unit03

BTEC Level 3 National Diploma in Sport (2016 Specification)

60 Guided Learning Hours  
30 Lessons

this resource covers:

Unit 3: Professional Development in the Sports Industry

Links to other units:

**Unit 2:** Fitness Training and Programming for Health, Sport and Well-being

**Unit 4:** Sports Leadership

**Unit 5:** Application of Fitness Testing

**Unit 8:** Coaching for Performance

**Unit 10:** Sports Event Organisation

**Unit 12:** Self-employment in the Sports Industry

**Unit 13:** Instructing Gym-based Exercise

**Unit 14:** Exercise and Circuit-based Physical Activity

**Unit 15:** Instructing Exercise to Music

**Unit 16:** Instructing Water-based Exercise

**Unit 18:** Work Experience in Active Leisure

**Unit 19:** Development and Provision of Sport   
and Physical Activity

Professional Development 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. 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: Understand the career and job opportunities in the sports industry** | | | |
| 1 | **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** | Introduce learners to the unit, its aims, and assessments.  In this unit, learners will research the different possible careers and the associated job roles in the sports industry, then action plan development towards achieving a selected career aim. They will analyse their own skills and identify how to develop them into a career, through the use of a career plan. Learners will research a chosen career to understand how to access and progress  within it. They will take part in application and interview assessment activities for a selected career pathway, drawing on knowledge and skills from across the qualification to identify their own strengths and gaps in knowledge and skills. They will evaluate their own 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 in the sports industry.  Introduce learners to the size, breadth and geographic spread of the sports industry locally and nationally,  and the factors that affect sports provision and employment opportunities.  Learners compare a tennis venue in a small village to one in a major city. 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 1, 2, 3 * Internet access, computers |
| 2 | **A1 Scope and provision of the sports industry**   * **Sport and recreation industry data, economic significance, number of jobs** | Learners 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.  Learners 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 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/centre to enable learners to explore the different employment roles and to investigate the economic importance of the centre to the local people.  Useful weblink:<https://www.lta.org.uk/about-us/lta-careers/> | * Slide 4 * Internet access and computers * Centre visit |
| 3 | **A1 Scope and provision of the sports 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 impact of geography on tennis. How do population, environment, infrastructure, and location impact tennis?  How does tennis impact the environment locally  and nationally? What is the impact of travelling to tournaments, 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 5 |
| 4 | **A1 Scope and provision of the sports 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 could 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 6 |
| 5 | **A1 Scope and provision of the sports 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 7 * Centre or  area visit |
| 6 | **A2 Careers and jobs in the sports industry**   * **Key pathways** | Discuss different career pathways, progression routes and any successive jobs in different pathways. You could invite a guest speaker in to discuss their career to date. Learners should be encouraged to ask questions and make notes during the talk. Learners make notes using the following headings:   * roles available in tennis (or other sports) * the skills, experience and qualifications needed for these roles * organisational memberships * any specific skills or training required for the role.   Using their notes learners produce a leaflet to explain  the different careers and jobs in the sports industry. Learners could carry out internet research to find more information about the different key pathways, including:   * 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   Learners could be allocated one or two key pathways,  all of them or the ones which interest them the most.  Ask learners to share their leaflets with the class and  lead a class discussion about careers in sport and the pathways to achieve them. | * Slide 8 * Guest speaker * Internet access, computers |
| 7 | **A2 Careers and jobs  in the sports industry**   * **Sectors** * **Local employers** * **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 9 * Internet access and computers |
| 8 | **A2 Careers and jobs  in the sports industry**   * **Sources of information on careers in sports** * **Definitions of types  of employment** | Ask learners about where they can find information about careers in sport. You could arrange for a guest speaker  to talk to the class about sources of information on careers in sports. The guest speaker could be a local careers advisor, college / centre HR, local recruitment firm, sports coach, or someone who has experience of working in different areas of the sports sector.  Using textbooks and dictionaries 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,  a tennis coach can be self-employed, a physiotherapist can be full time, a grounds person can be employed  as an apprentice.  Learners 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 employed full-time or part-time or self-employed; are administrative roles permanent or fixed term; what type of contract would a worker at a major tournament have? | * Slide 10 * Guest speaker * Textbooks and dictionaries |
