



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.

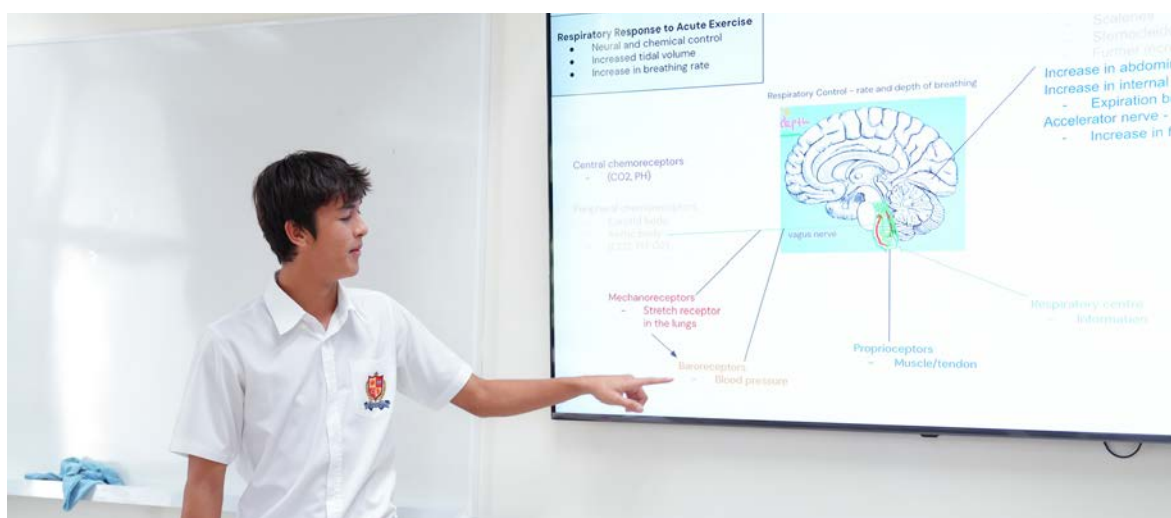
It is intended to assist you in comprehending the contents of your BTEC course and to give you knowledge that will enable you to successfully finish. It will also contain several significant links leading to other documents and websites where you can discover further helpful information.

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: 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 & Mr Funnell



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).

Qualification title	Size and structure	Summary purpose
Pearson BTEC International Level 3 Extended Diploma in Sport	1080 GLH (180 Credits) (1200 TQT) Equivalent in size to three International A Levels. Eighteen units of which eleven are mandatory, eight are assessed by a Pearson Set Assignment. Mandatory content (61%).	The Extended Diploma is a full-time course for students who want to study sport as the main focus of a two-year, full-time study programme. The qualification would support progression to higher education in its own right. This qualification could also directly lead to employment in Level 3 roles in the sport sector or via higher-education courses.

*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:

Number	Unit
1	Health, Wellbeing and Sport
2	Fitness Testing
3	Sports Injuries Management
4	Sports Psychology
5	Anatomy and Physiology in Sport
6	Nutrition for Physical Performance
7	Careers in Sport
8	Sports Research Methods
9	Practical Sports Performance
10	Sports Coaching and Leadership
11	Sports Research Project
12	Business in Sport
15	Rules, Regulations and Officiating in Sport
16	Organising Events in Sport and Physical Activities
17	Sports Tourism
18	Ethical Issues and Performance Aids in Sport
19	Expedition Skills
21	Influence of Technology in Sport and Physical Activity

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:

Unit 1: Health, Wellbeing and Sport

Unit 1: Health, Wellbeing and Sport

← The number and title of this unit.

Level: 3

Unit type: Pearson Set Assignment

Guided learning hours: 60

← To be used as a guide for how long the unit should take to complete.

Unit in brief

Students will explore how physical activity, physical health and mental wellbeing contribute to a healthy lifestyle and improved quality of life. They will investigate the benefits of sport, examine factors influencing health, and consider strategies to maintain and enhance overall wellbeing.

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

Unit introduction

Health and wellbeing are central to leading a fulfilling life and achieving success in sport and physical activity. In today's society, the importance of maintaining both physical and mental health is widely recognised, not only for elite athletes but for individuals of all ages and backgrounds.

