

Team:	Sport and Public Services
Subject:	Sports Science
Level:	3
A Level, BTEC, GCSE, other:	BTEC Diploma
Scheme of Work Written By:	Paul Cox
Date Scheme of Work Written:	July 2014
Scheme of Work Moderated By:	
Date Scheme of Work Moderated:	

Date	Topic and Learning Outcome	Skills (Literacy / Numeracy / IT / E&D / REACH)	THE 'WORTHING WAY'		Independent Study Pack
			Starts, Active Learning, Questioning and Resources	Assessment and Feedback	
<p>Key Planning Information</p>	<p>This section should outline the syllabus / specification to be covered and also show the learning outcomes to be achieved by all, most and some students.</p> <p>Learning outcomes should also be linked to the 'gap' analysis completed through knowing your students e.g. male underachievement at low grade and female underachievement at high grade.</p> <p>It is essential that the learning outcomes demonstrate a differentiated approach so as the needs of all students are met. This planning will primarily inform the Starts, Active Learning, Questioning and Resources to be planned.</p> <p>Must be planned for all courses however BTEC courses need only reference linked Pass, Merit and / or Distinction criteria in this section.</p>	<p>The development of literacy and numeracy throughout the SOW must be clearly defined. Opportunities to enhance the IT skills of students should also be identified and planned.</p> <p>Opportunities to promote equality and celebrate diversity should be carefully planned. The best practice will link learning to annual high profile local, regional, national or international events.</p> <p>We also plan to embed REACH principles across the College from 2014/15 and in all courses. SOW should include the priority habits, mindset and skill focuses that are essential for success on the course.</p> <p>Must be planned for all courses.</p>	<p>Worthing Way 'STARTS' are when all our students:</p> <ul style="list-style-type: none"> - Are active from the first minute. - Are engaged and participate from the start. - Can create links between prior and present learning. <p>Worthing Way 'ACTIVE LEARNING':</p> <ul style="list-style-type: none"> - Uses tasks and activities that require the students to think hard. - Provides opportunities for all students to do outstanding work. - Uses resources to support independent study and self-assessment in the lesson and beyond. <p>Worthing Way 'QUESTIONING':</p> <ul style="list-style-type: none"> - Assesses students' understanding. - Encourages engagement and focus. - Helps all students to think at a higher level. <p>Reference to department resources, library resources, online resources, text books, good websites etc should also be included here.</p> <p>All underpinned by 'KNOWING YOUR STUDENTS'</p> <p>Must be planned for all courses.</p>	<p>Worthing Way 'ASSESSMENT AND FEEDBACK':</p> <ul style="list-style-type: none"> - Assesses learning in every lesson and provides written feedback on assessed work. - Helps our students to have a clear understanding of what they need to do to improve. - Accurately measures our students' progress against exam board criteria. <p>To further develop this area of our work SOW from 2014/15 should plan how in class progress will be checked and also how learning will be concluded at the end of lessons.</p> <p>Outstanding 'ASSESSMENT AND FEEDBACK' is underpinned by 'KNOWING YOUR STUDENTS'</p> <p>Must be planned for all courses however BTEC courses apart from checking class progress and plenaries need only reference unit and task number in this section (e.g. U8 T4).</p>	<p>All independent study plans are to be included in the course independent study pack. The pack must include...</p> <ul style="list-style-type: none"> - Learning Zone tasks. - Homework. - Coursework. - Assessment. <p>The content must connect to the topics delivered in lessons.</p> <p>The SOW must include an overview of the tasks in the pack.</p> <p>Outstanding independent study is underpinned by 'KNOWING YOUR STUDENTS'.</p> <p>Must be planned for all courses.</p>

