

Unit 2: Self-employment in Sport and Physical Activity

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

Approaching the unit

You should allow learners to explore the increasing self-employment opportunities within the sport and active leisure industry. Learners will develop their skills and understanding of working in the sport and active leisure industry in this capacity. Learners will need to understand self-employment may involve a full or part time position and how to offer an effective service to potential customers and clients. Learners will need to understand the types of self-employments and the benefits and risks of self-employment: This unit allows the learners to investigate how personal skills and professional behaviour are critical to succeed being self-employment. Learners will prepare a presentation about potential self-employment opportunities and the benefits and risks of being self-employed linked to their career aspirations. This unit will present learners with the employability skills and qualities of planning, organisation and communication.

Learners will also explore how to develop an effective self-employment strategy that includes all the relevant and required information to produce a robust business plan. Learners should examine the key concepts in developing a self-employment strategy and business plan to include sources of finance, the relevant and current industry legislation and regulations that impact on the type of business they wish to operate in. Finally, learners will present and review the feasibility of their self-employment strategy. The unit gives learners the knowledge and skills required to examine key concepts of self-employment in the sports and active leisure industry.

You could deliver this unit by using a mix of theory (to introduce learners to the topics listed in the unit content) visits and guest speakers (to enable learners to apply the theoretical concepts they have learned). Learners will need to be able to produce a written report and deliver presentations.

Delivering the learning aims

Learning aim A Explore self-employment within the sports, fitness, and outdoor activities industry

Learners should be introduced to aspects of self-employment. This can be done by investigating self-employment opportunities available across the Home Nations. Learners should also explore types of self-employments. Organisations such as CIMSPA can provide valuable information on trading practices and the various categories of self-employment that learners could work in. For example, the legalities of entering a partnership or working as a sole trader in a fitness environment. Learners wanting to build a career in this industry very often have "portfolio" careers meaning they may well

be working in several roles including their role as for example a self-employed sports coach. Learners will need to understand the implications of this contractually and in terms of the practices such as working free-lance or for a franchise. Large fitness organisations may operate as a franchise and will employ fitness instructors and personal trainers on a free-lance basis.

Learners would benefit from a visit (virtual visit) to a large gym chain and could discuss what working as a self-employed person entails.

Group discussion will enable learners to think about their own career aspirations and future training requirements.

A guest speaker, for example a self-employed sport coach, could be used to explain the role and legal implications and the work they carry out in communities to promote skills development, progression, and participation for all.

Learners should understand the personal skills and professional behaviours required to be successful in the industry. Learners could evaluate essential skills and knowledge needed to become self employed and build a positive reputation. Learners could be given the opportunity to work shadow or interview a self-employed fitness instructor or nutritionist who works with sports clubs and players. Learners will need to be able to think creatively and evaluate job opportunities ensuring they are confident to utilise all forms of communication to meet the needs of their customers and clients.

Learners should understand codes of conduct related to self-employment. Learners could 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 could carry out internet research to find information about different types of customer demographics and psychographics that working in sport and physical activity they may encounter. Learners can access a guest speaker or visit to explore how organisations gather customer feedback and then how that feedback is used to action developments and improve service and maximise their experience.

Learners should be encouraged to evaluate the benefits and risks of self-employment and how they compared to being employed by a sport or physical activity organisation. Learners could produce a personal career plan/audit of the opportunities and roles that are available to them.

Learners could interview (face to face or via zoom) a sports coach, activity leader or personal trainer to identify the benefits and barriers of being self-employed.

For example, a local football coach might explain that there are lots of opportunities to work in schools delivering lunchtime or afterschool activities but payment is term time only. 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 could analyse activity/session timetables and identify areas for further opportunities such as more for a specific target group. To explore the roles and responsibilities of self-employed job roles, classroom discussions could be used to allow learners to share their career aims and the roles/responsibilities they hope to take on in a self-employed capacity.