This unit explores the key components of health and wellbeing, focusing on how physical activity, mental health and social wellbeing interact to influence overall quality of life for the individual and wider community. You will examine the benefits of sport and active leisure, understand the factors that affect physical and mental health, and learn how to assess and improve your own wellbeing.

By completing this unit, you will develop knowledge and skills that are essential for careers in sport, fitness and health-related sectors, as well as for personal development. The unit also provides a strong foundation for further study in higher education or professional qualifications in health, wellbeing and sport, alongside employment including apprenticeships.

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

Learning aims

In this unit you will:

- A Examine the importance of physical activity and sport
- B Investigate the importance of physical health
- C Explore the impact of mental health and social wellbeing.

↑ The knowledge that learners will acquire upon completing this unit.

TIMELINE & UNITS

Unit 1: Health, Wellbeing and Sport

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

Content

The essential content is set out under content areas. Students must cover all specified content before the assessment.

Learning aim A: Examine the importance of physical activity and sport [EL - SRS]

A1 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 requiring skill and tactics:
 - team games (e.g. football, netball)
 - individual sports (e.g. boxing, 100m sprinting).
- Physical recreation – activities that are performed in leisure time for enjoyment and wellbeing for example:
 - walking
 - cycling.
- Outdoor activities – activities performed in the outdoors (or recreation areas) that are adventurous, for example:
 - rock climbing
 - mountain biking
 - kayaking
 - skiing.
- Physical education – activities performed in lesson time, lunchtime or after school clubs that teach children and young adults how to do different sports and physical activities, for example:
 - national curriculum sports
 - dance.
- Physical fitness – activities to increase fitness levels and carry out physical tasks without injury or illness, for example:
 - fitness classes, e.g. spinning
 - yoga
 - pilates
 - resistance training, e.g. fixed resistance machines, free weights, body weight exercises
 - cardiovascular training, e.g. treadmills, steppers, cross trainers
 - CrossFit/functional training.

Unit 1: Health, Wellbeing and Sport

Assessment criteria

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.

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

Pass	Merit	Distinction
A.P1 Explain the different types of physical activities and their benefits. A.P2 Explain the reasons for providing different types of physical activities for different participants.	A.M1 Analyse how different activities can benefit different groups of participants in a local area.	A.D1 Evaluate the reasons for providing different physical activities in a local area and recommend effective ways of engaging more participants.

Different criteria will link to the same assignment as others. For example, A.P1 & A.M1 may be achieved in the same assignment.

Learning aim B: Investigate the importance of physical health

Learning aim C: Explore the impact of mental health and social wellbeing

Pass	Merit	Distinction
B.P3 Explain physical health and the factors that can affect it. B.P4 Use national physical health benchmarks and health monitoring tests to assess own physical health.	B.M2 Analyse own physical health, identifying strengths and areas for improvement, comparing to national normative data.	BC.D2 Evaluate own current physical and mental health and the potential impact if improvements are not made.
C.P5 Explain mental health and social wellbeing, and the factors that can affect them. C.P6 Explain the signs and symptoms of poor mental health and social wellbeing, and assess own mental health using appropriate methods.	C.M3 Analyse own mental health, identifying strengths and areas for improvement.	

The easiest grade to achieve is a Pass. A Merit is slightly harder, followed by a 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

Qualification	Pearson BTEC International Level 3 Qualification in Sport
Unit number and title	35 – Practical Sports Performance
Learning aims	B: Use skills, techniques and tactics in individual or team sport C: Review own performance in an individual or a team sport to inform future development
Assignment title	Practical Sports Performance and Self Review
Assessor	Mrs Gates
Issue date	← The date the assignment was given to
Hand in deadline	← you and the date you must hand it in

to be marked. Make sure you stick to this deadline!

