



## Unit 2: Careers in the Sport and Active Leisure Industry

### Delivery guidance

#### Approaching the unit

This unit starts by providing an overview of the sports industry, looking at the scope and breadth of the industry in a national and global context. In this context, learners will focus on their chosen pathway and develop an understanding of legislation, regulatory bodies, qualifications, employability skills and career pathways 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 sports industry. Learners will carry out a personal audit to identify suitable careers and plan the developmental pathway in a chosen sports industry career.

This unit will present learners with the employability skills and qualities of planning, organisation and communication needed for a career in the sport 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) and visits and guest speakers (to enable learners to apply the theoretical concepts they have learned). Learners will need to be able to produce written reports and to complete an application and interview process. Learners will then carry out a review of their interview process, identifying recommendations for future performance.

#### Delivering the learning aims

**Learning aim A** looks at the various structures found within the sport and active leisure sector, how these interact and influence the provision of and participation in sport and active leisure. This needs to be contextualised to the country and region of delivery as different countries will have different structures.

Most learners will have some knowledge of the sector, which can be exploited through group work, and augmented with tutor input as well as guest speakers from the industry or visits to different sporting environments. 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 participation.

**Learning aim B** 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.

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 through 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.

**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.

**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 or not they may need to develop skills further to be able to conduct and participate in interviews more effectively.



### Assessment model

Learning aim	Key content areas	Recommended assessment approach
<b>A:</b> Examine the organisation of the sport and active leisure industry and its provision in your country	<b>A1</b> Organisation and structure of sport and active leisure in your country <b>A2</b> Scope and provision of the sport and active leisure industry <b>A3</b> Participation in sport and active leisure	This unit is assessed through a Pearson Set Assignment.
<b>B:</b> Investigate careers in the sport and active leisure industry	<b>B1</b> Careers and job roles in the sport and active leisure industry <b>B2</b> Health and safety at work and employment law <b>B3</b> Safeguarding and protection of children, young people and vulnerable adults in sport and active leisure	
<b>C:</b> Explore recruitment processes for a job role in the sport and active leisure industry	<b>C1</b> Personal skills audit for a career in the sport and active leisure industry <b>C2</b> Job application processes in the sport and active leisure industry <b>C3</b> Interview skills required to obtain a career in the sport and active leisure industry	
<b>D:</b> Reflect on own performance in the recruitment process to prepare for a career in the sport and active leisure industry	<b>D1</b> Review and self-evaluation during the application and interview process <b>D2</b> Personal development planning for the short-, medium- and long-term future	

### Assessment guidance

The unit is assessed by a Pearson Set Assignment (PSA). The assessment is set by Pearson and must be taken under controlled conditions before it is marked by tutors.

There are 90 guided learning hours assigned to the unit, of which 12 hours will be required for assessment.

Set assignments are available from September each year and are valid for one year only.

Delivery must cover all the unit content and prepare learners to produce evidence to meet the assessment criteria and assessment guidance in preparation for taking the PSA. Sample Assessment Materials are available on the Pearson website. These can be used or adapted to help learners prepare for assessment.



