

Sport

Explorer Programme

Workbook



Information about Explorer Programmes

Explorer Programmes are offered by Pearson to give learners who are considering a sector-based course a realistic idea of what the sector will be like to work in. This includes the vast opportunities the sector will present but also the challenges. Explorer Programmes are available in a variety of sectors, including sport.

The Explorer Programmes are suitable for learners who are considering either BTEC or Apprenticeship routes. The purpose is for learners to find out if a career in sport is one that will work for them and to plan for the future. We have also produced a video to support each course, including progression advice from the Pearson sector manager for sport.

This course is split into the following four modules:

Module 1: Finding out about yourself

Module 2: Finding out about the sector

Module 3: The sport course

Module 4: Next steps towards your career

Explorers are delivered as an accredited course using a regulated qualification or a single unit to support delivery, which can be certificated. The options are funded for 19+ learners under the local flexibility funding stream of the Adult Education Budget.

Centres can choose to deliver Explorers as:

- **Option 1:** An accredited qualification **or** unit. This means the learner will be certificated by Pearson for the Level 1 Award in WorkSkills, **or** a single sector unit. We have linked Explorers to the Level 1 Award in WorkSkills and in most cases to an individual sector unit, so learners can potentially take more than one Explorer in different sectors.
- **Option 2:** An accredited qualification **and** unit. This means the learner will be certificated by Pearson for the Level 1 Award in WorkSkills **and** a single sector unit. Centres should consider this option carefully as it may result in content duplication and affect funding.

The Sport Explorer leads to achievement of the following full qualification or single additional unit:

- 601/9014/0 Pearson BTEC Level 1 30-GLH Award in Workskills. The qualification specification can be found [here](#), and the units can be found [here](#).
- [R/501/7274 Job Opportunities in Sport and Active Leisure](#) (Level 1 unit from the BTEC Award in Sport and Active Leisure) (30 glh/4 credits) (unit 17, page 117).

It is vital when delivering accredited courses, that the evidence is full. Centres need to refer to the qualification and/or unit specification. Learners need to follow specification instructions, for example, when 'describing', 'listing' or 'identifying'. The workbook signposts individual unit assessment criteria.

What next?

Learners who have taken this Explorer Programme could potentially complete the following qualifications and apprenticeships in the sector:

Apprenticeship

- Sports Development Advanced Fitness (Personal Trainer)
- Outdoor Programmes
- Achieving Excellence in Sport
- Activity Leadership (four pathways: Outdoor; Exercise and Fitness; Coaching; Leadership)
- Instructing Exercise and Fitness (Gym Instructor)

BTEC specialist and standalone qualifications

- Pearson BTEC Level 3 Certificate in Personal Training
- Pearson BTEC Level 2/Level 3 in Sailing and Watersports
- Pearson BTEC Level 2/Level 3 in Skills and Activities for Sport and Active Leisure
- Pearson BTEC Level 2/Level 3 Award in Employment Awareness in Active Leisure and Learning
- Pearson Edexcel Level 2 Active Leisure, Learning and Well-being Operational Services
- Pearson BTEC Level 2 Firsts in Sport
- Pearson BTEC Level 2 Technicals Sport and Activity Leaders
- Pearson BTEC Level 3 Nationals in Sport (QCF and RQF)
- Pearson BTEC Level 3 National Diploma in Fitness Services
- Pearson BTEC Level 3 Nationals in Sport and Exercise Science (QCF and RQF)
- Pearson BTEC Level 4/Level 5 Higher Nationals in Sport
- Pearson BTEC Level 4/Level 5 Higher Nationals in Sport and Exercise Science

Sport Sector Explorer Programme Workbook

Sport is just about participating, right?

This is a common misconception, sport includes so much more than this! The sports industry is a fascinating and forward-thinking industry that is all inclusive – from the grassroots level all the way to the professional leagues.

However, sports don't just happen, there is a lot going on behind the scenes too.

For instance, the Olympic Games – these events don't just happen. There are many people planning and organising behind the scenes, each individual has their own role and responsibilities and the work of all those individuals comes together to make the Games successful.

