Unit A: Careers in the Sport and Active Leisure Industry

Level: **3**
Unit type: **Internal**

Guided learning hours: **90**

Approaching the unit

This unit allows learners to explore job roles and career opportunities within the sport and active leisure industry. The unit will allow the learners to develop their knowledge and understanding of the sport and active leisure industry and will provide opportunities to look at the scope and breadth of the industry. In this context, learners will focus on their chosen pathway and develop an understanding of the relevant and current industry legislation, regulatory bodies, employability skills and regulations that impact on the type of organisation/business they wish to operate in their chosen field. The unit gives learners the knowledge and skills required to plan a career, take part in and review the application and interview process, and develop an understanding of the needs and requirements for a career in the modern sport and active leisure industry. Learners will carry out a personal audit to identify suitable careers and plan a developmental pathway in a chosen sports industry career. This unit will allow learners to develop their employability skills and qualities of planning, organisation and communication needed for a career in the sport and active leisure industry.

Learners will need to be able to demonstrate an understanding of the application and recruitment process. Learners will produce appropriate information to include information booklet, portfolio of evidence and presentations and complete an application and interview process. Learners will then carry out a review of their interview process, identifying recommendations for future performance.
You could deliver this unit by using a mix of theory (to introduce learners to the topics listed in the unit content) and visits and guest speakers (to enable learners to apply the theoretical concepts they have learned).

Delivering the learning aims

Learning aim A **Examine the organisation of the sport and active leisure industry and its provision in the UK**

Learners should be introduced to the various structures, sports councils and sectors found within the sport and active leisure sector across the Home Nations. Learners will explore how these interact and influence the provision of and participation in sport and active leisure. Most learners will have some knowledge of the sector, which can be exploited though group work, and augmented with tutor input as well as guest speakers from the industry or visits to different sport and active leisure organisations. Group discussions can be used to understand the reasons why sport and active leisure is important to the individual and society and how to overcome barriers to access and

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participation.
Organisations such as CIMSPA can provide valuable information on the scope and provision of the sport and active leisure industry. For example, what socio economic and seasonal factors that impact on participation. A visit (virtual visit) to a leisure centre or school would be useful for learners to be able to see the range and type of activities on offer for different target groups and be able to identify any lack of provision.
Learners will need to understand target populations, why people participate and the barriers that stop people from participating. For example, does Northern Ireland's Sport Matters strategy have information about the positive impact on participation in physical activity, grass roots sports clubs, local people's health, elite sports performance, and lifelong involvement?
Learners would benefit from a visit (virtual visit) to a large gym chain and could discuss what working in this environment entails. Sport England's research into the workforce can provide useful information on trends, market summaries and stakeholders.
Group discussion will enable learners to think about their own career aspirations and future training and development requirements.
A guest speaker, for example a sports development officer, could be used to explain the role and the work they carry out in communities to promote sports development, progression, and participation for all.

Learning aim B Investigate careers in the sport and active leisure industry

The learning aim focuses on a wide range of career-based information, from the career pathways commonly found within sport and active leisure to the impact that safeguarding, along with health and safety and employment legislation, has on how these roles are carried out in practice. Organisations such as SportUK and Cimspa can provide examples of the variety of job roles and career opportunities in the industry
Learners should understand the personal skills and professional behaviours required to be successful in the industry. Learners will evaluate and reflect on the essential skills and knowledge needed to fulfil job roles and build a career in the industry. Learners could interview (face to face or via zoom) a sports coach, activity leader or personal trainer to identify the benefits and diversity of the job role.
Learners could be given the opportunity to work shadow or interview a fitness instructor or nutritionist who works with sports clubs and players.
Visiting speakers (such as sport development officers, sports coaches, tutors, and National Governing Body staff) can be used to explain careers and pathways, as learners should review the types of employment and working patterns that different jobs in the sports industry involve. As with learning aim A, most learners will have some knowledge of careers within the industry, which can be exploited though group work, with the principles around safeguarding being investigated through case study examples. As the legislation aspect of this learning aim is generic across most industries, it is important that this content is contextualised to the sport and active leisure industry, providing clear links of how the legislation influences working practice.
Visits to local sport and active leisure settings or guest speakers from the industry can add great value and provide extra insight within this learning aim. This LA could be covered via several methods including formal lectures, independent research, and visits (and virtual visits). Research sessions will enable learners to explore the different areas for consideration when exploring career and job opportunities.

Learning aim C Explore recruitment processes for a job role in the sport and active leisure industry

The learning aim focuses on the broad range of career roles within the sport and active leisure industry and the specific skills, knowledge and experiences required to enter

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those roles. It–encourages the learners to reflect on their current level of skills, knowledge and experience and produce a skills audit that identifies where they need to improve to aspire to their career aspirations. This learning aim will enable learners to gain an understanding of how to effectively plan for personal development towards a specific career in the sports industry and to audit their current level of knowledge and skills. Learners will demonstrate how these match potential career paths and what extra knowledge, skills or experience they would need to enter that career in the future. It is important that learners have the skills to reflect honestly, so tutors will need to offer some possible reflective models to support and guide this process.
This LA could be covered via several methods including formal lectures, independent research and use of guest speakers. Using group and paired work for research tasks will allow learners to explore key ideas that should be considered within a personal skills audit. A guest speaker, such as a sports coach or outdoor activity instructor, could be utilised to explain how learners could develop their skills and knowledge of working within specific sectors and organisations. To explore the roles and responsibilities of various job roles, classroom discussions could be used to allow learners to share their career aims and the roles/responsibilities they hope to aspire to in the future.

