

Unit 26: Work Experience in Sport

Unit code:	T/600/2275
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to provide learners with the skills needed to undertake a work experience placement in the sports industry.

● Unit introduction

The career opportunities available to those who study sport are expanding all the time, with a large and diverse range of occupations within all sectors of the industry. These can range from management positions, coaching and fitness, sports development, sports science-based occupations, teaching, and roles where many begin their careers for example, sports attendants or lifeguards. This unit presents an ideal opportunity to prepare learners for careers within the sports industry.

Occupational experience is vital for learners to develop into informed and competent employees. In order to maximise opportunities for personal, professional and career development within their chosen field, learners must be able to effectively experience, as well as identify and plan for, that development.

In the first part of the unit learners will explore the range of career opportunities available within the different sectors of the industry. Learners will identify the personal and organisational objectives and key activities needed to gain a greater level of understanding of the requirements of employment in the sports industry. Learners will also acquire an understanding of how to prepare application documents and develop their interview skills in order to maximise their potential.

In the second part of the unit learners will undertake work-based experience within an appropriate area. This will be underpinned by the learner having identified and planned to achieve specific personal and organisational objectives which will be reviewed through a reflective log during the work experience. The objectives will be evaluated on completion of the work experience period. Learners will review the success of achievement against targeted outcomes, drawing valid conclusions and recommendations for work and career aims.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about the opportunities for work-based experience in sport
- 2 Be able to prepare for a work-based experience in sport
- 3 Be able to undertake a work-based experience in sport
- 4 Be able to review a work-based experience in sport.

Unit content

1 Know about the opportunities for work-based experience in sport

Opportunities: sectors, eg health and fitness, sport and recreation, outdoor education, sport and exercise sciences; providers, eg public sector, private sector, voluntary sector, partnerships

Types of occupation: opportunities in health and fitness, sport and recreation and the outdoors, eg sports scientist, exercise physiologist, bio-mechanist, sports psychologist, sports medicine, injury treatment, sports dietician, coaching and fitness, sports attendant, fitness instructor, PE teacher, sports coach, sports development officer, sports centre management, professional sports performer, sports promotion, sports ground facility worker, instructor; considerations, eg location, travel, cost, hours, regulations, health and safety, roles and responsibilities, development opportunities, progression, continued development

2 Be able to prepare for a work-based experience in sport

Application process: job specifications; preparing required application documents, eg CV, application form, letter of application, personal statements, letters of acceptance/decline; interviews (preparation, skills)

Interview skills: verbal communication (active listening, seeking clarification, relevant questions); non-verbal communication (body language, facial expressions, posture); appropriate presentation

Prepare: aims and objectives; SMART (specific, measurable, achievable, realistic, time-bound) targets; personal, eg knowledge development, skills development, personal improvement, qualifications; organisational; relating to qualification/study, eg acquisition of knowledge, opportunity to gather supplementary evidence

3 Be able to undertake a work-based experience in sport

Carry out: planned activities; considerations, eg codes of practice, customer care, health and safety, legislation, regulation, equal opportunities, quality assurance, specific skills

Record: diary of daily activities; achievement of goals, aims and objectives (personal, organisational, relating to qualification/study)

4 Be able to review a work-based experience in sport

Present: activities; achievements; formats, eg oral, written, use of ICT, graphics, written materials

Review: activities; achievements; achievement of goals, aims and objectives; strengths and areas for improvement; evidence and techniques, eg interviews and use of witness testimony; further development – aims and objectives, eg experiences, training, qualifications

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe four realistic opportunities for appropriate work-based experience in sport [CT1]	M1 explain four realistic opportunities for appropriate work-based experience in sport	D1 evaluate the opportunities for appropriate work-based experience in sport
P2 select an appropriate work-based experience in sport and complete the application process [RL1]		
P3 demonstrate interview skills as an interviewee		
P4 prepare for a work-based experience in sport, identifying targets, aims and objectives [IE1, CT1, CT2, RL2]	M2 justify identified targets, aims and objectives of work-based experience in sport, suggesting how they can be achieved	
P5 undertake a selected appropriate work-based experience in sport [TW1, TW3, TW4, TW5, SM1, SM2, SM3, SM4, SM5, SM6]		
P6 maintain a record of activities and achievements during a work-based experience [RL1, RL3, RL4]		
P7 present evidence of activities and achievements during a work-based experience [IE5, RL1, RL3, RL6]		
P8 review a work-based experience in sport, identifying strengths and areas for improvement. [IE6, RL1, RL5, EP2, EP3, EP4]	M3 explain identified strengths and areas for improvement and make suggestions relating to own further development.	D2 justify identified strengths, areas for improvement and suggestions for further development.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

In supporting and guiding learners, tutors should take into account learners' career plans as well as their educational needs. The range of occupations presented should reflect these. They should be realistic and appropriate but higher aspirations should not be discounted.