Learning aim B Design a strategy for self-employment in the sports, fitness and outdoor activities industry

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 preparing a strategy for self-employment and developing a business plan. Learners need to know the key sources of finance they could investigate to assist them on their self-employed journey. A guest speaker from a bank or financial institution as part of their tutorial programme would be useful in exploring what financial assistance is available.

You must ensure that learners have examples of the legal and financial legislation and

regulations that could impact on the areas they wish to work within both locally and nationally. Learners must also be aware of health and safety when working with customers/clients. Learners need to be made aware of the local and international guidelines on developing fitness or welfare products and services.

You must ensure that learners have knowledge and understanding of financial implications that include tax, profit and loss, cash flow and financial forecasting. Guest speakers, such as a financial advisor can be utilised to explain their role in advising self-employed workers in maintaining robust financial records and how they can advise on financial forecasting. HMRC produce a lot of useful short videos learners can access regarding submitting a tax return money management and expenses. Learners should be able to produce a business strategy and business plan to ensure they work more effectively and efficiently

Organisations such as SportUK and Cimsa can provide examples of business plans and strategies. Sport England's research into the workforce can provide useful information on trends, market summaries and stakeholders. Employment agencies and organisations provide useful resources to assist with writing a successful business plan. Using group and paired work for research tasks will allow learners to explore marketing and promotional plans for self-employed business opportunities which are of particular interest to them for example marketing coaching in growth sports such as BMX or offering health and wellbeing sessions to residents of local elderly care homes. As with Learning aim A learners need to consider customer and client satisfaction and how their strategy and business plans will factor this in.

Learning aim C Present and review the feasibility of the self-employment strategy.

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 feasibility study. Learners can select and investigate specific examples of feasibility studies accessing journal articles and real-life examples for self-employed roles that inspire them. These could be from large businesses and organisations but also from small local organisations that operate across the home nations.

Learners need to investigate how feedback is collected about the proposed business plan and strategy and how the feasibility of plans are assessed and evaluated. Small business Sport and recreation Alliance, Institute for Outdoor Learning, Sport England Cimsa can all provide useful case studies for learners to discuss and analyse.

For example, which areas of sport, fitness and outdoor activity are offering opportunities to work in a self-employed capacity.

For example, does Northern Ireland's Sport Matters strategy have information that is relevant for self-employed roles that could have a positive impact on participation in physical activity, grass roots sports clubs, local people's health, elite sports performance and lifelong involvement?

For Topic C2, learners need to carry out an in-depth review of their self-employment plan and strategy. They need to be able to assess the logistical viability of the human, financial and physical resources, and the barriers they will encounter when working in a self-employed capacity. They need to include how the plan will be funded.

Learners would benefit from looking at examples used in business plans.

A guest speaker, such as a sports coach or outdoor activity instructor, could be utilised to explain how learners could develop their brand and networking opportunities alongside the detail needed to see a plan through from idea to implementation.

Finally, learners must be able to demonstrate that they can review the feasibility of their plan. Classroom discussions could be used to explore how success can be measured and the purpose of collecting this information. Learners need to be aware of the need to measure success and collecting useful data such as the importance of meeting the aims of the project and conducting a PESTLE analysis. Learners should be given the

opportunity to evaluate the factors identified in the plan and strategy. Learners would benefit from committee style meetings where they could role play stakeholders – this would enable them to see their feasibility study and plan from different perspectives.

Transferable skills

Preparing for work

- Researching job roles and the key providers of self-employment opportunities
- Business planning, feasibility of self-employment strategies knowledge of aims and objectives and measures of success.

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.

