unitA

BTEC Level 3 Nationals in Sports Coaching and Development (2019 Specification)

90 Guided Learning Hours  
42 Lessons

this resource covers:

Unit A: Careers in the Sport and Active Leisure Industry

Links to other units:

**Unit B:** Health, Wellbeing and Sport

**Unit C1:** Developing Coaching Skills

**Unit D1:** Applied Coaching Skills

**Unit E:** Research Project in Sport

**Unit 2:** Self-Employment in Sport and Physical Activity

Careers in Tennis

**Tennis is a global sport with a range of professional opportunities. According to the International Tennis Federation there are approximately 87 million tennis players across the world, and over 4 million people play annually in Great Britain according to LTA data.**

Grand Slam events regularly attract in excess of 9 million viewers. There are tennis venues across the country;   
ownership and management of courts varies and includes:

* Local Authority
* Leisure companies
* Community tennis clubs often managed by volunteers

The vision of the LTA is to see “Tennis Opened Up” and grow tennis by making it relevant, accessible, welcoming and enjoyable to for all. Our programmes are designed to attract and retain different participant groups and are committed to breaking down barriers to participation.

The LTA has approximately 300 employees working in roles within Participation, Performance (coaches, sports scientists, psychologists, physiotherapists, nutritionists and lifestyle advisors), Major Events, Marketing and Commercial, Property,   
Coach Development and Business Support (i.e. Finance, Legal, HR, IT) <https://www.lta.org.uk/about-us/lta-careers/>

Within GB there are c.6000 professional tennis coaches. Coaches may be self-employed, employed by a tennis or leisure centre or a tennis operator. Coaches join the LTA Coach Accreditation scheme which provides support to coaches and their businesses as well as providing a stamp of approval recognised by the industry. In order for coaches to be accredited they   
must have up to date first aid and DBS demonstrating they are safe to practice.