Learners should also explore the application and recruitment process from identifying a suitable role from an advert, to applying and being interviewed for the role. Providing realistic examples of the job application life cycle is important in providing this insight, which could be further augmented by guest speakers involved in recruitment within the industry. Learners will explore job vacancies and job descriptions for sports organisations and NGB's and analyse the roles requirements, what the organisation does and how the role fits in within that organisation. All aspects of respecting equality and diversity should be researched with learners being given access to a wide range of sources that are current and relevant to the industry. Learners can access a guest speaker to simulate some mock interviews gaining valuable ideas and advice on interview techniques.

Learning aim D Reflect on own performance in the recruitment process to prepare for a career in the sport and active leisure industry

The final learning aim provides learners with the opportunity to reflect on both the recruitment and selection process, their own individual performance and their personal skills audit Following their role-play interview scenarios, learners should review and evaluate their communication, organisational and employability skills, and be given the opportunity to appraise their own roles in being interviewed and self-critique the documentation prepared, and how it supported the interview scenario. Learners should review if the process was effective and whether they may need to develop skills further to be able to conduct and participate in interviews more effectively

Learners should then produce their own personal career action plan that highlights how to address any weaknesses in their skill sets. The action plan should consider short-, medium- and long-term career goals. To enhance the understanding learners should link their ideas to the skills audit produced in learning aim C.
Learners should be encouraged to analyse their own career, educational and personal aspirations. Learners will need to be able to think creatively and evaluate job and career opportunities ensuring they are able to reflect on strengths and areas for personal development.
Learners should be encouraged to use reflective practice to produce a "workable" and effective action plan. Organisations such as the small business
Sport and recreation Alliance, Institute for Outdoor Learning, Sport England and Cimspa can all provide useful case studies for learners to discuss and analyse. Learners would benefit from being given the opportunity to talk with career advisors and people working in the industry.

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Classroom discussions could be used to explore how success can be attained and what logistical areas need to be considered. Learners will gain a wider breadth and depth of knowledge by considering different perspectives on achieving their career goals.

Transferable skills

Preparing for work

- Researching job roles and the key providers of career opportunities
- Exploring the structure and organisation of sport and active leisure in the UK.
- Exploring the recruitment process for careers in the sport and active leisure industry

Developing practical and technical skills

- Communicating with colleagues and stakeholders.
- Displaying appropriate skills and behaviours.
- Applying knowledge to real-life situations.
- Job roles, responsibilities, and ways of working.

Legislation, regulations, policies and procedures

- Thinking skills/adaptability.
- Understanding of organisational legislation and the impact of policies and procedures.

Managing information

- Problem solving.
- Reflective practice
- Management of information.
- Self-management and development.

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
• Communicating with key stakeholders • Researching job roles and career opportunities in sport and active leisure industry. • Displaying appropriate skills and behaviours • Applying knowledge to real-life situations	• Job and career opportunities • Job roles, responsibilities, and ways of working • Health, safety, laws and legislation • Recruitment process • Career planning and reflection.	• Communication • Working with others • Thinking skills/adaptability • Problem solving • Management of information • Self-management and development • Reflective practice

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Employer involvement

This unit would benefit from employer involvement in the form of:

- Partnership work with a wide cross-section of businesses employing different sporting professionals, such as local authority leisure centres, private health clubs, outdoor activity centres and voluntary sports clubs
- Learners becoming involved in their own career planning, development, and reflection to ensure future carer success.
- Visits (virtual visits) to a variety of sport and active leisure organisations
- Work placement or shadowing where learners can sit in on zoom calls with the self-employed.
- Industry practitioners (face to face or virtually) can be used as expert witnesses who can help with areas of assessment with guidance from the teacher/tutor, or can be used to make up a panel of experts when learners deliver presentations
- Industry practitioners (face to face or virtually) could be used to deliver master classes in their areas of expertise

Assessment guidance

These are only suggestions, and assessor can utilise professional judgment, to support this please consider the selection cited within' key summary of the types of evidence used for BTEC Nationals' in Appendix 1 of the spec. Where unsure on use or considering different method utilise the 'ask the expert service'.

This unit is internally assessed. Learners will be required to produce two assignments. There is a maximum number of three summative assignments for this unit.

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.M2, A.D1)

Learning aim: B (B.P4, B.P5, B.P6, B.M3, B.D2)

Learning aims: C and D (C.P7, C.P8, C.P9, D.P10, C.M4, D.M5, CD. D3)

Example assessment strategies

Learning aim, A – A simulated activity-a professional discussion accompanied by speaker notes with a potential partner (face to face or virtual) which explores how sport is organised and what impacts participation and spectatorship in sport and active leisure and strategies to improve them.

