



Activity Pack for BTEC Nationals in Sport

Unit 3: Professional Development in the Sports Industry

For Pearson BTEC Level 3 National:

Extended Certificate in Sport (601/7218/6)

Foundation Diploma in Sport (601/7220/4)

Diploma in Sport (603/0460/1)

Extended Diploma in Sport (603/0459/5)

Diploma in Fitness Services (601/7215/0)

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Contents

Thank You for Choosing ZigZag Education	ii
Teacher Feedback Opportunity	iii
Terms and Conditions of Use.....	iv
Teacher's Introduction	1
Specification reference table.....	2
Activities	4
Activity 1 – Scope and provision of the sports industry: Rotation case study	4
Activity 2 – Key pathways, sectors and local/national employers: Future job	9
Activity 3 – Sources of information on careers in sport: Research.....	12
Activity 4 – Professional training routes, career pathways and progressing to reach a sports career role: Achieve Your Goal	13
Activity 5 – Job descriptions and personal specifications: Job advert	14
Activity 6 – Industry standards and safeguarding: Checklist.....	16
Activity 7 – Sources of continuing professional development (CPD): CPD grid	17
Activity 8 – Personal skills audit for potential careers: Rate yourself.....	18
Activity 9 – Personal skills audit for potential careers: Job interview	19
Activity 10 – SWOT analysis: SWOT	20
Activity 11 – Action plans, key timescales, and identifying aims: Plan it out	22
Activity 12 – Careers guidance and support available and educational choices: A helping hand	23
Activity 13 – Career development action plan and professional development activities: Step-by-step	24
Activity 14 – Professional development activities: Email	25
Activity 15 – Maintaining a personal portfolio / record of achievement and experience: Verbal tennis.....	26
Activity 16 – Job applications: Match-up	28
Activity 17 – Job applications: Advertise and apply	32
Activity 18 – Interview skills and demonstrating work-related competence: Speed dating	36
Activity 19 – Interview feedback and observation forms, reviewing and submitting applications: Hot seat.....	39
Activity 20 – Review and evaluation: Evaluate and improve	42
Activity 21 – Updated SWOT and action plan: Update your SWOT	43
Answers	45
Activity 1 – Scope and provision of the sports industry: Rotation case study	45
Activity 2 – Key pathways, sectors and local/national employers: Future job	46
Activity 3 – Sources of information on careers in sport: Research.....	47
Activity 4 – Professional training routes, career pathways and progressing to reach a sports career role: Achieve your goal	48
Activity 5 – Job descriptions and personal specifications: Job advert	49
Activity 6 – Industry standards and safeguarding: Checklist	49
Activity 7 – Sources of continuing professional development (CPD): CPD grid	50
Activity 8 – Personal skills audit for potential careers: Rate yourself.....	51
Activity 9 – Personal skills audit for potential careers: Job interview	51
Activity 10 – SWOT analysis: SWOT	52
Activity 11 – Action plans, key timescales, and identifying aims: Plan it out	53
Activity 12 – Careers guidance and support available and education choices: A helping hand.....	54
Activity 13 – Career development action plan and professional development activities: Step-by-step	54
Activity 14 – Professional development activities: Email	55
Activity 15 – Maintaining a personal portfolio / record of achievement and experience: Verbal tennis.....	56
Activity 16 – Job applications: Match-up	56
Activity 17 – Job applications: Advertise and apply	57
Activity 18 – Interview skills and demonstrating work-related competence: Speed dating	57
Activity 19 – Interview feedback and observation forms, reviewing and submitting applications: Hot seat.....	58
Activity 20 – Review and evaluation: Evaluate and improve	58
Activity 21 – Updated SWOT and action plan: Update your SWOT	58

Teacher's Introduction

This pack provides activities which can be used to test and aid the learning of information that is delivered in Unit 3 of BTEC Nationals (Level 3) in Sport.

The resource follows the specification in the order provided. The activity cross-reference table provided at the beginning of the resource is a useful tool for locating the learning aims that are covered in each activity and identifying the type of activity that is used.

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

A range of activities is used in this pack, which are designed to be completed individually, in pairs and in large groups / class groups as well as activities which are designed to be completed during practical classes. The type of activity can be identified by the icon in the top right-hand corner of each activity:



= individual activity



= pairs activity



= group activity

Note that some activities are suitable for varying numbers of participants. This information can be found in the activity cross-reference table.

These activities are designed to be completed by the students with little input from the teacher required. However, where relevant, teacher's notes have been provided in order to aid the delivery of the activity.

September 2018

Free Updates!

Register your email address to receive any future free updates* made to this resource or other PE resources your school has purchased, and details of any promotions for your subject.

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

Go to **[zzed.uk/freeupdates](https://www.zzed.uk/freeupdates)**

Specification reference to

Activity No.	Specification reference		Tit
1	A1	Scope and provision of the sports industry	Rotation C
2	A3	<ul style="list-style-type: none"> • Career pathways • Sectors • Local employers • National employers • Job descriptions 	Futur
3	A2	Sources of information	Rese
4	A3	<ul style="list-style-type: none"> • Career pathways • Qualifications and professional bodies • Personal specifications • Industry standards • Safeguarding • Sector-specific legislation 	Achieve y
5	A3	<ul style="list-style-type: none"> • Job description • Personal specification 	Job ac
6	A3	<ul style="list-style-type: none"> • Industry standards • Safeguarding 	Chec
7		Sources of continuing professional development (CPD)	Anno
8	B1	Personal skills audit for potential careers	Rate yo
9	B1	Personal skills audit for potential careers	Job inte
10	B1	SWOT analysis	SW
11	B2	<ul style="list-style-type: none"> • Use of personal skills audit (action plans) • Identification of timescales • Identification of training/educational/employment aims at these key times and processes to achieve these goals 	Plan i
12	B2	Careers guidance and support available and educational choices	A helpin
13	B2	<ul style="list-style-type: none"> • Career development action plan (CDAP) • Professional development activities 	Step-b
14	B2	Professional development activities	Em
15	B3	Maintaining a personal portfolio / record of achievement and experience	Verbal

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Activity No.	Specification Reference		Title
16	C1	Job applications	Match
17	C1	Job applications	Advertise
18	C2	<ul style="list-style-type: none"> • Communication skills required for interview situations • Presentation skills • Demonstration of pathway-specific technical knowledge/skills displayed • Demonstration of work-related competence 	Speed
19	C2	<ul style="list-style-type: none"> • Interview feedback form • Observation form • Reviewing applications from peer groups • Submitting applications to peer groups 	Hot
20*	D1	Review and evaluation	Evaluate an
21	D2	Updated SWOT analysis and action plan	Update yo

*Activity 20 could be completed alongside Activity 9 (*Job Interview*), allowing students to evaluate their

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Scope and provision of the sports industry: Rotation case

1. Place each of the following student worksheets on a separate desk in the room.
2. Get students into approximately four groups (you may wish to have two sets of classes).
3. Each group will start at one of the four stations.
4. Give students approximately 5–10 minutes to discuss and annotate the images that affect the implementation of sports.
5. Then give students a further five minutes to think of a brief case study to provide factors identified and apply to a real-world sporting situation.
6. **Rotate** students to move to the next station and provide a further 10–15 minutes (above).
7. Students should annotate any missing information regarding the factors that provide an additional case study.
8. At the end of the activity, you may get each group to feed back on the factors.