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<p>Topic Area: Unit 11: Analysis of sports performance introduction</p> <p>Date(s): Week 1-4 (Phase 1) 08.09.14-03.10.14</p>	U11 – T1 (P1, P2, M1, D1)	<p>Literacy: Create a glossary of key words and technical vocabulary. Link to a definition and application. Check SPAG before submission and posting of work.</p> <p>Numeracy: Complete analysis utilising key formulas and calculations.</p> <p>IT: iPads, Wordpress, YouTube, Microsoft applications and Twitter.</p> <p>E&D: Complete analysis for a range of performers. Balance gender, age, nationality and disability.</p> <p>REACH: The two REACH learning targets below identify phase 1 course priorities for success on project and self-directed study units.</p> <p>(1) Make an improved effort to explain and evaluate distinction work using research data to support your findings thereby demonstrating a commitment to independent study.</p> <p>(2) Before we begin each unit and task, read the exam board specification and unit assignment and prepare a draft understanding of the aim of the unit in order to be proactive and use the important skill of self-assessment.</p>	<p>Starts:</p> <ul style="list-style-type: none"> - Unit and task introduction 'set the scene' and 'visualise the goal'. - REACH video(s) linked to phase 1 priorities. - Establish unit peer study groups to complete unit and activities (use blocking grid). - Class discussion focused on progress and how to best improve. <p>Active Learning:</p> <ul style="list-style-type: none"> - Research three different sports / organisations and how they utilise analysis of sports performance to improve standards. - Complete example analysis of sports performance to develop the skills needed to meet the task criteria. - Watch specific videos of elite sporting organisations using analysis to achieve marginal gains. - Plan own research and personal study to consolidate learning and progress. - Complete U11 T1. <p>Questioning:</p> <ol style="list-style-type: none"> (1) Why is analysis of sports performance important? (2) How can analysis of sports performance be completed? (3) What benefits do players and coaches get from analysis of sports performance? <p>Resources:</p> <ul style="list-style-type: none"> - Wordpress website. - Twitter account. - E-textbook. - Course documentation. - iPads and multimedia devices. - Journals, websites and wider reading. 	<p>U11 – T1 (P1, P2, M1, D1)</p> <p>Progress checks (used throughout sessions, picked from):</p> <ul style="list-style-type: none"> - Teacher led questions and answer. - The 'red button' can be used by any student at any time when they are unsure of a task, content or instruction. - Student 1:1 meetings to review online drafts. - Turn and talk with a partner to check understanding and identify gaps. - Headline News! Summarise last 15-30 minutes. - Visual check of note taking, - Group / peer critique of drafts (be kind, be specific, be helpful – celebrate mistakes). <p>Plenaries (used at mid and end of sessions, picked from):</p> <ul style="list-style-type: none"> - Summarise topic in 5 sentences, reduce to 5 words and then reduce to one word. - Student question time panel. - Two minute drill, teacher led Q&A. - Twitter lesson summary #worthingsportscience - End of task SWOT analysis. - Create knowledge 'chunks' (7+/- 2) of key topics covered in lesson. - Use mindmap app to create a summary bubble from today's topic. - Plan activity for the coming lesson and set targets for ongoing task completion. 	The task deadline for U11 T1 is to be completed online by Friday 3 October.