Managing information

- Problem solving.
- 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 the key providers of self-employment opportunities • Displaying appropriate skills and behaviours • Applying knowledge to real-life situations	• Barrier and benefits of participating • Job roles, responsibilities, and ways of working • Customer/client needs, • Self-employment opportunities	• Communication • Working with others • Thinking skills/adaptability • Problem solving • Management of information • Self-management and development

Employer involvement

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

- Partnership work with self-employed colleagues, such as working alongside a fitness instructor or sports coach
- Learners becoming involved in the design, delivery, and review of their own project, such as a marketing initiative to increase business and promote the expertise of the self-employed colleague.
- Visits (virtual visits) to centres where self-employed colleagues work from -leisure centres, schools.
- 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 two summative assignments for this unit.

The relationship of the learning aims and criteria is:

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

Learning aims: B and C (B.P3, B.P4, C.P5, B.M2, C.M3, B.D2, C.D3)

Example assessment strategies

Learning aim, A – A simulated activity-a discussion with a potential partner or investor. (face to face or virtual) which explores self-employment opportunities in relation to personal benefits, risks and career intentions.

Learning aims B and C -A formal professional launch (face to face or virtual) to a potential partner or investor of a self-employment strategy and business plan that will include reflection on the feasibility of the proposed business plan.

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 of a self-employed colleague working in the sport and active leisure industry.

Learners' evidence may be in the form of presentations, 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 a self-employed fitness instructor/personal trainer/sports coach within a fitness/leisure club or sports coaching company - you are keen to develop your knowledge of working in a self-employed capacity and to investigate how being self-employed can develop your career 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 2: Self-employment in Sport and Physical Activity	Modules	Features
	4 modules - 53 topics	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 Self employment	Introduce learners to the 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: <i>Describe/Relate/Compare/Evaluate</i>. Discuss with learners what these mean and how it can be applied in the context of Learning Aim A. Learners should investigate opportunities for being self-employed and in what capacity and area they would like to explore further. Learners can work in small groups to explore what opportunities and roles exist in various areas of the industry Sport, Fitness, Outdoor. 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)	6 hours

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	Learners can also think about the types of self-employments available to them. Learners could work in pairs to explore what is involved as a sole trader, working as part of a partnership or as part of a limited company. To extend this activity learners can investigate trading practices -franchise working, working in a free-lance capacity. Learners will need to understand how social enterprises, on profit and community and cooperative organisations and businesses operate and what opportunities there are for being a self-employed worker. Discuss with learner's factors that these businesses and organisations have to 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, which offer self-employment 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. <i>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 a self-employed career pathway.</i>	
A2 Personal skills and professional behaviours	Learners should understand what personal skills and professional behaviours are needed to be successful as a self-employed worker. Learners can discuss with a partner what skills they think would be needed to work in a self-employed capacity. Skills such as passion, creativity, and communication will probably be identified.	3 hours

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	Following this pairs can be changed with learners being asked to discuss professional behaviours, such as punctuality, problem solving, personal presentation Class discussion with notes on codes of conduct, ethics, equality, and diversity and how these impact on the different sectors businesses and organisations. Learners should then identify the characteristics they feel they have and those that they might need to develop to acquire. Tutor to move around the class offering support where necessary. 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 Customer and client needs	Tutor presentation: introduce learners to customer and client needs. Teaching should include all the relevant content listed in the specification before moving on to market segmentation and accessibility and inclusivity. Ask learners to work in pairs. Each pair should research the different types of customers and client found within the sports and active leisure industry. Learners should identify demographics and psychographics of customers, future needs and changes in customer habits and how to retain customers. Q&A: engage learners in a discussion, pulling out the key points and, where necessary, question them about customer and client needs Learners should carry out market research in their local area to establish how much customers/clients would be willing to pay for services e.g. afterschool coaching, personal training sessions, and what levels of service they expect and ideas on what could maximise their experience. Class discussion: engage learners in a discussion to identify the methods of feedback from customers and clients that can be used to measure satisfaction, as well how this can enhance customer experience.	6 hours

