Subject :	Physical Education L3 Btec Unit 3		Year Group:	12		
	Half Term 1 J23	Half Term 2	Half Term 3	Half Term 4	Half term 5	Half term 6
Scheme title	Unit 3 - A1-Scope and provision of the sports industry A2 – Careers and jobs in the sports industry	Unit 3 - A3- Professional training routes, legislation, skills in the sports industry A4 – Sources of continuing professional development	Unit 3 - B1 – Personal skills audit for potential careers B2 – Planning personal development towards a career	Unit 3 - B3 – Maintaining a portfolio C1 – Job applications C2 – Interviews and career pathway skills	Unit 3 - D1 – Review and evaluation D2 – Update SWOT and action plan	Unit 3 - Resubmission Unit 3
Purpose of scheme	Learning aim A: Understand the career and job opportunities in the sports industry. Learning aim B: Explore own skills using a skills audit to inform a career development action plan. 9 A2 Careers and jobs in the sports industry • Key pathways – coaching, sports science (e.g. nutritionist, sport psychology, sports therapy and injury management in sport performance, exercise and fitness), sports development (e.g. sports development officers, National Governing Body (NGB) officers, sports administrator) leisure management (e.g. facility management, grounds keeping, activity coordinator) education, sports journalism. • Sectors – public, private, voluntary, third sector, public/private partnerships. • Local employers – public, private, voluntary, third sector, public/private partnerships. • National employers – public, private, voluntary, third sector. • Sources of information on careers in sports. • Definitions of types of employment and practical examples across different sports sectors and career pathways, locally and na-tionally: o full time o part time o fixed-term contract o self-employment (independent, subcontracted) o zero-hours contract o apprenticeships. In this unit students will develop their knowledge of the sports industry and recognise it as a vast market with many dif-ferent pathways. It will prepare students for a successful career by helping them to understand the scope and breadth of available opportunities and the steps needed to follow their chosen pathway. Students will research the different possible careers and the associated job roles in the sports industry, then action plan their development towards achieving a selected career aim. They will analyse their own skills and identify how to devel-op them into a career through the use of a career plan. Students will research their chosen career to understand how to access and progress within it. Lessons will allow time for research-based tasks, application of knowledge to 'real world' industry examples and reflection on employability and skill sets. 3 progress points will build up to the final assessed piece of work set by Edex-cel.	A3 Professional training routes, legislation, skills in the sports industry • Career pathways – progression routes and successive jobs in different pathways: o coaching, e.g. NGB awards different disciplines, disability sport, working with children, safeguarding awareness o sports science – specialisms, e.g. nutritionist, sport psychology, sports therapy and injury management in sport performance, exercise and fitness o sports development, e.g. sports development officer, NGB leads, sports administration, talent pathway leads o leisure management, e.g. lifeaving, facilities management/maintenance, health and safety, customer service, marketing and promotion, finance, management activities o education pathways, e.g. Level 2 and Level 3 specialist qualifications, higher education. • Job descriptions and personal specifications for sports industry jobs. • Industry standards – safeguarding (Disclosure and Barring Service (DBS)), codes of practice, e.g. Register of Exercise Professionals (REPs), Sports Coach UK, organisational policies and procedures. • Safeguarding – DBS: self-disclosure, enhanced disclosure, regulations and requirements. • Sector-specific legislation that impacts on job roles. • Qualification and professional bodies, e.g. REPs, Sports Coach UK, Minimum Standards for Active Coaches, NGBs, Chartered Insti-tute for the Management of Sport and Physical Activity (CIMSPA), Adventure Activities Licensing Authority (AALA).A4 Sources of continuing professional development (CPD) Maintaining professional development in specific career pathways. • Memberships of professional bodies: fees, qualification, logs of CPD. • Required updates to professional competences, e.g. first aid, safeguarding. • Career progression training – specific to sector, higher levels of qualification, management training sector specific, business or generic management, higher education FdSc, BA, BSc. • Gaining knowledge and experience through cross-sector opportunities, e.g. participation in cross-sector organisation board working groups, elite performance programmes.	