Vocational Scenario or Context	You are a youth player for the BISP sports academy. You have an interest in improving your own sports performance so that you can try for a place on the first team, it's very competitive and you want to try different skills, techniques and tactics to become the best player you can. The senior BISP academy coach asks to watch you train and compete so that they can observe you using a range of skills, techniques and tactics.
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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

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



Task 1	You will need to carry out a practical demonstration of the skills, techniques and tactics in one individual sport or one team sport.
	Your participation should be video recorded and clearly show isolated, conditioned and competitive situations that you have participated in.
	The competitive situation must be refereed/umpired by an appropriate official(s) who accurately apply the laws of the sport.
	You must demonstrate accurate technical competence as well as appropriate compliance of rules and regulations throughout the competitive situation.
	You will need to select, apply and adapt the appropriate skill at the correct times and demonstrate the use of effective tactics.

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



Checklist of evidence required	Photographic/video evidence of learners using skills which cover the following: • Safe and appropriate practical performance demonstration and participation
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Criteria covered by this task:

Unit/Criteria reference	To achieve the criteria you must show that you are able to:
B.P2	Demonstrate appropriate skills, techniques and tactics in an individual or a team sport.
B.M2	Demonstrate in a competitive situation the effective combination of skills, techniques and tactics in an individual or a team sport.
B.D2	Demonstrate in a competitive situation the effective adaptation of the relevant skills, techniques and tactics for an individual or a team sport.

This is a list of assessment criteria this assignment meets.



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.

Awarding the qualification grade

The final grade awarded for a qualification represents an aggregation of a student'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, Extended Certificate, 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 units. For each unit, points are allocated depending on the grade awarded.

Grade	Unit size (60 GLH)
U	0
Pass	6
Merit	10
Distinction	16

ASSESSMENT CRITERIA

Calculation of the qualification grade

Applicable for registration from 1 September 2026.

Certificate		Extended Certificate		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
Unclassified	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

This table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued via our website.



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 grading tables

In this section, you will find examples of how students can meet a range of qualification grade thresholds based on the unit points accumulated, to determine an overall qualification grade.

Pearson BTEC International Level 3 Extended Diploma in Sport (1080 GLH)

Achievement of an Extended Diploma with an MMM grade

Unit number	GLH	Type (Int/PSA)	Grade	Unit points
1	60	PSA	Pass	6
2	60	PSA	Merit	10
3	60	PSA	Pass	6
4	60	PSA	Pass	6
5	60	PSA	Distinction	16
6	60	PSA	Pass	6
7	60	PSA	Pass	6
8	60	PSA	Merit	10
9	60	Int	Pass	6
10	60	Int	Distinction	16
11	60	Int	Merit	10
12	60	Int	Pass	6
13	60	Int	Unclassified	0
14	60	Int	Merit	10
15	60	Int	Pass	6
17	60	Int	Merit	10
19	60	Int	Distinction	16
22	60	Int	Merit	10
TOTAL	1080		MMM	156

In this example, the student has sufficient points for an MMM grade despite receiving Unclassified result for Unit 13. The student has met the minimum requirement for Pass or higher in the mandatory units.

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

Assessment record

First submission

Programme title		Student registration number	
Assignment title		Student name	
Unit number and title		Assessor name	
Deadline		Date submitted	
Has an extension to the deadline been approved by the assessor due to extenuating circumstances?			
Targeted criteria	Criteria achieved	Assessment comments	
General comments			
Student declaration – I certify that the evidence submitted for this assignment is my own. I have clearly referenced any sources, and any artificial intelligence (AI) tools used in the work. I understand that false declaration is a form of malpractice.			
Student signature		Date	
Student consent – By signing this declaration, you understand that your student assessed work (which may include video recording of your image and/or voice recording and/or photographic images of you and any other individuals who may be featured in your work) may be used by Pearson for the following purposes:			
- Professional development, online exemplar materials and other resources for teachers. - Support and training for those involved in the assessment of your work such as examiners, moderators and verifiers.			
Your personal details will be kept secure as required by local Data Privacy laws including UK GDPR. For more information please read Information for candidates – privacy notice . Should you have any concerns, now or in the future regarding the use of your work, please contact us via the Pearson Contact Portal .			
Student signature		Date	
Assessor declaration – I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable according to the rules of the specification. I certify that to the best of my knowledge the evidence submitted for this assignment is the student's own. The student has clearly referenced any sources, and any AI tools used in the work. I have not solely used AI to mark student's work . I understand that false declaration is a form of malpractice.			
Assessor signature		Date	
Date of feedback to student – this must be within a timely period of the assessment taking place and after internal verification has taken place.			