Just think about the coaches, the support staff, the logistics, the marketing, the financing, the sponsorship, the health and safety, the sales, the volunteers involved and so much more besides the athletes' involvement.

But sport doesn't just happen at a professional level, ask a professional, even the local training sessions you attend, don't just happen. Think about the coaching, the planning, the location availability, and the costs involved.

Working in sport, quite frankly is awesome. We're not all going to be the next England manager, a professional athlete or the CEO of a clothing company, but there are so many more roles that you can work in than these. There are numerous career paths that you can follow in the sports industry, and they don't just need to be based within sport, they can include exercise, health and fitness too.

The sports industry is not all about working in or with sports teams. Let's look at the different career paths you could follow in the different areas of the sports industry.

Sports coaching

A sports coach trains athletes. They need to hold sufficient qualifications to do the job, which involves planning and scheduling training in advance, as part of a programmed structure around achieving a goal.

Support services

Sports therapists, physiotherapists and massage therapists help to keep athletes in tip-top condition, including pre- and post-event treatments and helping with rehabilitation following injuries.

A sports nutritionist is key to advising about the best foods to consume, as Athletes need to have the correct fuel for their both for their performance and to help ensure they are able to recover after performance.

Sports events

Whatever the location, staff ensure that the event is safe to run, runs to time, and that everyone and everything is where they should be. The staff could include an event co-ordinator (for large events), grounds people who maintain the facilities, stewards who maintain safety and first-aiders who deal with any incidents of injury or illness. Every sports event will also need to have the appropriate referees, umpires or judges to ensure that there is a fair competition, these may be either volunteers or paid staff.

