

<b>Unit title</b>	Unit 37: The Liverpool Coach - Employability Skills
<b>Guided learning hours</b>	30
<b>Number of lessons</b>	15
<b>Duration of lessons</b>	2 hours
<b>Links to other units</b>	
<ul style="list-style-type: none"> <li>• Unit 5: Self-employment in Sport and Physical Activity</li> <li>• Unit 38: Coaching Football The Liverpool Way.</li> </ul>	

<b>Key to learning opportunities</b>			
<b>AW</b>	Assignment writing	<b>RS</b>	Revision session
<b>GS</b>	Guest speaker	<b>V</b>	Visit
<b>IS</b>	Independent study	<b>GW</b>	Group work



Lesson	Topic	Lesson type	Suggested activities	Resources
<b>Learning aim A:</b> Explore the principles of employability				
1	Unit introduction <b>A1</b> Skills and values employers look for when recruiting	GW	<p>Note: in delivering this unit, there are opportunities to bring in guest speakers, e.g. coaches of local sports teams or clubs who can present their experiences to the learners as well as lead practical sessions. Alternatively, or in addition, you could arrange visits to observe them in action.</p> <ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> inform learners about the learning aims and the number of assignments to be completed, making reference to the unit specification and the content to be covered.</li> <li>● <b>Tutor Presentation:</b> introduce the concept of skills and values that employers may look for. Ask learners if anyone has experience of working/applying for any work or volunteer roles.</li> <li>● <b>Whole class discussion:</b> discuss what employers are looking for – led mainly by those who have experience of work/applying for work. Did the expectations vary between the different types of jobs applied for? Where there any specific skills or values that the employers were looking for?</li> <li>● <b>Tutor presentation:</b> introduce the general skills and values of employability.</li> <li>● <b>Small group work:</b> learners research each of the general skills and values coming up with an example for each. What do these mean and how can they be applied to the workplace? Learners to research and present their findings to the rest of the group.</li> </ul>	Computer/internet access



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			<ul style="list-style-type: none"> <li>● <b>Plenary:</b> question and answer session focused upon the organisational structure and role in organisation of assistant coaches with focus on the key elements of each.</li> </ul>	
2	<b>A1</b> Skills and values employers look for when recruiting	IS	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> Recap the learning from the previous lesson. What are the general skills and values that employers look for when recruiting?</li> <li>● <b>Independent study task:</b> learners to work independently to answer the following question: what is the difference between the general skills and values and the skills and values expected from LFC coaches?</li> <li>● <b>Tutor presentation:</b> play learners the YouTube clip of the values of LFC. Learners should focus on the values – what are they and why are they important? Share with learners the LFC coach skills checklist.</li> <li>● <b>Independent study:</b> create a visual representation of the LFC values. Present these in a way that would help others learn the values and their importance (ambition, commitment, dignity and unity).</li> <li>● <b>Practical session:</b> lead learners in a practical session that uses the LFC coach skills checklist. Stop learners at key points to explain how the checklist is being utilised.</li> <li>● <b>Plenary:</b> learners to discuss how the LFC coach skills have been implemented – what did they look like?</li> </ul>	YouTube clip: <a href="https://www.youtube.com/watch?v=zo4PKeV11CM">https://www.youtube.com/watch?v=zo4PKeV11CM</a>  Sports equipment Sports hall access/outdoor area
3	<b>A2</b> Volunteering and work experience	GS GW	<ul style="list-style-type: none"> <li>● <b>Guest speaker:</b> a coach from a local sports club should be invited into the centre to speak to learners about volunteering and work experience. They should explain the importance of this in</li> </ul>	Guest speaker



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	A3 Special considerations		<p>developing employability skills and share their own journey in gaining their current success within their role.</p> <ul style="list-style-type: none"> <li>• <b>Small group work:</b> learners to work in small groups to create a leaflet explaining the importance of volunteering and work experience. They should aim this at younger students.</li> <li>• <b>Tutor presentation:</b> introduce special considerations and their importance to be successful within coaching. Ensure this is specific to the country that the learners reside in.</li> <li>• <b>Independent study:</b> write an explanation of the importance of special considerations. Include the different aspects that any coach must consider when starting out in the industry.</li> <li>• <b>Plenary:</b> recap the importance of volunteering, work experience and special considerations. Ensure learners are clear of key terminology e.g. safeguarding.</li> </ul>	
<b>Learning aim B:</b> Examine the requirements of pursuing a coaching career				
4	B1 National Governing Bodies (NGBs)	GW	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> introduce the learning aim and explain what an NGB is. Ask learners to come up with as many NGB's as possible – how many can they name? Can they also identify the sport or are they just names that they have heard of?</li> <li>• <b>Class discussion:</b> lead a class discussion about what these NGB's do – what is their purpose? Are they different for different sports and different countries?</li> <li>• <b>Tutor presentation:</b> look at the Football Association (FA) as a case study. Introduce this to learners and discuss how the FA works –</li> </ul>	Computer/internet access