Learning aim B - A professional information booklet that would be suitable for use by partners evaluating the different careers and jobs in the sport and active leisure industry demonstrating an understanding of the required behaviours, values skills and experiences, and the associated legislation and employment law. Learners should include information on legislation and employment law to include a detailed review of working

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with children, young people, and vulnerable adults

Learning aims: C and D – A portfolio of evidence containing appropriate recruitment documentation and a skills audit. Learners should evidence the interview process via a simulated activity. Learners should critically reflect on their application information and interview exploring how each of their chosen targets for the short-, medium- and long term will support their development towards their chosen career pathway.

Assessment strategies should include a range of activities that demonstrate practical, innovative, and personal skills. Assessment methods should "add value" to the learner's knowledge and skills. It may be helpful for methods of assessment to mirror the activities expected of a colleague working in the sport and active leisure industry.

Learners' evidence may be in the form of presentations, information booklets, speaker notes, supplementary supporting documentation work sheets, projects, personal statements, and reports. Practical/verbal assessments will need to be supported by either a tutor witness statement/observation record or a video or audio recording to confirm criteria met/not met.

Suggested assessment scenarios – working alongside an outdoor activity instructor, sports development officer, fitness instructor/personal trainer/sports coach within an outdoor activity centre/ leisure department/fitness/leisure club or sports coaching company - you are keen to develop your knowledge of working in sport and active leisure, potential career opportunities and job roles within the sport and active leisure industry.

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Delivering the unit: suggested activities

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Digital solution available

Aligned directly to support this unit **Sport 2019+**

Unit A: Careers in the Sport and Active Leisure Industry	Modules	Features
	5 modules - 69 topic	2 check your learning (formative assignment) 1 End of module summary (reflection) 1 End of module assessment (Summative style)

Learning aims / topic areas	Suggested Activity	Suggested time allocation
A1 Organisation and structure of sport and active leisure in the UK	Introduce learners to how sport and active leisure industry. Concept of working in a self-employed capacity and the opportunities available in the sport and active leisure industry. **Introduce learners to the Key command verbs: *Explain/Analyse/Evaluate*.** Discuss with learners what these mean and how they can be applied in the context of Learning Aim A. Learners should investigate opportunities within the different sectors within sport and active leisure: Learners need to understand the five sectors and the career opportunities that exist within them. o public ○ Third sector ○ private ○ voluntary ○ public/private partnerships	**6 hours**

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	Learners can work in small groups to explore a sector to research sporting organisations to provide some examples of the different sectors, their aims, and motivations. The groups would do a "round robin activity"" moving around the room to add ideas to the different areas These can be shared with the whole group and any extra ideas added to the master copies. Learners to provide their own viewpoints to contribute to group discussion. (Pyramid to group learning) Learners could work in pairs to explore the structure of sports in the UK- ○ Department for Digital, Culture, Media, and Sport (DCMS) ○ Sports councils: ○ Sport England ○ Sport Scotland ○ Sport Wales ○ Sport Northern Ireland. ○ UK Sport. ○ British Olympic Association (Team GB). ○ National governing bodies: ○ local and regional governing bodies/federations ○ local sports clubs. To extend this activity learners can investigate funding of each chosen organisation and how this impacts their aims and objectives. Discuss with learner's factors that these businesses and organisations must consider and the impact they make in the sport and active leisure industry. Learners can be encouraged to think about how each of the types identified can impact the industry and affect participation and success (how the standard of staff expertise, equipment and facilities might encourage or discourage participation) Ask learners to compare two different types of organisation/business, e.g., a fitness facility or a children's holiday scheme vs a professional sports team, or a sport specific club that caters for local young people of all ability's vs a selective adult's sports club that competes in a national league. For their given scenarios, learners can consider the likely similarities and differences. Learners could present a case study of an International Sport Federation (e.g., FIFA,	

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	UCI, IAAF) that provides a practical application of this purpose. This may cover international competition (including disability sport) ○ links to the International Olympic and Paralympic Committees (IOC, IPC ○ defining and refining global accepted rules and regulations ○ international development and promotion in areas where the sport is not popular ○ funding ○ commercial interests/funding and how this is used to support activity. ***This unit and topic would benefit from opportunities from "real world experiences" (face to face or virtual) guest speakers, visits to different sector organisations and businesses, access to case studies, relevant Ted Talks, You tube clips podcasts and journal articles to assist in developing research skills that will stimulate learners' interest in exploring job roles and career pathways.***	
A2 Scope and provision of the sport and active leisure industry	A guest speaker: such as a sports development professional from a local agency or National Governing Body would be useful to talk about the scope and provision of sport and active leisure. For A2, learners can get involved in some research to better understand the scope of the sport and active leisure industry, considering how a nations geography, socio-economics and seasonal factors influence the types of roles on offer. Learners can discuss with a partner to identify the factors that affect sports provision and employment opportunities. Learners should identify geographical, socio-economic, and seasonal factors in their paired discussions and should think about examples for each factor. Learners should consider aspects such as location, employment, and summer camps For their given factor, learners should include research of local and national examples. Learners can then present their findings. Tutor to move around the class offering support where necessary.	3 hours