## Getting started

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

<b>Introduction</b>
<p>Introduce the unit by discussing the knowledge and skills required for different career pathways in the sports and active leisure industry. Explain that learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.</p>
<b>Learning aim A – Examine the organisation of the sport and active leisure industry and its provision in your country</b>
<ul style="list-style-type: none"> <li>• Learning aim A looks at the various structures found within the sector, how these interact and influence the provision of and participation in sport and active leisure.</li> <li>• For A1, a mixture of tutor presentations, guest speakers and reflection on learner experiences can be used to define the organisation of sport in your country and the motivations, influences and barriers to participation for a range of societal groups.</li> <li>• For A2, learners can get involved in some research to better understand the scope of the sport and active leisure industry, considering how a nation’s geography, socio-economics and seasonal factors influence the types of roles on offer.</li> <li>• For A3, you can again tap into the knowledge and experience that learners will have had of the industry and their awareness of the role sport plays in society to define the reasons why certain groups do not participate in sport and active leisure. (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 this could have on the health of the individual and of the nation.</li> </ul>
<b>Learning aim B: Investigate careers in the sport and active leisure industry</b>
<ul style="list-style-type: none"> <li>• Learning aim B covers a wide range of career-based information, from the career pathways commonly found within sport and active leisure to the impact that health and safety and employment legislation has on how these are carried out in practice.</li> <li>• For B1, the focus is on the broad career pathways that exist within the sport and active leisure industry. A blend of tutor-led presentations, learner research and reflection on their existing knowledge and experience can bring some clarity to the types of career that may be attainable in the future and guide learners on how to best position themselves to enter these career pathways in the future. Visits to local sport and active leisure settings or guest speakers from the sector can add great value and provide extra insight and inspiration within this learning aim.</li> <li>• For B2, some of the underpinning legislation related to health and safety and employment law is covered. Whilst this information is somewhat generic, 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. Again, 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.</li> <li>• B3 looks at another important area within the sport and active leisure industry, that of safeguarding. This can be a challenging area to deliver with the risk of learners being</li> </ul>



affected by aspects of the content, so it is important that any concerns or issues are treated sensitively.

- Having expert speakers from safeguarding organisations, National Governing Bodies of sport, local authorities, the police or charities can help provide specialised knowledge of the area. It is important that learners are aware of how to deal with any safeguarding issues and where to go for support if required.
- Group discussions, using carefully constructed scenarios, are a good way of delivering this content, to get learners to think and apply their moral code to the policies and procedures and to come out with potential plans of action.

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

- 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 learners to reflect on their current level of skills, knowledge and experience to identify where they need to improve to reach their career aspirations.
- The practical focus of learning aim C is in the different steps contained within 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 C1, introduce learners to the concept of personal skills auditing and how this can help to match potential careers. 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.
- For C2, learners are exposed to the different steps of the recruitment process, so providing a range of examples from the sports and active leisure sector. 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.
- 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 play 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.

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

- Learning aim D is a reflective piece on the learner performance during the mock recruitment process
- For D1, learners need to be introduced to methods of reflecting on practice and use these to reflect on their interview performance. This can best be served by peer-to-peer learning based on the role-play interview process.
- For D2, learners need to use their reflective conclusions to build action plans for future skill development.



## **Details of links to other BTEC units and qualifications, and to other relevant units/qualifications**

This unit links to:

- Unit 1: Health, Wellbeing and Sport
- Unit 3: Research Project in Sport
- Unit 5: Self-Employment in Sport and Physical Activity
- Unit 15: Developing Coaching Skills
- Unit 16: Applied Coaching Skills.

## **Resources**

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L3 Qualifications in Sport. Check the Pearson website at: (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

## **Textbooks**

Gledhill, A. Development and Provision of Sport in *BTEC National Sport Student Book 2*, Third Edition (Pearson, 2016) ISBN: 978 1 292 13406 2

Manley, C. Professional Development in the Sport Industry in *BTEC National Sport Student Book 1*, Third Edition (Pearson, 2016) ISBN: 978 1 292 13400 0

Sergison, A. Self Employment in the Sport Industry in *BTEC National Sport Student Book 2*, Third Edition (Pearson, 2016) ISBN: 978 1 292 13406 2

## **Websites**

<https://careers-in-sport.co.uk/> - Careers in Sport: provides a range of generic careers advice along with some directed towards working in the sport and active leisure industry.

<https://nationalcareers.service.gov.uk/job-categories/sports-and-leisure> - National Careers Service: provides support and guidance around a range of career options within the sport and active leisure industry.

<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/sport-and-exercise-science> - Prospects: provides support around further academic requirements linked to sport and active leisure employment.

<https://targetcareers.co.uk/careers-advice/choosing-your-career/1034364-careers-in-sports> - Target Careers: provides a range of generic careers advice along with some directed towards working in the sport and active leisure industry.

*Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.*