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			<p>what is its purpose etc. Lead an in depth look into the FA using the teacher resources.</p> <ul style="list-style-type: none"> <li>● <b>Small group work:</b> split the group into small groups of 2 or 3. Ask learners to research an alternative NGB. They should consider the following:                             <ul style="list-style-type: none"> <li>- The structure</li> <li>- The qualifications required to coach</li> <li>- Any additional requirements that the NGB has</li> <li>- How the NGB uses or encourages development plans</li> <li>- CPD</li> <li>- Their use of role models</li> <li>- How a coach can use this NGB</li> </ul> </li> <li>● <b>Small group work:</b> add two small groups together and ask them to share their findings with the other group. (Ensure the two groups were researching different NGB's).</li> <li>● <b>Plenary:</b> question and answer session on what an NGB does asking learners to elaborate on their responses with examples from the NGB they were researching.</li> </ul>	
5	<p><b>B2</b> Demographic of those being coached</p> <p><b>B3</b> Breadth of opportunity for football coaches</p>	IS GW	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> introduce what is meant by the term demographic. Ensure learners understand that, for the purposes of this unit, means age, gender, culture and language.</li> <li>● <b>Independent study:</b> learners to write their own ideas as to how they could consider different demographics when coaching. What different strategies could they implement their ideas? What might they change about their approach?</li> </ul>	Computer/internet access



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			<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> introduce the breadth of opportunity for football coaches. What does each area mean?</li> <li>● <b>Small group work:</b> split the group into 7 smaller groups. Give each group an 'area of opportunity'. The group should research the area. What does it mean? What opportunities are there for a coach to work with this group? How would a coach deal with the group and would this be different to dealing with another group? Learners should produce a variety of activities that they might use for their group of players. Learners should consider what the coach may do differently when working with this group and explain why. They should also consider how they could gain experience of working with the group identified.</li> <li>● <b>Plenary:</b> discuss the findings of the class. Allow sufficient time for all groups to feed back to the class.</li> </ul>	
6 - 7	<b>Assignment 1</b>	AW	<ul style="list-style-type: none"> <li>● <b>Assignment writing:</b> learners work independently to prepare and produce assessment evidence for learning aims A and B. This should include:                             <ul style="list-style-type: none"> <li>- A written report of the general principles of employability</li> <li>- An examination of the skills and values of an LFC IA coach and the role of the NGB and player demographic on this</li> <li>- A compare and contrast of an LFC IA coach to a non-LFC IA coach.</li> </ul> </li> <li>● Learners should be provided with the assignment brief and access to their class notes to help them in producing their evidence.</li> </ul>	Assignment brief Previous class notes



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<b>Learning aim C:</b> Examine how employers apply The Liverpool Way ethics and values				
8	<p><b>C1</b> The Liverpool Way Values and Ethics</p> <p><b>C2</b> LFC as an employer</p>	IS	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> introduce the Liverpool Way ethics and recap the values discussed earlier in the unit (lesson 2). Provide learners with an overview as to what these are and the purposes of the ethics and values outlined by LFC.</li> <li>• <b>Independent study:</b> learners to research The Liverpool Way ethics and values. They should create a leaflet that provides clear information on what each is. For the ethics, learners should research their moral purpose, Red together and the social responsibilities of LFC (community projects etc.). For the values, learners should research in more depth ambition, commitment, dignity and unity. They should ensure they clearly understand each of these and how an LFC IA coach would implement each.</li> <li>• <b>Class discussion:</b> following the independent study that learners have undertaken, lead a class discussion focusing on how LFC can apply the Liverpool Way values to recruitment, CPD and on behaviour. Learners should apply their research to the discussion to demonstrate their understanding as well as providing ideas to the whole group.</li> <li>• <b>Plenary:</b> learners to have a discussion with a partner sharing their findings and how they believe The Liverpool Way values can be applied.</li> </ul>	Computer/internet access
9	<p><b>C2</b> LFC as an employer</p> <p><b>C3</b> The role of sport in developing employability skills</p>	GW	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> introduce the LFC coach accreditation process – use one of the IA websites to help share the overview of the process.</li> <li>• <b>Group work:</b> work with a partner to research the LFC coach accreditation process in detail. Find out:</li> </ul>	<a href="https://www.lfcinternationalacademyma.com/about/coach-profiles/coach-accreditation/">https://www.lfcinternationalacademyma.com/about/coach-profiles/coach-accreditation/</a>