B1 Personal skills audit for potential careers Producing a personal skills audit against a chosen career pathway to include... • Interests and accomplishments. • Qualities – reliability, organisational skills, commitment, resilience, empathy. • Basic skills – literacy, numeracy and IT. • Experience, e.g. sporting, leadership, work, travel. • Qualifications – educational and sector specific. • Generic employability skills – teamwork, cooperation, communication, problem solving. • Specific technical skills, e.g. coaching, instructing, leading, administering test protocols. • Using SWOT (strengths, weaknesses, opportunities, threats) analysis. B2 Planning personal development towards a career in the sports industry • Use of personal skills audit to produce an action plan towards a sports and recreation industry career. • Identification of key timescales, e.g. immediate actions, next year, two years, five years, and ten years. • Identification of training/educational/experiantial aims at these key times and processes to achieve these goals. • Careers guidance and support available and education choices. • Career development action plan (CDAP) – definition; higher levels, specialism and diversification, aims, milestones, measures. • Professional development activities – workshops, training, job shadowing, self-reflection.	B3 Maintaining a personal portfolio/record of achievement and experience to include.. • educational certificates • sport-specific awards • sporting achievements • testimonials • press cuttings • work experience • volunteering • any other relevant evidence • CVs targeting sports industry jobs.Lessons 1 – 3 C1 Job applications Selection of a job role in a suitable career pathway, identified from skills audit and CDAP and then preparation of all the relevant documents: •A job advertisement giving suitable examples of where it could be placed •Bh analysis •Bh description •Person specification •Application form •Personal CV •letter of application. 1.Introduction to learning aims C&D & job advertisements (C1) a)Select a suitable job identified from your skills audit and CDAP. b)Review what an effective job advertisement should look like and give examples of where it could be placed. c)Compare and contrast 2 different job advertisements. (P5) 2Bh applications: job analysis, job description and person specification (C1) a)Describe what a job analysis and a job description should look like. b)Produce a job analysis and a job description for a job role (P5). 3 Job applications (application form, CV and letter of application) (C1) a)Investigate a range of different job applications, CVs and letters of application (P5). b)Understand how to use a person specification to support the production of these documents for a specific job (M4). c)Begin to apply and complete the relevant recruitment selection documents for a specific job role (D2). Lessons 4-8 C2 Interviews and selected career pathway-specific skills •Communication skills required for interview situations: body language and listening skills, professional approaches, formal language, skills and attitudes of interviewee, role play, body language, dress, interview questions. •Presentation skills – for micro-teach, for micro-coach. •Career pathway-specific technical knowledge/skills displayed, e.g. coaching, instructing, leading, handling equipment, following testing protocols. •Interview feedback form. •Observation form. •Reviewing applications from peer group. •Submitting applications to peer group. •Demonstration of a work-related competence (interviewing and being interviewed), analysis of how the activity worked, if the correct questions were asked to achieve the desired outcome, if the advertisement, job description and person specification led to the application form and covering letter being completed with the right level of infor-mation; adherence to equal opportunities legislation. 