Important information regarding the assignment.

These comments should make it clear which criteria you have achieved, and which you have not.

Assessor should record here if assessment criteria have been achieved or not.

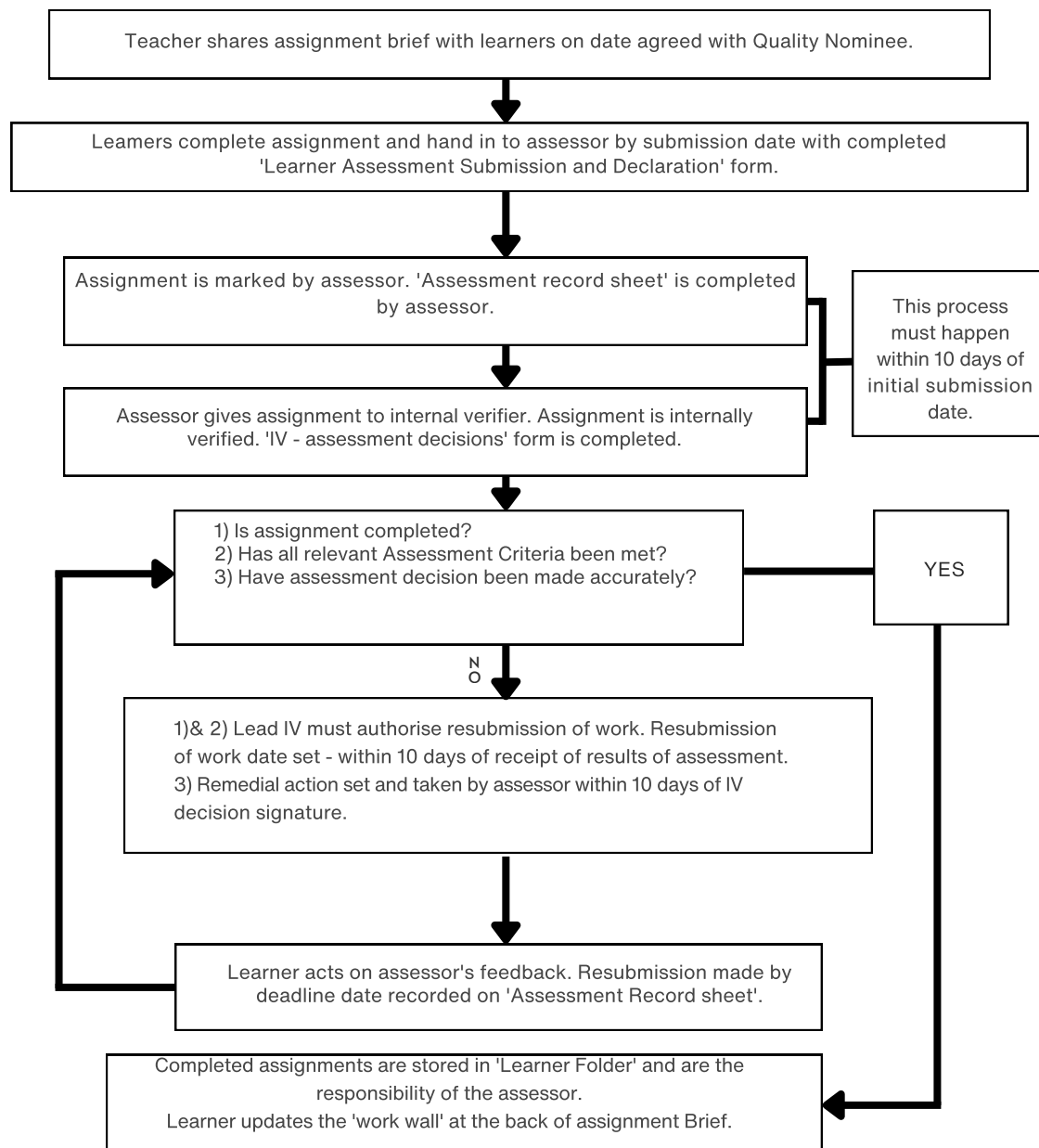
These comments will consist of general comments regarding your assignment, not the grading criteria or result.