| **Lesson** | **Topic** | **Activities** | **Resources** |
| --- | --- | --- | --- |
| **Learning Aim A:** Examine the organisation of the sport and active leisure industry and its provision in the UK | | | |
| 1 | **A1 Organisation and structure of sport and active leisure in the UK**   * **Organisation** | Introduce learners to the unit, its aims and assessments.  Lead a class discussion about the organisation of sport in the UK. Learners should consider sports participation and sports development, funding, grass roots development and professional sports performers’ participation.  Learners should use examples from their own experiences and draw upon examples from tennis, and other sports.  Ask learners to research the different sources of funding available to support tennis and other sporting activity.  Learners should investigate how sport is funded and how funding impacts the aims and objectives of the sport.  Learners should research information and recent examples  for the following: support for grass roots activity, elite performance and commercialism. Learners should also draw from their own experiences in tennis and other sports. | * Slides 1,2,3 * Internet access and computers |
| 2 | **A1 Organisation and structure of sport and active leisure in the UK**   * **Sectors in the industry** * **Structure of sport  in the UK** | Learners work in pairs and discuss the different sectors  within sport and active leisure; they should consider the organisations within these sectors, their aims and how they  are funded. Learners should provide examples from tennis and other sports.  Thinking about their local area learners should identify examples of organisations from each of the four sectors (public, private, voluntary, public/private partnership (PPP)) and explain why they are good examples of these sectors. Learners could use this information to produce a leaflet which details the different organisations, their type, how they are structured, their aims and provision (what they offer) in their local area.  You could arrange a centre visit to a local leisure centre or tennis club where learners could explore the organisation,  how it is structured, where funding comes from and their aims. It would be useful to have a talk or Q+A session with a manager or senior coach from the centre. | * Slide 4 * Centre visit |
| 3 | **A1 Organisation and structure of sport and active leisure in the UK**   * **Department for Digital, Culture, Media and Sport (DCMS).** * **Sports Councils** * **UK Sport** * **British Olympic Association  (Team GB)** * **National  Governing Bodies** | Introduce learners to the organisations involved with sport  and active leisure: Department for Digital, Culture, Media  and Sport (DCMS), Sports councils, UK Sport, British  Olympic Association (Team GB) and National Governing Bodies (NGBs).  Ask learners to identify the organisations’ role, aims and how they are funded.  You could ask learners to work in pairs or small groups to carry out research into one of the organisations involved with sport. Learners must consider how the organisation:   * supports performance athletes * develops and encourages participation * develops talent * promotes health benefits * governs and sets standards within the sport * promotes the sport * is funded and its commercial interests   Each group should use this information to produce a fact sheet about their organisation. The fact sheets can then be shared with the class so that all learners have a set of notes about each organisation.  Useful weblinks:  Department for Digital, Culture, Media and Sport (DCMS): <https://www.gov.uk/government/organisations/department-for-digital-culture-media-sport>  Sport England: <https://www.sportengland.org>  Sport Scotland: <https://sportscotland.org.uk>  Sport Wales: <https://www.sport.wales>  Sport Northern Ireland: <http://www.sportni.net>  UK Sport: <https://www.uksport.gov.uk>  British Olympic Association (Team GB): <https://www.teamgb.com>  National Governing Bodies e.g.: <https://www.lta.org.uk> | * Slide 5 |
| 4 | **A2 Scope and provision of the sport and active leisure industry**   * **The size, breadth  and geographic spread of the sports industry locally and nationally, and factors that affect sports provision and employment opportunities** | Introduce learners to the size, breadth and geographic spread of the sports industry locally and nationally, and factors that affect sports provision and employment opportunities.  Ask learners to compare a tennis club / venue in a small  village to one in a major city. You should ask learners to compare the ‘scope’ – size, breadth, geographic spread  and employment opportunities and the ‘factors affecting participation’ – funding, demand / need and population.  Ask learners to make conclusions about the scope and  factors affecting participation in different areas of the UK, locally and nationally. | * Slide 6 * Internet access and computers |
| 5 | **A2 Scope and provision of the sport and active leisure industry**   * **Sport and active leisure industry  data, economic significance,  number of jobs  in the industry** | Ask learners to discuss employment opportunities in tennis and the wider sports industry. Learners should consider the number of people employed in different roles within the sports industry, the type of work, and research information to demonstrate the economic impact of the sports industry.  Tennis is one of the few sports where coaching can offer full time employment. Learners should carry out research to explore how many people are employed locally and nationally in tennis and the sports industry. It could be interesting for learners to identify the ages and gender of those working in  the industry.  Learners could explore the types of employment roles available within tennis and the sports industry and compare how these may differ.  You could arrange for a visit to a local tennis club / venue to enable learners to explore the different employment roles and to investigate the economic importance of the centre to the local people. | * Slide 7 * Internet access and computers * Centre visit |