Options:

- If students are struggling you may wish to provide them with iPads or allow them to research their topic areas.
- Alternatively, to allow differentiation, you may wish to set each station (or group researching, e.g. station 1 (group 1) may only be able to use an iPad to support their research, station 2 (group 2) may only be able to use textbooks and literature, station 3 (group 3) may only be able to use a video, station 4 (group 4) may use an alternative method (such as only using non-verbal ideas).

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Scope and provision of the sports industry: Rotation case study

Discuss and annotate the images with local or national factors that affect the scope and provision of the topic area discussed.



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Sport and Recreation Industry Data
(The availability of employment in sport)



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	Case Study
	Case Study
	Case Study
	Case Study

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Scope and provision of the sports industry: Rotation case study

Discuss and annotate the images with local or national factors that affect the scope and provision of the topic area discussed.



Geographical Factors



Case Study

Case Study

Case Study

Case Study

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Scope and provision of the sports industry: Rotation case study

Discuss and annotate the images with local or national factors that affect the scope and provision of the topic area discussed.



Socio-economic Factors



	Case Study
	Case Study
	Case Study
	Case Study

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Scope and provision of the sports industry: Rotation case study

Discuss and annotate the images with local or national factors that affect the scope and provision of the topic area discussed.



Seasonal Factors



Case Study

Case Study

Case Study

Case Study

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Key pathways, sectors and local/national employers: Future

1. Pick one of the following job roles that you could take in sport, in the future (role):
 - Sports coach
 - Psychologist
 - National governing body officer
 - Academy coordinator
 - Sports scientist
 - Sports medicine (e.g. physiotherapist)
 - Leisure centre manager
 - Educational role (e.g. a PE teacher)
2. Working individually, fill out the template (on the next page) for the job role using your knowledge of career pathways in sport.




Note: If your teacher allows, you may use computers to search more details about the roles you are thinking of picking, to help you fill out the template.

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About the role I chose:



(Photo / Company Logo)	My name:			
	Organisation (if applicable):			
	Department:			
	Location (if applicable):			
	Level/Salary:			
Purpose of role:				
				
Job description / key responsibilities				
				
Sector (tick appropriate)	Public	<input type="checkbox"/>	Private	<input type="checkbox"/>
	Third sector	<input type="checkbox"/>	Public/private partner	<input type="checkbox"/>
Justification for my choices above				
Employer (tick as appropriate)	National	<input type="checkbox"/>	Local	<input type="checkbox"/>
Justification for my choices above				
Type of employment (Tick as appropriate)	Full-time	<input type="checkbox"/>	Part-time	<input type="checkbox"/>
	Self-employed	<input type="checkbox"/>	Zero hours contract	<input type="checkbox"/>

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About me:

<p>Why I would like this role:</p> 	
<p>Why this sector suits me:</p>	
<p>Why this employment suits me:</p> 	

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Sources of information on careers in sport: Research

1. Working in pairs, use a computer to research three different sources (websites, magazines, etc.) that are useful when searching for information about careers in sport.
2. Fill in the three cards below, to make a record of the information you have found.
3. Come together as a class to discuss the sources you have found and any you have used.

Card 1

Website:



Sports careers it includes/covers:

Information given:

Rating of source (1–10): 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

Card 2

Website:



Sports careers it includes/covers:

Information given:

Rating of source (1–10): 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

Card 3

Website:



Sports careers it includes/covers:

Information given:

Rating of source (1–10): 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

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Professional training routes, career pathways and progress to reach a sports career role: Achieve your goal

- Split yourselves into five groups. Your teacher will assign your group to one of the following:
 - Coaching
 - Sports science
 - Sports development
 - Leisure management
 - Education
- Fill in the career pathways template below, identifying the roles available, qualifications or training you will need to reach this career goal. Then, identify the ongoing industry standards and qualification / professional bodies that you would have to complete to reach your goal.
- Come together as a class to discuss the career pathways other groups had to reach their goals.

Sports Career Pathway

List as many job roles you can think of within your specific career pathway:

Qualifications or training you will need to reach your career goal:

Experience you should try and acquire to reach your career goal:

My career goal: _____

Required industry standards:

Available professional bodies:

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Job descriptions and personal specifications: Job advert

1. Imagine you are in charge of recruitment at a company or organisation looking to recruit a new member of staff. You have been entrusted with designing the job advert that will be placed online.
2. For a sporting career of your choice, use the template below (or create your own) to design a job advertisement – consider the information that you should include:
 - Job title
 - Location
 - Remuneration (salary)
 - General overview of the company (that you work for)
 - The job description (i.e. roles of the job)
 - The person specification for the ideal candidate
3. Once you have finished, you could show the class your job advert, explaining the key information that you have.

Note: You should keep their job descriptions for use in a later activity (activity 17).

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Post:

Location:

Department:

Responsible for:

Remuneration:

About the company:

Job description

Person specification:

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To apply, send your CV and a covering letter to **sportingjobcare**

Industry standards and safeguarding: Checklist

1. Get into pairs and discuss industry standards and safeguarding in sports care to use computers to research some of these in more detail.
2. In your pairs, now use your notes to come up with a concise checklist that can be used in a centre or sports business staffroom, reminding everyone of the industry standards and procedures they should be aware of.
3. You could now discuss, as a class, the checklists that your pairs made, to see if you can agree on a common set of standards.



My checklist...

☐
☐
☐
☐
☐
☐
☐

4. Now, in your pairs, design a case study article that highlights the importance of industry standards and safeguarding to protect participants and employees in a specific role / sport.

THE IMPORTANCE OF INDUSTRY STANDARDS REVEALED



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Sources of continuing professional development (CPD): C

Continuing professional development is the process of documenting progress and your job role, beyond your initial training. It is a way of proving to current and future employers that you are committed to continue improving your skill sets.

1. Working individually, complete the text boxes below, identifying the sources of CPD that sports professionals would use to advance their skills and knowledge.

Gaining knowledge and experience



Career progression training:



Update

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- Keep a copy of your skills audit to use in February 9**



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Personal skills audit for potential careers: Job interview

Before beginning this activity, you should have completed activity 8 and should have a personal skills audit.