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			<ul style="list-style-type: none"> <li>- An authentic LFC experience</li> <li>- How they ensure worldwide consistency</li> <li>- What the education process focuses on</li> <li>● <b>Practical session:</b> lead learners in a practical session with theoretical input. Focus upon how sport can develop employability skills. How can it do this? Consider the different employability skills. Learners should consider how they are able to understand and develop each of the key behaviours as well as the need for CPD no matter what your experience/strengths/areas for improvement etc.</li> <li>● <b>Plenary:</b> allow learners the opportunity to make notes of their learning during the practical session. How could employability skills be developed through sport and why is CPD important for all coaches?</li> </ul>	Sports equipment Sports hall access/outdoor area
10 - 11	Assessment of learning aim C	AW	<ul style="list-style-type: none"> <li>● <b>Assignment writing:</b> learners work independently to prepare and produce assessment evidence for learning aim C.                             <ul style="list-style-type: none"> <li>- A written report focused upon the LFC coach accreditation process.</li> </ul> </li> <li>● Learners should be provided with the assignment brief and access to their class notes to help them in producing their evidence.</li> </ul>	Assignment brief Previous class notes
<b>Learning aim D: Demonstrating employability skills</b>				
12	<b>D1</b> The application process <b>D2</b> Preparation for interview	IS GW	<ul style="list-style-type: none"> <li>● <b>Independent study:</b> as learners enter the lesson, provide them with a few websites (specific to your country) and ask them to search for a job that they would like to apply for. Learners should explore the role and read the advertisement thoroughly.</li> </ul>	Computer/internet access

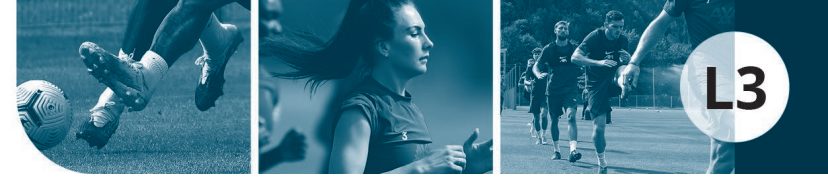




Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> introduce learners to the application process. Discuss how to apply for a job in the modern world. Where do they look and what are they looking for? Discuss the roles that they have found. What key information is included? Discuss the CV/resume and covering letter to 'sell' themselves.</li> <li>• <b>Independent study:</b> learners to create a CV/resume as well as producing a letter of application. They should prepare these documents in relation to the advertisement that they found at the start of the lesson. Learners should ensure that the covering letter addresses the key points highlighted in the advertisement.</li> <li>• <b>Tutor presentation:</b> Introduce interviews. What goes into an interview and how to prepare for one? Focus upon document preparation and answering questions.</li> <li>• <b>Small group work:</b> learners to work in pairs to find/create 5 interview questions. They should work together to create the questions and then prepare their own answers to these questions.</li> <li>• <b>Plenary:</b> recap the application process and ensure all learners have 5 interview questions prepared. Ask learners to share some of their interview questions.</li> </ul>	
13	<p><b>D2</b> Preparation for interview</p> <p><b>D3</b> The interview process</p>	IS GW	<ul style="list-style-type: none"> <li>• <b>Small group work:</b> As learners enter the lesson, ask them to work with their partner from last lesson and to interview each other using the questions that they created and prepared answers for.</li> <li>• <b>Tutor presentation:</b> Introduce other aspects of interview preparation – research of the position, of the wider organisation and expectations. Discuss the dress codes and special requirements.</li> </ul>	Computer/internet access



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			<ul style="list-style-type: none"> <li>● <b>Independent study:</b> learners to use the job advertisement that they found at the start of last lesson or a new advertisement. Learners should research the role and the wider company. Learners to write down 10 points to remember about the company and the role.</li> <li>● <b>Tutor presentation:</b> introduce a typical LFC interview and personal presentation that is widely accepted at interview.</li> <li>● <b>Independent study:</b> your tutor will provide you with a role at LFC IA. You should prepare your documentation to apply for this role. Ensure your CV/resume and letter of application are to the required standard, carry out some research in the role and LFC, then prepare answers to some key questions.</li> <li>● <b>Small group work:</b> work with a partner to interview each other with a focus upon the information provided in their CV/resume and letter of application.</li> <li>● <b>Plenary:</b> recap the process of preparing for and being interviewed.</li> </ul>	
14 - 15	Assessment of learning aim D	AW	<ul style="list-style-type: none"> <li>● <b>Assignment writing:</b> learners work independently to prepare and produce assessment evidence for learning aim D.                             <ul style="list-style-type: none"> <li>- A written report on the employability of young people.</li> <li>- Completion of the employability process e.g. application form, interview and evaluation of own performance.</li> </ul> </li> <li>● Learners should be provided with the assignment brief and access to their class notes to help them in producing their evidence.</li> </ul>	Assignment brief Previous class notes



*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 students to access them through the school/college intranet.*