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	In small groups learners could devise a simple but effective medium to collect customer/client feedback. Consider how this would be collected frequency and then what follow up action would be taken. This activity can be framed using different scenarios for each group e.g. small group sports coaching sessions for 5- to 10-year-olds, fitness training in a small local fitness facility or a coach working with a semi pro sports team.	
A4 Self-employment opportunities	There is a growth of self-employment opportunities within the sport and active leisure industry so it is important for learners to explore and research potential career and job possibilities. Individual activity: learners should select a self-employed role within the sports industry that they feel they would like to investigate further. They should research how their own skills, knowledge and abilities “fit” in relation to their personal career intentions. They should then analyse the benefits and risks of working in a self-employed role Class discussion: engage learners in a discussion, pulling out the key points of growth areas, new opportunities, and the use of technology in self-employment opportunities- e.g., online booking systems, use of online delivery, webinars, podcasts, you tube channels Roles, e.g.: exercise: personal trainer, instructor, advisor, consultant, coach, physiotherapist, media, sports journalist, agent, analyst, sales, nutritionist psychologist. Learners could use this information to make a factsheet or a leaflet explaining the self-employment opportunities available in the industry.	4 hours
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 topics 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 discussion with a potential partner or investor. (face to face or virtual) which explores self-employment opportunities in relation to personal benefits, risks and career intentions.	2 hours
B1 Sources of finance	Introduce learners to the Key command verbs: Assess/Develop. Discuss with learners what these mean and how it can be applied in the context of Learning Aim B. This learning aim is designed to prepare learners to be able to produce a strategic business plan aimed at self-employment within one of the roles and types of business that they researched for learning aim A.	4 hours

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	It is important for this topic area that learners understand how their role and work may be funded and who and how they would approach this when planning their business strategy and plan. Learners could select the same self-employed role within the sports industry they focussed on in Learning aim A. They can research the financial implications of that role and any funding opportunities available when working in that role. Learners should consider salary, fees and taxes, funding opportunities, the cost of finding and leasing premises, supply chains for any equipment needed e.g., a self-employed yoga teacher may need yoga mats and blocks, cost of any further required qualifications and any insurances required for the role. Learners should research and discuss the financial implications and sources of finance they could utilise to support their career journey. Internet research will assist learners to explore these aspects of self-employment. <i>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 a self-employed career pathway.</i>	
B2 Legal and financial legislation and regulations	Introduce learners to Tax and finance, learners could discuss and identify how HMRC and understanding tax implications are important. HMRC produce some webinars on a range of topic areas that learners could watch and discuss. A guest speaker with a financial background who is familiar with working with self employed people would be a useful source of information. Links with maths and numeracy can be made within this topic area so using some varied financial scenarios can help to illustrate some practical examples. Class discussion: engage learners in a discussion, pulling out the key points, and where necessary, question them on the financial aspects of self-employment. Profit and loss to include start up and operating costs revenue, gross profit, net profit, break-even projected cash flow, cash flow, capital, sales, loans, purchases, repayments, costs, forecasts.	2 hours

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	Useful websites include Entrepreneur.com; The Prince's Trust; Gov.uk and Citizens Advice Introduce learners to key laws, professional body membership and legislation. Tutor should select a 'requirement' (i.e., Relevant laws, professional body membership) for each pair of learners. Topics should include Legislation relating to working with customers. Health and safety. Indemnity and insurance. Registration in professional organisations. Standards and codes of conduct. Local and international guidelines on developing fitness or welfare products and services. Ask each pair to research their given 'requirement' 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. Learners will need to consider what the 'requirement' is, who it helps and/or protects, how it needs to be adhered to, its implications for a self-employed worker, its benefits, and its possible consequences. Q&A: address any questions learners have about key laws and legislation, professional body membership and tax before presenting to the group next lesson.	
B3 Strategy and business plan	Ask learners if they have any experience of business planning. As a class produce a list of "essential ingredients" of a business plan/strategy, learners should be able to contextualise with relevant sport/fitness/outdoor examples. Learners will find useful resources to assist with information on strategy and business plans	5hours