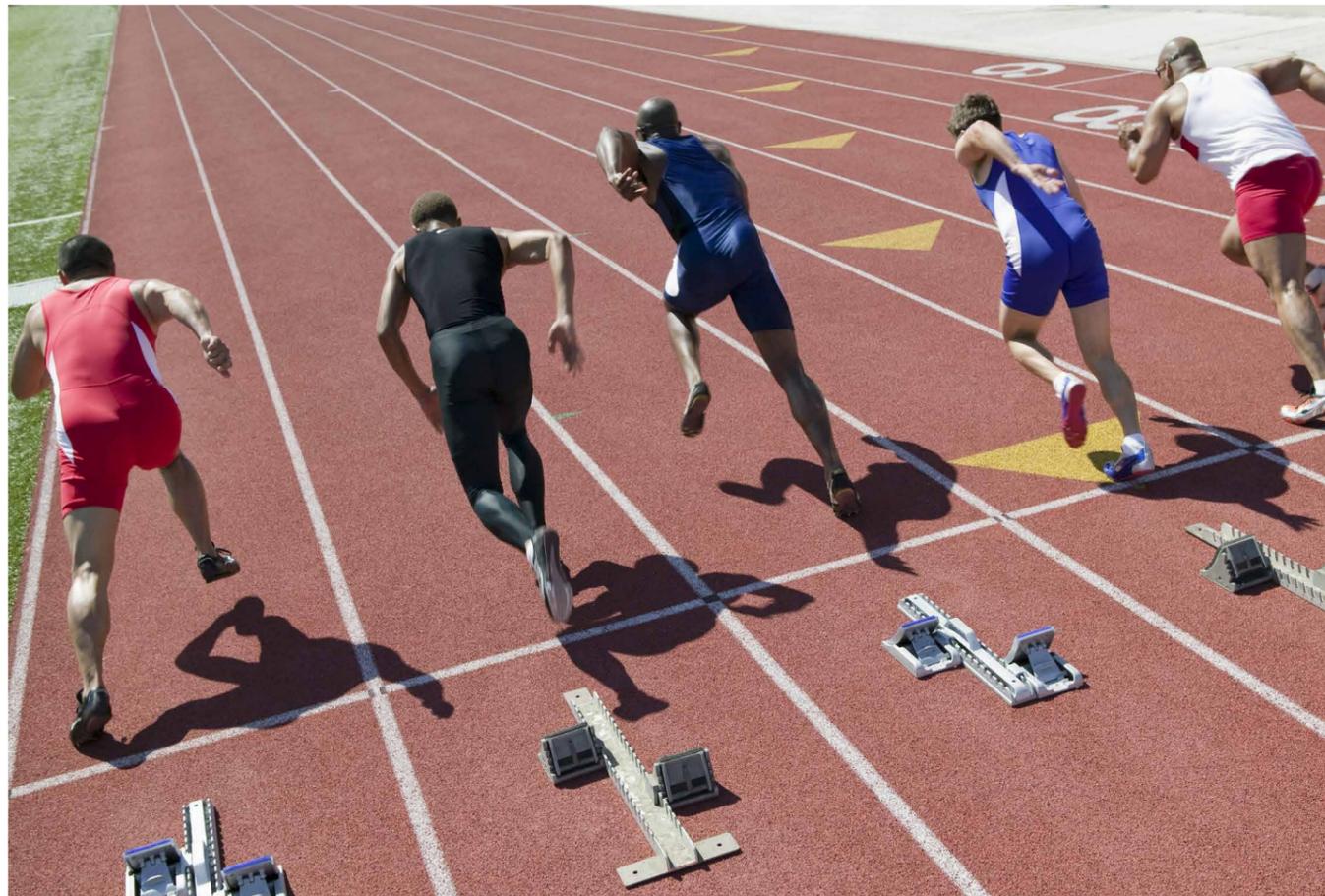
Exercise and fitness

You are probably familiar with gym instructors and personal trainers. If you go to any gym you are likely to encounter an instructor who will take you through a gym induction of the equipment.

A personal trainer offers further support and one-to-one training, to help people achieve their fitness goals. There are also likely to be group exercise classes, where a class instructor will take a group through various exercises, usually completed to music, in activities such as Pilates, aerobics, bodypump and step.

Leisure centre

In most leisure centres, there will be centre and duty managers who are responsible for the efficient running of the centre and recreation assistants who help with the set-up and take-down of equipment for the activities in the centre.



Module 1 – Finding out about yourself

The first step in this course is to consider the skills and aptitudes that you have and then match these to what is required in the sector.

It is really important to consider what you are good at when planning your career path. The most successful people are usually well aware of what they are good at and how they can use these strengths. This section also considers weaknesses, but in planning your career it is most important that this matches with what you are comfortable and happy doing.

Icebreaker Activity 1a – Myers-Briggs Personality test

Have you ever taken a personality test? It is informative and also a fun way of finding out about yourself. It is also interesting to compare similarities and differences between people and it will help you to get to know other people in the group. If you have taken it before try again to see if you get the same result.

Task 1: Take the test on this website: <https://www.16personalities.com/free-personality-test>

Task 2: Record the main outcomes of your test in the table below:

Personality type	
Individual traits	
Role	
Strategy	
Strengths	
Weaknesses	
Career paths	

Task 3: Reflection

Discuss the following points as a group:

- Do you agree with the results of this test?
- Compare results to others – what are the similarities and differences?
- How do you think this result is useful?

Notes

Activity 1b – Self-assessment (J/508/3479 1.1; 1.2)

The aim of this activity is to help you to understand what you are good at and enjoy. People are more successful in jobs that match the type of person that they are and what they are good at. To help you understand – a strength is something you are good at, and a weakness is something you are not so good at. While a skill is something you have learned (like riding a bike) but a quality is something you are born with, such as being a good listener.

Fill in the table on the next page as honestly and as fully as you can, using bullet points. Don't be modest!

Task 1: Fill in the table on the next page on your own. Aim for five points in each box.

NB if you are claiming unit J/508/3479 the minimum requirement is two points.

Task 2: Review the table with three people who know you well, such as a good friend, a work colleague, your supervisor, family, or a college tutor. Ask the people if they agree and whether they can think of any other points.

Describe your strengths?	What are your weaknesses?
What do you enjoy?	What do you dislike doing?
Describe the skills and qualities that you have?	What skills need developing?

Module 2 – Working in the sector

In this module you will find out more about the sports sector and will start to think about what working in the sector will be like.

Try to be open-minded about what the sector is like to work in and the opportunities available to you.