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	Plenary: engage learners in a discussion, pulling out the key points, and where necessary, using questioning about the skills needed in different types of roles.	
A3 Participation in sport and active leisure in the UK	Tutor presentation: introduce learners to types of participants: e.g.: o women o older adults o young people o social inclusion groups o low socio-economic groups o people with a disability o LGBT+ o ethnic groups. Lead learners into a discussion about the reasons why people take part in sport and active leisure. e.g.: o physical health o mental health o preventing obesity o social inclusion o enjoyment o leisure activity o improving sporting performance o attending events run and supported by the government agenda of a healthy nation via physical activity and sport. Understanding target groups and why they participate is important for learners to understand to ensure what strategies can be used to overcome barriers to participation. Ask learners to work in pairs. Each pair should research which populations within society may link to these reasons for participation and why this information might be useful. (Small) group work lends itself well to discuss different experiences, to develop plans on how the barriers to participation can be overcome and suggest the potential impact	4 hours

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	this could have on the health of the individual and of the nation. e.g.: o time o resources o fitness o ability o lifestyles o medical conditions o gender o race o religion.	
All content in topic A	Revision session - learners should use this lesson to revise the topics covered in topic A. They should independently research and prepare notes for the assessment on this topic.	2 hours
All content in topic A	Assessment - learners should be given an assigned assessment for the content in topic A. They should use this lesson to produce the assessment - A simulated activity-a professional discussion accompanied by speaker notes with a potential partner (face to face or virtual) which explores how sport is organised and what impacts participation and spectatorship in sport and active leisure and strategies to improve them.	2 hours
B1 Careers and job roles in the sport and active leisure industry	**Introduce learners to the Key command verbs: *Explain/Compare/Evaluate***. Discuss with learners what these mean and how these can be applied in the context of Learning Aim B. This learning aim is designed for learners to investigate key employment areas within the sport and active leisure industry and focuses on a wide range of career-based information, from the career pathways commonly found within sport and active leisure. It is important for this topic area that learners understand the varied and diverse roles and career opportunities that are available. Briefly recap the different sectors (public, private, voluntary, third sector, public/private partnerships) within the sports industry and the different types of employer (public, private, voluntary, third sector, public/private partnerships)	6 hours

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	Paired activity: ask learners to try to expand the key employment sectors and identify a range of job roles within each area. Internet research will assist learners to explore these aspects of career opportunities. Learners should consider the different roles available within subsectors of the sports industry, e.g., studying sports science could lead to a career as a nutritionist, sports psychologist, sports therapist and working with injury management. Sports development could include working as a sports development officer, as a National Governing Body (NGB) officer and as a sports administrator. Tutor-led discussion: draw together the information and research gathered from the paired activity and exchange ideas and information. Introduce learners to professional training routes and education pathways. Learners could be provided with an example of a career pathway, looking at the possible progression routes that could be taken with the relevant experience, education, and training (e.g., exercise and fitness or coaching career pathways). Learners could then work in pairs to try to research the education pathway for a chosen career in the sports industry. Learners should consider o specialist qualifications o higher education o professional bodies, e.g., register of exercise professionals (REPs) o minimum standards, e.g., for active coaches o National Governing Body membership and coaching awards. Individual activity: Inform learners that the next session involves a guest speaker and invite learners to devise questions to ask them. The questions should be based around the career pathways and professional skills routes, training, legislation, and qualifications needed to work in a chosen career in the sports industry. Visiting speakers (such as sport development officers, sports coaches, fitness instructors and National Governing Body staff) can be used to explain careers and pathways, as learners should review the types of employment and working patterns that different jobs in the sports industry involve.	

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	Guest speaker: the guest speaker should explain their role and their career pathway including professional training routes, legislation, and skills to meet their chosen career. The guest speaker could be a physiotherapist, sports journalist, a sports coach, a fitness instructor. Individual activities: ask learners to work on their own, writing up the notes they took and answers to their questions from the guest speaker. Learners or groups of learners should continue to focus on their allocated areas, to ensure full coverage of the unit content. ***This unit and topic would benefit from opportunities from "real world experiences" (face to face or virtual) guest speakers, visits to different sector organisations and businesses, access to case studies, relevant Ted Talks, You tube clips podcasts and journal articles to assist in developing research skills that will stimulate learners' interest in exploring job roles and career pathways.***	
B2 Health and safety at work and employment law	Introduce learners to key aspects of health and safety legislation. These should include areas such as: ○ Health and safety at work legislation. ○ Employment legislation. ○ Contracts of employment. ○ Termination of contract and notice period. ○ Wages: national minimum wage living wage. ○ Working time regulations. ○ Dismissal. ○ Appeals procedures. ○ Representation and trade unions Paired activity: ask learners to consider and research how these relate to a range of local sport and active leisure examples. Links with maths and numeracy can be made within this topic area so using some health and safety data, can help to illustrate some practical examples.	4 hours