4Interviews and selected career pathway specific skills (communication, presentation skills and technical knowledge) (C2) a)Describe the 6 different communication skills required in an interview b)Apply practical examples to support your descriptions c)Identify and review the communication and presentation skills of a microteach session or interview (M4) 5Interviews and selected career pathway specific skills (feedback and observation forms) (C2) a)Explain the purpose of interview feedback forms and observation forms. b)Produce these 2 documents and add to your review (P5) c)Discuss the advantages and disadvantages of peer group involvement in the interview process (M4). 6-7 Progress point 1 – video recorded in both of the roles and written notes to review this (witness statement). Role play activities demonstration of competence (Interview and interviewee) (C2/D1) a)Undertake a role play activity with competence as an interviewer and an interviewee (P6) b)In interview activities demonstrate analytical responses (M4)	Focusing on Learning Aim D, Reflect on the recruitment and selection process and your individual performance. During these lessons' students will take part in application and interview assessment activities for a selected career path-way. They will draw on knowledge and skills from across the qualification to identify their own strengths and gaps in knowledge and skills. They will evaluate their performance to gain an understanding of the generic employability and specific technical knowledge and skills required to access and progress in a selected career pathway. Lessons will allow time to apply knowledge into case studies and exam style questions. There will also be research-based tasks and practical interview activities. With 2 progress points and 1 end of unit assessment students will then reflect at the end of the unit how they have performed	SOW being rewritten
Knowledge in sequence	Lessons 1-4 A1 Scope and provision of the sports industry The size, breadth and geographic spread of the sports industry, locally and nationally and factors that affect sports provision and employment opportunities. • Sport and recreation industry data, economic significance, number of jobs. • Geographical factors – location, environment, infrastructure, population. • Socio-economic factors – wealth, employment, history, culture, fashion and trend. • Season factors, e.g. swimming pools that only open in the summer, summer camps, holiday sports clubs, competition seasons, training camps. 1.Introduction to learning aims A & B & scope and provision of the sports industry (A1) a)Describe the content of LA A&B and the assessment task linked to this unit. b)Describe the range of opportunities and areas covered by the term 'sports industry'. (P1) 2.Geographical spread and economical Significance of the sports industry (A1) a) Describe the size and breadth of the sports industry. (P1) b)Describe local and national employment opportunities in the sports industry. (P1) c) Analyse the economic significance of the sports industry. (M1) 3.Factors affecting sports provision and employment opportunities (A1) a)Identify factors affecting sports provision and employment opportunities. (P1) b)Describe the factors affecting sports provision and employment opportunities. (M1) c)Evaluate the impact of these factors on local and national examples. (D1) 4.Progress point 1 preparation (A1) a)Apply knowledge so far to evaluate the scope and provision of the sports industry. (P1, M1, D1) Student led: Students to use previous lessons and research to create a presentation evaluating the scope and provision of the sport industry and factors that may affect opportunities within it. 5.Progress point 1 (A1) a)Evaluate factors affecting the scope and provision of the sports industry. (P1, M1, D1) Group presentation. Student led presentations sharing their research and findings. 6.Reflection and review of Progress point 1 (A1) a)Evaluate my performance and apply feedback to progress. 7.Careers and jobs in the sports industry – the different sectors and employment types. (A2) a)Identify the different sectors within the sports industry. (P1) b)Explain the different sectors within the sports industry. (P1) c)Evaluate the different types of work and contract within the sports industry. (D1) 8.Key career pathways in the sports industry (A2) a)Describe key pathways in the sports industry (P1) b)Describe types of work and roles in the sports sector and each sub -sectors. (P1) c)Explain career routes for key pathways. (M1) 9.Key career pathways in the sports industry (A2) a)Identify key pathways in the sports industry (P1) b)Describe types of work and roles in the sector and sub -sectors. (P1) c)Evaluate career routes for key pathways.