide several relevant examples or related evidence which clearly supports the arguments you are making. This may include showing practical skills |
|                    | <b>Design</b> Create a plan, proposal or outline to illustrate a relatively complex concept or idea   |
|                    | <b>Explain in detail</b> Provide details and give reasons and/or evidence to clearly support the argument you are making  |
| <b>Distinction</b> | <b>Justify How/ Why</b> Give reasons or evidence to support your opinion or view to show how you arrived at these conclusions   |

|                    |  |
|--------------------|--|
| <b>Distinction</b> | <b>Appraise</b> Consider the positive and negative points and give a reasoned judgement  |
|                    | <b>Assess</b> Make a judgement on the importance of something – similar to evaluate  |
|                    | <b>Comment critically</b> Give your view after you have considered all the evidence. In particular, decide the importance of all the relevant positive and negative aspects  |
|                    | <b>Criticise</b> Review a topic or issue objectively and weigh up both positive and negative points before making a decision   |
|                    | <b>Draw conclusions</b> Use the evidence you have provided to reach a reasoned judgement   |
|                    | <b>Evaluate</b> Review the information then bring it together to form a conclusion. Give evidence for each of your views or statements   |
|                    | <b>Evaluate critically</b> 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 |

# BTEC ASSESSMENT POLICY AND ACADEMIC APPEALS PROCEDURE

British International School Phuket takes its responsibility for ensuring the quality and reliability of assessment very seriously. It recognises that high quality assessment practices are an important element of the student experience and that the outcomes of assessment influence students' future lives.

Courses are assessed through tutor-marked assignments, as well as external Pearson set assignments. You need to be aware of the volume of work that needs to be generated on an on-going basis to complete these assignments and the importance of handing work in for assessment by the given deadline.

You will be closely monitored throughout the course and your subject teachers will keep detailed records of your progress. This information will be used for reports and parents evenings and regular updates will be sent to form teachers, year co-ordinators and key stage managers to follow up where necessary.

## ASSESSMENT ENTITLEMENT

As a student of British International School Phuket, you are entitled to:

- Fair and open assessment practices.
- An assignment indicating the criteria against which you will be assessed.
- Regular advice, counselling and guidance through tutors.
- Access to an open and fair appeals procedure.
- Assessments being carried out regularly and outcomes reported with verbal feedback.

## FAILURE TO MEET DEADLINES

If you fail to hand in work by the agreed deadline you will need to provide evidence of special circumstance e.g. a Doctor's Certificate. It will not be acceptable to say to your teacher you did not have time to complete the assignment. A failure on your part may result in you not having the opportunity to upgrade your work for a merit or distinction level.

# FAILING CONDITIONS/RETAKE OPTIONS SUMMARY

At BISP, we understand that academic success is important to our students. However, we also recognise that there may be circumstances where students face challenges and are unable to meet the required standards for successful completion of the BTEC International Level 3 in Sport (Extended Diploma) programme. This document outlines the failing conditions and retake options available to students in such situations.

**Failing Conditions:** Failure to achieve a Pass grade in any mandatory unit: In order to successfully complete the programme, students must achieve a Pass grade (or higher) in all mandatory units. Failure to meet this requirement will result in an overall failure of the course.

Failure to accumulate sufficient credits: The BTEC International Level 3 in Sport (Extended Diploma) programme consists of multiple units, each carrying a specific credit value. To pass the course, students must accumulate the required number of credits, as determined by the qualification specification. Failure to earn the necessary credits will result in an overall failure.

**Retake Options:** Resubmission of assignments: If a student fails to achieve a Pass grade in a specific unit, they will be given the opportunity to resubmit their assignment(s) within a specified deadline. The resubmitted work will be reassessed, and if the student successfully meets the required criteria, they will be awarded a Pass grade for that unit.

Resitting of the entire qualification: In cases where a student fails to achieve the required standards across multiple units, they may be eligible to retake the entire BTEC International Level 3 in Sport (Extended Diploma) qualification. This option allows students to start the programme afresh, providing them with an opportunity to improve their grades and meet the necessary criteria for successful completion.