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<p>Topic Area: Unit 11: Conduct analysis of sports performance</p> <p>Date(s): Week 5-7 (Phase 1) 06.10.14-24.10.14</p> <p>ASSESSMENT WEEK: 1 (20-24/10)</p>	U11 – T2 (P3, P4, M2, M3, D2)	<p>Literacy: Successfully apply key words and technical vocabulary to athlete performance analysis. Demonstrate the professional use of specialist language when working independently with performers Check SPAG before submission and posting of work.</p> <p>Numeracy: Independently complete analysis utilising key formulas and calculations.</p> <p>IT: iPads, Wordpress, YouTube, Microsoft applications and Twitter.</p> <p>E&D: X</p> <p>REACH: The two REACH learning targets below identify phase 1 course priorities for success on project and self-directed study units.</p> <p>(1) Make an improved effort to explain and evaluate distinction work using research data to support your findings thereby demonstrating a commitment to independent study.</p> <p>(2) Before we begin each unit and task, read the exam board specification and unit assignment and prepare a draft understanding of the aim of the unit in order to be proactive and use the important skill of self-assessment.</p>	<p>Starts:</p> <ul style="list-style-type: none"> - Task introduction 'set the scene'. - REACH video(s) linked to phase 1 priorities. - Review progress of independent work. - Watch current videos from online sources. <p>Active Learning:</p> <ul style="list-style-type: none"> - Complete player profiling for self, classmate and member of a sports performance squad. - Prepare for independent assessment of a selected athlete. - Conduct an independent assessment of a selected athlete. - Analys assessment finding and feedback independently to the athlete. - Complete U11 T2. <p>Questioning:</p> <p>(1) What are the key focus areas for effective sports performance? (2) Why might an athlete have a high discrepancy score between their API and ASA scores? (3) How do we best prepare to independently feedback to athletes? (4) What three elements are crucial for an athlete to know and understand their priorities and actions to improve.</p> <p>Resources:</p> <ul style="list-style-type: none"> - Wordpress website. - Twitter account. - E-textbook. - Course documentation. - iPads and multimedia devices. - Journals, websites and wider reading. 	<p>U11 – T2 (P3, P4, M2, M3, D2)</p> <p>Progress checks (used throughout sessions, picked from):</p> <ul style="list-style-type: none"> - Teacher led questions and answer. - The 'red button' can be used by any student at any time when they are unsure of a task, content or instruction. - Student 1:1 meetings to review online drafts. - Turn and talk with a partner to check understanding and identify gaps. - Headline News! Summarise last 15-30 minutes. - Visual check of note taking, - Group / peer critique of drafts (be kind, be specific, be helpful – celebrate mistakes). <p>Plenaries (used at mid and end of sessions, picked from):</p> <ul style="list-style-type: none"> - Summarise topic in 5 sentences, reduce to 5 words and then reduce to one word. - Student question time panel. - Two minute drill, teacher led Q&A. - Twitter lesson summary #worthingsportscience - End of task SWOT analysis. - Create knowledge 'chunks' (7+/- 2) of key topics covered in lesson. - Use mindmap app to create a summary bubble from today's topic. - Plan activity for the coming lesson and set targets for ongoing task completion. 	The task deadline for U11 T2 is to be completed online by Friday 24 October.

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<p>Topic Area: Unit 11: Analysis of sports performance purpose, resources and evaluation.</p> <p>Date(s): Week 8-9 (Phase 1) 03.11.14-14.11.14</p>	U11 – T3 (P5)	<p>Literacy: Define the key resources and why they are essential for athletes at different levels. Check SPAG before submission and posting of work.</p> <p>Numeracy: X</p> <p>IT: iPads, Wordpress, YouTube, Microsoft applications and Twitter. E&D: Consider the barriers and / or modifications needed to resources so as to ensure all athletes regardless of level, gender, age, nationality and disability can benefit from performance analysis.</p> <p>REACH: The two REACH learning targets below identify phase 1 course priorities for success on project and self-directed study units.</p> <p>(1) Make an improved effort to explain and evaluate distinction work using research data to support your findings thereby demonstrating a commitment to independent study.</p> <p>(2) Before we begin each unit and task, read the exam board specification and unit assignment and prepare a draft understanding of the aim of the unit in order to be proactive and use the important skill of self-assessment.