| 6 | **A2 Scope and provision of the sport and active leisure industry**   * **Geographical factors** | Lead a class discussion about the geographical factors that impact the scope and provision of the sport and active leisure industry. Learners should identify the geographical impact of tennis. How does tennis impact the environment locally and nationally? What is the impact of travelling to tournaments, or the impact of building a new tennis facility? How can tennis have a positive impact on the environment, encouraging fitness (walking and not using cars), car sharing  to training and tournaments, planting more trees when  facilities are developed?  Useful weblink: Wimbledon Master plan: <https://cdn.rt.emap.com/wp-content/uploads/sites/4/2019/10/30120553/51-W2020-master-plan-prospectus-1-1.pdf> | * Slide 8 |
| 7 | **A2 Scope and provision of the sport and active leisure industry**   * **Socio-economic factors** | Lead a class discussion about the socio-economic factors that impact the scope and provision of tennis and the wider sport and active leisure industry. Learners should discuss examples from their local area and nationally. They should use their own experiences to help provide examples e.g., how they have been influenced by trends and fashions such as wearing sports clothes or taking part in activities / sports.  Learners work individually or in pairs to explore how  socio-economic factors impact tennis and other sports in a positive or negative way. For example, are all sports equally accessible to all socio-economic groups? Has tennis been positively or negatively impacted by trends and fashion?  What types of employment are available in tennis and other sports? Learners could use this information to produce a  report on the socio-economic impact on the scope and provision of tennis in the UK. | * Slide 9 |
| 8 | **A2 Scope and provision of the sport and active leisure industry**   * **Seasonal factors** | Ask learners to identify different examples of seasonal  factors affecting the scope and provision of tennis (and other sports). Learners should think about their own experiences in tennis and the scope and provision for tennis in the local area and nationally.  You could arrange a centre visit or a visit to a local town, or area of a city. Learners are given the opportunity to identify the opportunities for tennis (and other sports) in the area. Learners should identify the range of activities available and when (seasonal variations). Learners should use this information  to explain the impact of seasonal factors on the scope and provision of tennis in their local area. For example, summer tennis camps – timetabled for the summer so that outdoor courts can be used as the weather is better and children  are off school for the summer holidays. | * Slide 10 * Centre or area visit |
| 9 | **A3 Participation in  sport and active leisure in the UK**   * **Types of participants and target populations** | Lead a discussion about the different types of participants and target populations. Ask learners to identify common traits for each group, characteristics which allow the people in the group to be grouped together. Ask learners to discuss the purpose of grouping participants – allows activities to be targeted, ensure activities are appropriate and suitable for the group, enables data to be collected and analysed to identify groups which need more provision.  Learners could work individually or in pairs to investigate  the scope and provision for tennis (and other sports) for  each group:   * women * older adults * young people * social inclusion groups * low socio-economic groups * people with seen and unseen disability * LGBT+ * ethnic groups   Learners should consider scope and provision locally and nationally. They could suggest how the scope and provision could be improved for some groups if they identify a need. | * Slide 11 |
| 10 | **A3 Participation in  sport and active leisure in the UK**   * **Reasons for participation** | In pairs ask leaners to produce a mind map which contains the reasons for participation in tennis (and other sports/activities). Learners should think about the reasons why they participate, why their friends and family do, and which groups these people fit in to. Learners may find common reasons for each group’s reasons for participation. For example, young people might commonly participate in tennis to improve their sporting performance whereas older adults may participate for enjoyment and social inclusion. | * Slide 12 |
| 11 | **A3 Participation in  sport and active leisure in the UK**   * **Barriers to participation** | Lead a class discussion about the reasons why people  cannottake part in sport and active leisure, and the barriers  to participation.  Ask learners to identify the barriers to participation which prevent them from regularly taking part in a sport or activity. Learners should consider reasons such as:   * time * financial resources * fitness * ability * lifestyle * medical conditions * gender * race * religion   Ask learners if their reasons are similar each other; would those reasons be the same for their family members and for different groups of people?  Working in pairs, ask learners to identify potential solutions to each barrier. For example, if financial resources are a barrier to participating in tennis, having a loan system for rackets and balls may be a solution. | * Slide 13 |
| 12 | **All of Learning Aim A** | Assessment Learning Aim A: time allocated for learners to write notes and to prepare for Assignment 1. (Assignment 1 covers Learning Aim A).  Recommended assessment approach - a presentation about the organisation of sport, issues affecting participation and spectatorship in the UK and recommendations on how participation and spectatorship could be improved. | * Internet access and computers, textbooks and journals. |
| **Learning Aim B:** Investigate careers in the sport and active leisure industry | | | |
| 13 | **B1 Careers and job roles in the sport and active leisure industry**   * **Job roles** | Lead a class discussion about the range of job roles within tennis and the sport and active leisure industry. Ask learners to explore job roles that they may have had or have, and those which they aspire to.  Learners could work on their own to research job roles within the following areas:   * sports development * leisure management * sport and exercise science * coaching   Learners could explore the LTA website and other job sites to identify the range of job roles available in tennis and other sports. Learners could use this information to make a factsheet to demonstrate the range of job roles.  Useful weblink: <https://www.lta.org.uk/about-us/lta-careers/> | * Slide 14 * Internet access and computers |