It is important to note that the availability of retake options may be subject to certain conditions, such as time limitations and assessment availability. Students are advised to consult with their course tutors, academic advisors, or the examination board for detailed information regarding retake procedures and eligibility criteria.

We encourage all students to seek guidance and support from our academic staff throughout their studies. Our aim is to help students reach their full potential and provide the necessary assistance to overcome any obstacles they may face in their educational journey.

Please refer to the official [BTEC International Level 3 in Sport \(Extended Diploma\) Qualification Specification](#) and consult with your academic institution for specific details regarding failing conditions and retake options applicable to your course.





# PLAGIARISM AND MALPRACTICE

In order to achieve a BTEC qualification, you must produce your own work. You will not be allowed to:

- Copy word for word from textbooks
- Copy and paste from the Internet
- Copy from other students (past or present)

It is crucial that all BISP BTEC learners complete their own work and that all work is valid. The examination board has a clear policy on how to deal with students who cheat. If you copy the work of another student you will risk having your work cancelled and may achieve nothing. If you lend your work to others, you will also risk having your work cancelled. If you steal another student's work and copy it, the exam board may cancel all of your courses. Do not cheat, remember your teachers are very good at detecting work that has been copied.

This centre has clear policies and procedures in line with Edexcel to limit the opportunity for malpractice and for checking the validity of the learner's work. The Quality Nominee at BISP will inform Edexcel of any acts of malpractice.

## APPEALS

Once your work has been assessed and a grade recorded, that grade will stand, unless the internal verifier requires the grade to be changed. Students have the right to appeal against a grading decision made by the assessor. Details of the appeals procedure are available from the Examinations Officer, Mrs Webster; and are also outlined in the next pages of this handbook. Please ensure you have read and understand the procedure and are aware of how to appeal.

## LEARNER APPEALS

The Learner Appeal procedure is a staged procedure to determine whether the Assessor or Teacher has:

- Used procedures that are consistent with Edexcel's requirements.
- Applied the procedure properly and fairly when arriving at judgements.
- Made a correct judgement about a learner's work.



## APPEALS STAGES

**STAGE 1 – INFORMAL** – The learner must consult with the assessor within 10 days following the assessment decision. This meeting will be to discuss the assessment decision. The issues raised will be documented before moving to stage 2.

**STAGE 2 - REVIEW** – The assessment decisions will be reviewed by the Quality Nominee and/or the IV. The learner will be notified in writing of findings whether the appeal is agreed or disagreed. If the matter is unresolved, move to stage 3.

**STAGE 3 – APPEAL HEARING** – A Senior Leadership Panel hears the appeal. The procedure will be in line with Edexcel's learner appeal procedure. This is the last stage completed by the centre if it is still unresolved, move to stage 4.

**STAGE 4 – EXTERNAL APPEAL** - The grounds for appeal and supporting documentation must be submitted by the centre (BISP) to Edexcel within 14 days of stage 3 – a fee is required.

This process ensures that procedures are fair and just. The learner should always be in the grading process throughout the BTEC courses.

Good communication between the teacher and learner will enable fair and just procedures to take place. Teachers will endeavour to explain their judgements and provide guidance to improve throughout the course.

## CAREER OPPORTUNITIES AND PATHWAYS

**Sports Coach/Trainer:** As a BTEC International Level 3 in Sport graduate, you can pursue a career as a sports coach or trainer. You'll work closely with athletes or teams, providing guidance, developing training programs, and enhancing performance. This role requires strong communication skills and a deep understanding of sports techniques and strategies.

Website: [National Council for Coaching Excellence](#)

**Sports Development Officer:** In this role, you'll focus on promoting and developing sports participation within communities or organisations. You'll organise events, coordinate sports programs, and work with various stakeholders to enhance sports opportunities. This career path allows you to make a positive impact on individuals and communities through sports.

Website: [Sport England](#)

**Fitness Instructor/Personal Trainer:** With your knowledge of sports and fitness gained from the BTEC qualification, you can become a fitness instructor or personal trainer. You'll guide individuals in achieving their fitness goals, designing exercise programs, providing nutritional advice, and motivating clients to lead healthier lifestyles.