Resubmission authorisation by lead internal verifier All resubmissions must be authorised by the lead internal verifier . Only one resubmission is possible per assignment, providing: - The student has met initial deadlines set in the assignment or has met an agreed deadline extension. - The tutor considers that the student will be able to provide improved evidence without further guidance. - Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the student. - Resubmission evidence must be submitted within 15 working days of students receiving assessment feedback which must be within a timely period of the assessment taking place.	
Lead IV signature	Date

If your work requires a resubmission, this box will have a signature for this to be authorised.

MARKING AND FEEDBACK GUIDANCE

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



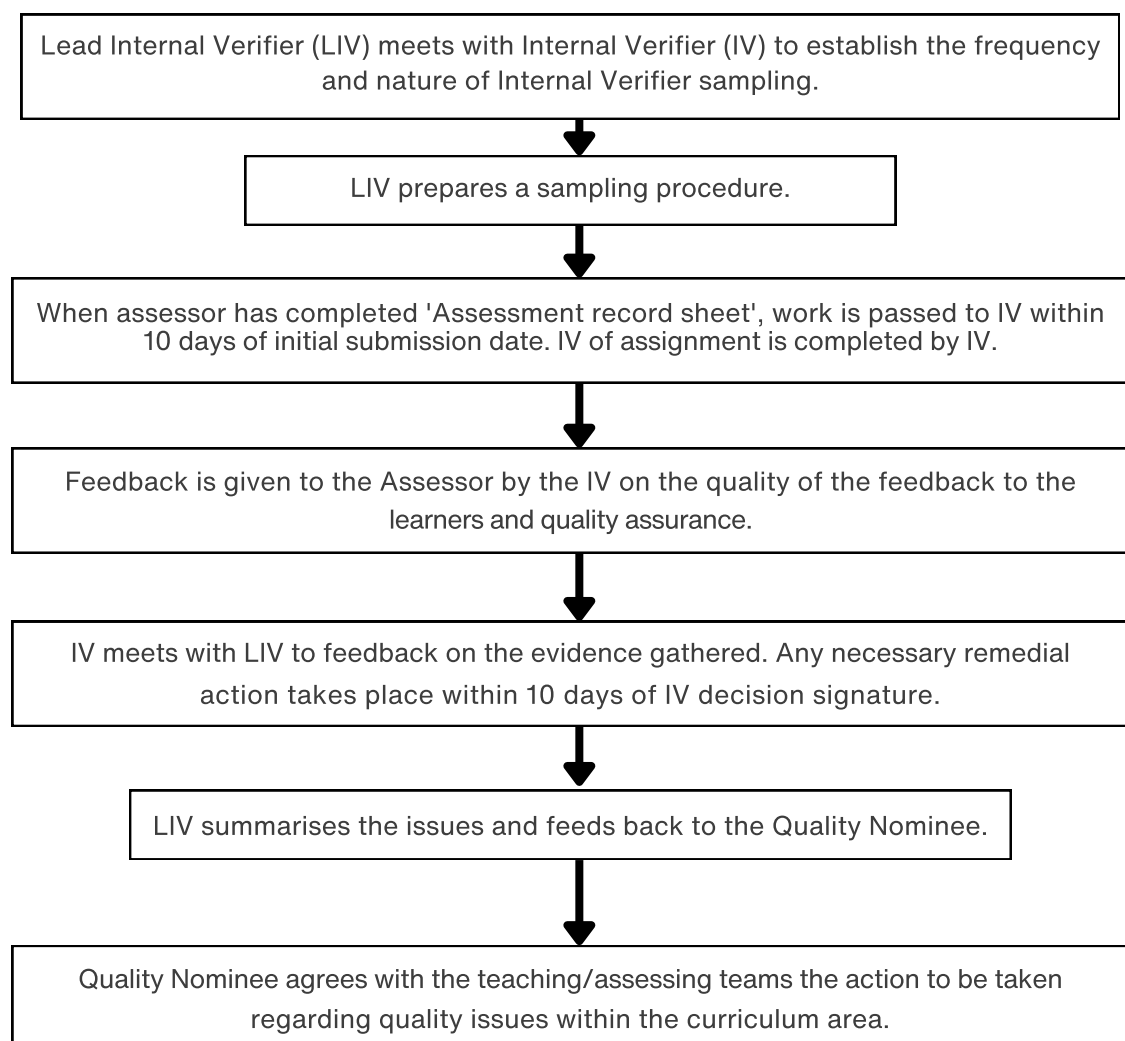
INTERNAL VERIFICATION GUIDANCE

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 keep your tracking sheets updated 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 24: Applied Sports Anatomy and Physiology	Pass								Merit				Distinction			Unit 24	Notes
	p1	p2	p3	p4	p5	p6	p7	p8	m1	m2	m3	m4	d1	d2	d3		
Student Name	S	S	S	S	S	S	S	S	B	N	N	N	B	B	B	Pass	Complete
Student Name	S	S	S	S	S	S	S	S	S	S	S	S	N	N	N	Merit	Complete
Student Name	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	Distinction	Complete
Key S= Submitted on time & complete B= Submitted on time & not achieved N= Not submitted																	



BTEC PROGRESS REPORTS

In line with the Senior School reporting framework, BTEC attainment grades are reported using the same 1–7 grading scale. The table below shows how the Senior School grades correlate with the BTEC grading criteria of Pass, Merit and Distinction.

Progress Reports

Reporting Scale: 1-7

BTEC Explanation of Attainment	
Grade	Description
7	Distinction* (Exceptional)
6	Distinction (Excellent)
5	Merit (Very Good)
4	Pass (Good)
3	Pass (Satisfactory)
1-2	Fail (Poor)
NG	No grade at this time

The reported grade will reflect the student's current level of attainment in the unit being delivered at that time. For example, for a BTEC Sport student studying Unit 5: Anatomy and Physiology in Sport, the grade will be based on the standard of work produced against the learning aims and assessment criteria covered so far in the unit. For reporting purposes, this attainment grade will be recorded under BTEC Science, reflecting the subject area associated with the unit.

For example, the progress report may show a Level 6 indicating that the student is currently working at a Distinction level for the unit being taught. It is important to note that these grades represent a student's current attainment and are not necessarily their final BTEC qualification grade.

A Level 7 (Distinction*) can only be achieved during Year 2, once a student has accumulated sufficient points across the qualification to meet the overall Distinction* threshold. In most cases, achieving a Distinction* requires students to have consistently achieved Distinction-level grades throughout Year 1 and continued to perform at a very high level during Year 2.