| 14 | **B1 Careers and job roles in the sport and active leisure industry**   * **Career pathways** | Ask a guest speaker to talk about their career pathway, for example a tennis coach, physiotherapist or sports development officer. The guest speaker should discuss their career pathway, progression routes and any successive jobs in different pathways. Learners should be encouraged to ask questions and make notes during the talk. Learners could make notes using the following headings: roles available in tennis (or other sports), the skills required, experience and qualifications needed for the roles, organisational memberships, any specific skills or training required for the role. | * Slide 15 * Guest speaker |
| 15 | **B1 Careers and job roles in the sport and active leisure industry**   * **Job descriptions  and personal specifications for sports industry jobs** | Ask learners about the different types of employers in  the sports sector (public, private, voluntary, third sector, public/private partnerships). Discuss the types of jobs  available in these sectors.  Show learners a video of LTA employees in a variety of roles and the key skills they need: <https://vimeo.com/740364159>  Give learners examples of job descriptions and person specifications (or ask them to research them online). Learners should identify common skills, qualities, and requirements (education, experiences) for different roles. Individually learners could compare their own skills to those required  in the job descriptions for different roles.  Examples of job descriptions can be found at:  <https://www.lta.org.uk/workforce-venues/coach-teach/tennis-coaching-jobs/>  <https://www.uksport.gov.uk/jobs-in-sport/search-all-vacancies>  <https://www.sport.wales/careers/latest-vacancies/> | * Slide 16 * Examples  of job descriptions |
| 16 | **B1 Careers and job roles in the sport and active leisure industry**   * **Local employers and national employers** | Ask learners to identify the types of sport and active leisure industry employers at national and local level. Learners  could consider if they are in the public, private, voluntary  or third sector.  Learners work in pairs to research employment in the sport sector and to identify data to show the breadth of employment (number of employees, age, gender and location). Learners should research large sports organisations and bodies who employ people both locally and nationally, such as Sport England / Wales / Northern Ireland, the LTA, UK Sport and Local Authorities. | * Slide 17 * Internet access and computers |
| 17 | **B1 Careers and job roles in the sport and active leisure industry**   * **Sources of information on careers in sport** | Working individually, learners should carry out internet research to identify career and job roles in tennis and the sports industry. Learners should explore roles within the following areas:   * Coaching * Exercise and fitness * Sports development * Leisure management * Sports journalism * Sport and exercise science   Learners should identify the availability, location and requirements for different roles. | * Slide 17  and 18 * Internet access and computers |
| 18 | **B1 Careers and job roles in the sport and active leisure industry**   * **Definitions of types of employment and practical examples across different sports sectors and career pathways, locally and nationally** | Ask learners to produce definitions for the following terms:   * full time * part time * fixed-term contract * self-employment (independent and subcontracted) * zero-hours contract * apprenticeships   Ask learners to develop these definitions by giving examples from tennis and other sports. For example, an LTA senior coach works full-time, a physiotherapist can be self-employed, a grounds person can be employed as an apprentice.  Learners could work in small groups to discuss the different types of employment in tennis and the sports sector in their local area and nationally. Are there any common trends?  What type of employment do different roles often have e.g.,  are coaches usually contracted or self-employed; are administrative roles permanent or fixed term; what type of employment exists for those working at the major events? | * Slide 19 * Textbooks and dictionaries * Internet access and computers |
| 19 | **B2 Health and  safety at work and employment law**   * **Health and Safety  at Work legislation and Employment legislation** | Introduce learners to the following:   * Health and Safety at work legislation – Health and safety at work act 1974 * Employment legislation – Employment rights act 1996, National minimum wage act 1998, employment relations  act 1999, the equality act 2010, agency workers  regulations 2010   Learners need to be aware of these legislations,  their aims and role.  Learners work in pairs and allocate a legislation for them to research. Learners could use textbooks to identify information about H&S and employment legislation. With their findings learners could produce a brief report which explains the purpose of the legislation, it’s aim and how it must be followed by employers and employees.  Useful weblink: <https://www.legislation.gov.uk> | * Slide 20 * Textbooks * Internet access and computers |
| 20 | **B2 Health and  Safety at Work and employment law**   * **Contracts of employment** * **Termination of contract and  notice period** * **Wages** * **Working time regulations** * **Dismissal** * **Appeals procedures** * **Representation and trade unions** | Arrange a guest speaker to talk about their role within recruitment and human resources. The guest speaker  should work in human resources and be able to share their knowledge of the following:   * Contracts of employment * Termination of contract and notice period * Wages * Working time regulations * Dismissal * Appeals procedures * Representation and trade unions   Learners should be encouraged to ask questions and take notes to enable them to develop an understanding of this  topic. Learners need to be aware of the rights of the  employee and the employer. | * Slide 21 * Guest speaker |