	at: Barclays – search for 'Writing a business plan' Entrepreneur.com – search for 'How to write a business plan' Prince's Trust – search for 'Business plans and templates.' Gov.uk website search for 'Business plans' Learners could compare different organisations/businesses to identify similar and different strategies. Introduce learners to the methods behind conducting market research to identify trends in sport fitness and outdoor activities opportunities. Teaching should include the use of primary (questionnaires, interviews, observation) and secondary (published sources) research methods. It will be useful to show learners examples of questionnaires used to collect market research and identify the key features of an effective questionnaire. Ask learners to discuss to produce a questionnaire template that they can later adapt to carry out market research to identify local trends and potential gaps in the market for self-employed opportunities. Learners should consider existing businesses and local and national trends Q&A: engage learners in a discussion, pulling out the key points and, where necessary, question them about market research methods. With a partner, learners should carry out market research in the local area, using the questionnaires produced in the last session to identify trends and potential business opportunities. Learners might also want to use interviews to gain further information from people regarding	
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	potential business opportunities. The market research could be carried out within the school or college, in the local area or within their peer group, depending on the target audience. Learners should then carry out secondary research to follow up the potential business ideas generated by the primary research (questionnaires/interviews). They should explore other possibilities by carrying out internet research, using published sources of information. Learners should collate their research so that it can be further explored in the next session. Learners could then use the research collected to identify gaps and opportunities in the market. Learners must use both their primary and secondary research to support their conclusions. They should display their research information as charts and graphs to support their conclusions and choices for possible business opportunities. Learners could then produce a written summary/report with information about how to generate business ideas using market research. Tutor should introduce the learners to competitors, barriers to the market, pricing strategies, services, and innovations. Tutor could include the ideas generated by the learners' previous market research. Allowing learners to see real-life examples of annual and financial reports 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. Learners should use their ideas generated for possible business opportunities and carry out research into their potential market, exploring their potential competitors. This could be done by looking at examples of annual and financial reports, as well as analysing the service they offer and the types of marketing used. Learners must also consider the barriers to entry into their chosen market and strategies to overcome them these can include pricing strategies and services. Engage learners in a discussion, pulling out the key points, and where necessary, question	
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	them on the business ideas generated by each group. Introduce learners to the strategies for growth for people working in the sports industry on a self-employed basis. Using the ideas already generated for possible business opportunities – learners are to further develop their work by including strategies for growth within the industry. Learners should consider what their market research suggested, possible opportunities to expand their business and ideas to develop their self-employed business to include business development ideas and strategies for growth in the industry. Tutor to introduce the learners to writing business plans. Learners should be given the opportunity to prepare and complete different business plan templates, this will allow them to choose which one works best for their business model. It will be very useful for learners to examine examples of different types of business plan. Learners can work in small groups to produce a document that identifies what should be in a business plan for a self-employed role of their choice in the sports industry. They should consider target customer groups, potential customer demand, potential cost and profit levels, registering their business with HMRC, establishing the business with Companies House, employment law and the different types and formats of business plans. Tutor-led discussion: collate the ideas and information produced in the small group activity on the content of business plans. A visit to a sports club would allow learners to see how an organisation/business markets themselves and gathers customer/client feedback.	
C1 Presenting and feedback	Introduce learners to the Key command verbs: <i>Appropriately/Effectively/Confidently</i>. Discuss with learners what these mean and how it can be applied in the context of Learning Aim C. For Topic C1, learners should be able to identify the key areas/ideas of the business plan and strategy that should be presented to share their business concepts to their audience. Learners should be able to highlight the importance of key areas of their business plan, and collect relevant feedback on their plan and strategy in order to ensure success	6 hours