Activity 2a – Sports coaching video

Task 1: Watch the Pearson sports video, which concentrates on the different options and career routes available in the sports sector. Use the space below to make notes about the qualifications and career opportunities that the sector manager talks about.

Task 2: Watch the video that concentrates on what makes a good sports coaching session?

<https://www.youtube.com/watch?v=AC4leS23PcE>

What personal qualities and skills does it take to be a good sports coach?

Why do you think you need to have these personal qualities and skills?

Activity 2b – True/false activity to get you thinking

Task 1: Place a tick by true or false for the questions below. If you aren't sure, then make your best guess, some may not even have an absolute correct answer.

Statement	True	False
Working in the sports industry is easy		
There are opportunities to work in the sports industry in the UK and overseas		
You will always work as part of a team in the sports industry		
You have to be young and fit to work in the sports industry		
You will work 9–5 in the sports industry		
There are no jobs in sports industry for graduates		
You will be working evenings and weekends in the sports industry		
You will have to wear the latest trainers to work in the industry		
You need qualifications to work in the sports industry		
You will need to have industry experience before you get a job		
You will meet sports stars when working in the industry		
You can volunteer in the sports industry		
Working in sport is really well paid		
You need good knowledge of anatomy and physiology to work in the sports industry		
You can transfer your skills between roles in the sports industry		
When working in sport, you can transform someone's life		
You don't need to continue your professional development in the sports industry once you have your initial qualifications		
Working in sport is always busy and chaotic		
You need to have lots of energy to work in sport		

Task 2: Compare and discuss the answers that you have with another member of the group. Has this activity made either of you rethink anything? If there are answers you are unsure about, discuss these with your tutor.

Notes

Activity 2d – Career case studies (R/501/7274 a.c. 1.1; 1.2)

Task 1: You will have seen that the sector is a wide one, including leisure centres, athlete support services, and exercise and fitness. In the space below identify three jobs in each area.

Area	Job role
Leisure centre	1
	2
	3
Athlete support services	1
	2
	3
Exercise and fitness	1
	2
	3

Activity 2c – Would I like/be good at this job?

There are lots of resources available online to help you find out more about the sector-specific roles.

a. Use the link below, to take the quiz to see whether you have the skills necessary to work in sport: <https://www.pearson.com/uk/learners/fe-and-college-students/career-choices/retail-leisure-and-travel/sport-and-leisure.html>

1. What strengths do you have?
2. What skills do you need to improve?

b. Now use the link below to take this quiz to find you ideal job in sport: <https://www.jobsinsports.com/blog/2017/11/08/ideal-sports-jobs-take-personality-quiz-find/>

1. Was the result what you would have expected?
2. Identify two things you learned from taking the test.

Task 2: Select one sport and leisure facility and look at career case studies from the sports sector – read as many of the online case studies as you can before you select one. Links to help you are shown below:

https://sportcareers.co.uk/case_studies.php

<https://www.prospects.ac.uk/job-profiles/browse-sector/leisure-sport-and-tourism>

Summarise each of the job roles you would find in the facility and, using the tables provided, identify things that you would like and would not like about each.

A. Role 1

Job title	
Main tasks	
What you would like	
What you would dislike	

B. Role 2

Title	
Career path	
What they are doing now	
What you would like	
What you would dislike	

C. Role 3

Title	
Career path	
What they are doing now	
What you would like	
What you would dislike	

Activity 2e – Where can I find out about jobs? (J/508/3479 2.1)

Finding the right job for you is based on knowing where to look. There will be a number of places where you can find jobs available in the local area. Use the space below to list different sources of local job information.

Activity 2f – Can I do this job?

Find out the following information about jobs in the sports sector. Feel free to include anything else that you find that is of interest.

- Normal working patterns once qualified
- Contract status (zero hours/permanent etc.)
- Pay rates
- Requirements in relation to health and fitness/reasonable adjustments for disability
- Any other requirements, e.g. criminal record/insolvency
- Anything else of interest

Use the following links to help you:

- <https://www.leisurejobs.com/careers/sport/>
- <https://careers-in-sport.co.uk/careers/>

Activity 2g – Available jobs (J/508/3479 2.1 R/501/7274 a.c. 2.1; 3.1)

Find three job adverts for one role in each sector in your local area or in the area in which you will want to work. Collect printouts of the roles you have looked at and write on each one where you found it (these should be from different places). For each job, fill in the information in the table below and on the next page.