1. Identify the job role you used in activity 8 (your personal skills audit). Find a person in mind (e.g. two students who put coaching as their career goal).
2. Swap skills audits with your partner. Find five of your partner's skill audit and discuss them (approximately 5–8) that you can ask in an interview.

Questions to Ask during Interview	
1.	<div></div> <div>Their response:</div>
2.	<div></div> <div>Their response:</div>
3.	<div></div> <div>Their response:</div>
4.	<div></div> <div>Their response:</div>
5.	<div></div> <div>Their response:</div>
6.	<div></div> <div>Their response:</div>
7.	<div></div> <div>Their response:</div>
8.	<div></div> <div>Their response:</div>

3. Take it in turns to interview each other, asking your questions. The interviewee should use their personal skills audit from activity 8 to help them answer the interview questions. When interviewed, briefly note down their responses.



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SWOT Analysis: SWOT

1. Working individually, complete your own SWOT analysis for the job role you use a new sports career if you haven't completed these activities). Some examples are:
 - Coaching
 - Nutritionist
 - Sports psychologist
 - Physiotherapy
2. Using the template below, complete your SWOT analysis by identifying your opportunities (that could help you) and any threats to your career goal.

Strengths:	Weaknesses:
Opportunities:	Threats:

3. Plot your strengths and weaknesses on a radar chart (template on the next page) your strengths and weaknesses.
4. Have a partner assess your SWOT analysis. Did they agree with your strengths? think of any more opportunities or threats?

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Radar chart (template)

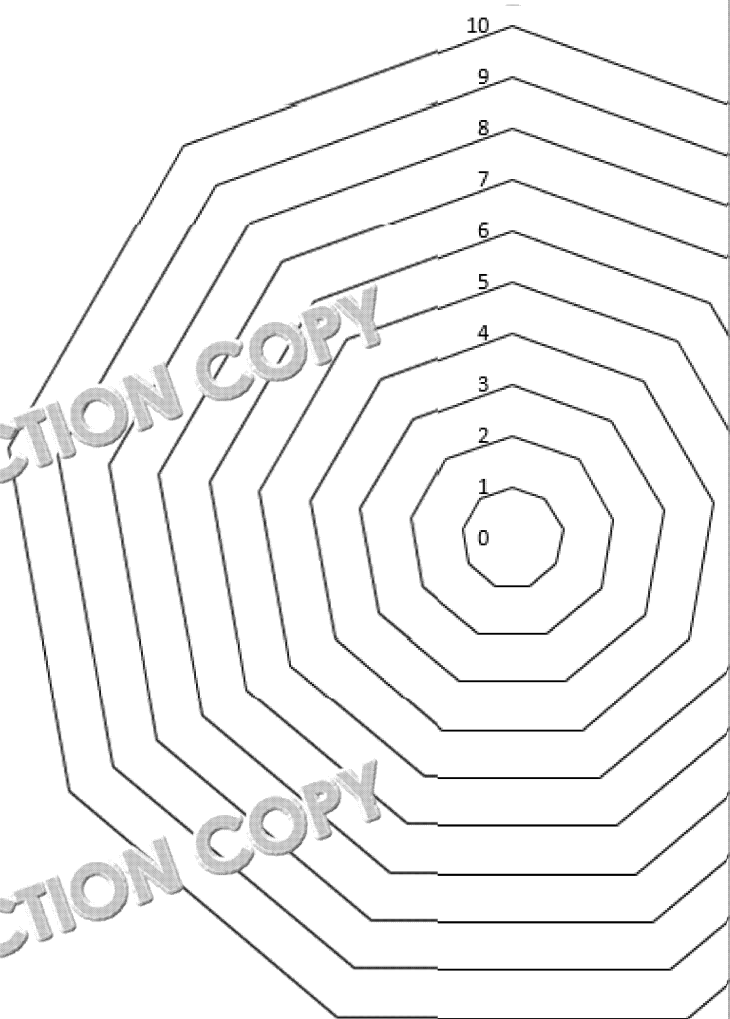
To complete a radar chart, label each outer point of the nonagon (nine-sided shape) with a strength or weakness. Then, give that strength/weakness (1 = very bad, 10 = very good) by marking a point on the inside lines that correspond to that value and then join the dots together. This will allow you to see anything you need to improve.



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Action plans, key timescales, and identifying aims: Plan it

Before beginning this activity, cut out the tables below and mix the pieces of paper.

1. Get students into small groups (3–4) and hand them both envelopes.
2. Students should then rearrange the pieces of one envelope onto a table that shows short-term and long-term actions for one of the two different scenarios from a personal skills audit.
3. Students should then repeat for the other scenario (second envelope).

Key Timescale	Goal/Aim	Resources/Support Needed to Help Achieve Goal
Immediate actions	Identify the grades I need to get into university and finish all my current projects/assignments	Internet, textbooks, research journals
12 months	Complete my first year of PE / BTEC Sport with good grades	Internet, textbooks, research journals, constructive feedback on work, teacher guidance and support
Two years	Start an undergraduate degree in Sports Science at university	Internet, transport to open days at university, support of parents (transport, emotional, financial), teacher help in applications
Five years	Finish my degree in Sports Science at university	Internet, research journals, friendship groups' support, parental support, support of lecturers
10 years	To be working as a sports scientist for a Premier League club	Good networking, contacts, access to research, access to world-class facilities, having good references/referees

Key Timescale	Goal/Aim	Resources/Support Needed to Help Achieve Goal
Immediate actions	Finish off my current assignments and projects	Internet, textbooks, research journals, teacher support and feedback
12 months	To have completed my first year of PE / BTEC Sport with good grades and begun to look at university courses on UCAS	Internet, textbooks, research journals, constructive feedback on work, teacher guidance and support
Two years	Start a relevant undergraduate degree in Sport / Leisure Management	Internet, transport to open days at university, support of parents (transport, emotional, financial), teacher help in applications
Five years	To have gained experience in Sport / Leisure Management	Internet, research journals, friendship groups' support, parental support, support of lecturers
10 years	To be working as a disabled sports development officer	Good networking/contacts, have good experience working in disabled sport and understand the needs of disabled athletes, having good references/referees

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Careers guidance and support available and educational choices: A helping hand

1. Fill in each hand below, giving a description of how each of the identified people can help you with your career, in terms of support and guidance.