| 21 | **B3 Safeguarding and protection of children, young people and vulnerable adults in sport and active leisure**   * **Safeguarding** * **People that safeguarding  applies to** * **Child protection** * **Safeguarding and protecting children legislation** * **Loco parentis** | Ask learners to discuss safeguarding, what it is and why  it is important.  Learners should produce a set of definitions for the  following terms:   * Safeguarding * Children * Vulnerable adults * Child protection * Loco parentis   Ask learners to research safeguarding and protecting  children legislation – the Children Act 1989, Children Act  2004, the Care Standards Act 2000, Safeguarding Vulnerable Groups Act 2006, the Children and Social Work Act 2017.  Learners need to be aware of the purpose of these legislations and how employers and employees must comply with them.  You could ask a guest speaker to talk about their role in safeguarding and child protection. An example of a guest speaker could be your college / centre faculty manager,  college / centre safeguarding officer. They should be able  to share information about safeguarding legislation and  how they ensure that their rules are implemented.  Useful weblink: <https://www.legislation.gov.uk> | * Slides 22 and 23 * Internet access and computers * Guest speaker |
| 22 | **B3 Safeguarding and protection of children, young people and vulnerable adults in sport and active leisure**   * **Types and indicators of abuse** | Ask a guest speaker to talk about their role in safeguarding and child protection. An example of a guest speaker could be a teacher or the college / centre safeguarding officer. They should be able to share information about identifying signs of abuse and safeguarding issues. It would be useful if the guest speaker could describe case studies to show how types of abuse can be identified and how to deal with them.  Learners should be aware of the types and indicators of abuse and understand the importance of safeguarding. | * Slide 24 * Guest speaker |
| 23 | **B3 Safeguarding and protection of children, young people and vulnerable adults in sport and active leisure**   * **Appropriate behaviour around children** * **Inappropriate behaviour around children** | Lead a class discussion about appropriate and inappropriate behaviours around children within sport and active leisure.  Ask learners to consider a continuum from: good practice through to a safeguarding issue and explore how ‘good practice’ could become a safeguarding issue.  Good practice – acceptable behaviour – unacceptable behaviour – poor practice – safeguarding issue  For example, a coach has recently completed safeguarding training, they completed relevant coaching qualifications,  they have collected parental consent forms from all of the children in their session; explain how this scenario could change to unacceptable behaviour, poor practice and then a safeguarding issue.  Ask learners to consider what is in place to promote  good practice and prevent safeguarding issues.  For example, legislation, codes of conduct, safeguarding policies and procedures.  Useful link: <https://www.lta.org.uk/about-us/safeguarding/> | * Slide 25 |
| 24 | **B3 Safeguarding and protection of children, young people and vulnerable adults in sport and active leisure**   * **Poor practice** | Lead a class discussion about ‘Poor practice’; behaviour  which may cause distress to a child or young person. Ask learners to identify examples of poor practice. Learners need  to be aware that the following are examples of poor practice and safeguarding issues:   * failure to act when witnessing possible abuse or bullying * being unaware of safeguarding legislation * spending time alone with young people * physical or humiliating punishments * allowing any form of inappropriate touching * making sexually suggestive comments   Using the bulleted examples above ask learners to produce a short report which contains information and examples of poor practice. Learners should include the impact of poor practice and identify the types of abuse detailed in the examples. | * Slide 26 |
| 25 | **B3 Safeguarding and protection of children, young people and vulnerable adults in sport and active leisure**   * **Procedures to follow if safeguarding or child protection concerns are noted** * **Procedures to follow when responding to  a disclosure** * **Organisation policies and procedures for safeguarding and protecting children** | Learners need to be aware that everyone who works directly with children and vulnerable adults must complete regular safeguarding training and comply with all relevant safeguarding and child protection legislation.  Arrange for a guest speaker to deliver information and case studies about the procedures to follow if safeguarding or child protection concerns are noted and the procedures to follow when responding to a disclosure. The guest speaker could be the college / centres safeguarding officer / lead. It would be beneficial if the guest speaker could discuss their organisations policies and procedures for safeguarding and protecting children, reporting safeguarding and protecting children, developing an organisational safeguarding vision and their centres policies for discipline, complaints and whistleblowing (incorporating safeguarding and protecting children).  Learners need to be aware of the strategic importance of safeguarding and protecting children and the potential risks  of not embedding safeguarding policies and procedures into  an organisation.  Learners must be aware that all organisations will have a designated safeguarding officer or lead and will have policies and procedures in place for raising safeguarding concerns and how to deal with a safeguarding disclosure. The organisational policies and procedures must be followed in line with those of the police and other bodies including social services. | * Slide 27 * Guest speaker |
| 26 | **B3 Safeguarding and protection of children, young people and vulnerable adults in sport and active leisure**   * **Support on safeguarding and protecting children** * **Scope of own and others’ role in safeguarding and protecting children** | Introduce learners to the different organisations who work to support safeguarding and protecting children:   * NSPCC Child Protection in Sport Unit * Keeping Children Safe * UK Sport * NSPCC * Local Authority * Police * Social Services   Learners to work in pairs and allocate each pair a different organisation. Ask each pair to carry out internet research  about their organisation and to collect information to explain how their organisation supports safeguarding and protects children. The information could be used to produce a factsheet which can be shared with the class so that everyone will have notes about each organisation.  Lead a class discussion about the scope of own and others’ role in safeguarding and protecting children; how this can be carried out and what best practice should be. As a class decide a definition of ‘best practice’ which can be the basis for this discussion. Learners should consider how an organisation can keep up to date with the latest best practice and how they can promote and share best practice with other agencies.  Useful weblinks:  NSPCC Child Protection in Sport Unit <https://thecpsu.org.uk>  Sport England, safeguarding <https://www.sportengland.org/how-we-can-help/safeguarding>  NSPCC <https://www.nspcc.org.uk>  Police safeguarding hub <https://safeguardinghub.co.uk/police-protection-a-practical-guide/> | * Slide 28 * Internet access and computers |