	Role 1	Role 2	Role 3
Job title			
Description of job			
Work pattern			
Salary			

Qualifications needed			
Other requirements			
Employer information			
Skills needed			
Qualities needed			

Module 3 – The sports course

In this section you will find out more about the different routes into the industry and it will help you to decide what the best course of action is for you.

There is a range of options, including classroom-based courses and work-based apprenticeships where you learn on the job. You will also take part in explorer activities that will give you an idea about the difference between the BTEC and Apprenticeship routes, and what may be expected on the different courses.

Activity 3a – Finding out about the options

This activity concentrates on you understanding what the options are for entering the sports sector.

Task 1: Watch the section of the Pearson sport video where the Pearson sector manager explains the differences between the qualifications.

Notes

Task 2: Referring to the Sport progression routes on the webpage, identify the career route and level you think would suit you best and explain why in the box below.

- Apprenticeships – Opportunity to earn while you learn
- Technical – College-based learning
- Applied – Full time college-based learning

Notes

Activity 3b – BTEC explorer activity

Anatomy A–Z

Complete the activity and see if you have your anatomy A-Z.

A	What A is respiration that involves oxygen?	
B	What B is a muscle in the arm?	
C	What C D is a gas we breathe out?	
D	What D contracts and flattens out during breathing?	
E	What E prevents food from entering the trachea?	
F	What F increases the size and weight of the body?	
G	What G is another name for a muscle in the bottom?	
H	What H is a bone in the upper arm?	
I	What I is another name for the process of breathing in?	
J	What J is where two or more bones meet?	
K	What K is the patella otherwise known as?	
L	What L attaches bone to bone?	
M	What M is the jaw bone?	
N	What N is an organ that you use to breathe?	
O	What O do you use during aerobic exercise?	
P	What P is a bone in the knee?	
Q	What Q are the group of muscles on the anterior thigh?	
R	What R protects the heart and lungs?	
S	What S V measures the amount of blood pumped in each heartbeat?	
T	What T is also known as the windpipe?	

U	What U is the name of a bone in the forearm?	
V	What V transports deoxygenated blood?	
W	What W is an essential part of a daily diet?	
X	What X will provide an image of the skeleton?	
Y	What Y is an activity that would help your flexibility?	
Z	What Z is an activity class that would help you work on your cardiovascular system?	

Activity 3c – Apprenticeship work-related explorer activity

Fitness testing

Training and fitness contribute to overall health and wellbeing, and obviously to sports performance. But how do you know how fit you are? How do you know what you need to work on?

Health and fitness testing is used to measure and monitor this, so that you know what training works and what doesn't. As a personal trainer or sports coach you need to monitor the progress of your participants.

Find a partner and take each other through the following tests.

Task 1: Finding your resting heart rate

What is tested?	Pulse (heart) rate – beats per minute when at rest
Equipment needed	Heart rate monitor or stopwatch
Purpose of test	To determine the resting heart rate. <ul style="list-style-type: none"> The average resting heart rate is 72 bpm for females and 68 bpm for males. A low resting heart rate can indicate an efficient heart and improved stroke volume.
Procedure	The participant should be seated (see 'Notes' below). <ul style="list-style-type: none"> Locate the radial (wrist) pulse or, if unable to do so, the brachial (front of elbow) or carotid (neck) pulse. Use the middle and index fingers (not the thumb), place them over the pulse point. Use the heart rate monitor or stopwatch to count the pulse for 60 seconds. Record the result (see 'Notes' below). Repeat this test twice for accuracy. (If there is a large variation between the two results, then repeat the test for a third time.)
Notes	<ul style="list-style-type: none"> The best time to measure pulse rate is first thing in the morning, before the person gets out of bed, or let them sit down and rest for at least 5 minutes beforehand. Check your result by looking at the normative tables below.