Teachers

Parents

Coaches

Practitioner
(someone in a role you want)

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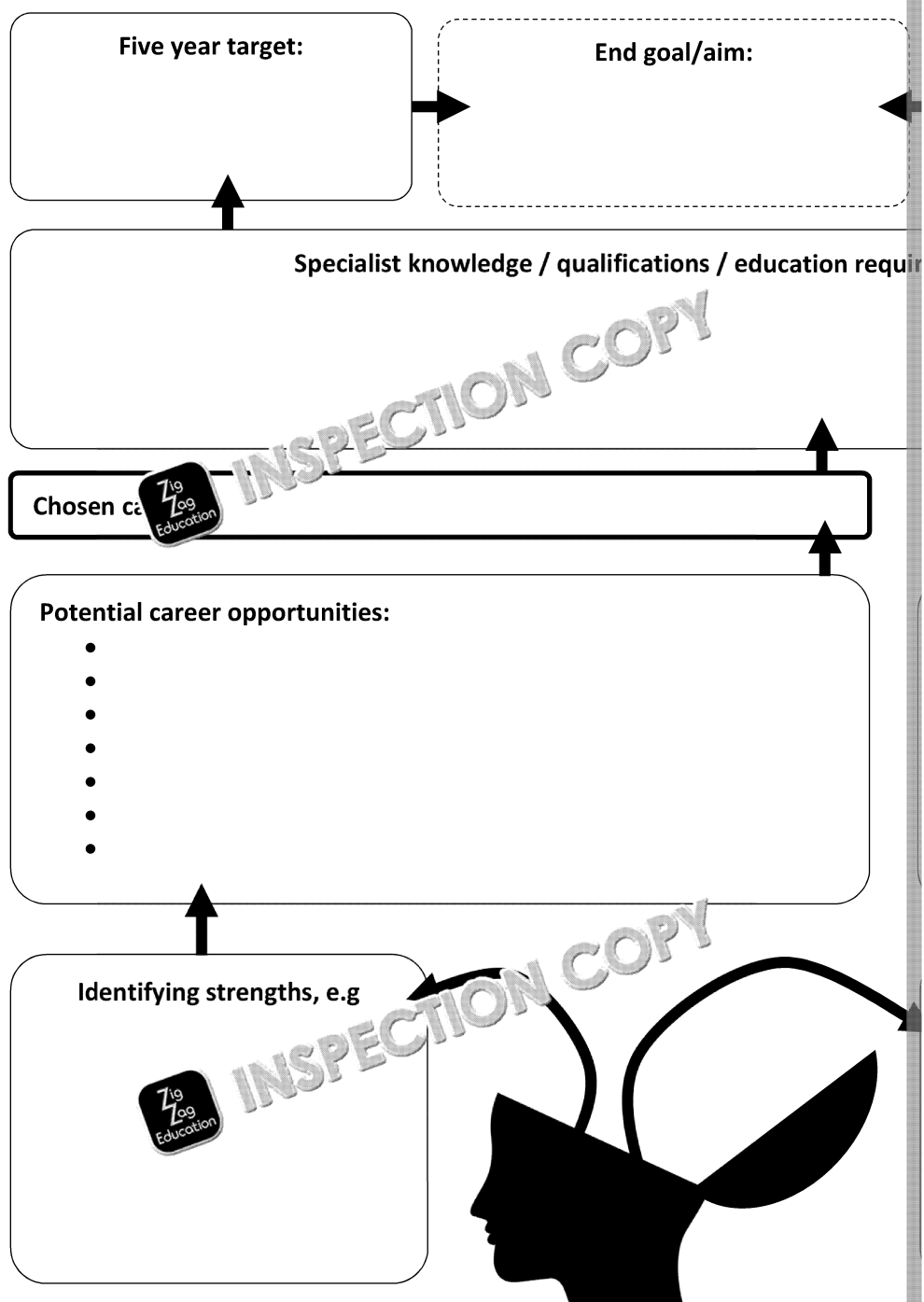


Career development action plan and professional development activities: Step-by-step

1. Fill in the flow diagram below, working your way through the career development process of your choice. Start at the bottom and work your way up!

A career development action plan (CDAP) is a process whereby you identify your career goal, and then work to meet it, by identifying your strengths, weaknesses and any actions you need to take to make your goal a reality.

At each stage of the process, consider the end goal you are working towards and the actions (professional development activities) you would need to take to make your career goal a reality. In some cases, you may even need to diversify – develop different skill sets for a job role (e.g. leisure management).



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Professional development activities: Email

1. Imagine you are working for an elite football club as a sports scientist. You have received an email from a school student, asking your advice on how to advance in the sports science industry.
2. Respond to the email in the template below, giving the school student advice on what they should do or aim for to be successful in your industry.

From:	student@schoolscenario.com
To:	sportsscienstist@elitefootballclubscenario.com
Subject:	Advice on becoming a sports scientist

To whom it concerns,

I am a student in my first year of GCSE PE at secondary school. I love to be a sports scientist when I am older, working for an elite football club. However, I am unsure at the moment of what I need to take to become a sports scientist. I am also not sure if I will get the grades needed to get into university, which I need to become a sports scientist.

Could you give me any tips or advice on how to become a sports scientist from your experience?

Yours sincerely
Joe

From:	sportsscienstist@elitefootballclubscenario.com
To:	student@schoolscenario.com
Subject:	RE: Advice on becoming a sports scientist

Dear Joe,

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Maintaining a personal portfolio / record of achievement experience: Verbal tennis

1. Spend five minutes on your own, writing down as many points as you can below.
2. Get into pairs, and with your partner, play a game of verbal tennis. Take a statement related to the topic – each ‘bullet’ point will count as a separate verbal tennis. The person to make the last point (with no response from the other person for 10 seconds) wins the set. The best of three sets wins.

Set	Topic	Your 'Bullet' Points
1	Certificates, awards and achievements	
2	CVs, writing sports industry jobs	
3	Additional ways of boosting your portfolio/ experience	

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Job Applications: Match-up

1. Instruct the students to get themselves into groups of four. Give each group Print out two copies of worksheet 16.2 for each group. These will need to be separate piles within the end zone.
2. Students will complete an active lesson where they compete to collect information.
3. Set up two 'end zones' at each end of the sports hall.
4. One student in each group will act as the 'chief executive' and one will be the 'candidate'. The group will be the candidates. They should run from the starting zone to the end zone by the 'chief executive'. The official should ensure the game is played fairly, if to the 'chief executive' is used.
5. Once students get to the end zone, they should collect a grey card – job application (*advertisements, job analysis, job description or person specification*) and take it back to the start zone. They should then run back and collect the three pieces (one at a time) of information and try to take them back to the start zone.
6. Once in the start zone, they will need to place the cards in the correct position. The person to collect any three correct pieces of information for their document.
7. The students should then swap roles, return all information to the end zone and collect other documents.

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Job applications: Match-up

In your group, one person will be the 'chief executive' and one will be the official and the other two will be the candidates. You will be given a form below with information about different job application documents. You will be racing each other, and the candidates should try to get to the chief executive by running from the start zone to the end zone where they need to pick up an information card with the name of a job application document and run back to the start zone to find three other pieces of information relating to that document and bring them back. However, they can only do this if they should ensure the rules are enforced by the candidates.