| 27 | **B3 Safeguarding and protection of children, young people and vulnerable adults in sport and active leisure**   * **Ways to develop  an effective safeguarding culture in an organisation** | Lead a class discussion about the ways to develop an effective safeguarding culture in an organisation, what would this look like and what would it include? Learners should consider communication strategies, keeping up to date with best practice and the Disclosure and Barring Service (DBS).  Ask learners to use internet research to identify the  industry standards for safeguarding, DBS, codes of practice, e.g., Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) and Register of Exercise Professionals (REPs).  Learners should also investigate organisational policies and procedures for LTA coaches and roles within tennis venues,  as well as relevant sector-specific legislation that impacts on job roles (for example, working with children).  Useful weblinks:  LTA <https://www.lta.org.uk/about-us/safeguarding-protection/>  CIMSPA <https://www.cimspa.co.uk> | * Slide 29 * Internet access and computers |
| 28 | **All of Learning Aim B** | Assessment Learning Aim B: time allocated for learners to write notes and to prepare for Assignment 2. (Assignment 2 covers Learning Aim B).  Recommended assessment approach - a report evaluating  the different careers and jobs in the sport and active leisure industry, and the associated health and safety at work and employment law. The report should include a detailed review  of working with children, young people and vulnerable adults. | * Internet access, computers, textbooks and journals |
| **Learning Aim C:** Explore recruitment processes for a job role in the sport and active leisure industry | | | |
| 29 | **C1 Personal skills  audit for a career in  the sport and active leisure industry**   * **Job descriptions** | Provide learners with examples of job descriptions or ask them to research them online. Learners should identify common parts of a job description including duties and responsibilities, qualities, qualifications, skills, behaviours and experience required, safeguarding requirements.  Learners write a job description for a role at an organisation. You could identify roles and organisations as a class and allocate them to learners. For example, an LTA Performance Coach, a local authority sports development officer or a Level 2 Instructor at a local tennis club.  Examples of job descriptions can be found at:  <https://www.lta.org.uk/workforce-venues/coach-teach/tennis-coaching-jobs/>  <https://ambition.lta.org.uk/vacancies/vacancy-search-results.aspx>  <https://www.uksport.gov.uk/jobs-in-sport/search-all-vacancies>  <https://www.sport.wales/careers/latest-vacancies/> | * Slide 30 * Examples  of job descriptions |
| 30 | **C1 Personal skills  audit for a career in  the sport and active leisure industry**   * **Producing a  personal skills audit against a selected career pathway** | Introduce learners to skills auditing. Explain why producing a personal skills audit against a selected career pathway is beneficial and can help them identify a clear career pathway  for their dream job.  Learners could discuss how a skills audit can be used for job applications and career planning and how it can enable you to match your skills to those required for a new job. Learners should consider how a skills audit can allow you to identify  any areas where you might need to improve, gain some training or qualifications.  In pairs, learners to carry out a skills audit. This can be  done alongside a job description to help learners to identify  the skills, experiences, and qualifications required.  Learners should compare their own skills against those for their chosen job and identify any areas which need strengthening – this might include gaining further qualifications, work experience or leadership experience. | * Slide 31 |
| 31 | **C1 Personal skills audit for a career in the sport and active leisure industry**   * **Qualities** * **Basic skills** * **Experience** * **Interests and accomplishments** | Introduce learners to qualities, basic skills, experience,  and interests and accomplishments. These different requirements are needed for all jobs; they can make one candidate stand out from another, and can help to show dedication to a job or career.  Learners discuss qualities, basic skills, experience, and interests and accomplishments in small groups. Learners should consider how these can be gained and why they may be needed in a job role. For example, how can you display reliability and why is it needed in a job?   * Qualities: reliability, organisational skills,  commitment, resilience, and empathy. * Basic skills: literacy, numeracy, IT * Experience, sporting, leadership, employment,  job-related employment, volunteer work, travel. * Interests and accomplishments.   Working individually, ask learners to identify the qualities,  basic skills, experience, and accomplishments they have and to identify any areas where they could expand their skills.  Useful video: <https://www.youtube.com/watch?v=qQszzqCllmg>  - skills audit | * Slide 32 |
| 32 | **C1 Personal skills  audit for a career in  the sport and active leisure industry**   * **Qualifications** | Lead a class discussion about qualifications. This should include educational, sector-specific and role specific –  ask learners to give relevant examples of each.  Learners should look at job descriptions and identify the different qualification requirements.  Learners research the qualification requirements for a job role of their choice. Learners could use this information to produce an annotated poster which identifies and explains the qualifications needed for a specific role in the sports sector. | * Slide 33 * A range  of job descriptions * Internet access and computers |