It is expected that course teams will work in an integrated way to help learners secure a work-based experience within an organisation in the sports industry.

Establishing and exploiting relevant links with industry will mean a range of current industrial practices can be explored before the learner looks for a work placement.

To effectively secure a work placement, learners must develop vital skills such as completing a range of application forms and preparing a CV and covering letter. Learners also need to have a greater knowledge and understanding of personal and organisational objectives. Learners are therefore encouraged to explore a range of placements before securing one. The role and guidance of the tutor and supervisor in the placement is crucial in ensuring this happens.

Learners, wherever possible, should be encouraged to use real application forms and job specifications; these can be obtained from local employers. The careers advisory service may also be a useful source of information and advice.

Learners can gain the appropriate work-based experience from a placement they source themselves, a centre-derived placement, or part- or full-time employment.

The opportunities offered by the placement should match the learners' own audit of skills, abilities and career aspirations. Learners should be taught the importance of the type of information included within a CV and an application form, as well as the need for neatness of presentation and the use of the most appropriate format.

The use of simulated interviews will help to develop interview skills and will also build learners' confidence. The use of actual employers to support role play will enhance learners' skills and confidence, and the use of video equipment to review personal, social and communication skills will help learners identify where improvements or further practise are needed.

The experience will be evaluated by the record of activities and achievements kept by learners. Encouragement should be given to learners to use this record not only as evidence for evaluation but as a reflective tool to develop short- and long-term career goals.

Evidence could include video, photographs, audio interviews and employer/tutor witness testimony. Learners could also make their own record through an e-diary or web log to develop the use of ICT.

Learners will need an appropriate level of support to identify, undertake and review the work-based experience, so that they can acquire a deeper and broader knowledge and understanding of the world of work and use the opportunity to develop their own skills and knowledge within sport. The use of guest speakers will enhance this.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit: tutor to lead the session covering unit requirements.
Assignment 1: Opportunities and Preparation for Work Experience (P1, M1, D1, P2, P3, P4, M2). Tutor introduces the assignment brief.
Identifying opportunities – sectors and providers.
Types of occupation – research and discuss occupations within the health and fitness sector in the local area highlighting the roles and responsibilities.
Types of occupation – research and discuss occupations within the locality for the sport and recreation and outdoor sectors, highlighting the roles and responsibilities.
Considerations – when selecting a realistic work-based experience. In small groups learners conduct a SWOT analysis on the identified occupations.
Setting aims and objectives for work-based experience: learners to set personal and organisational SMART targets.
Application process: learners to review job specifications and construct a CV with personal statement and write a letter of application.
Application forms: learners to review a job specification and complete the accompanying application form.
Interviews: learner activities to identify the skills required for a successful interview.
Interview role plays: learners to construct interview questions for a specified job and take part in interview role plays to prepare and develop interview skills. Interviews recorded, and witness testimony taken by tutor for assessment.
Learners to write an acceptance/decline letter for a job of their choice.
Assignment 2: Taking Part in Work Experience (P5, P6, P7). Tutor introduces the assignment brief.
Learner to undertake work experience using a reflective log to be completed each day.
Assignment 3: Work Experience Review (P8, M3, D2). Tutor introduces the assignment brief.
Learner to present their reflective logs. This could be written, oral or a video diary.
Learners to discuss their experiences as a group to widen their understanding of the work place.
Learners to individually review their work experience.
Review of unit and assessment.

Assessment

The evidence required for this unit should be generated through learners' identification of, preparation for, actual experience of, and evaluation of work-based experience in sport.

To generate the evidence required for this unit, it is expected that learners will undertake at least ten days of work-based experience; the nature of the sector does, however, mean that this may not necessarily be 'nine to five' or 'Monday to Friday'. Extended part-time working is acceptable when generating evidence; however, all experiences should reflect career aspirations and not be an extension of current work.

The activities suggested to generate evidence for this unit require an active approach, using an imaginative collection of resource materials and providing a wide range of information about different opportunities so that an informed choice can be made.

Evidence is likely to include accurately completed forms and observations of the demonstration of interview skills. It may also take the form of records/reports from interviews and the results of interviews. Video of role-play interviews can be both formative and summative.