Worksheet [16.1]

Job application document:

Information:

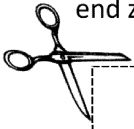


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Worksheet [16.2]: Job Application

Cut out two copies of these information cards for each group and place them in selection zone. Each pile will be used for each candidate.



Should be placed in locations where applicants are likely to see it



Gives a detailed account of what is involved in the job

A process carried out by the company with a view to recruiting the best person for the job

Is ordered so that candidates can identify the most important aspects of the job



Is often split into 'essential' and 'desirable' criteria

Includes 'desirable' qualities that are not essential for the job but would be beneficial for them

Should include the role on offer, the person required, the company bonuses/rewards and how to apply

Helps applicants focus on the CV or covering letter, ensuring they can meet the requirements of the job

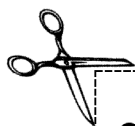


A process which allows a targeted job advertisement to be placed in the right location

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Collects information on the roles and responsibilities and identifies the order of importance of tasks

May include additional tasks that you may not have in your particular job role

Includes 'essential' qualities that the applicant must have for the job

Could be put on company websites / in newspaper websites, etc.

Can be split into subsections such as: experience, education, relevant experience and personal qualities

Helps employer to establish if the applicant meets the requirements of the role

Should be designed specifically for the audience

A feature of an advertised job whereby the potential employer highlights the type of person they would like to employ

Should give a snapshot of what the job is, for whom it is and what the employer wants

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Job
Advertisement



INSPECTION COPY

A

Job
Description



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P
Spec

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Job applications: Advertise and Apply

1. Using either the job descriptions you produced in activity 5, or job adverts/ descriptions (spend five minutes researching and printing), stick your job adverts/descriptions in the room (some suggestions for jobs to look for are sports nutritionist, sports psychologist, disabled sports development officer).
2. Working in pairs, choose one of the jobs stuck all over the room.
3. In your pairs, design an application form, personal CV or letter of application to apply for that role (templates for a CV and application form are given below).



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Application form (template)

Position applied for:

Where you heard about the role (e.g. internet, friends/family):

Personal Details:

Full name:

Email address:

Contact telephone number:

Address:

Education and Training:

Summarise your education and any additional training/qualifications you have. If so, include the modules/subjects and expected grades and end date.

Work Experience:

Name of employer:

Employer address:

Position / job title:

Overview of job role/responsibilities:

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Supporting Evidence:

Addressing the points in the person specification / job description, outline why you are a suitable candidate for the position.



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References

Give the details of two referees to support your application. These can be either work or educational (e.g. teacher/supervisor).

Referee 1		Referee 2	
Name:		Name:	
Position/title:		Position/title:	
Organisation:		Organisation:	
Contact details:		Contact details:	



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CV (template)

(Name and address)

Education and Qualifications

(Years to and from school / college and centre name)

(Title of qualification)

(Additional information, e.g. modules)

Work Experience

(Years to and from)

(Organisation)

(Job outline)

Additional Information

(e.g. IT skills, voluntary work, communication and leadership skills)

References

(Normally 2 referees, their names, addresses / contact details, job roles and relationship)

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Interview skills and demonstrating work-related competence Speed Dating

Split the class up into pairs and get them to find a seat with their partner sat opposite them. Cut out the cards below and place them randomly on different tables next to the students.

Students should then spend five minutes discussing how each of the interview skills is demonstrated in the scenario.

As students discuss, they should make notes on their worksheets.

After five minutes, ring a bell or ask students to now find another partner. They should move to a new table that is in front of them and then discuss this. Repeat the activity, until all students have discussed all the cards.



Communication Skills

Presenting

Specific Technical Knowledge

Work-Related Experience

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Student’s instructions

You will be taking part in a speed-dating game where you will discuss how different skills are demonstrated by an interviewee.

Use the worksheet provided to take notes on your discussion.

Complete notes on all of the interview skills.

	Your Notes
<div>Communication skills</div>	
<div>Presentation skills</div>	
<div>Specific technical knowledge</div>	
<div>Work-related competences</div>	

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Interview skills and demonstrating work-related competence

Speed dating

1. In small groups, travel to each of the stations your teacher has set up in your room. At each station, you will find an image that represents a particular interview skill.
2. Annotate the images with bullet points, key words or key points relating to how the skill is demonstrated during an interview.
3. Once you have visited each station, discuss as a class what was written at each station. The worksheet below shows all the points that were made.

Station	Answers/Notes

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two groups (group A and group B). Give students a minute to write during their interview. Some may be asked to work for us?



- 






- 

After the interview and feedback have finished, send out a follow-up email with the interview questions (and find out the interview feedback). The interview takes place.



Interview forms are used to compare candidates and are useful when a role has several




Interview Feedback Form	
Question	Brief Overview of Applicant Answer
	
	
	

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Observation forms are used to assess candidates on particular attributes their competence for. Having a scoring system allows candidates to be compared easily.

Observation Form		
Criteria	Score (out of 5)	Additional
 Knowledge of subject / area of study		
Appearance		
Communication skills		
 Personality / how well they would suit the company or team		
Commitment		
 Relevant experience		

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Review and Evaluation: Evaluate and improve

Think back to the interview that took place in activity 9. Fill in the evaluation form and discuss how the interview went.

When you review their performance, think of any ways they could improve on aspects of their interview.

Then, discuss in pairs or as a class, the importance of evaluation.

Interviewee Details		
Name:	Position applied for:	
Interview Evaluation		
Performance Criteria	Score/Rating	Suggestions for improvement
Role-play activity: e.g. Did I demonstrate good communication skills, i.e. taking the lead / taking others' opinions on board?	Very good <input type="checkbox"/> Above average <input type="checkbox"/> Average <input type="checkbox"/> Poor <input type="checkbox"/> Very poor <input type="checkbox"/>	
Communication skills: e.g. Did I communicate clearly to the interviewer? Were both my verbal and non-verbal communication appropriate?	Very good <input type="checkbox"/> Above average <input type="checkbox"/> Average <input type="checkbox"/> Poor <input type="checkbox"/> Very poor <input type="checkbox"/>	
Organisation: e.g. Was my presentation clearly organised and planned? Did I have planned answers to common interview questions? Was I on time?	Very good <input type="checkbox"/> Above average <input type="checkbox"/> Average <input type="checkbox"/> Poor <input type="checkbox"/> Very poor <input type="checkbox"/>	
Teamwork: e.g. Did I work well in the team activity? Did I apply my experience with teamwork to the job role I applied for?	Very good <input type="checkbox"/> Above average <input type="checkbox"/> Average <input type="checkbox"/> Poor <input type="checkbox"/> Very poor <input type="checkbox"/>	
Problem solving: e.g. Did I overcome any answers that I wasn't expecting? Did I take the lead during group activities?	Very good <input type="checkbox"/> Above average <input type="checkbox"/> Average <input type="checkbox"/> Poor <input type="checkbox"/> Very poor <input type="checkbox"/>	
Application of skills / experience to the job role: Did I adequately explain how my previous experience relates to the job on offer? Did I sufficiently explain my work experience?	Very good <input type="checkbox"/> Above average <input type="checkbox"/> Average <input type="checkbox"/> Poor <input type="checkbox"/> Very poor <input type="checkbox"/>	

Discussion:

Reflect on this activity by discussing in pairs – or as a class – the importance of evaluation.