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	Class discussion: engage learners in a discussion, pulling out the key points, and where necessary, question. Ask each pair to share research and produce a factsheet that will be given to the rest of the group in the next lesson. Tutor to move between the pairs offering support where necessary. Q&A: address any questions learners have about key laws and legislation, professional body membership before presenting to the group next lesson. Tutor-led discussion: lead learners in a discussion to recap the different types of contracts. Group activities: get learners to work in small groups to look at the key features of a range of different types of contracts. Ask the groups to summarise what the consistent features are (e.g., details of employer and employee, brief description of role, rate of pay, place of work, holidays, notice period, reference to company policies). Plenary/tutor- led discussion: summarise the factors found in the group work, ensuring that the key areas area covered (employment rights, wages, leave, termination and notice, appeals, representation and trade unions).	
B3 Safeguarding and protection of children, young people and vulnerable adults in sport and active leisure	Allowing learners to see real-life examples of legislation and safeguarding practices from existing businesses in the sport and active leisure industry will develop their understanding of this topic. For example, sports clubs, gyms, outdoor activity centres. As with learning aim A, most learners will have some knowledge of careers within the industry, which can be exploited though group work, with the principles around safeguarding being investigated through case study examples. As the legislation aspect of this learning aim is generic across most industries, it is important that this content is contextualised to the sport and active leisure industry,	4 hours

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	providing clear links of how the legislation influences working practice. Visits to local sport and active leisure settings or guest speakers from the industry can add great value and provide extra insight within this learning aim and how legislation is applied in a practical sense. Ask learners if they have any experience of the impact that safeguarding, along with health and safety and employment legislation, has on job roles and how they are carried out in practice. Guest speaker: official involved in safeguarding in the sport and active leisure industry. This could be a safeguarding officer from a club, NGB officer, local authority safeguarding officer. Topic should introduce learners to key aspects of safeguarding in relation to the industry approach. This should include definitions of safeguarding and child protection, vulnerable adults, prevalence of safeguarding issues within sport, typical processes and procedures to be followed in the event of a disclosure, identify safeguarding support (NSPCC, UK Sport, Social services police) Another option could be: an official involved in leading safeguarding provision from a local authority, the police or a charity. They should focus on how individuals and organisations can develop a safeguarding culture through communication, training, developing policies and procedures and keeping up to date with best practice. Tutor presentation: ask learners to consider what support mechanisms are in place to support a positive and proactive safeguarding ethos. Learners should understand the scope of own and others' role in safeguarding and protecting children: o keeping up to date with latest best practice o promoting and sharing best practice with other agencies. Discuss ways to develop an effective safeguarding culture in an organisation: o communication strategies o keeping up to date with best practice.	

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	o Disclosure and Barring Service (DBS) – self-disclosure – enhanced disclosure – regulations and requirements o industry standards – safeguarding, DBS, codes of practice, e.g. – Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) – Register of Exercise Professionals (REPs) – Sports Coach UK – organisational policies and procedures o sector-specific legislation that impacts on job roles. Learners should develop an awareness of the types and indicators of abuse (physical, emotional, sexual, neglect). o Identify and define the different types of abuse. o Provide some guidance as to how they could be identified through some common indicators. Using case studies from sport and active leisure to illustrate what behaviours are appropriate and inappropriate around children within the context of sport and active leisure is a useful tool to cement and underpin knowledge and understanding. o Consider a continuum from: good practice – acceptable behaviour – unacceptable behaviour – poor practice – safeguarding issue. Discuss where different case study examples may sit and the rationale behind these decision Tutor presentation: introduce learners to the procedures that should be followed if safeguarding or child protection concerns are noted or when responding to a disclosure. Group activities: learners work in small groups to review some safeguarding case study examples, where they will be asked to determine the most appropriate course of action. Plenary/tutor-led discussion: lead learners in a feedback session based around their group discussions.	

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All content in topic B	Revision session - learners should use this lesson to revise the topics covered in topic B. They should independently research and prepare notes for the assessment on this topic.	
All content in topic B	Assessment - learners should be given an assigned assessment for the content in topic B. They should use this lesson to produce the assessment. A professional information booklet that would be suitable for use by partners evaluating the different careers and jobs in the sport and active leisure industry demonstrating an understanding of the required behaviours, values skills and experiences, and the associated legislation and employment law. Learners should include information on legislation and employment law to include a detailed review of working with children, young people, and vulnerable adults	
C1 Personal skills audit for a career in the sport and active leisure industry	**Introduce learners to the Key command verbs: *Complete/Prepare/Participate/Plan/Review/Evaluate***. Discuss with learners what these mean and how they can be applied in the context of Learning Aims C and D. Learning aim C focuses on the broad range of career roles within the sport and active leisure industry and the specific skills, knowledge and experiences required to enter those roles. It encourages the learners to reflect on their current level of skills, knowledge and experience identify where they need to improve to reach their career aspirations. This learning aim will enable learners to gain an understanding of their current level of knowledge and skills, match these to potential career paths and determine what extra knowledge, skills or experience they would need to enter the career in the future. It is important that learners have the skills to reflect honestly, so tutors will need to offer some possible reflective models to support and guide this process. Learners should also experience a guided discovery of the full recruitment process from identifying a suitable role from an advert, to applying and being interviewed for the role. Providing realistic examples of the job application life cycle is important in providing this insight, which could be further augmented by guest speakers involved in recruitment within the industry.	6 hours