| 9 | **A3 Professional training routes, legislation, skills in the sports industry**   * **Career pathways** | Recap lesson 6 and ask learners to revisit their career pathway leaflets.  Learners further develop these with information about progression routes and successive jobs in different pathways. For example:   * Coaching, e.g., NGB awards different  disciplines, disability sport, working with children, safeguarding awareness * Sports science – specialisms, e.g., nutritionist, sport psychology, sports therapy and injury management in sport performance, exercise and fitness * Sports development, e.g., sports development officer, NGB leads, sports administration, talent pathway leads * Leisure management, e.g., lifesaving, facilities management / maintenance, health and safety, customer service, marketing and promotion, finance, management activities * Education, e.g., Level 2 and Level 3 specialist qualifications, higher education   Learners need to include detail about the qualifications and role experience required to progress along a chosen career pathway.  Learners could carry out internet research to help them  to find more information about progression routes and successive jobs in different pathways.  Lead a class discussion to analyse common and  different qualifications and experiences needed for a career in sport. | * Slide 11 * Internet access, computers |
| 10 | **A3 Professional training routes, legislation, skills in the sports industry**   * **Job descriptions and personal specifications** | 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.  Show learners a video of LTA employees in a variety  of roles and the key skills they need: <https://vimeo.com/740364159>  Ask learners to 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://www.uksport.gov.uk/jobs-in-sport/search-all-vacancies>  <https://www.sport.wales/careers/latest-vacancies/> | * Slide 12 * Examples of job descriptions * Internet access, computers |
| 11 | **A3 Professional training routes, legislation, skills in the sports industry**   * **Industry standards** * **Safeguarding** * **Sector-specific legislation** * **Qualification and professional bodies** | 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.  Ask learners to work in pairs and allocate a legislation  for them to research. With their findings learners  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](https://www.legislation.gov.uk/)  Learners need to be aware of the sector-specific legislation that impacts on job roles in the sports sector. For example, how does Health and Safety at Work legislation impact a tennis coach, what do they need  to do to meet the requirements of the legislation?  Lead a class discussion which highlights how different sports roles are impacted by legislation, how they must  be followed and the impact of not complying. | * Slide 13 * Internet access, computers |
| 12 | **A3 Professional training routes, legislation, skills in the sports industry**   * **Industry standards** * **Qualification and professional bodies** | Introduce learners to the need for industry standards  in the sports sector. Lead a Q+A session about the  role of safeguarding (Disclosure and Barring Service (DBS)), codes of practice, e.g., Register of Exercise  Professionals (REPs), Sports Coach UK, organisational policies and procedures.  Ask learners to identify any legislation and policies they are aware of, their aim and how they need to be followed.  In pairs ask learners to research the following qualification and professional bodies:   * REPs * Sports Coach UK * Minimum Standards for Active Coaches * NGBs * Chartered Institute for the Management of Sport Activity (CIMSPA) * Adventure Activities Licensing Authority (AALA)   Learners need to research information about the qualifications these bodies require for a chosen sports role, for example a tennis coach. Learners should use this information to make a checklist which identifies which qualifications are required for each body for their chosen sport role.  Learners should be given the opportunity to share their checklists with the class, in order to share their findings. | * Slide 14 * Internet access, computers |
| 13 | **A3 Professional training routes, legislation, skills in the sports industry**   * **Safeguarding** | Ask learners to discuss safeguarding, what it is and why it is important.  Learners could produce a set of definitions for the following terms: Safeguarding, Children, Vulnerable adults, Child protection and Loco parentis.  Ask learners to research safeguarding and protecting children legislation:   * Children Act 1989 * Children Act 2004 * Care Standards Act 2000 * Safeguarding Vulnerable Groups Act 2006 * Children and Social Work Act 2017   Learners could identify a sports role, e.g., tennis coach, and identify which legislation and policies are relevant to the role and how they need to be implemented.  Lead a class discussion which allows learners to share their information about safeguarding, DBS, self-disclosure, enhanced disclosure, regulations and requirements and their purpose when working in sport. | * Slide 15 * Internet access, computers |
| 14 | **A4 Sources of continuing professional development**   * **Memberships of professional bodies** * **Required updates  to professional competences** * **Career progression training** * **Gaining knowledge and experience through cross-sector opportunities** | Recap lesson 12 and the checklist learners produced for a chosen sport role. Lead a class discussion about what continuing professional development is, the different sources of CPD and the need for CPD in a sports role.  In pairs ask learners to add to their checklist with information about how they can maintain professional development in their chosen sport role and career pathways. It may be useful for learners to carry out internet research on their chosen role and career pathway. Learners should include the following information:   * 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.   Learners should share their checklists with the class,  and you could lead a class discussion about the different ways CPD can be carried out. | * Slide 16 * Internet access, computers |