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	A discussion is a good starting point on current business trends https://www2.deloitte.com/us/en/pages/technology-media-and-telecommunications/articles/sports-business-trends-disruption.html Tutor to introduce learners to how to present the business plan and strategy. Presentation skills should be reviewed and discussed and how learners can produce a confident professional presentation of their business concept and plan. Learners should be taught the importance of key areas of business plans, how to present impartial information and how to consider and present feedback. o employer, stakeholder, or potential customer input to ensure success. (Please refer to specification content area B3). Allow learners to review the feasibility of the business plan and strategy, identifying strengths and areas to develop within the plan. Q and A: ask learners about their reviews and check their understanding regarding their strengths and areas for improvement Learners should research how to interpret current data and information: <i>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 a self-employed career pathway.</i>	
C2 Review	For topic C2 ask learners need to be able to review the feasibility and personal benefits from following their business plan and strategy, identifying strengths and areas to develop within the plan. This can be achieved through a variety of different methods such as individual reflection, customer reviews, a PESTLE analysis or peer review. Every plan or strategy needs aims and objectives. Discuss the difference between an aim and an objective. o Aims tell others what you are going to do	6 hours

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	- Objectives are the steps you are going to take achieve your aims Learners can discuss aims and objectives, including why they are necessary, what they might look like. Introduce learners to how to review the feasibility of the business plan and strategy identifying strengths and areas to develop within the plan. Learners need to understand all aspects of PESTLE and how these apply to the learners own business plans- - Political - Economic - Social - Technological - Legal - Environmental Ask learners, what is meant by 'measures of successes. Hopefully they understand that it's important to know if the plan/strategy they have prepared is feasible or not. If they met their original aims or not. Learners can discuss – why it's important that success is measured, how they might do this and what they will then do with their findings. Learners should consider 'who' measures of success might be shared with, 'why' it might be beneficial to share these findings and 'how' they might do this i.e. networking, brand development.	
All content in topics B and C	Revision session (2 hours): learners should use this lesson to revise the topics covered in topics B and C. They should independently research and prepare notes for the assessment on this topic.	4 hours
All content in topics B and C	Assessment (2 hours): learners should be given an assigned assessment for the content in topic C. They should use this lesson to plan and or produce the assessment - A formal professional launch (face to face or virtual) to a potential partner or investor of a self-	2 hours

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	employment strategy and business plan that will include reflection on the feasibility of the proposed business plan.	
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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 A: Careers in the Sport and Active Leisure Industry
- Unit 14: Organising Events in Sport and Physical Activities
- Unit 16: Marketing Communications
- Unit 18: Sport and Leisure Facility Operations
- Unit 19: Sports Tourism
- Unit 21: Business and Technology in Personal Training.

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

@MyTrainerBob

@Sport_England

@FA

@REPsUK

@_UKCoaching

@uk_sport

@TeamGB

Instagram

cim_spa

uk_sport

officialsportengland

Podcasts

<https://podcasts.apple.com/gb/podcast/the-fitness-entrepreneur-podcast/id771021324>

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

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

https://www.feedspot.com/infiniteress.php?_src=feed_title&followfeedid=5090298&q=sit e:http%3A%2F%2Ffeeds.soundcloud.com%2Fusers%2Fsoundcloud%3Ausers%3A240425565%2Fsounds.rss

Websites

www.barclays.co.uk

www.bases.org.uk – Careers in sport.

<https://www.thebusinessbarn.co.uk/rural-business-advice/starting-a-new-business/legislation/keeping-your-leisure-and-sport-business-legal/>

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.gov.uk/working-for-yourself>

<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://uk.indeed.com/Freelance-Sports-jobs> Self-employed job opportunities

<http://www.inc.com/guides/business-plan-financial-section.html>

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

www.leisureopportunities.co.uk Self-employed job opportunities

www.nuffieldhealth.com/about-us/reports/annual-2015/reports

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

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

www.ted.com/talks/john_wooden_the_difference_between_winning_and_succeeding

www.totaljobs.com

<https://www.sportbusiness.com/>

<https://www.sportengland.org/careers>

www.sport.wales

www.sportni.net

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Definition of key terms

Self-employment- A person is self-employed if they run their business for themselves and take responsibility for its success or failure. ... Someone can be both employed and self-employed at the same time, for example if they work for an employer during the day and run their own business in the evenings. The sport and active leisure industry offer diversity of opportunities.