</p>	<p>Starts:</p> <ul style="list-style-type: none"> - Task introduction 'set the scene'. - REACH video(s) linked to phase 1 priorities. - Watch current videos from online sources. - Review E&D case studies and the modifications needed to resources to ensure access for all. <p>Active Learning:</p> <p>Questioning:</p> <p>(1) What are essential resources for basic cognitive phase learners? (2) What are essential resources for intermediate associative phase learners? (1) What are essential resources for advanced autonomous phase learners? (4) How can resources be adapted to ensure all athletes regardless of level, gender, age, nationality and disability can benefit from performance analysis.</p> <p>Resources:</p> <ul style="list-style-type: none"> - Wordpress website. - Twitter account. - E-textbook. - Course documentation. - iPads and multimedia devices. - Journals, websites and wider reading. 	<p>U11 – T3 (P5)</p> <p>Progress checks (used throughout sessions, picked from):</p> <ul style="list-style-type: none"> - Teacher led questions and answer. - The 'red button' can be used by any student at any time when they are unsure of a task, content or instruction. - Student 1:1 meetings to review online drafts. - Turn and talk with a partner to check understanding and identify gaps. - Headline News! Summarise last 15-30 minutes. - Visual check of note taking, - Group / peer critique of drafts (be kind, be specific, be helpful – celebrate mistakes). <p>Plenaries (used at mid and end of sessions, picked from):</p> <ul style="list-style-type: none"> - Summarise topic in 5 sentences, reduce to 5 words and then reduce to one word. - Student question time panel. - Two minute drill, teacher led Q&A. - Twitter lesson summary #worthingsportscience - End of task SWOT analysis. - Create knowledge 'chunks' (7+/- 2) of key topics covered in lesson. - Use mindmap app to create a summary bubble from today's topic. - Plan activity for the coming lesson and set targets for ongoing task completion. 	The task deadline for U11 T3 is to be completed online by Friday 14 November. UNIT 11 COMPLETE.
<p>Topic Area: REACH WEEK: 1</p> <p>Date(s): Week 10 (Phase 1) 17.11.14-21.11.14</p>	1:1 appointment with all students. Discuss and review progress. Set REACH grade and agree REACH targets for phase 2. Key focus is on targets that close the gap. U5 (Research Project) T1 introduction (P1, M1) . Initial planning for research project (the why, how and what) is to be drafted ahead of January 2015.				

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<p>Topic Area: Unit 27: Performance profiling and excellence traits.</p> <p>Date(s): Week 11-12 (Phase 2) 24.11.14-05.12.14</p>	U27 – T1 (P1, P2)	<p>Literacy: Create a glossary of key words and technical vocabulary. Link to a definition and application. Check SPAG before submission and posting of work.</p> <p>Numeracy: X</p> <p>IT: iPads, Wordpress, YouTube, Microsoft applications and Twitter.</p> <p>E&D: Complete example performance profiling for a range of performers. Balance gender, age, nationality and disability.</p> <p>REACH: Individual student targets in place from REACH Week 1.</p>	<p>Starts: - Unit and task introduction 'set the scene'. - REACH video(s). - Class discussion and students presentations around unit 5 planning.</p> <p>Active Learning:</p> <p>Questioning: (1) What is performance profiling? (2) What are the roles and functions of performance profiling in sport? (3) What are the individual characteristics required for performers to be successful in a chosen sport? (4) What are the benefits of performance profiling? (5) Why does performance profiling need to be adapted to ensure it is inclusive?</p> <p>Resources: - Wordpress website. - Twitter account. - PDC RFU resources. - University library / resources. - Course documentation. - iPads and multimedia devices. - Journals, websites and wider reading.</p>	<p>U27 – T1 (P1, P2)</p> <p>Progress checks (used throughout sessions, picked from): - Teacher led questions and answer. - The 'red button' can be used by any student at any time when they are unsure of a task, content or instruction. - Student 1:1 meetings to review online drafts. - Turn and talk with a partner to check understanding and identify gaps. - Headline News! Summarise last 15-30 minutes. - Visual check of note taking, - Group / peer critique of drafts (be kind, be specific, be helpful – celebrate mistakes).</p> <p>Plenaries (used at mid and end of sessions, picked from): - Summarise topic in 5 sentences, reduce to 5 words and then reduce to one word. - Student question time panel. - Two minute drill, teacher led Q&A. - Twitter lesson summary #worthingsportscience - End of task SWOT analysis. - Create knowledge 'chunks' (7+/- 2) of key topics covered in lesson. - Use mindmap app to create a summary bubble from today's topic. - Plan activity for the coming lesson and set targets for ongoing task completion.</p>	The task deadline for U27 T1 is to be completed online by Friday 5 December.