| 15 | **All of Learning Aim A** | Assessment Learning Aim A and B: revision time allocated for learners to write notes and to prepare  for Assignment 1. (Assignment 1 covers Learning  Aims A and B). | * Internet access, computers, textbooks and journals |
| **Learning Aim B: Explore own skills using a skills audit to inform a career development action plan** | | | |
| 16 | **B1 Personal skills audit for potential careers**   * **Producing a personal skills audit** | 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 should 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 ask 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  they need.  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 17 |
| 17 | **B1 Personal skills audit for potential careers**   * **Interests and accomplishments** * **Qualities – reliability, organisational  skills, commitment, resilience, empathy** * **Basic skills – literacy, numeracy and IT** * **Experience, e.g., sporting, leadership, work, travel** | Introduce learners to qualities, basic skills, experience, 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.  Ask learners to discuss qualities, basic skills, experience, 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> | * Slide18 |
| 18 | **B1 Personal skills audit for potential careers**   * **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 use this information  to produce an annotated poster which identifies and explains the qualifications needed for a specific role  in the sports sector.  Useful weblink:  <https://www.lta.org.uk/about-us/lta-careers/> | * Slide 19 * A range of job descriptions * Internet access and computers |
| 19 | **B1 Personal skills audit for potential careers**   * **Generic  employability skills** * **Specific  technical skills** | Introduce learners to generic employability skills,  what are these skills and why are the 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 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 fed 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 that 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 20 * Practical tennis session: courts, rackets, balls |
| 20 | **B1 Personal skills audit for potential careers**   * **Using SWOT analysis** | Learners should carry out a SWOT (strengths, weaknesses, opportunities, threats) analysis against their skills audit for a chosen career / role. Learners should consider:   * aims * specialism and diversification * milestones * measures * key timescales   Learners will then use their personal skills audit to produce an action plan towards a tennis or sports and recreation industry career.  It would be useful to arrange one-to-one sessions with learners to go through their SWOT analysis and help them to identify any areas where they might struggle to find information or complete their SWOT analysis. | * Slide 21 * Internet access, computers |
| 21 | **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** * **Training / educational / experiential aims** * **Careers guidance and support available and education choices** * **Career development action plan (CDAP)** * **Professional development activities** | Lead a class discussion about how to carry out  personal development planning towards a career  in the sports industry.  Learners work individually to use their skills audit and SWOT analysis to produce an action plan towards a career in the sports industry. Learners should consider:   * 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 10 years * identification of training / educational / experiential  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.   Lead a class discussion to draw together the information learned from the individual activities. | * Slide 22 * Internet access, computers |
| 22 | **B3 Maintaining a  personal portfolio / record of achievement and experience**   * **Educational certificates** * **Sport-specific awards** * **Sporting achievements** * **Testimonials** * **Press cuttings** * **Work experience** * **Volunteering** * **Any other relevant evidence** * **CVs targeting sports industry jobs** | Lead a class discussion about the need to maintain a personal portfolio to record their achievements  and experiences.  Learners work individually to compile their own personal portfolio. Learners should consider the following:   * educational certificates * sport-specific awards * sporting achievements * testimonials * press cuttings * work experience * volunteering * CVs targeting sports industry jobs * any other relevant evidence   Learners can further develop their work by annotating where to add further to each document. | * Slide 23 * Internet access, computers |
| 23 | **All of Learning Aim B** | Assessment Learning Aim A and B: revision time allocated for learners to prepare for Assignment 1. (Assignment 1 covers Learning Aims A and B).  A report that justifies the selection of a specific sports industry career pathway, following an investigation into two contrasting career pathways, focusing on short and long-term prospects and the knowledge, skills and qualities required to achieve them. With a career development action plan, supported by evidence of personal skills audit outcomes | * Internet access, computers, textbooks  and journals |
| **Learning Aim C:** Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway | | | |
| 24 | **C1 Job applications** | 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 ask learners to select a job role in a suitable career pathway, using the skills identified from their personal audit and CDAP. Learners prepare the relevant documents related a job application for this role including:   * 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 another member of the class.  Useful weblinks:  <https://www.lta.org.uk/about-us/lta-careers/>  <https://www.lta.org.uk/workforce-venues/coach-teach/tennis-coaching-jobs/>  <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 24 * Examples of CV’s, job application forms and job descriptions * Internet access and computers |