Using the 1–7 grading scale ensures that BTEC reporting remains consistent with the wider Senior School reporting framework. It also supports the school's requirements for students working towards their High School Diploma, in line with the requirements set by the Ministry of Education.

HOW TO ACHIEVE SUCCESS AS A BTEC STUDENT

A BTEC Learner can achieve a result of Distinction** 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.

Pass

Describe Give a clear description that includes all the relevant features - think of it as 'painting a picture with words'

Define Clearly explain what a particular term means and give an example, if appropriate, to show what you mean

Design Create a plan, proposal or outline to illustrate a straightforward concept or idea

Explain 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'

Identify Point out or choose the right one or give a list of the main features

Illustrate Include examples or a diagram to show what you mean

Interpret Define or explain the meaning of something

List Provide the information in a list, rather than in continuous writing

Outline Write a clear description but not a detailed one

Plan Work out and plan how you would carry out a task or activity

State Write a clear and full account

Summarise Write down or articulate briefly the main points or essential features

Merit

Analyse Identify separate factors, say how they are related and how each one contributes to the topic

Assess Give careful consideration to all the factors or events that apply and identify which are the most important or relevant

Compare/Contrast Identify the main factors that apply in two or more situations and explain the similarities and differences or advantages and disadvantages

Demonstrate Provide several relevant examples or related evidence which clearly supports the arguments you are making. This may include showing practical skills

Design Create a plan, proposal or outline to illustrate a relatively complex concept or idea

Explain in detail Provide details and give reasons and/or evidence to clearly support the argument you are making

Justify How/ Why Give reasons or evidence to support your opinion or view to show how you arrived at these conclusions

Distinction

Appraise Consider the positive and negative points and give a reasoned judgement

Assess Make a judgement on the importance of something-similar to evaluate

Comment critically Give your view after you have considered all the evidence. In particular, decide the importance of all the relevant positive and negative aspects

Criticise Review a topic or issue objectively and weigh up both positive and negative points before making a decision

Draw conclusions Use the evidence you have provided to reach a reasoned judgement

Evaluate Review the information then bring it together to form a conclusion. Give evidence for each of your views or statements

Evaluate critically 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 or visit the [Leadership Skills Foundation website](#).