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	The practical focus of learning aim C is within the different steps contained with the job application process, to provide learners with key insight into how best to approach these and give themselves the best chance of being successful. For topic C1, introduce learners to the concept of personal skills auditing and how this can help to match potential careers. Tutor to show examples of personal skills audits, how to carry out an audit and what the results mean. These findings should be factored into action plans to enable learners to build on the specific areas of need for their chosen career paths. The following website may be useful www.tress-tress.com – sample personal skills audit. Individual activity: ask learners to select an appropriate personal skills audit questionnaire and carry out an audit on their personal skills against a chosen career pathway. Learners should consider: o interests and accomplishments o qualities – reliability, organisational skills, commitment, resilience, empathy o basic skills – literacy, numeracy and IT Experience, sporting, leadership, employment, job-related employment, volunteer work, travel. o experience, e.g., sporting, leadership, work, travel, voluntary work o qualifications – educational and sector specific, role specific o generic employability skills – teamwork, cooperation, communication, problem solving o specific technical skills, e.g., coaching, instructing, leading, working with specific groups. Individual activity: learners could use a SWOT analysis to identify their own strengths, weaknesses, opportunities, threats. Learners should be supported to consider their key short medium- and long-term timescales.	

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	Tutors may need to recap SWOT analysis with learners. This website may be useful: www.mindtools.com – personal SWOT analysis. Allow learners to explore and research careers guidance and support available, and education choices. It is important that learners understand what a Career development action plan (CDAP) is and how it can be very useful for their future career aspirations. Learners should be able to highlight the importance of key areas of their (CDAP) Tutor-led discussion: draw together the information learned from the individual activities. ***This unit and topic would benefit from opportunities from "real world experiences" (face to face or virtual) guest speakers, visits to different sector organisations and businesses, access to case studies, relevant Ted Talks, You tube clips podcasts and journal articles to assist in developing research skills that will stimulate learners' interest in exploring job roles and career pathways.***	
C2 Job application processes in the sport and active leisure industry	For topic C2 learners should be exposed to the different steps of the recruitment process, so providing a range of examples from the sports and active leisure sector will enhance their learning. Ask learners to select a job role in a suitable career pathway, using the skills identified from their personal audit and start to build the application process. Selection of a job role from a suitable career pathway, identified from skills audit and career development action plan. • Tutor presentation: introduce learners to the different aspect required for a job application within the sport and active leisure industry. Ensure that learners understand the aims and purpose of each document. Learners should explore good and bad examples to be able to evaluate their impact. ○ A job advertisement, with examples of where it could be placed. ○ Job analysis. ○ Job description.	6 hours

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	○ Person specification. ○ Application form. ○ CV. ○ Letter of application. Individual or paired activity: ask learners to select a job role in a chosen career pathway, using the skills identified from their skills audit. Ask the learners to research the variety of documents and to make notes on their suitability. Tutor-led discussion: draw together the information learned from the individual/paired activities.	
C3 Interview skills required to obtain a career in the sport and active leisure industry	For C3, introduce learners to interviews for chosen career pathways, including the range of activities that an interview process within sport and active leisure might contain. Through a blend of tutor input and group activity aspects of communication can be explored to try to guide learners towards how to deliver an effective interview. A series of role plays should enable learners to take part in the interview process (both as an interviewer and interviewee) and provide experiential learning to reflect upon and action plan for future improvement. Tutor could explain the process of interview as a PE tutor/sports lecturer. These should include presentations, meeting with key staff, micro coach/teaching session, coaching session, other activities such as: timed activities, case studies, inbox activities, quick speed question and answer and fact finding Tutor-led discussion: lead learners in discussing their thoughts as to what attributes they would need to be successful across the range of interview processes. o Aspects such as communication skills (use of formal/technical language, listening, body language) should be developed along with other aspects such as appearance, time management and confidence. Role plays : learners should take part in interview situations. They should take on the role as the interviewee, the interviewer and observer. It may be useful for the tutor to	

