



Unit 5: Self-employment in Sport and Physical Activity

Delivery guidance

Approaching the unit

This unit enables learners to explore aspects of self-employment in sport and gives them an opportunity to conduct research and use market research to produce a business plan and strategy for self-employment in a specific job role. It develops learners' understanding of the core aspects of business, including structure and reasons for success. Learners will also examine the legal and financial factors that influence self-employment within the sports industry.

Effective delivery of this unit will require exploration of the various types of sports business and the self-employment opportunities available. Visits to sport and leisure organisations will give learners first-hand experience of how these organisations operate. These visits will also enable learners to carry out comparisons before selecting a service or product for their own business plan. Learners will also gain the skills needed to carry out market research and to explore where the research suggests their business might fit into the sports industry and opportunities for it to expand.

This unit focuses on the business skills needed to work as a self-employed person in the sports industry. Visits to sports businesses in the public, private or voluntary sector will enable learners to learn about the organisational skills needed for running different sports businesses. Developing links with sports businesses will also help learners to identify successful businesses, conduct market research and produce a promotional plan through meeting experienced management teams.

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 written reports and to complete a business plan using a template they have designed.

Delivering the learning aims

Learning aim A focuses on exploring self-employment opportunities within the sport, fitness and outdoor activities sectors and allows learners to specifically research the roles of self-employment that are available to learners in their specific areas. As well as this it also outlines the personal skills and professional behaviours that are necessary to succeed in these roles.

This learning aim could be covered using a number of methods, including independent research, visits and use of guest speakers. Group discussion will enable learners to reflect on the variety of roles available as a self-employed worker in the sports and physical activity industry. Tutor-led delivery may be used to further support theoretical understanding of the different types of self-employment and the principles behind the trading practices of each.

Learners will also need to examine the benefits and risks of self-employment, which could be done through self and peer evaluation to measure ability as well as gaps in their own skills, knowledge and abilities relating to specific roles. Group work should be encouraged, using mini presentations, to encourage peer learning and personal knowledge checks.

To deliver **learning aim B**, you could use a number of methods, including independent research, group presentations, case studies and visits. This learning aim requires formal teaching of



strategical and organisational business models. Visits to a leisure centre would enable learners to observe business models in use and as used by different types of self-employed worker. These visits and other research sessions will enable learners to develop key study and employability skills.

Examining business plans will enable learners to develop ideas for their own business plan template and help them to produce a document relevant to the business proposal. Learners will need to examine the financial factors that influence small businesses and the qualifications and training needed for specific roles in the sports industry.

Tutor- led delivery may be used to further support theoretical understanding of the laws, legislation, professional bodies and financial implications associated with working as a self-employed person.

To deliver **learning aim C**, you could use a number of methods, including independent research, case studies and individual as well as peer evaluation.

Learners need to be able to present a business plan using an appropriate format, that includes an outline of the feasibility for the type of self-employment chosen. The review of feasibility should cover key points and reflect on own ability and the scale of challenge that may be faced by the learner.

Examining examples of business plan reviews may help learners understand the key areas that they must look at as well as helping them to understand the types of review that could be undertaken, for example employer and customer reviews, PESTLE analysis. Tutor-led delivery can be used to further support theoretical understanding of the review process that would be used when developing a self-employment strategy.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Explore self-employment within the sports, fitness and outdoor activities industry	A1 Self-employment A2 Personal skills and professional behaviours A3 Customers and clients A4 Self-employment opportunities	Presentation on self-employment opportunities in relation to personal benefits, risks and career intentions.
B Design a strategy for self-employment in the sports, fitness and outdoor activities industry	B1 Sources of finance B2 Legal and financial legislation and regulations B3 Strategy and business plan	Presentation of self-employment strategy including feasibility review.
C Present and review the feasibility of the self-employment strategy	C1 Presenting and feedback C2 Review	

Assessment guidance

This unit is internally assessed. There is a maximum number of two summative assignments for this unit.

Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

To support a successful outcome, it will be beneficial for the learners to practise preparing for their assignments so that they are familiar with what they are expected to produce. You should also ensure that the learners are familiar with the key terms typically used in assessment for this unit.

It is suggested that **learning aim A** is assessed through a presentation on self-employment opportunities in relation to personal benefits, risks and career intentions.. Learners are not required to make an oral presentation but they may choose to do so if they believe they can gain a higher grade from verbalising the information. Learners who do not verbally present their slides will be required to put more information onto the slides or fill in the 'presenter's' notes as this will be their sole form of evidence.

Learners must ensure that the evidence generated includes the self-employment roles and opportunities available to them, as well as the skills, knowledge and abilities necessary for each stating whether they are viable or not for them, providing positives and negatives for those discussed.

To achieve distinction criteria, learners will be able to critically evaluate the self-employment opportunities available to them. They will self-assess their skills and behaviours and review these in relation to the personal benefits, risks and career development that self-employment would bring.

Learning aims B and C are suggested to be assessed via a self-employment strategy that will contain a business plan for a self-employment strategy, accompanied by an evaluative report that should be presented to an audience so that learners can discuss their business idea as well as the feasibility of it.



Learners could plan, conduct and analyse market research that can be used to generate ideas for becoming self-employed in the sports industry. Learners must then design and complete their own professional and strategical business plan, using the most suitable format for their business, which can be a service or product. The plan must include an analysis of the results from their market research. Learners must draw valid conclusions from their market research, demonstrating business opportunities in sport and physical activity.

Learners must also produce a report that reviews their strategic plan, highlighting strengths and recommending improvements. To achieve Distinction criteria, learners will show significant development in their self-employment plan and key information will inform the direction of the self-employment plan that will strategically target a market and opportunity. The plan and strategy will be presented fluently along with a critical review of the feasibility of the plan.