FEMALE						
Age	18-25	26-35	36-45	46-55	56-65	65+
Athlete	54-60	54-59	54-59	54-60	54-59	54-59
Excellent	61-65	60-64	60-64	61-65	60-64	60-64
Good	66-69	65-68	65-69	66-69	65-68	62-68
Above average	70-73	69-72	70-73	70-73	69-73	69-72
Average	74-78	73-76	74-78	74-77	74-77	73-76
Below average	79-74	77-82	79-84	78-83	78-83	77-84
Poor	85+	83+	85+	84+	84+	84+

MALE						
Age	18-25	26-35	36-45	46-55	56-65	65+
Athlete	49-55	49-54	50-56	50-57	51-56	50-55
Excellent	56-61	55-61	57-62	58-63	57-61	56-61
Good	62-65	62-65	63-66	64-67	62-67	62-65
Above average	66-69	66-70	67-70	68-71	68-71	66-69
Average	70-73	71-74	71-75	72-76	72-75	70-73
Below average	74-81	75-81	76-82	77-83	76-81	74-79
Poor	82+	82+	83+	84+	82+	80+

(Source: <http://www.netfit.co.uk/ty13.htm>)

Task 2: Finding your body mass index (BMI)

What is tested?	Height and weight measurements for assessing body composition
Equipment needed	Height measure or tape measure; weighing scales
Purpose of test	A screening tool to indicate whether a person is underweight, overweight, obese or a healthy weight for their height.
Procedure	<p>The tester should always stand to the side of the participant being measured.</p> <ul style="list-style-type: none"> • Height – the participant should stand with bare feet, their heels against the wall (or height-measure), and eyes looking straight ahead and chin level. Their height should be measured from the top of their head, not their hair. <p>Height is measure in metres.</p> <ul style="list-style-type: none"> • Weight – The tester should ensure the scales are set to zero and standing on a hard, even surface. The participant then stands on the scales in minimal clothing. When the weight indicator settles, the result should be recorded. <p>Weight is measured in kilograms.</p>
Notes	<ul style="list-style-type: none"> • You can calculate body mass index (BMI) by using the following equation: $\text{BMI} = \frac{\text{weight (kg)}}{(\text{height x height (m)})}$ <p>Check your result by looking at the normative table below.</p>

BMI	Weight status
Below 18.5	Underweight
18.5-24.9	Healthy
25.0-29.9	Overweight
30 and above	Obese

Task 3: Testing your speed – the 40m sprint test

What is tested?	Speed
Equipment needed	Cones, stopwatch, flat running surface, tape measure
Purpose of test	To test running speed over a 40m distance
Procedure	<ul style="list-style-type: none"> • Measure out the 40m with tape and mark each end with cones. • The participant lines up at the start line in a standing start position • The starter (tester) says 'marks, set, go'. • On 'go' the starter (tester) starts the stopwatch and the participant runs the 40m as quickly as possible. • As soon as the participant passes the finish line, stop the stopwatch. • Record the time. • The participant then repeats this run after three minutes. • The final speed is the best time from the two run times.
Notes	<ul style="list-style-type: none"> • The participant should perform a full warm-up prior to the test; and a cool-down immediately following the test to prevent muscle soreness. • Check your result by looking at the normative table below.

Rating	Female	Male
Excellent	<5.30	<4.80
Good	5.30–5.59	4.80–5.09
Average	5.60–5.89	5.10–5.29
Fair	5.90–6.20	5.30–5.60
Poor	>6.20	>5.60

(Source: www.brianmac.com)