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<p>Topic Area: Profile and write up performer, performer self-profile, and coach profile.</p> <p>Date(s): Week 13-14 (Phase 2) 08.12.14-19.12.14</p>	U27 – T2 (P3, P4, P5, M1, D1)	<p>Literacy: Successfully apply key words and technical vocabulary to athlete performance analysis. Demonstrate the professional use of specialist language when working independently with performers Check SPAG before submission and posting of work.</p> <p>Numeracy: Independently complete a performance profile utilising key formulas and calculations.</p> <p>IT: iPads, Wordpress, YouTube, Microsoft applications and Twitter.</p> <p>E&D: Consider the background of your individual client and plan your performance profiling activity accordingly. Be clear on both E&D and ethical considerations.</p> <p>REACH: Individual student targets in place from REACH Week 1.</p>	<p>Starts:</p> <ul style="list-style-type: none"> - Task introduction 'set the scene'. - REACH video(s). - Class discussion and students presentations around unit 5 planning. - Performance profiling in practice. Videos from Sports Science and elite sport organisations. <p>Active Learning:</p> <ul style="list-style-type: none"> - Train an individual to complete a self assessed performance profile. - Complete a performance profile. - Reflect on the performance profile and consider strengths of the performance and areas for improvement. - Present your findings in an accessible way for your individual client. <p>Questioning:</p> <ol style="list-style-type: none"> (1) What words can you use to effectively describe the performance level of an individual. (2) What do you need to consider when preparing to make judgements and feedback to an individual? (3) What do you need to record in a coaching log? <p>Resources:</p> <ul style="list-style-type: none"> - Wordpress website. - Twitter account. - PDC RFU resources. - University library / resources. - Course documentation. - iPads and multimedia devices. - Journals, websites and wider reading. 	<p>U27 – T2 (P3, P4, P5, M1, D1)</p> <p>Progress checks and plenaries:</p> <p>This task and the remainder of the year focuses on individual student progress towards independent player profiling and their final research project.</p> <p>Therefore it is planned that progress checks and plenaries from the end of December to March will be taught in a micro teach / 1:1 style to respond flexibly to the individual needs of students and where their work takes them.</p> <p>A common core component will be the use of individual REACH weekly planners to manage deadlines, ongoing project and research work requirements.</p>	The task deadline for U27 T2 is to be completed online by Friday 19 December.

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<p>Topic Area: ASSESSMENT WEEK: 2 Plan and carry out training programme. Include player and coach meetings.</p> <p>Date(s): Week 15-16 (Phase 2) 05.01.15-16.01.15</p>	U27 – T3 (P6, P7, P8, P9, M2, M3)	<p>Literacy: Successfully apply key words and technical vocabulary to athlete performance analysis. Demonstrate the professional use of specialist language when working independently with performers Check SPAG before submission and posting of work.</p> <p>Numeracy: X</p> <p>IT: iPads, Wordpress, YouTube, Microsoft applications and Twitter.</p> <p>E&D: Consider the background of your individual client and coach and plan your intervention and contact accordingly. Be clear on both E&D and ethical considerations.</p> <p>REACH: Individual student targets in place from REACH Week 1.</p>	<p>Starts:</p> <ul style="list-style-type: none"> - Task introduction 'set the scene'. - REACH video(s). - Class discussion and students presentations around unit 5 planning. - Best practice training plan videos shown and reviewed. - Systematic SWOT analysis of individual client adherence and progress. <p>Active Learning:</p> <ul style="list-style-type: none"> - With your individual client and their coach successfully plan their specific action plan based on your performance profiling findings. Consider their health and wellbeing and current workload when planning additional input. - Individually arrange meetings with your individual client and coach. - Personally record the outcomes of meetings with your individual client and coach. <p>Questioning:</p> <ol style="list-style-type: none"> (1) How is an eight-week action plan effectively monitored and reviewed? (2) How do you sustain motivation and engagement with your individual client over and eight-week period (SMART / FITT) (3) Things change! How can you effectively plan for contingencies (e.g. injury and illness)? (4) How can you use new technologies to stay connected and engaged with your individual client? <p>Resources:</p> <ul style="list-style-type: none"> - Wordpress website. - Twitter account. - PDC RFU resources. - University library / resources. - Course documentation. - iPads and multimedia devices. - Journals, websites and wider reading. 	<p>U27 – T3 (P6, P7, P8, P9, M2, M3)</p> <p>Progress checks and plenaries:</p> <p>Progress checks and plenaries will be taught in a micro teach / 1:1 style to respond flexibly to the individual needs of students and where their work takes them.</p> <p>A common core component will be the use of individual REACH weekly planners to manage deadlines, ongoing project and research work requirements.</p>	The task is to be completed online by Friday 16 January.