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	give interview questions for learners. Alternatively, learners could produce interview questions as a homework task to hand in before this lesson. Tutors could use video to film the "role plays" and then ask learners to evaluate their performances. Evaluations could include individual appraisal of own roles in being interviewed, interviewing and observing o review of communication skills o review of organisational ability o assessment of how the skills acquired support the development of employability skills. Encouraging critical reflection and reflective practice are key transferrable skills that will develop the learners' skills. introduction to models of reflective practice (such as Gibbs reflective cycle, 1988, Kolb reflective cycle, 1984) and how they can relate to the interview process will be useful tools. Guest speaker: a manager from within the sport and active leisure industry who is involved in the recruitment process. They would cover the interview process and the aspects they are looking for, the types of questions that could be asked, examples of things to avoid.	
D Reflect on own performance in the recruitment process to prepare for a career in the sport and active leisure industry. **D1 Review and self-evaluation during the application**	Learning aim D provides learners with the opportunity to reflect on the recruitment and selection process and their own individual performance. Following their role-play interview scenarios, learners should review and evaluate their communication, organisational and employability skills, and be given the opportunity to appraise their own roles in being interviewed, interviewing and observing. Learners would then produce an action plan to highlight how to address any weaknesses in their skill sets. Learners need to carry out a SWOT analysis on their own individual performance in the role-play activities and produce a self-critique of the event and documentation prepared, and how it supported the activity. Learners should review if the process was effective and whether they may need to develop skills further to be able to conduct and participate in interviews more effectively. Learning aim D is a reflective piece on the learner performance during the mock recruitment process This learning aim requires learners to complete and individual	4 hours

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and interview process. **D2 Personal development planning for the short-, medium- and long-term future**	appraisal. For D1, learners need to be introduced to methods of reflecting on practice and use these to reflect on their interview performance. This can be best served by peer-to-peer learning based on the role-play interview process. Reflective practice frameworks will again be useful to reinforce learning. For D2, learners need to use their reflective conclusions to build action plans for future skill development. Learners will again need to consider their strengths and areas for development. Learners also need to consider their current skills and how they can develop these in relation to their chosen career/job roles. Learners will also need to consider their current qualifications and their future learning journey. Learners will need to be guided to consider their targets and potential timescales: short term, medium and long term.	
All content in topics C and D	**Revision session (2 hours):** learners should use this lesson to revise the topics covered in topics C and D. They should independently research and prepare notes for the assessment on this topic.	4 hours
All content in topics C and D	**Assessment (2 hours):** learners should be given an assigned assessment for the content in topics C and D. They should use this lesson to plan and or produce the assessment. A portfolio of evidence containing appropriate recruitment documentation and a skills audit. Learners should evidence the interview process via a simulated activity. Learners should critically reflect on their application information and interview exploring how each of their chosen targets for the short-, medium- and long term will support their development towards their chosen career pathway.	2 hours

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Details of links to other BTEC units and qualifications

Several other units from this qualification complement this unit. These include:

- Unit B: Health, Wellbeing and Sport
- Unit C1: Developing Coaching Skills
- Unit D1: Applied Coaching Skills
- Unit E: Research Project in Sport
- Unit 2: Self-Employment in Sport and Physical Activity

Resources

The 2019 qualifications are industry-focussed and it is key that learners maintain up to date understanding and visibility of key developments and influences within the market.

Social Media

Add here named examples and types of individuals/bodies to follow. Collate under platform headings (i.e., twitter, Instagram, podcasts etc)

Twitter

@cimspa

@CareerinSport

@Sport_England

@FA

@REPsUK

@_UKCoaching

@SportJobsUK

@JobsinSportSci

@BBCSportJobs

@OutdoorOcc

@ORN_official

Instagram

https://www.instagram.com/sportsgrad/?hl=en

cim_spa

uk_sport

officialsportengland

Podcasts

https://www.bbc.co.uk/programmes/b08n2wcx

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https://happentoyourcareer.com/podcast/?gclid=CjwKCAjw4KyJBhAbEiwAaAQbE2bUXNLr3uOvWLLr2CSQZJlKARailyGCa1RX2mTGnW2B-3ab_IbgZRoC07gQAvD_BwE

www.jobsinsports.com/blog/2016/11/21/best-podcasts-sports-jobs/

https://www.lboro.ac.uk/departments/ssehs/experts-in-sport/

https://player.fm/podcasts/outdoor-sports

https://podcasts.apple.com/gb/podcast/the-sports-career-podcast-with-ed-bowers/id1112748277

Websites

www.barclays.co.uk

www.bases.org.uk – Careers in sport.

www.careers-in-sport.co.uk – Careers in sport

https://careers-in-sport.co.uk/news_articles/what-personal-skills-do-you-need-working-in-sport/

www.cimspa.co.uk – The Chartered Institute for the Management of Sport and Physical Activity

https://emduk.org/

www.entrepreneur.com

https://www.hse.gov.uk/entertainment/leisure/basics.htm

https://www.hfe.co.uk/blog/a-guide-to-being-self-employed-in-the-uk/ Guide to self-employment

https://jobhelp.campaign.gov.uk/search-results/?q=sport

www.jobsinsports.com/blog/2017/06/07/2109/

https://www.outdoor-learning.org/

https://www.prospects.ac.uk/job-profiles/sports-coach

https://www.sportbusiness.com/-

https://www.sportengland.org/careers

www.sport.wales

https://www.sportshubnet.com/top-5-sports-industry-trends-that-will-have-a-greater-impact-in-2021/

www.sportni.net

https://sportstechnologyblog.com/2020/04/11/top-5-sports-tech-news-march-2020/

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www.uksport.gov.uk/jobs – UK Sport

www.ted.com/talks/john_wooden_the_difference_between_winning_and_succeeding

www.totaljobs.com

https://www.ukactive.com/standards/

https://venturebeat.com/2019/12/30/10-technology-trends-that-will-impact-our-lives-in-2020/