| 33 | **C1 Personal skills  audit for a career in  the sport and active leisure industry**   * **Generic employability skills** * **Specific technical skills, coaching, instructing, leading, working with  specific groups** | Introduce learners to generic employability skills, what are these skills and why they are necessary?  Practical tennis session (red court tennis or full court as appropriate for the learners). Set up and explain Up and  Down the Ladder (p.17 in the [Red Ball Games and Competition](https://www.lta.org.uk/491a20/siteassets/compete/further-education/file/red-ball-tennis-for-fe.pdf) resource). Put learners in teams of 4-6, they will play against another team of 4-6 who are at the opposite end of the court. Teams start standing one behind each other on the baseline.   Learners take it in turns to hit the ball, rotating to  the back of their team after each shot. The ball is feed in underarm by 1 team.   1. Teams work together to achieve the highest rally.  Discuss why cooperation is important. 2. Teams now play competitively to win the point. The team that loses the point place 1 racket down. The team now have to share the remaining rackets to ensure the player  on court has a racket to hit with. Teams continue to play points; each time the team that loses the point place a racket down. A team wins when the other team have lost all their rackets. Learners are not allowed to speak. Discuss why communication is important when working as a team. Play again with learners being allowed to speak. 3. Teams now must have every player in the team touch the ball before hitting it over the net. They can change their positioning on court. Give learners the chance to discuss and problem solve before playing. After playing discuss how they adapted their tactics if required.   Discuss with the teams how they found the different games and scenarios. Did they find it hard to use problem solving skills and was this easier when they could communicate and cooperate with each other? Ask learners to discuss the need for these skills in different jobs in the sports sector.  Discuss specific technical skills with the class. Can they identify examples used by a tennis coach or other role within the sport sector? Learners should consider coaching, instructing, leading and working with specific groups.  Learners need to be aware that there are generic  employment skills which are needed for all roles in the workplace and there are specific technical skills which are  job specific, different for each role and also specific to a role. Ask learners to provide examples of the generic and technical skills needed for two roles of their choice (for example a tennis coach and a PE teacher). | * Slide 34 * Practical tennis session: courts, rackets, balls |
| 34 | **C1 Personal skills  audit for a career in  the sport and active leisure industry**   * **Using a personal skills audit** * **Career development action plan** * **Identification of key timescales** * **SWOT analysis** * **Planning personal development** | Learners should be given the opportunity to produce a career development action plan (CDAP). Learners should use a personal skills audit to produce an action plan towards a tennis or sports and recreation industry career.  Learners should carry out a SWOT (strengths, weaknesses, opportunities, threats) analysis to identify any potential problems with their plan. Learners should ensure that they include the following:   * Aims * Specialism and diversification * Milestones * Measures * Key timescales | * Slide 35 |
| 35 | **C1 Personal skills  audit for a career in  the sport and active leisure industry**   * **Identification of training, educational and experiential aims at these key times and processes to achieve these goals** | Introduce learners to the need to identify training, educational and experiential aims at key times and the processes they  can use to achieve these goals.  Learners should consider the need to identify the  education, qualifications, skills and qualities needed for their chosen career and why they should set short, medium and long-term goals.  Learners should be given the opportunity to work  individually to allow them to reflect on their current skills  and abilities, and career goals.  You could invite learners to share their plans with the class. | * Slide 36 |
| 36 | **C1 Personal skills  audit for a career in  the sport and active leisure industry**   * **Careers guidance and support available, and education choices** * **Professional development activities** | Ask a guest speaker to discuss careers guidance and  support available, and education choices and professional development activities. The guest speaker could be a  careers advisor. Learners should be encouraged to ask questions about professional development activities available for their chosen careers, the opportunity for job-shadowing  and the role of self-reflection.  Learners should make notes during the discussion which  could be used to produce additional information to include in their CDAP. | * Slide 37 * Guest speaker |
| 37 | **C2 Job application processes in the  sport and active  leisure industry**   * **Selection of a job role from a suitable career pathway, identified from  skills audit and career development action plan** * **Job advertisement, with examples of where it could be placed** * **Job analysis** * **Job description** * **Person specification** * **Application form** * **CV** * **Letter of application** | Introduce learners to the job application process. It will be useful to have some job applications printed off to allow learners to investigate this type of document.  In pairs, learners select a job role in a suitable career pathway, using the skills identified from their personal audit and CDAP. Ask learners to prepare the relevant documents for a job application for this role.  Learners must find an example online or produce their own template / example of the following documents:   * a job advertisement giving suitable examples of where it could be placed * job analysis * job description * person specification * application form * CV * letter of application   Learners could apply to job advertisements produced by other member of the class.  Useful weblinks:  <https://ambition.lta.org.uk/vacancies/vacancy-search-results.aspx>  <https://www.indeed.com/career-advice/finding-a-job/how-to-apply-job-online>  <https://www.thebalancecareers.com/how-to-write-a-job-application-letter-2061569> | * Slide 38 * Examples  of CVs, job application forms  and job descriptions * Internet access and computers |