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<p>Topic Area: a) Unit 27 – T3 Week 1/8 b) Plan and explain research project and data collection.</p> <p>Date(s): Week 17 (Phase 2) 19.01.15-23.01.15</p>	<p>U27 – T3 (P6, P7, P8, P9, M2, M3) U5 – T1 (P1, M1)</p>	<p>Literacy: Review of literature for the research project will highlight key professional, technical, research language. Create a glossary of new terms so as they can be successfully applied to your final research project write up.</p> <p>Numeracy: Plan research project data collection and analysis techniques. Consider personal weaknesses and undertake self-directed research to improve your understanding of specific areas.</p> <p>IT: iPads, Wordpress, YouTube, Microsoft applications and Twitter.</p> <p>E&D: Consider a wide range of literature around your key research project questions, aims and objectives. When planning your research methods consider how your work will be accessible to a range of performers. Plan for ethical considerations, moral considerations and contingencies.</p> <p>REACH: Individual student targets in place from REACH Week 1.</p>	<p>Starts: - REACH video(s). - Student discussion around unit 5 progress and research methods. - Class discussion around unit 27 progress.</p> <p>Active Learning: - Carry out an eight-week sports performance action plan for an individual. - Effectively use performance profiling to monitor and evaluate performance throughout the eight-week action plan. - Plan and explain in detail the research project aims, objectives, hypothesis and planned data collection. - Identify key sources to support research project. - Design a valid and reliable method for the research project.</p> <p>Questioning: (1) What is the difference between an aim and objective? (2) How can a hypothesis be effectively tested? (3) What are the different research methods that can be applied to different types of research projects? (4) What is meant by the terms validity and reliability with regards to a research project? How can these be achieved?</p> <p>Resources: - Wordpress website. - Twitter account. - PDC RFU resources. - University library / resources. - Course documentation. - iPads and multimedia devices. - Journals, websites and wider reading.</p>	<p>U27 – T3 1/8 (P6, P7, P8, P9, M2, M3) U5 – T1 (P1, M1)</p> <p>Progress checks and plenaries: Progress checks and plenaries will be taught in a micro teach / 1:1 style to respond flexibly to the individual needs of students and where their work takes them.</p> <p>A common core component will be the use of individual REACH weekly planners to manage deadlines, ongoing project and research work requirements.</p>	<p>U27 - Ongoing work towards completion of the 8 week training programme. U5 – Ongoing work towards planning and explaining the research project and data collection.</p>

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<p>Topic Area: REACH WEEK: 2</p> <p>Date(s): Week 18 (Phase 2) 26.01.15-30.01.15</p>	<p>1:1 appointment with all students. Discuss and review progress against previous REACH targets and grade. Discuss and confirm Unit 5 planning, project title / scope, data handling and timeline. Also review week 2/8 of the profiling sports performance unit.</p>				
<p>Topic Area:</p> <p>a) Unit 27 – T3 Week 3-4/8 b) Plan and explain research project and data collection.</p> <p>Date(s): Week 19-20 (Phase 3) 02.02.15-13.02.15</p>	<p>U27 – T3 (P6, P7, P8, P9, M2, M3) U5 – T1 (P1, M1)</p>	<p>Literacy: Review of literature for the research project will highlight key professional, technical, research language. Create a glossary of new terms so as they can be successfully applied to your final research project write up.</p> <p>Numeracy: Plan research project data collection and analysis techniques. Consider personal weaknesses and undertake self-directed research to improve your understanding of specific areas.</p> <p>IT: iPads, Wordpress, YouTube, Microsoft applications and Twitter.</p> <p>E&D: Consider a wide range of literature around your key research project questions, aims and objectives. When planning your research methods consider how your work will be accessible to a range of performers. Plan for ethical considerations, moral considerations and contingencies. REACH: Individual student targets in place from REACH Week 2.