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Updated SWOT and action plan: Update your SWOT

To complete this activity, activities 10, 19 and 20 should first be completed. You will need to use your previous skills and draw up another SWOT analysis, based on these previous activities.

1. Working individually, complete another SWOT analysis after the 'interview' for your chosen sport.
2. Using the templates below, complete a new, updated SWOT analysis by identifying your strengths, weaknesses, opportunities (that could help you) and any threats to your career.

Strengths: 	Weaknesses:
Opportunities: 	Threats:

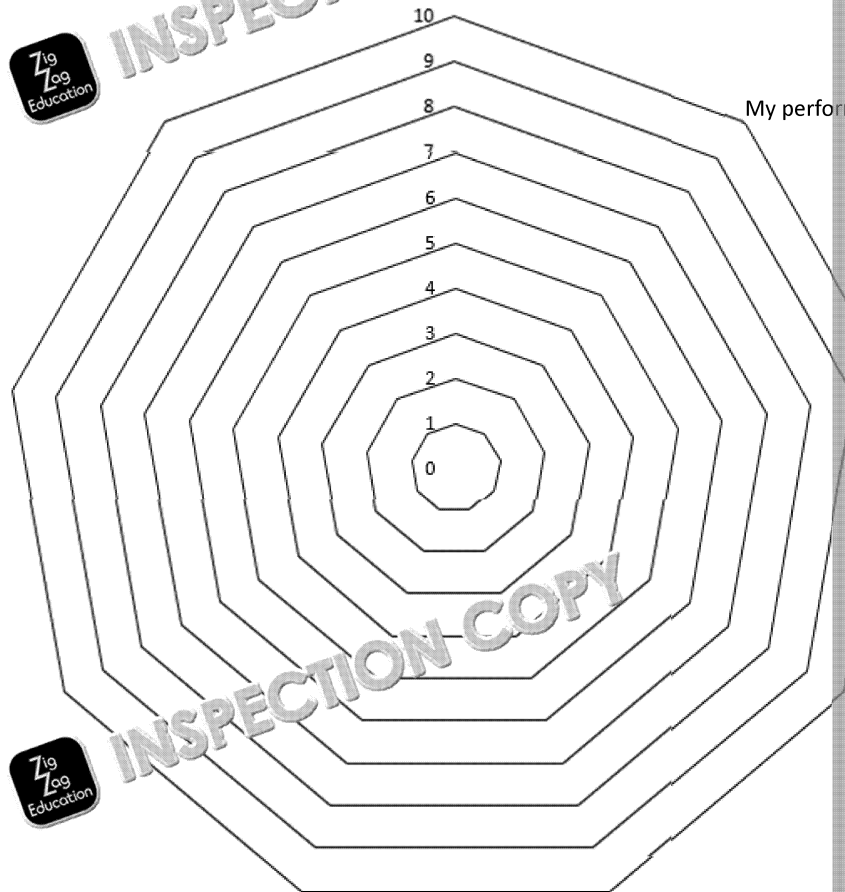
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3. Plot your strengths and weaknesses on a radar chart so you can visually see what your strengths and weaknesses are.

To complete a radar chart, label each outer point of the nonagon (nine-sided shape) with a strength or weakness (e.g. organisation). Then, mark the score out of 10 you give that strength or weakness by marking a point on the inside lines that correspond to your score. Join the dots together to see your strengths/weaknesses and then join the dots together to see how you have been given. This will help you see anything that has improved (by comparing to your previous SWOT analysis) and what you need to improve on.



4. Now, compare your updated SWOT analysis to the one you produced in activity 3. Are there any new strengths and limited your weaknesses? Are there any new opportunities or threats?
5. Discuss as a class how your skill sets have increased or decreased since your career development plan.
 - Are there any skills that you have improved that others haven't?
 - Are there any skills that have become better as a whole class?
 - How would a new career development plan now look following this analysis?



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Answers

Activity 1 — Scope and provision of the sports industry: Rotation case study

Possible answers, including an example case study, are given below. Accept other suitable answers.

Sport and recreation industry data

- The degree of sport involvement in a country depends on the economic value the sport has. The Olympics was seen as an opportunity to profit from tourism).
- As sport becomes more professional, more jobs are created / become available with doctors / strength and conditioning coaches / managers / reporters and journalism.
- The economic significance and value given to certain sports (e.g. skiing) depends on the geographical location.
- Jobs are dependent on the success of sport, e.g. cycling is currently popular in the UK and funding available.

Example case study: The value of football in the UK means that there are many job opportunities in journalism, as both national and local sport are analysed and reported in the paper and on television.

Geographical factors

- Some sports can only be participated in in certain locations and environments (e.g. water and winter sports in more suitable countries with snow).
- An area with a high population may have better opportunities to participate in sport due to the demand of a high number of individuals.
- Areas with a dense population may not build certain sports facilities because there is a high demand for space in the centre of London, where there is limited space).
- Planning restrictions may impede the infrastructure and building of new facilities, and this may limit the opportunities for participation.
- Areas with smaller populations (i.e. rural areas) will not have as many opportunities to participate in sports that require more space (e.g. rugby, football).
- The infrastructure of national governing bodies has improved, meaning the sports are more accessible.

Example case study: In heavily populated areas, many local sports centres will have facilities such as indoor football, netball and badminton. However, this limits the involvement of the sports they may want to participate in.

Socio-economic factors

- Wealthier people will have more opportunities to participate in a variety of sports, as they can afford memberships, equipment and transport to sports facilities.
- Some sports are associated with certain socio-economic statuses. For example, polo is a high-class sport and in economically disadvantaged areas, boxing clubs may exist.
- People in employment will have more money to spend on sport than the unemployed.
- People in employment may not want to participate in physical activity because of work hours.
- Areas of a higher socio-economic status are more likely to spend money on maintaining sports facilities.
- The historical context of sports influences the people that may participate in the sport.
 - Rugby is historically a middle-class / private school game.
 - Football is considered to be a working-class sport due to its history – originating in the working-class areas of the north.
- The culture of individuals of a population in certain areas/suburbs can influence sport participation. Religion may not encourage certain sports.
- Fashion and trend – certain sports go in and out of fashion. This can be due to success of a sports star representing in certain sports. For example:
 - In the 1980s, squash was a very popular sport, but since then, participation rates have fallen.
 - Cycling has increased in popularity, partly due to British cycling success in major international events like the Olympics.