Website: [National Academy of Sports Medicine](#)





**Sports Event Manager:** If you enjoy organising and managing events, a career as a sports event manager might be ideal. You'll be responsible for planning, coordinating, and executing sports events such as tournaments, races, or competitions. Strong organisational and leadership skills are essential in this role.

Website: [International Festivals & Events Association](#)

**Sports Journalist:** Combine your passion for sports with writing and reporting by becoming a sports journalist. You can work for newspapers, magazines, websites, or broadcasting companies, covering sports events, interviewing athletes, and providing sports analysis. Excellent communication skills and a deep understanding of various sports are crucial for success in this field.

Website: [Association for Women in Sports Media](#)

**Sports Marketing and Sponsorship:** With a BTEC International Level 3 in Sport, you can pursue a career in sports marketing and sponsorship. This involves promoting sports brands, managing sponsorships, organising marketing campaigns, and enhancing the visibility and profitability of sports organisations.

Website: [Sports Marketing Association](#)

**Sports Science Researcher:** If you have a strong interest in the science behind sports performance, you can work as a sports science researcher. You'll conduct studies, collect and analyse data, and contribute to the understanding of human performance in sports. This career path often requires further education at the university level.

Website: [British Association of Sport and Exercise Sciences](#)

**Sports Rehabilitation Specialist:** As a sports rehabilitation specialist, you'll focus on helping athletes recover from injuries and improve their physical function. You'll design and implement rehabilitation programs, use therapeutic techniques, and work closely with healthcare professionals to facilitate athletes' return to sport.

Website: [Association of Chartered Physiotherapists in Sports and Exercise Medicine](#)

It's important to note that specific requirements and qualifications may vary for each career path, and further education or certifications may be required. For detailed information on each profession, including educational pathways and job opportunities, it is recommended to visit the respective websites provided and speak to your University Counsellors.



# BISP LEVEL 3 QUALIFICATION IN SPORTS LEADERSHIP

**British International School Phuket (BISP)** is proud to launch the **Level 3 Qualification in Sports Leadership**, a prestigious and nationally recognised programme accredited by the **Leadership Skills Foundation**. Beginning in the 2025–2027 academic cycle, this qualification will run in parallel with the BTEC International Level 3 in Sport, offering students a unique opportunity to develop and demonstrate real-world leadership skills through sport.

## Why Sports Leadership?

The qualification is designed to enable students to **independently lead purposeful, enjoyable, and inclusive sport or physical activity sessions**. It aligns with professional standards in sport and physical activity leadership, placing a strong emphasis on safety, inclusivity, and responsibility. Successful learners will gain the skills and confidence to lead independently once they turn 18, with an understanding of how to conduct risk assessments, maintain safeguarding, and **ensure session safety**.

## Core Components of the Course

- **Practical Leadership:** Students will plan, lead, and evaluate sport sessions and events.
- **Inclusive Delivery:** Leadership will be demonstrated across diverse participant groups such as children, minority ethnic communities, older adults, women and girls, disabled and deaf participants.
- **Community Engagement:** Sessions may be delivered within schools, youth clubs, sports clubs, or even digitally.
- **Real-World Hours:** Students will complete a minimum of:
  - **12 hours** of leading inclusive sport sessions
  - **2 hours** leading a sports/physical activity event

## Units Summary

The qualification is made up of six core units, each designed to build key leadership knowledge and practical experience:

- **Unit 1:** Developing Leadership Skills
- **Unit 2:** Leading Safe Sport/Physical Activity Sessions
- **Unit 3:** Planning Inclusive Sport/Physical Activity Sessions
- **Unit 4:** Planning, Leading and Evaluating a Progressive Series of Inclusive Sessions
- **Unit 5:** Planning, Leading and Evaluating a Sport/Physical Activity Event
- **Unit 6:** Demonstrating Inclusive Leadership Across a Range of Participant Groups

These units combine to give students a well-rounded foundation in leadership, safety, planning, inclusion, and real-world delivery.