(D1) Potential for trip to local example of key pathway e.g. Bradford college/ Leeds Beckett – Sports Science. Nuffield – Leisure Management. 10.Progress point 2 (A2) a)Apply knowledge to test questions. (P1, M1, D1) b)Evaluate my performance. Test questions on A2 content. Key terms and application of knowledge to case study.	11.Professional training routes and education pathways (A3) a)Describe training routes and education pathways for careers in the sports industry. (P2) b)Explain necessary qualifications for careers in the sports industry. (P2) c)Evaluate your own goals in relation to the necessary pathway. (D1) 12.Professional training routes and education pathways (A3) a)Describe training routes and education pathways for careers in the sports industry. (P2) b)Explain necessary qualifications for different careers in the sports industry (P2). c)Evaluate your own goals in relation to the necessary pathway (D1). Potential guest speaker describing their career pathway and explain the importance of their qualifications. 13.Safeguarding and legislation in the industry (A3) a)Describe key terms legislation, industry standards and safeguarding in relation to the sports industry. (M1) b)Identify specific examples of each within the sports industry. (M1) c)Explain how sports industry specific legislation impacts upon job roles. (D1) 14.Sources of continuing professional development in the industry (A4) a)Describe the importance of continuing professional development.(P2) b)Explain how CPD can be carried out in the sports industry.(M1) c)Apply my knowledge to relevant industry examples.(D1) Guest speaker or member of PE department/ sports co-ordinator to share their own CPD examples and pathways that can be taken through their career pathway. 15.Progress Point 3 (A3-4) Apply my knowledge to... a)Describe the career pathway. (P1, P2) b)Explain the training routes and (M1) c)Evaluate the CPD pathway of a sports industry example. (D1) Written task evaluating the career pathway, training routes and CPD opportunities for a set case study of student's choice. 16.Reflection and review of progress point 2 (A3-4) a)Evaluate my performance and apply feedback to progress.	17.Personal skills audit for potential careers (B1) a)Describe personal skills audit and explain it's use.(P3) b)Evaluate skills necessary in jobs within the sports sector. (P3) c)Analyse skill audits for specific job roles. (M2) 18.Planning personal development towards a careers in the sports industry – SWOT analysis (B2) a)Perform your own skills audit. (P3) b)Analyse your own skills audit considering strengths, weaknesses, opportunities and threats. (M2) Student led lesson: Students to carry out SWOT analysis of their own skills sets and present to class thier key findings. 19.Planning personal development towards a career in the sports industry – Action planning (B2) a) Describe key term CDAP. (P4) b) Explain key considerations when planning a CDAP. (M3) c) Apply my knowledge to create a CDAP.(D1) 20.Progress point 4 (B1 &B2) a)Apply knowledge to analyse a skills audit and prepare a career development plan. (P3, P4, M2, M3, D1) Written task analysing the skills set and planning the career development for a set case study. 21.Reflect and review progress point 4 (B1&2) a)Evaluate my performance and apply feedback to progress.	22.Maintaining a portfolio and record of achievement (B3) a) Identify the contents of a personal portfolio.(P4) b) Explain the importance of a personal portfolio. (M3) C) Evaluate my own achievements and experiences in relation to a personal portfolio. (D1) 23.Review and reflection of record of achievement (B3) a)Evaluate my record of achievement. (D1) b)Apply advice and feedback to progress further. Student led market place lesson: Students to share their portfolios and set targets for them selves and each other on how to progress and improve. 24-27.Final assessment (P1, P2, P3, P4, M1, M2, M3, D1) a)Apply knowledge from unit to create a presentation, report and action plan to meet set criteria. Students allowed time to complete their final assessment. 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Skills	Key Terminology used in exam questions – de-scribe, explain, analyse. SWOT tables.	Key Terminology used in exam questions – de-scribe, explain, analyse. SWOT tables.	Key Terminology used in exam questions – de-scribe, explain, analyse. SWOT tables.	Key Terminology used in exam questions – de-scribe, explain, analyse. SWOT tables.	Key Terminology used in exam questions – de-scribe, explain, analyse. SWOT tables.	SOW being rewritten