Example case study: Private schools will often have better, or more facilities to allow their pupils to participate in a variety of sports. For example, rugby, horse riding, squash, etc. In contrast, state schools will tend to play sports that are more popular for different sports (e.g. a sports hall for football and netball) or sports that are cheap to run.

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Seasonal factors

- Some facilities only open in the summer months. For example, open-air swimming pools limits participation in the months they are not open for.
- Summer camps encourage children to participate in sport and to develop their skills.
- Holiday sports camps allow children to participate in sports they enjoy. These camps are for sport and so children develop their skills.
- Most sports operate within certain months of the year, as there are present the best time for example, the English rugby season runs from September to May. This is to avoid the winter months which may be hard and dangerous to play on.
- Training camps for specific sports mean that athletes can participate in sport prior to the start of the season, elongating their overall sporting season.

Example case study: English football is only played in the summer months, often in other than optimal conditions to play in.

Activity 2 — Key pathways, sectors and local/national employers: Future job

Summary of Key Pathways / Roles:

Job roles and key responsibilities will differ between individual roles. Students will be expected to provide responses in their answers to provide the purpose of the role (an outline of the purpose of the role / aims) and job description / key responsibilities (what the individual will be expected to do).

- Coach – responsible for designing and implementing training programmes for athletes to improve performance, both physically and tactically
- Sports scientist – someone who aids the overall sporting training programmes of athletes in all aspects of sport (e.g. psychology, physiology and biomechanics).
- Nutritionist – a specialist who recommends certain diets for athletes who want to manage weight / gain weight / increase muscle mass)
- Psychologist – somebody who specialises in the cognitive processes of athletes, help with 'choking', etc. to allow the athlete to perform to the best of their ability
- Sports therapist – someone who specialises in helping athletes to avoid injury and to develop rehabilitation programmes for performance, exercise and general fitness
- Sports development officer – someone who works on behalf of an organisation or individual to increase participation in sport through various means (e.g. promoting the sport / events, etc.)
- National governing body officer – a person responsible for promoting an individual or organisation (e.g. individual athletes) with the aim of increasing participation
- Leisure centre management – ensuring the upkeep and general day-to-day running of a centre so that the general public to participate in sport
- Grounds keeper – a person responsible for the maintenance of the grounds (e.g. building and maintaining sports grounds)
- Activity coordinator – someone who is responsible for organising and running specific activities
- Educational role – (e.g. a teacher) is someone who uses sport to teach other people about sport (e.g. theory / Sports Science) to others
- Sports journalist – writing published material in various formats (e.g. online and for print) about sporting events

For the following sections, students will have varying justifications for their decisions. However, it is important to have awareness of the following points:

Sectors

- **Public** – public sector work involves working for local authorities or authorities, for example, local sports centres and other work (e.g. the fire service) fall under public sector.
- **Private** – private sector work involves working for businesses or organisations not owned by the government. Private sector work is, therefore, built upon the foundation of making a profit.
- **Voluntary** – people who work for their time (in terms of a salary). They often have a passion for the sport (e.g. the Olympics) or more locally, as team coaches/managers of local clubs.
- **Third sector** – the third sector is a 'section' of industry that is neither public nor private. It is not-for-profit and any money they do make is often reinvested back into the sector, better, by buying new equipment, facilities, etc.
- **Public/private partnerships** – whereby a public (e.g. local authority) and a private company work together to do something. Often, local authorities will allow a private company the right to do something (e.g. build houses on) in exchange for the private company also financing building projects that the public is not able to achieve on their own due to costing, such as building a new stand at a local football ground.

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Employers

- **National employers** – sports businesses or organisations that target or have an impact on a large area, for example, national governing bodies from the public sector and a large sports clothing brand.
- **Local employers** – private or public employers that work within a particular geographical area. For example, a small independent sports shop (private) or local sports centres (public).

Types of employment

- **Full-time** – A full-time employee is somebody that works an average more than 35 hours per week.
- **Part-time** – A part-time employee is somebody that works less than approximately 35 hours per week, on shorter shifts (than the normal eight hours a day), or not work at all on certain days.
- **Fixed-term contract** – this is a type of employment in which a contract of employment will terminate when a particular task has been completed.
- **Self-employed**
 - **Independent** – somebody who works for themselves. They are responsible for their own business.
 - **Subcontracted** – a self-employed worker is one who carries out duties for other people.
- **Zero-hours contract** – an employee is not contracted to work a set number of hours per week. They are offered work hours that are offered to them, but equally, the employer is not required to offer them any work.
- **Apprenticeships** – an apprentice learns their skills 'on the job', working alongside some experienced and valuable hands-on experience.

Activity 3 – Sources of information on careers in sport: Research

Students should find reputable websites that provide them with information on careers in sport. The information that they find will vary but some suggestions include:

- BASES (British Association of Sport and Exercise Sciences) – zzed.uk/8888-bases
- UK Sport – zzed.uk/8888-uk-sport
- UKSCA (UK Strength and Conditioning Association) – zzed.uk/8888-uksca
- English Institute of Sport – zzed.uk/8888-eis
- Sport Wales – zzed.uk/8888-sport-wales
- Sport Scotland – zzed.uk/8888-sport-scotland
- Sport Ireland – zzed.uk/8888-sport-ireland
- University websites that provide information on Sports Science courses
- Research journals, for example, Journal of Strength and Conditioning Research – zzed.uk/8888-journal
- Facebook, Twitter – job opportunities can be advertised on these social media websites
- LinkedIn – job opportunities and networking can be completed on this website
- Online (or paper) magazine subscriptions, in which jobs can be advertised

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Activity 4 — Professional training routes, career pathways and progressing to reach a sports career role: A

Students should identify the following indicative content for each career role. Accept other suitable answers.