</p> <p>However with ongoing project work until the end of the year key REACH themes will include:</p> <p>Be Proactive – And take urgent action. Practice – With a weekly schedule in place. Growth Mindset – Learn from criticism. Pay attention – Seek and act on</p>	<p>Starts:</p> <ul style="list-style-type: none"> - REACH video(s). - Student discussion around unit 5 progress and research methods. - Class discussion around unit 27 progress. <p>Active Learning:</p> <ul style="list-style-type: none"> - Carry out an eight-week sports performance action plan for an individual. - Effectively use performance profiling to monitor and evaluate performance throughout the eight-week action plan. - Plan and explain in detail the research project aims, objectives, hypothesis and planned data collection. - Identify key sources to support research project. - Design a valid and reliable method for the research project. <p>Questioning:</p> <ol style="list-style-type: none"> (1) What is the difference between an aim and objective? (2) How can a hypothesis be effectively tested? (3) What are the different research methods that can be applied to different types of research projects? (4) What is meant by the terms validity and reliability with regards to a research project? How can these be achieved? <p>Resources:</p> <ul style="list-style-type: none"> - Wordpress website. - Twitter account. - PDC RFU resources. - University library / resources. 	<p>U27 – T3 3/8 (P6, P7, P8, P9, M2, M3) U5 – T1 (P1, M1)</p> <p>Progress checks and plenaries:</p> <p>Progress checks and plenaries will be taught in a micro teach / 1:1 style to respond flexibly to the individual needs of students and where their work takes them. However in week 4/8 (09/02) we will 'stop the tracks' on Unit 27 to review progress and whether current student plans are achieving progress and compliance.</p> <p>A common core component will be the use of individual REACH weekly planners to manage deadlines, ongoing project and research work requirements.</p>	<p>U27 - Ongoing work towards completion of the 8 week training programme. U5 – Ongoing work towards planning and explaining the research project and data collection.</p> <p>The task deadline for U5 T1 is to be completed online by Friday 13 February.</p>

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			Starts, Active Learning, Questioning and Resources	Assessment and Feedback	
		feedback. Fearless – Turn setbacks into successes.	- Course documentation. - iPads and multimedia devices. - Journals, websites and wider reading.		
Topic Area: a) Unit 27 – T3 Week 6-8/8 b) Carry out and produce a full research project. Date(s): Week 21-23 (Phase 3) 23.02.15-13.03.15	U27 – T3 (P6, P7, P8, P9, M2, M3) U5 – T2 (P2, P3, P4, M2, D1)	Literacy: Successfully apply professional language and key terms to your research project. Check accuracy of SPAG. Numeracy: Conduct planned and researched data collection and analysis techniques. IT: iPads, Wordpress, YouTube, Microsoft applications and Twitter. E&D: Utilise a wide range of literature around your key research project questions, aims and objectives. Monitor your planned ethical considerations, moral considerations and contingencies. REACH: Individual student targets in place from REACH Week 2. REACH: Individual student targets in place from REACH Week 2. However with ongoing project work until the end of the year key REACH themes will include: Be Proactive – And take urgent action. Practice – With a weekly schedule in place. Growth Mindset – Learn from criticism. Pay attention – Seek and act on feedback. Fearless – Turn setbacks into successes.	Starts: - REACH video(s). - Student discussion around unit 6 progress and research methods. - Class discussion around unit 27 progress. Active Learning: - Carry out an eight-week sports performance action plan for an individual. - Effectively use performance profiling to monitor and evaluate performance throughout the eight-week action plan. - Conduct individual research, complete data collection and analysis and begin to draw conclusions and recommendations. Questioning: (1) What are the key terms and technical language that you have seen in the professional work you have studied? (2) How far short is your work from these standards? Resources: - Wordpress website. - Twitter account. - PDC RFU resources. - University library / resources. - Course documentation. - iPads and multimedia devices. - Journals, websites and wider reading.	U27 – T3 6/8 (P6, P7, P8, P9, M2, M3) U5 – T2 (P2, P3, P4, M2, D1) Progress checks and plenaries will be taught in a micro teach / 1:1 style to respond flexibly to the individual needs of students and where their work takes them. A common core component will be the use of individual REACH weekly planners to manage deadlines, ongoing project and research work requirements.	U27 - Ongoing work towards completion of the 8 week training programme. U5 – Ongoing work towards planning and explaining the research project and data collection.