Key Words	Exam Key words IDENTIFY DESCRIBE EXPLAIN DISCUSS APPLY REVIEW ANALYSE RETRIEVAL EVALUATE Acronyms Career development action plan CDAP Curriculum vitae CV Strengths, weaknesses, opportunities and threats SWOT Continuing professional development CPD Unit Specific Key terms Scope Size Breadth Geographical Socio-economic Season sports provision, industry data, economic significance, number of jobs, carbon footprint, infrastructure. Sectors – public, private, voluntary, third sector, public/private partnerships. Full time Part time Fixed term contract Self employed Zero-hour Apprenticeships	Exam Key words IDENTIFY DESCRIBE EXPLAIN DISCUSS APPLY REVIEW ANALYSE RETRIEVAL EVALUATE Acronyms Career development action plan CDAP Curriculum vitae CV Strengths, weaknesses, opportunities and threats SWOT Continuing professional development CPD Unit Specific Key terms Scope Size Breadth Geographical Socio-economic Season sports provision, industry data, economic significance, number of jobs, carbon footprint, infrastructure. Sectors – public, private, voluntary, third sector, public/private partnerships. Full time Part time Fixed term contract Self employed Zero-hour	Exam Key words IDENTIFY DESCRIBE EXPLAIN DISCUSS APPLY REVIEW ANALYSE RETRIEVAL EVALUATE Acronyms Career development action plan CDAP Curriculum vitae CV Strengths, weaknesses, opportunities and threats SWOT Continuing professional development CPD Unit Specific Key terms Scope Size Breadth Geographical Socio-economic Season sports provision, industry data, economic significance, number of jobs, carbon footprint, infrastructure. Sectors – public, private, voluntary, third sector, public/private partnerships. Full time Part time Fixed term contract Self employed Zero-hour	Exam Key words IDENTIFY DESCRIBE EXPLAIN DISCUSS APPLY REVIEW ANALYSE RETRIEVAL EVALUATE Acronyms Career development action plan CDAP Curriculum vitae CV Strengths, weaknesses, opportunities and threats SWOT Continuing professional development CPD Unit Specific Key terms Scope Size Breadth Geographical Socio-economic Season sports provision, industry data, economic significance, number of jobs, carbon footprint, infrastructure. Sectors – public, private, voluntary, third sector, public/private partnerships. Full time Part time Fixed term contract Self employed Zero-hour Apprenticeships	Exam Key words IDENTIFY DESCRIBE EXPLAIN DISCUSS APPLY REVIEW ANALYSE RETRIEVAL EVALUATE Acronyms Career development action plan CDAP Curriculum vitae CV Strengths, weaknesses, opportunities and threats SWOT Unit Specific Key terms Job advertisements Job analysis Job description Person specification Application form Curriculum vitae Body language Formal language Attitudes Role play Coaching Instructing Leading Observation form Legislation Micro teaching Micro coaching	SOW being rewritten
End Point	Evaluate career pathways in the sports industry	Analyse the professional development requirements and opportunities for specialism or promotion in different career pathways and the associated job opportunities in the sports industry .	Analyse own personal skills and develop a career development action plan	In interviews, demonstrate analytical responses and questioning	Evaluate how well the documents prepared, and own performance in the interview activities, supported the process for accessing the selected career pathway.	
Assessment method	Formative – assignment contrasting 2 careers/jobs in the sports industry Lesson 5 Progress point 1 -A1 Lesson 10 - Progress Point 2 - A2	Formative – SWOT analysis, presentation of portfolio Lesson 15 - Progress point 3 - A3&4	Summative – Assignment Learning Aims A&B Progress point 4 - B1 &2	Formative – Production of a career development action plan, CV, interview technique analysis Lesson 24-27 (B) Final assessment Careers in sport P1, P2, M1, D1 P3, P4, M2, M3 C - Lesson 6/7 - Progress point 1	Summative – Learning aims C&D Lesson 24-27 Final assessment Careers in sport P1, P2, M1, D1 P3, P4, M2, M3 Lesson 12 Progress Point 2 Lesson 13-15 (D) Final assessment 3.2 Applying for a job in the sports industry (C.P5, C.P6, D.P7,CM.4, D.M5, CD.D2 & CD.D3)	Resubmission Unit 3 Lesson 24-27 Final assessment