# BISP LEVEL 3 QUALIFICATION IN SPORTS LEADERSHIP

## Assessment

Assessment is both practical and written, including:

- Observations of live sessions
- Written task worksheets
- Planning documents and session evaluations

All learners will maintain a **mandatory evidence record**, provided by the Leadership Skills Foundation.

## 🏆 A Boost to University Applications

Upon successful completion, students will earn **16 UCAS points**, giving them a competitive advantage for university entry, particularly for courses in sport, education, or leadership-focused disciplines

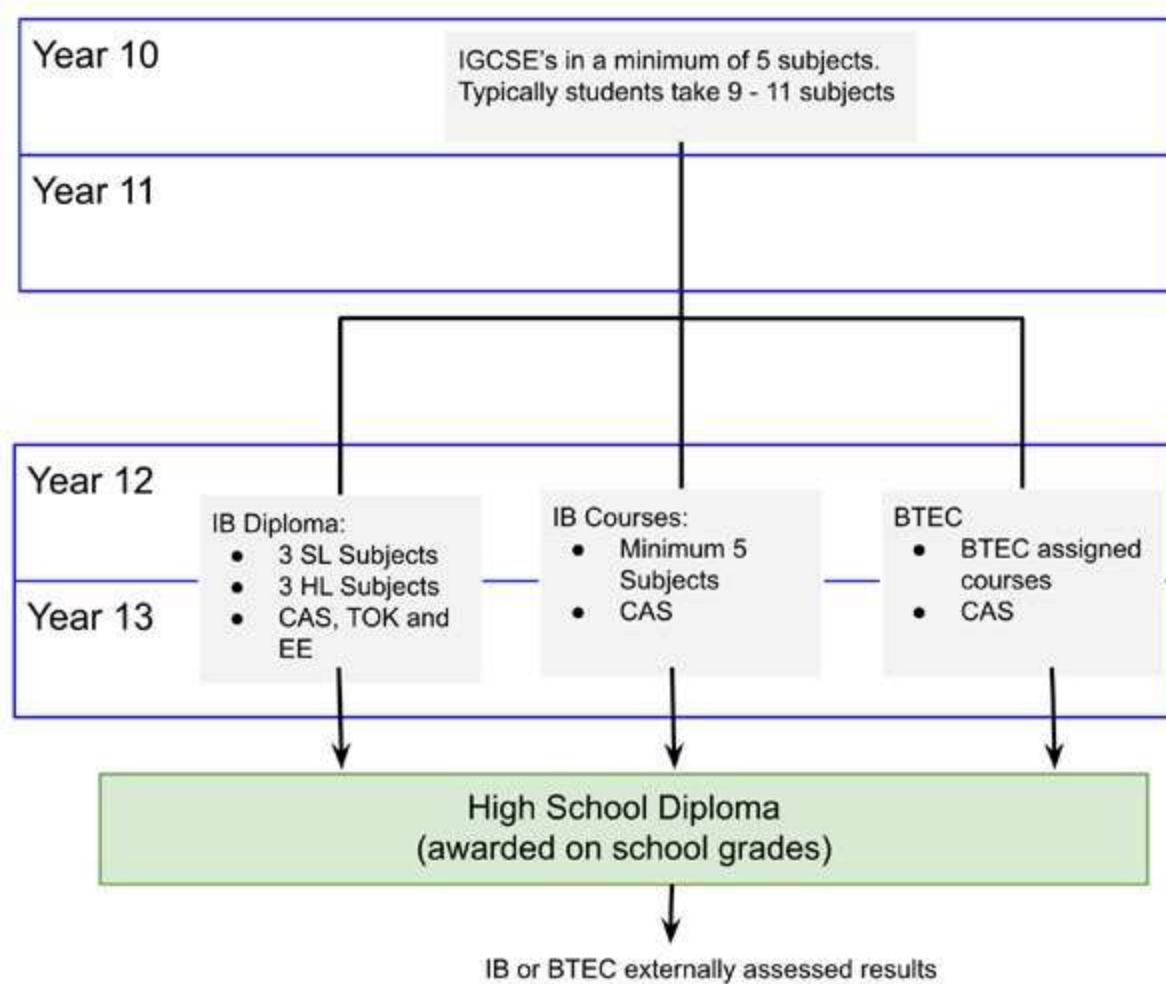
## An Opportunity to Lead and Inspire

This qualification is more than just a certificate—it's a chance for students to build leadership capacity, grow in confidence, and make a meaningful impact in their community. By the end of the programme, BISP students will have a toolkit of skills that will serve them in sport and beyond.