Task 4: Testing muscular endurance – the 1-minute push-up test

What is tested?	Muscular endurance
Equipment needed	Mat and stopwatch
Purpose of test	To test local muscular endurance in the pectoral and triceps muscles
Procedure	<p>For females the Push Up Test is conducted as follows:</p> <ul style="list-style-type: none"> • Participant should position themselves on the mat looking towards the floor, hands shoulder width apart, on knees and with the arms fully extended. • To start the push-up, the participant lowers the upper body until the elbows reach 90°. • To complete the push-up, the participant returns to the starting position, with the arms fully extended. • The tester records the total number of successful push-ups completed in 1 minute. <p>For males the Push Up Test is conducted as follows:</p> <ul style="list-style-type: none"> • Participant should position themselves on the mat looking towards the floor, hands shoulder width apart, up on toes, with back straight and the arms fully extended (i.e. in a full push-up start position). • To start the push-up, the participant lowers their body until the chest is 2 cm off the floor, while maintaining a straight back. • To complete the push-up, the participant returns to the starting position with the arms fully extended. • The tester records the total number of successful push-ups completed in 1 minute.
Notes	<ul style="list-style-type: none"> • The participant should aim to perform the push-ups unbroken, with no rest. • Check your result by looking at the normative table below.

FEMALES					
Age	20–29	30–39	40–49	50–59	60–69
Excellent	30	27	24	21	17
Very Good	21–29	20–26	15–23	11–20	12–16
Good	15–20	13–19	11–14	7–10	5–11
Fair	10–14	8–12	5–10	2–6	2–4
Needs improvement	<10	<8	<4	1	1

MALES					
Age	20–29	30–39	40–49	50–59	60–69
Excellent	36	30	25	21	18
Very Good	29–35	22–29	17–24	13–20	11–17
Good	22–28	17–21	13–16	10–12	8–10
Fair	17–21	15–20	8–12	7–9	5–7
Needs improvement	<17	<15	<8	<7	<5

(Source: Stafford-Brown & Rea, 2007)

Task 5: Recording your overall results by using the table provided below

Test	Result	Rating
Resting heart rate (pulse)		
Body mass index (BMI)		
40m sprint test		
1-minute push-up test		

So, how did you do?

Using the chart below, analyse your results with a SWOT analysis and identify your strengths, weaknesses, the opportunities your strengths can provide and any threats to your progress. This is what you will need to do with your clients if you work as a personal trainer.

Strengths	Weakness
Opportunities	Threats

Module 4 – Next steps towards your career

This section is where you put plans together to enter the sports sector. This includes reflecting on the course so far, and planning your next steps by setting goals to work towards.

Activity 4a – Reflecting on the Explorer Programme (J/508/3479 1.3; 2.2; 2.3 J/508/3496 2.1; 2.2; 2.3)

Take an hour to reflect individually on what you have learned about yourself, the sector and potential courses. Write some notes/thoughts in response to the prompts below.

Explain how your own skills, qualities and interests help you in your personal life, and how they can be transferred to support you in work.

Use the information you have gained to choose two suitable career paths within the sport industry and describe the skills and experience that will be needed to succeed in that area.

How do your skills and experience match up to these career paths, note where you have suitable skills and experience already and identify where there is not a match.

Make a list of potential jobs that interest you within your chosen career paths.

Choose one role that you think offers you the best chance of success should you apply for it and match your strengths, skills and qualities against the role, identifying any gaps that you would need to develop before you could apply.

Is it something that practically fits with your life? Explain how your lifestyle might be affected by the career choice that you make. Think about impacts in your health, your working conditions, your hours of work, travelling time and the impact on your family and social life.

What are you looking forward to/worried about?

Activity 4b – Planning next steps

(J/508/3479 3.1; 3.2; 3.3 J/508/3496 3.1; 3.2; 3.3 R/501/7274 4.1)

To plan next steps, you need to set yourself goals based on what you need to develop in order to be successful in the sports and active leisure industry. In order to do this, you need to set one long-term goal, two medium-term SMART goals and two short-term SMART goals, and include a plan about how you are going to achieve them. Make sure you include career and course options.

SMART goals are:

S = Specific – well defined and clear

M = Measurable – able to monitor/measure ‘the journey’

A = Achievable – goals should be possible, don’t set yourself up to not achieve

R = Realistic – is the objective relevant and appropriate to your overall objective?

T = Time bound – is there enough time available to enable you to achieve the objective?

Long-term goals (in the next 3 years)

Goals	How I will achieve this
1	

Medium-term goals (in the next year)

Goals	How I will achieve this
1	
2	

Short-term goals (in the next 2 months)

Goals	How I will achieve this
1	
2	
3	

For more information please contact your Pearson Subject Advisor

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