Evidence should be collated through learners' own work-based experiences, with them being encouraged to maintain a portfolio of evidence, which could include placement logs, diaries, personal accounts and observation outcomes, including witness statements. This portfolio could be e-based.

Evidence for the presentation of activities and achievements should be based on learners' observations, reflective accounts and experience gained during the work-based experience that identifies strengths, areas for improvement, and further development, aims and objectives.

For P1, learners need to describe four realistic opportunities for appropriate work-based experience in sport. The opportunities described must be within sport and must be appropriate (experiences such as working as a ticket tout at a sports ground or event, or working in a high street sports fashion retail outlet would be inappropriate). The opportunities must also be realistic in scope and be accessible. (Most learners will not be able to access experience as a professional footballer, as they may not have the attributes.)

For P2, learners need to select an appropriate work-based experience (as with criterion P1, experiences such as working as a ticket tout at a sports ground or event, or working in a high-street sports fashion retail outlet would be inappropriate) and complete the application process.

For P3, learners need to undertake an interview as an interviewee demonstrating interview skills. This interview may be simulated and it would add greater authenticity to have someone from a sports business human resources department to give the interviews. A tutor witness statement will be required to confirm achievement.

For P4, learners need to prepare for their work-based experience; this must include targets, aims and objectives. These should include personal and organisational aims, objectives and targets, as well as those relating to the qualification.

For P5, learners need to undertake a selected work-based experience in sport.

For P6, learners must maintain a diary recording activities and achievements during the work-based experience. These could be linked to the aims, objectives and targets detailed in the preparation for the work-based experience.

For P7, learners need to present evidence of activities and achievements during the work-based experience in sport. Evidence should be presented in an appropriate format such as a written report, verbal presentation or a multi-media or ICT-based presentation.

For P8, learners must review the work-based experience in sport, identifying strengths and areas for improvement.

Grading criterion M1 links to P1, and requires an explanation of four realistic opportunities for appropriate work-based experience in sport.

Grading criterion M2 links to P4, and requires learners to justify identified targets, aims and objectives, suggesting how they might be able to achieve them.

Grading criterion M3 links to P8, and requires an explanation of the identified strengths, areas for improvement and suggestions relating to further development, which could include further training and qualifications.

Grading criterion D1 builds on M1, and requires learners to evaluate the four opportunities described (P1) and explained (M1).

Grading criterion D2 builds on M3, and requires a justification of the identified strengths, areas for improvement and suggestions for further development.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, M1, M2, D1	Opportunities and Preparation for Work Experience	Prepare to undertake work experience. Produce a job application including targets, aims, objectives and all relevant application process material.	Report/Portfolio. Job application. Interview skills demonstration. Witness statement/observation record.
P5, P6, P7	Taking Part in Work Experience	Undertake a work-based experience in sport maintaining a record of activities and achievements.	Placement logs, diaries/ personal accounts. Observation records. Witness statements.
P8, M3, D2	Work Experience Review	Present evidence and review the work-based experience in sport.	Report, verbal presentation or a multi-media or ICT-based presentation. Witness statement/observation record.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Sport sector suite and the BTEC Sport and Exercise Sciences sector suite. This unit has particular links with the following unit titles in the BTEC Sport suite and the BTEC Sport and Exercise Sciences suite:

Level 2 Sport	Level 3 Sport	Level 3 Sport and Exercise Sciences
Sports Development	Fitness Training and Programming	Fitness Training and Programming
Fitness Testing and Training	Sports Coaching	Sports Coaching
Planning and Leading Sports Activities	Sports Development	Fitness Testing for Sport and Exercise
Outdoor and Adventurous Activities	Fitness Testing for Sport and Exercise	Outdoor and Adventurous Activities
Development of Personal Fitness	Outdoor and Adventurous Activities	Current Issues in Sport
Lifestyle and the Sports Performer	Current Issues in Sport	Instructing Physical Activity and Exercise
Work Experience in the Sports Industry	Instructing Physical Activity and Exercise	
Exercise and Fitness Instruction	Organising Sports Events	
Sport and Leisure Facility Operations	Physical Education and the Care of Children and Young People	
Leading Outdoor and Adventurous Activities	Sport as a Business	
Expedition Experience	Principles and Practices in Outdoor Adventure	
Business Skills in Sport	Equipment and Facilities for Outdoor and Adventurous Activities	
	Skills for Land-based Outdoor and Adventurous Activities	
	Skills for Water-based Outdoor and Adventurous Activities	
	Leading Land-based Outdoor and Adventurous Activities	
	Leading Water-based Outdoor and Adventurous Activities	
	Outdoor and Adventurous Expeditions	
	Alternative Pursuits for Outdoor Adventure	

Essential resources

The nature of the work-based experience will determine many of the essential resources for this unit. However, all learners will need access to sources of work or work-based experience opportunities.