| 38 | **C3 Interview skills required to obtain a career in the sport and active leisure industry**   * **Interview process** * **Formal interview** * **Activities to  complete as part  of an interview** | Lead a class discussion about the interview process.  Ask learners what they think makes up an interview and why.  Explain to learners that the interview process usually  consists of the following:   * Formal interview * Activities to complete as part of an interview: * presentation * meeting with key staff * micro coach * coaching session * activities (timed activities, case studies, inbox  activities, speed dating)   In small groups carry out role play tasks where one person is the candidate to be interviewed and the others are members  of the interviewing panel. Ask learners to write the interview questions and plan activities, before conducting the role plays. It may be useful to plan the role plays in one lesson and then carrying out the role plays in the following lesson.  You could allocate job roles to the groups so that they can appropriately prepare a range of different interview questions and activities based on the role.  Examples of interview questions can be found here:  <https://www.indeed.com/career-advice/interviewing/top-interview-questions-and-answers>  <https://www.monster.com/career-advice/article/100-potential-interview-questions> | * Slide 39 * Examples  of interview questions and activities |
| 39 | **C3 Interview skills required to obtain a career in the sport and active leisure industry**   * **Communication skills required for interview situations** * **Skills and attitudes  of interviewee** * **Career-pathway-specific technical knowledge and skills displayed** | You could arrange for a guest speaker to explain how they have used communication and presentation skills during interviews when continuing along their career pathway.  The speaker could discuss situations where they have had  to address large groups, their peers and demonstrated work-related competences. The guest speaker could be a physiotherapist, sports journalist, sports coach, sports development officer.  Ask learners to make notes and encourage them to ask questions about the communication skills and technical skills needed during different interview situations.  Useful videos:  <https://www.youtube.com/watch?v=HG68Ymazo18> – interview technique  <https://www.youtube.com/watch?v=guUOmfq303s> – interview technique  <https://www.youtube.com/watch?v=JVA8Vqkwwcw> -  poor interview technique | * Slide 40 * Guest speaker |
| 40 | **All of Learning Aim C** | Assessment Learning Aim C and D: revision time allocated  for learners to write notes and to prepare for Assignment 3. (Assignment 3 covers Learning Aims C and D).  Recommended assessment approach - observation of  learners participating in a recruitment activity, evidenced  by an observation report signed by the assessor. Learners  will participate in interviews, and complete the appropriate documentation, including application forms, CVs and letters  of application. They will need to have the ability to self-critique their performance, including what could have gone better  and what skills need to be developed, so that they can enhance their employability potential. Learners will need to complete a SWOT analysis of their performance in their interviewing activity. | * Internet access, computers, textbooks and journals |
| **Learning Aim D:** Reflect on own performance in the recruitment process to prepare for a career in the sport and active leisure industry | | | |
| 41 | **D1 Review and self-evaluation during the application and interview process**   * **Individual appraisal of own performance throughout the application and interview process** * **Review of communication skills** * **Review of organisational ability** * **Assessment of how the personal and interview skills acquired support the development of employability skills** | Allow learners to spend time individually appraising their own performance throughout the application and interview process.  Learners should review their communication skills and their organisational ability and make an assessment of how the personal and interview skills acquired support the development of employability skills.  It will be useful for learners to be able to have one-to-one sessions with their teacher / lecturer to enable them to  make fair and reflective assessments about their own  abilities. Learners could also work in pairs to appraise each other’s performance. | * Slide 41 |
| 42 | **D2 Personal development planning for the short-, medium- and long-term future**   * **Strengths and areas for development; application and interview process.** * **Review of how effective the process was and how learners feel they may need to develop** | Lead a class discussion about strengths and areas for development; application and interview process and explain the need to effectively review the process.  Learners should be given time to review how effective the process was and what they feel they may need to develop.  Show learners how tennis can help to develop resilience and prepare for the world of work: <https://vimeo.com/740363468>  Learners need to be able to identify areas of skill  development to be able to conduct and participate in interviews more effectively.  Learners need to re-visit their personal development plan and identify the following:   * areas for development * skill development * qualifications * experiences * targets and timescales | * Slide 42 |
| 43 | **All of Learning Aim D** | Assessment Learning Aim C and D: revision time allocated  for learners to write notes and to prepare for Assignment 3. (Assignment 3 covers Learning Aims C and D).  Recommended assessment approach - observation of learners participating in a recruitment activity, evidenced by an observation report signed by the assessor. Learners will participate in interviews, and complete the appropriate documentation, including application forms, CVs and letters of application. They will need to have the ability to self-critique their performance, including what could have gone better and what skills need to be developed, so that they can enhance their employability potential. Learners will need to complete a SWOT analysis of their performance in the interviewing activity. | * Internet access, computers, textbooks and journals |