For more information or to register your interest, please contact [cholmes@bisphuket.ac.th](mailto:cholmes@bisphuket.ac.th) or visit the [Leadership Skills Foundation website](#).



# HIGH SCHOOL DIPLOMA PATHWAYS





## BTEC

| HSD Category                               | Credits per year | Learning Area/Subject              | Hours per week               | BTEC Units Included in Year 12               | GLH | BTEC Units Included in Year 13                         | GLH |
|--|------------------|------------------------------------|------------------------------|--|-----|--|-----|
| Individuals & Societies                    | 0.5              | Business for BTEC                  | 2                            | Business in Sport                            | 60  | Organising Events in Sport and Physical Activities     | 60  |
| First Language and Individuals & Societies | 2                | English & Social Sciences for BTEC | 6                            | Careers in Sport and Active Leisure Industry | 90  | Influence of Technology in Sport and Physical Activity | 60  |
|  |                  |                                    |                              | Sports Psychology                            | 60  | Marketing Communications                               | 60  |
|  |                  |                                    |                              | English                                      | 74  | English  | 74  |
| Experimental Science and Arts or Elective  | 3                | Health Development for BTEC        | 4 in Year 12<br>2 in Year 13 | Health, Wellbeing and Sport                  | 90  | Sports Injuries Management                             | 60  |
|  |                  |                                    |                              | Nutrition for Physical Performance           | 60  |  |     |
|  |                  | Science for BTEC                   | 3 in Year 12<br>4 in Year 13 | Applied Sports Anatomy and Physiology        | 90  | Research Project in Sport                              | 120 |
|  |                  |                                    |                              | Science                                      | 74  | Science  | 74  |
|  |                  | Practical Performance for BTEC     | 3 in Year 12<br>4 in Year 13 | Fitness Testing                              | 30  | Fitness Testing  | 30  |
|  |                  |                                    |                              | Practical Sports Performance                 | 30  | Inclusive Coaching Talent                              | 60  |
|  |                  |                                    |                              | Sport Development                            | 60  | Identification and Development in Sports               | 30  |
|  |                  |                                    |                              |  |     | Rules, Regulations and Officiating in Sport            | 30  |
| Mathematics                                | 0.5              | Mathematics for BTEC               | 2                            | Mathematics                                  | 78  | Mathematics  | 70  |
| Other Language                             | 1                | Thai Language/Elective Language    | 3                            | Thai or Language                             | 122 | Thai or Language                                       | 100 |
| CAS  |                  | IB CAS                             | 1.5                          | CAS  | 55  | CAS  | 55  |



# UNIFORM

At BISP, we have introduced a specific BTEC uniform that is available for purchase. This uniform comprises a comfortable and professional-looking polo shirt and shorts, designed to cater to the practical nature of BTEC lessons and trips/excursions. Students enrolled in BTEC courses are encouraged to wear this uniform during their practical sessions to facilitate ease of movement and enhance their overall learning experience. However, it is important to note that there will be occasions when students will be expected to wear their regular senior school uniform. The guidelines regarding the occasions for wearing each uniform will be clearly communicated and clarified to the students throughout the school year, ensuring a clear understanding of the appropriate dress code for different situations.



# BTEC STATEMENT OF COMMITMENT

This is a document that you must sign to say that you have read this handbook and you understand what is expected of you as a BTEC student at BISP.

Learner's name .....

BTEC course .....

Years of study .....

I have read the document 'BTEC Handbook' and I understand the requirements upon me as a BTEC student at BISP. I will ensure I meet the deadlines set by my teacher(s) for all work and assignments. I will complete my own work, and reference any other sources I use. I will not copy or plagiarise work from others. I understand any failure to comply with any of the things above, and throughout this document, may result in me being removed from the BTEC course, or not achieving the grade of which I am capable.

Signed .....

Date .....