Employer engagement and vocational contexts

This unit focuses on learners gaining work experience in a relevant vocational environment. Learners will be given the background knowledge and understanding of the job market and the skills required when applying for, and working in, a competitive vocational environment.

Centres are encouraged to develop links with a wide cross-section of businesses with diverse sporting professions. These could include local authority leisure centres, private health clubs, sports development organisations, outdoor adventure centres and voluntary sports clubs, to name a few. Employees with contrasting roles from different organisations would be ideal guest speakers. Learners would also benefit from site visits. Links could also be made with the careers service who could provide advice on the job market, as well as the skills required when applying for a job.

Indicative reading for learners

Textbooks

Auld C, Cuskelly G and Hoye R – *Working with Volunteers in Sport* (Routledge, 2006) ISBN 9780415384537

Corfield R – *Preparing the Perfect CV* (Kogan Page, 2006) ISBN 9780749448554

Corfield R – *Successful Interview Skills* (Kogan Page, 2006) ISBN 9780749445089

Corfield R – *The Perfect Job Application* (Kogan Page, 2007) ISBN 9780749450229

Dixon B – *Jobs and Careers after A Levels* (Lifetime Publishing, 2007) ISBN 9781904979210

Dixon B – *Sport and Fitness Uncovered* (Trotman, 2007) ISBN 9781844551217

Furlong C – *Careers in Sport* (Kogan Page, 2005) ISBN 9780749442484

Masters J – *Working in Sport: How to Find a Sports Related Job in the UK or Abroad* (How to Books, 2008) ISBN 9780749442484

Journals

Health Club Management

Leisure Management

Leisure Manager

Leisure Opportunities

Leisure Week

Websites

Exercise Careers	www.exercisecareers.com
Leisure Jobs UK	www.leisurejobs.net
Leisure Opportunities	www.leisureopportunities.co.uk
Total Jobs	www.totaljobs.com

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	preparing for a work-based experience in sport, identifying targets, aims and objectives presenting evidence of activities and achievements during a work-based experience reviewing a work-based experience in sport, identifying strengths and areas for improvement
Creative thinkers	describing four realistic opportunities for appropriate work-based experience in sport preparing for a work-based experience in sport, identifying targets, aims and objectives
Reflective learners	selecting an appropriate work-based experience in sport and completing the application process preparing for a work-based experience in sport, identifying targets, aims and objectives maintaining a record of activities and achievements during a work-based experience presenting evidence of activities and achievements during a work-based experience reviewing a work-based experience in sport, identifying strengths and areas for improvement
Team workers	undertaking a selected appropriate work-based experience in sport
Effective participators	reviewing a work-based experience in sport, identifying strengths and areas for improvement
Self-managers	undertaking a selected appropriate work-based experience in sport.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	researching job opportunities and occupations reviewing two contrasting job specifications
Creative thinkers	discussing the job opportunities and occupations in the local sports industry writing an acceptance/decline letter for a job of their choice constructing interview questions for a specified job and taking part in interview role play to prepare and develop interview skills
Reflective learners	constructing a CV with personal statement
Team workers	conducting a SWOT analysis on the identified occupations in groups identifying the skills required for a successful interview constructing interview questions for a specified job.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching job opportunities and occupations
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching job opportunities and occupations
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	constructing interview questions for a specified job maintaining a record of activities and achievements during a work-based experience
Bring together information to suit content and purpose	reviewing the work-based experience in sport
Present information in ways that are fit for purpose and audience	constructing a CV with personal statement and writing a letter of application for each job writing an acceptance/decline letter for a job of their choice reviewing the work-based experience in sport
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	presenting evidence and reviewing the work-based experience in sport

Skill	When learners are ...
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	<p>discussing the job opportunities and occupations in the local sports industry</p> <p>conducting a SWOT analysis on the identified occupations in groups</p> <p>taking part in interview role plays to prepare and develop interview skills</p>
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	<p>conducting a SWOT analysis on the identified occupations in groups</p> <p>reviewing two contrasting job specifications</p> <p>researching job opportunities and occupations</p>
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	<p>constructing a CV with personal statement and writing a letter of application</p> <p>completing job application forms</p> <p>writing a report on realistic job opportunities</p> <p>writing an acceptance/decline letter for a job of their choice.</p>