Getting started

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

Introduction
<p>Introduce this unit by explaining that the unit gives learners the knowledge and understanding of becoming self-employed in the sports industry. Introduce the concept of market research used to generate ideas for business opportunities and to highlight gaps in the market, and local and national trends. Explain the role of business plans and the need to identify the intricacies of running a small business. Finally, provide an overview of the assessment process for the unit to give learners an insight into what will be expected of them to achieve the unit.</p>
Learning aim A: Explore self-employment within the sports, fitness and outdoor activities industry
<ul style="list-style-type: none">• Learning aim A is designed to introduce learners to the different roles and types of self-employment in the sports industry and the legal implications associated with these careers, using the unit specification as a resource. Outline the nature of the assessment task that learners will be expected to complete.• For A1, learners should be given the opportunity to research the different types of self-employment as well as the trading practices for each. They could also generate ideas by thinking of the types self-employment they have encountered themselves within the industry and what they would like to do in future, as well as gathering ideas from their peers.• For A2, learners must be able to identify the necessary personal characteristics, attitudes, behaviours and abilities that are needed to be successful in self-employment. This can be done by highlighting specific roles then identifying the key traits required for each. Activities may include individual research, paired activities and class discussions to gather further insight into each role and the necessary requirements.• This topic area would benefit from a visit to a location or sports club/facility. Examples of potential visits are:<ul style="list-style-type: none">- a venue that has hosted a major sports event- a major sports centre- centres or locations that have self-employed people working within their environment (e.g., gym instructors, coaches, health adviser etc.). <p>(NB: The visit should allow learners to observe people working in different organisations/types of work in a role that has management responsibilities. This will give learners an insight into the roles and responsibilities of self-employed worker. Learners must also investigate the sector requirements and specialist training involved in different roles in the sports industry.)</p> <ul style="list-style-type: none">• For A3, learners should review customer and client needs within the industry. This is best suited to market research being completed in their local area to identify key needs such as customer demographics, future needs and changes in customer habits and how to retain customers. This will also enable learners to establish how much they are willing to pay for services, types and levels of service they expect and how to maximise their experience.• For A4, learners need to be able to identify the specific roles that may be available to them in self-employment; this can be completed either through self-reflection as to the types of



roles they have experienced contact with, or through research to define the different roles as well as their function within specific working environments. Guest speakers can be used to provide detail for specific roles within the sector in order to highlight the necessary skills, knowledge and abilities needed to succeed in each role.

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

- Learning aim B 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. Introduction to the learning aim should incorporate an overview of the key topic areas for learning aim B as outlined in the unit specification, and the nature of the assessment task that learners will be expected to complete.
- For B1, learners should be able to identify different sources of finance that would be available to a start-up business. Learners could research the financial implications for a selected role and any funding opportunities available to people working in that role.
- For B2, can be delivered in conjunction with topic area B1. Topic B2 will allow learners to develop an awareness of the legislation and financial regulations that exist in their country including: tax, legislation relating to working with customers, health and safety, indemnity and insurance, registration with professional bodies/organisations, standards and codes of conduct and local and international guidelines on developing fitness or welfare products and services.
- Learners should consider salary, fees and tax, funding opportunities, the cost of finding and leasing premises, supply chains, qualifications and insurance required for the role, which could be completed either through individual or paired research as well as class discussions.
- For B3, learners must be able to produce a strategy and business plan to support future aspirations in self-employment. Learners must be able to undertake appropriate market research to identify local needs as well as trends in sports and business opportunities in their local area. Initial research can be undertaken in a variety of ways including online research as well as generating primary research data through questionnaires or interviews. From this research, learners will then be able to identify suitable business opportunities in their area.
- Learners will then need to develop a business plan and strategy for a self-employed role of their choice in the sport and physical activity sector. This process should be supported by the use of business plan templates to allow learners to identify the key details that they must provide in such documentation. 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.

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

- Learning aim C is designed to prepare learners to present and critically evaluate their strategy and business plan that they will have developed for the assessment of learning aim B.
- For C1, learners should be able to identify the key areas/ideas of the business plan and strategy that should be presented in order to share their business concept 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.

- For C2, 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.



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

This unit links to:

- Unit 2: Careers in the Sport and Active Leisure Industry
- Unit 10: Business and Technology in Personal Training.
- Unit 12: Sports Tourism
- Unit 14: Marketing Communications
- Unit 19: Sport and Leisure Facility Operations
- Unit 30: Organising Events in Sport and Physical Activities.

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

Wong, G.M. – *The Comprehensive Guide to Careers in Sport, 2nd edition* (Jones and Bartlett Learning, 2012. ISBN-10: 1449602037, ISBN-13: 978-1449602031.

Videos

TED-Ed offers a variety of relevant education videos. Search online for 'TED-Ed'.

Websites

<https://www.Barclays.com> area of website dedicated to writing a business plan as well as providing templates and support for this process.

<https://careers-in-sport.co.uk> overview of self-employed job roles in the sector.

<https://www.citizensadvice.org.uk> guidance and support on all aspects of finance available to individuals as well as new businesses.

<https://www.Entrepreneur.com> section detailing how to write a business plan.

<https://www.Gov.uk> support for legislation, business planning key areas as well as business plan ideas and templates.

<https://www.PrincesTrust.co.uk> area dedicated to supporting the process of business planning and blank templates.

<https://www.prospects.ac.uk> overview of self-employed sector job roles.

<https://www.sportsmanagement.co.uk> overview of self-employed sector job roles.

<https://www.uksport.gov.uk> overview of self-employed sector job roles.

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.