| 25 | **C2 Interviews and selected career pathway-specific skills**   * **Communication skills required for interview situations** * **Career pathway-specific technical knowledge** | 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, or a HR professional / recruiter explaining why and how they assess these skills in interview and why they are necessary for different careers.  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 | * Guest speaker |
| 26 | **C2 Interviews and selected career pathway-specific skills**   * **Presentation skills** * **Interview  feedback form** * **Observation form** * **Reviewing applications from peer group** * **Submitting applications to  peer group** * **Demonstration of  a work-related competence** | Introduce learners to interviews for chosen career pathways. It would be useful to explain the process of interview for a PE tutor / Sports Lecturer.  Learners work in pairs to research the types of forms used in the interview process for their chosen sports career and the types of interview activity that are commonly used. Learners should consider:   * 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 microteaching,  for micro-coaching * 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 information; adherence to equal opportunities legislation.   Learners present their researched information about interviews and selected career pathway-specific skills.  It will be useful for learners to discuss any differences between different sports career pathways and roles.  For example, do some roles require the interviewee to carry out a practical coaching demonstration or take a test? How are the interviews carried out – formally, informally, a large panel or one-to-one? | * Slide 25 * Internet access, computers |
| 27 | **All of Learning Aim C** | Assessment Learning Aim C and D: revision time allocated for learners to write notes and prepare for Assignment 2. (Assignment 2 covers Learning Aims  C and D). | * Internet access, computers, textbooks  and journals |
| **Learning Aim D:** Reflect on the recruitment and selection process and your individual performance | | | |
| 28 | **D1 Review and evaluation**   * **Role-play activity** * **Individual appraisal  of own roles in  being interviewed, interviewing  and observing** * **Review of communication  skills** * **Review of organisational ability** * **Assessment of how the skills acquired support the development of employability skills** | Lead a Q+A session about how to review and evaluate your own performance in an interview.  Arrange for learners to take part in role-play interview situations. They should take turns being the role of the interviewee and the interviewer. It may be useful for the tutor to provide interview questions for the learners. Alternatively, learners could produce interview questions which could be shared amongst the class. During the role plays, learners will need to be aware of the following:   * individual appraisal of own roles in being interviewed, interviewing and observing * review of communication skills * review of organisational ability * assessment of how the 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, review their organisational ability and make an assessment of how the personal and interview skills acquired support the development of employability skills. Learners will review and evaluate these skills in the next lesson to produce an individual updated SWOT and action plan.  Learners could work in pairs to appraise each  other’s performance.  It will be useful for learners to be able to have one-to-one sessions with their lecturer to enable them to make fair and reflective assessments about their own abilities. | * Slide 26 * Internet access, computers |
| 29 | **D2 Updated SWOT and action plan**   * **SWOT analysis on individual performance in the role-play activities** * **Self-critique of  the events and documentation prepared and how it supported the activity** * **Review of how effective the process was and how learners feel they may need to develop skills further to be able to conduct and participate in interviews more effectively** * **Action plan to highlight how to address any weaknesses in  skill set** | Lead a class discussion about how learners can update their SWOT and action plans.  Show learners how tennis can help to develop resilience and prepare for the world of work: <https://vimeo.com/740363468>  Learners work individually to use SWOT analysis on their individual performance in the role-play activities (from the previous lesson) to self-critique their performance. Learners should consider:   * self-critiquing the events and documentation prepared and how it supported the activity * reviewing if the process was effective and how learners feel they may need to develop skills further to be able to conduct and participate in interviews more effectively * action planning to highlight how to address any weaknesses in skill set.   Learners need to be able to identify areas of skill development to be able to conduct and participate in interviews more effectively.  Learners should be given time to review how effective  the process was and what they 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. | * Slide 27 * Internet access, computers |
| 30 | **All of Learning Aim D** | Assessment Learning Aim C and D: revision time allocated for learners to prepare for Assignment 2. (Assignment 2 covers Learning Aims C and D).  Learners must participate in recruitment and selection activities. They will need to interview and be interviewed, conduct a practical assessment activity and complete the appropriate documentation. Learners will need to evidence all the documents created. Ability to self-critique performance, including what could have gone better and what skills need to be developed, so that learners can enhance their employability. SWOT (strengths, weaknesses, opportunities, threats) analysis on performance of their interviewing assessment activity, linked to their personal development. | * Internet  access, computers, textbooks  and journals |