Date	Topic and Learning Outcome	Skills (Literacy / Numeracy / IT / E&D / REACH)	THE 'WORTHING WAY'		Independent Study Pack
			Starts, Active Learning, Questioning and Resources	Assessment and Feedback	
<p>Topic Area:</p> <p>a) Profiling review and assessment. b) Completion of final research project.</p> <p>Date(s): Week 24-25 (Phase 3) 16.03.15-27.03.15</p>	<p>U27 – T4 (P10, M4, D2) U5 – T3 (P4, P5, M3, D2)</p>	<p>Literacy: Proof read and check appropriate use of professional and technical language. Ensure that SPAG is correct, references are completed to Harvard standard and that all sources are correctly entered into the finally submitted work.</p> <p>Numeracy: Conclude the research project data collection and analysis. Check for mistakes, consider their learning opportunities, correct and ensure the accuracy of final data.</p> <p>IT: iPads, Wordpress, YouTube, Microsoft applications and Twitter.</p> <p>E&D: Consider how other students and researchers can access final work. The needs of dyslexic, visually impaired and other forms of learning difficulties need to be planned for so as research findings and final copy can be accessed by all.</p> <p>REACH: Individual student targets in place from REACH Week 2.</p> <p>However with ongoing project work until the end of the year key REACH themes will include:</p> <p>Be Proactive – And take urgent action. Practice – With a weekly schedule in place. Growth Mindset – Learn from criticism. Pay attention – Seek and act on feedback. Fearless – Turn setbacks into success.</p>	<p>Starts:</p> <ul style="list-style-type: none"> - REACH video(s). - Peer review and class critique of unit 5 research findings and drafts. - Peer review and class critique of unit 27 profiling log and recommendations. <p>Active Learning:</p> <ul style="list-style-type: none"> - Final drafting and checking of unit 5 research project, - Final drafting and checking of unit 27 player profiling, - Group presentation and critique of peer work. - Collate and publish student work to create a team record of all research projects that is professionally bound and a copy presented to every student. <p>Questioning:</p> <p>(1) How can we effectively critique and feedback to improve not only our work but also the work of our peers. (2) What do professional standards look like? How can we achieve this in our own work?</p> <p>Resources:</p> <ul style="list-style-type: none"> - Wordpress website. - Twitter account. - PDC RFU resources. - University library / resources. - Course documentation. - iPads and multimedia devices. - Journals, websites and wider reading. 	<p>Progress checks and plenaries will be taught in a micro teach / 1:1 style to respond flexibly to the individual needs of students and where their work takes them.</p> <p>A common core component will be the use of individual REACH weekly planners to manage deadlines, ongoing project and research work requirements.</p>	<p>The task deadline for U27 T4 is to be completed online by Friday 27 March. UNIT 27 COMPLETE.</p> <p>The task deadline for U5 T3 is to be completed online by Friday 27 March. UNIT 5 COMPLETE.</p>