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 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.

Sole trader- a person who is the exclusive owner of a business, entitled to keep all profits after tax has been paid but liable for all losses.

Partnership- is a formal arrangement by two or more parties to manage and operate a business and share its profits. There are several types of partnership arrangements. In a partnership business, all partners share liabilities and profits equally, while in others, partners may have limited liability.

Limited company (Ltd)- is a type of business structure where the company has a legal identity of its own, separate from its owners (shareholders) and its managers (directors). ... This legal separation means that directors and shareholders cannot take money out of the company whenever they want.

Franchise- is the right or licence granted by a company (franchisor) to an individual (franchisee) to market and/or trade products and services in a specific area or product: This is when a franchisor gives a franchisee permission to sell a product using their logo, trademark, and brand name.

Freelance- is an independent person who earns wages on a per-job or per-task basis, typically for short-term work. Benefits of freelancing include having the freedom to work from home, a flexible work schedule, and a better work-life balance.

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.

Social enterprises- are businesses that put the interests of people and the planet ahead of shareholder gain. These businesses are driven by a social/environmental mission and reinvest profits into creating positive social change.

Non-profit organisation - (NPO) are not driven by profit but by dedication to a given cause that is the target of all income beyond what it takes to run the organization. Non-profit organizations are often used for trusts, cooperatives, advocacy, charity, environmental and religious groups.

Community and co-operatives- businesses which trade primarily for the benefit of their community. Community co-operatives are set up on a one member, one vote basis, rather than one share, one vote.

Angel Investor- (also known as a private investor, seed investor or angel funder) is a high-net-worth individual who provides financial backing for small start-ups or entrepreneurs, typically in exchange for ownership equity in the company.

Insurance- Self-employed public liability insurance is not legally required for most business but is considered necessary if people visit your business premises. Some customers/clients may demand that you have some public liability cover, simply so they know that they're protected.

Profit and loss- (P&L) statement is a financial statement that summarizes the revenues, costs, and expenses incurred during a specified period, usually a fiscal quarter or year. These records provide information about a company's ability or inability to generate profit by increasing revenue, reducing costs, or both.

Projected cash flow- statement is used to evaluate cash inflows and outflows. A projected cash flow statement is best defined as a listing of expected cash inflows and outflows for an upcoming period (usually a year).

Business strategy- A strategic plan is used to provide focus, direction, and action in order to move the business from where they are now to where they want to go.

Business plan- is used to provide a structure for ideas in order to initially define the business.

Financial plans and projections - use existing or estimated financial data to forecast your business's future income and expenses. They often include different scenarios so you can see how changes to one aspect of your finances (such as higher sales or lower operating expenses) might affect your profitability.

Marketing plan- is a comprehensive document or blueprint that outlines the advertising and marketing efforts for the coming year. It describes business activities involved in accomplishing specific marketing objectives within a set time frame.

Customer and client satisfaction- is defined as a measurement that determines how happy customers are with a company's products, services, and capabilities. Customer satisfaction information, including surveys and ratings, can help a company determine how to best improve or changes its products and services.

Feedback - is sought to determine how well people feel your organization is doing, and how important they believe the goals of your agency are.

Reviewing feasibility- A feasibility study assesses the practicality of a proposed plan or project. A company may conduct a feasibility study to consider launching a new business or adopting a new product line.

Networking Opportunities- are broad and continually changing, from small events to industry-wide conferences. They are an inexpensive way to promote your business, grow your client base, and meet investors. Networking is the exchange of information and ideas among people with a common profession or special interest, usually in an informal social setting.

Brand development-is the process of creating and strengthening your professional services brand. ... The first phase is getting your brand strategy right and aligned with your business objectives. Second is developing all the tools you will need to communicate the brand, such as your logo, tagline, and website.