Textbooks

Aluko. E They don't teach this, Yellow Jersey,2019**,** ISBN 978-178729041

Dixon B, *Sport and Fitness Uncovered*, Trotman, 2007 ISBN 9781844551217
Furlong C, *Careers in Sport*, Kogan Page, 2005 ISBN 9780749442484

Tupper.H The Squiggly Career: The No.1 Sunday Times Business Bestseller - Ditch the

Ladder, Discover Opportunity, Design Your Career Portfolio Penguin ,2020 ISBN 978-

0241385845
Thomas Plummer, The Soul of a Trainer: You Were Born to Change the World

Journal Articles

https://www.taylorfrancis.com/books/mono/10.4324/9780203486948/physical-education-teachers-lives-careers-kathleen-armour-robyn-jones

https://www.tandfonline.com/doi/abs/10.1080/23750472.2020.1800507

Definition of key terms

Sports and active leisure industry - This industry is all about people enjoying sport, keeping fit and improving their health and fitness. Jobs in this sector can be in professional sport, either playing or coaching at different levels

Leisure industry- The leisure industry is the segment of business focused on recreation, entertainment, sports, and tourism (REST)-related products and services.

Sport organisation structures - Sport Structures have vast and extensive experience in supporting sports clubs and community groups both directly and indirectly. This includes working at the coalface with clubs and community groups as well as supporting organisations such as National Governing Bodies and Active Partnerships that support them.

Sectors in the sport and active leisure industry - The sport industry includes three organizational sectors: public, non-profit, and commercial. These are important categories for the different types of organizations involved in sport and are central to the creation and production of sport products, services, programs, and facilities.

Sports employment data - In 2018, approximately 4345,400 people were employed in the sports industry of the UK. Sport and physical activity contribute £39 billion to the

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UK's economy and a significant portion of this comes from grassroots sport: the millions of people who buy trainers, bikes, gym memberships or pay match fees.

Sport and active leisure participation - The highest ever levels of activity have been recorded by our latest Active Lives Adult Survey, with 1 million more people physically active than when the survey began. Based on data gathered from 180,000 respondents (aged 16+) in the 12 months from May 2018 to May 2019, 1,015,700 more people are active compared to when the survey started, in 2015.That takes the total number of active people – those doing at least 150 minutes of moderate intensity physical activity per week – up to 28.6 million. The number of inactive people – doing fewer than 30 minutes of moderate intensity physical activity per week – is down to 11.2 million, a decrease of 131,700 since 2015 and the lowest figure ever recorded by the survey.

Career opportunities - Career opportunities in the sports industry aren't limited to those with athletic prowess; there is a wide range of positions in the field for non-athletes too. These jobs support the sports industry by providing mental and physical health services, sales and marketing revenue, and sports media content.

Health and safety in Sport and active leisure - They need to make sure that the workplace's environment is a safe environment. The HSE is responsible for the enforcing, encouraging and regulating health and safety at workplaces for example building sites, sports centres, sports grounds, centres and many more.

Safeguarding and protection of children, young people and vulnerable adults in sport and active leisure - Safeguarding means: protecting children from abuse and maltreatment. preventing harm to children's health or development. ... taking action to enable all children and young people to have the best outcomes.

Skills audit - A skills audit is a written document that clearly lays out all the skills you currently have and how advanced those skills are. It will also document what skills you need for your dream job, where the gaps are in your skill set and how you gain the skills you need.

SWOT - A personal SWOT analysis can do the same for an individual in pursuit of their career goals. It provides insights based on your personality strengths and weaknesses, what challenges you see ahead of you, and what opportunities are present around you now and in the future.

Communication skills - Communication skills are the abilities you use when giving and receiving different kinds of information. Some examples include communicating new ideas, feelings or even an update on your project. Communication skills involve listening, speaking, observing, and empathising.

Self-evaluation - The purpose of the evaluation process is to highlight strengths, correct performance weaknesses, and develop unused skills and abilities. In order to do this, you must be willing to recognize areas that need improvement or development.

Personal development plan - a Personal Development Plan is a lifelong process, constantly reviewed, that aims to facilitate ongoing employability through improving workplace skills and required knowledge.

Self-employed person-A self-employed person can choose which jobs to do and invoices the clients accordingly. They are responsible for paying their own taxes through self-assessment. ... Examples of self-employed people are fitness instructors, sports coaches, personal trainers. A self-employed person does not work for a specific

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employer who pays them a consistent salary or wage. Self-employed individuals, or independent contractors, earn income by contracting with a trade or business directly.

Portfolio careers- are a way to define a career that has encompassed several related or unrelated jobs. They also hold a variety of job types (full-time, gig worker, freelancer, and so on) and may work various positions simultaneously or at different points in time. environmental and religious groups.

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