ENHANCING STUDENT PATHWAYS THROUGH ADDITIONAL QUALIFICATIONS

A key strength of the BISP programme is the integration of internationally recognised qualifications alongside the BTEC course, enhancing students' university applications and employability:

Unit 3: Sports Injuries Management

→ Students gain a recognised First Aid and CPR qualification

Unit 10: Sports Coaching and Leadership

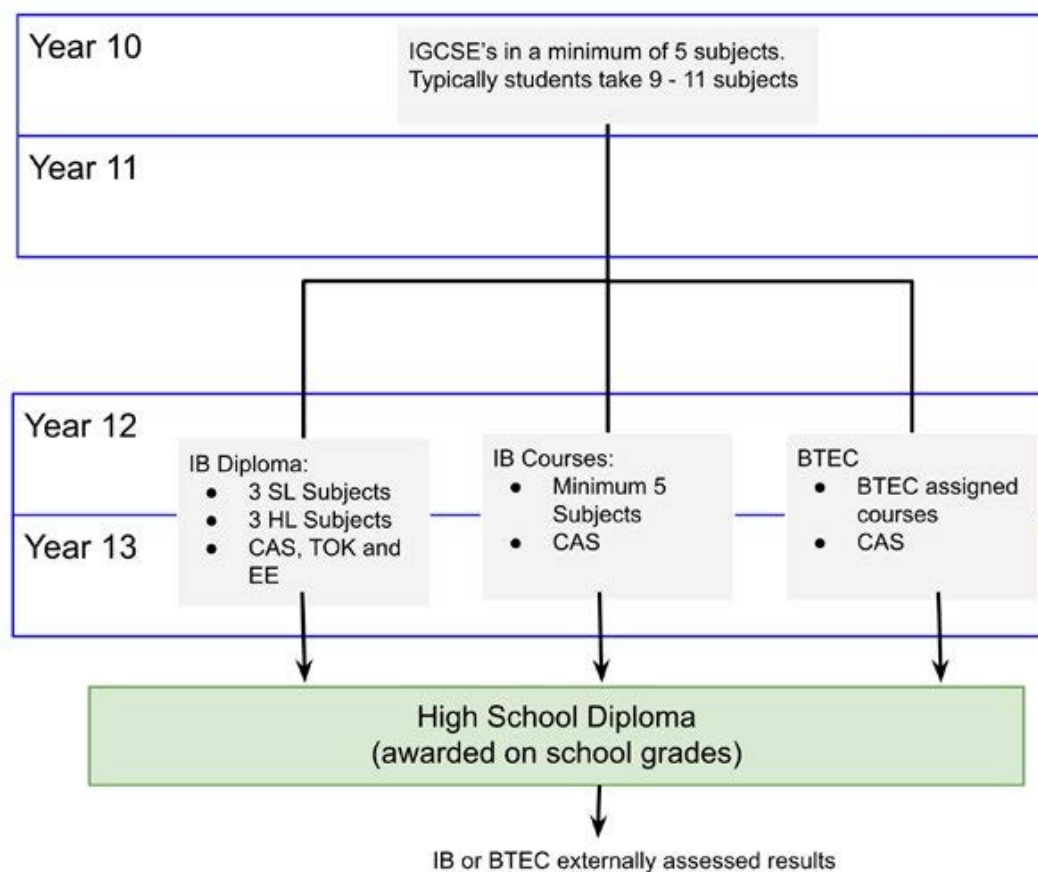
→ Completion of a Level 3 Sports Leadership qualification (worth additional UCAS points)

Unit 19: Expedition Skills

→ Participation in the Duke of Edinburgh's International Award (Gold)

These opportunities provide students with real-world experience, leadership development, and globally recognised credentials.

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 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 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 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