	Coaching	Sports Science	Sports Development
Job role	<ul style="list-style-type: none"> Age-specific coach (e.g. 16 coach) Professional coaching Technical coach Tactical coach Coach for specific position (e.g. goalkeeping coach or specific NGB disciplines) Disability coaching / sport 	<ul style="list-style-type: none"> Nutritionist Psychologist Sports therapy and rehabilitation / injury management Exercise and fitness Biomechanist Strength and Conditioning coach Physiologist 	<ul style="list-style-type: none"> Sports development officer NGB leads Sports administration Talent identification
Qualifications/Training	Levelled coaching qualifications	<ul style="list-style-type: none"> University-level degree in a relevant subject Further education (e.g. a master's degree or PhD) in a relevant subject 	Management and sport development courses/qualifications
Experience	Experience working with a variety of clients at different ages and abilities	Experience working in sport / elite sport / beneficial	Experience in management, financing and marketing, promoting sport
Industry standards	Safeguarding procedures / DBS checks (enhanced and self-disclosure) where required by industry / liability cover (e.g. the Register of Exercise Professionals (REPS)) / Sports Coach UK / organisational emergency procedures		
Professional bodies	<ul style="list-style-type: none"> Register of Exercise Professionals (REPS) Sports Coach UK ('Minimum Standards For Active Coaches') Institutes of sports 	<ul style="list-style-type: none"> Register of Exercise Professionals (REPS) Institutes of sports BASES accreditation 	<ul style="list-style-type: none"> Register of Exercise Professionals (REPS) Institutes of sports Chartered Institute of the Management of Sport and Physical Activity (CIMSPA)
Personal specification	<ul style="list-style-type: none"> Relevant experience and qualification in coaching The ability to communicate efficiently to the audience they are addressing Keep up to date with the latest sports coaching techniques and advanced methods Be able to coach a range of disciplines Have knowledge in their specific sports 	<ul style="list-style-type: none"> Knowledge in all areas of Sports Science Experience in elite-level sport Be able to run fitness / data collection tests Be able to interpret data Have knowledge in statistical analysis Be up-to-date with sporting research literature 	<ul style="list-style-type: none"> Knowledge of relevant KPIs (key performance indicators) Knowledge of sport participation trends (in specific sports) Be able to manage other people Have knowledge in marketing and promotion

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Activity 5 — Job descriptions and personal specifications: Job advert

Student answers will vary depending on the career / job opportunity that they pick. However, the following points in the job advert:

- **General introduction to the advert / about the business**, e.g. 'We are looking to employ a person with a passion for sports science to join our expanding team. We are a small, independent business providing sports science services and knowledge to elite and amateur sports teams.'

A general introduction to the job post is important as it gives applicants a 'feel' for the company they are working for. It gives the company an opportunity to sell themselves and outline why they are a good place to work for.

- **Job description**, to include:
 - Essential roles of the job
 - Responsibilities of the position
 - Senior member you will be reporting to
 - Any other roles that may be undertaken
 - Hours of work / days of work
 - Pay/salary
 - Length/type of contract

The job description gives the applicant a breakdown of the roles and tasks they will be undertaking. Applicants can self-assess whether they have the knowledge or experience required for the role. Information, such as remuneration (salary) and location of the job, guides an applicant on whether they will be suitably rewarded for their role/work.

- **Person specification**, to include (for example):
 - Correct qualifications (e.g. degree-level qualification)
 - Accreditation from relevant sporting associations, e.g. BASES
 - Proof of history of working to high standards
 - Able to work to schedules
 - High organisational skills
 - Relevant knowledge required for the role
 - Past experience in a relevant/similar role
 - Excellent communication skills
 - Able to work weekends / overtime / be flexible
 - Appropriate personality

A person specification outlines the criteria an applicant must meet to be considered for the role. It is often split into 'essential' (the criteria they must meet to get the role) and 'desirable' (the criteria that would be beneficial in their application process). Person specifications can be split into sections on 'qualifications/knowledge', 'experience', 'skills' and 'personal qualities'.

Activity 6 — Industry standards and safeguarding: Checklist

Checklists could cover the following points. Accept other suitable answers.

Safeguarding and industry standards

- Staff ratios – ensure enough staff are present for the situation, e.g. enough staff to supervise children.
- Complete safeguarding awareness training to learn the skills you need or for refreshers.
- Follow strict codes of conduct to protect yourself and ensure you are following the correct procedures.
- Maintain correct professional conduct, e.g. treating everyone the same / not giving preferential treatment. This could put you at risk of allegations of favouritism, etc.
- Complete a full DBS check (Disclosure and Barring Service) which identifies you as being suitable to work with vulnerable adults. This builds trust between you, your employer and your participants. A job working with vulnerable people. An enhanced disclosure check also establishes whether there are any criminal convictions, warnings or concerns regarding you.
- Inappropriate behaviour by the sports leader can risk safeguarding because they are not acting professionally and are putting themselves at risk of suspicion.
- The health and safety responsibilities of employers and employees should be followed, including the Health and Safety at Work Act and the First-Aid Regulations.
- You should be able to identify, and be aware of, any potential signs of injuries, dangerous workplace behaviour and know when to report it, and who to report it to.

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Case Study

Case studies should identify and describe a suitable example of a sporting role in which injury prevention is of vital importance. Students should be able to apply some of the points from their case study, for example:

A sports scientist was conducting data collection from an elderly participant running on a treadmill. A sports scientist team member could not be present and so the data collection team were short-handed. They decided they would cover for the sick person and continue with the test. During the test, the testing team that they were tired – the testing team ended up asking the participant to keep going. The participant fell over and injured themselves.

The project leader had a disciplinary issue with the team. It was decided that they did not meet numerous standards, for example:

- The correct staff were not in place.
- The project leader put the team at risk of liability (legal/company guidelines).
- The project leader put the participant at risk, due to not conducting testing with professional standards.
- The health and safety regulations of the employer were not followed.

Activity 7 – Sources of continuing professional development (CPD): CPD grid

Students should identify the following points. Accept any other suitable answers.

Gaining knowledge and experience

- Take part in apprenticeships/internships.
- Universities/colleges can provide opportunities to work with elite sports clubs.
- Take part in cross-sector work – using sport as means of influence in other industries (e.g. encouraging healthy lifestyles in children, to help the NHS / health boards).
- Take part in elite performance programmes, which give students the opportunity to work with elite athletes.

Professional body membership

- Becoming a member of a professional body gives you extra skills and experience to improve your performance.
- Professional body membership gives you access to clubs/individuals to your skills and experience.
- Fees for being a member of a professional should be considered – membership can be expensive.
- Members of professional bodies should have the required level of education and qualifications.
- You may need to further educate yourself (in terms of qualifications) to become a member.
- Many professional bodies ask for logs of CPD or proof of work in the sports sector – this can become a hurdle to membership.

Updating professional competences

- Many jobs will require you to have up-to-date knowledge of first aid. However, this is not always the case.
- Many jobs will require up-to-date knowledge of safeguarding to allow you to continue to work safely, including yourself, safe.
- Employees should demonstrate an increasing knowledge with up-to-date knowledge of the latest advancements in nutrition) and methods (e.g. coaching or training).

Career progression training

- All training should be specific and relevant to the field you are working in (e.g. coaching, refereeing, etc.).
- Gaining higher qualifications is a way to demonstrate progression – this will vary from sport to sport. Science: BSc, MSc or BA; teaching: PGCE; four day on courses: FdSc; management training: coaching: level 1, level 2, etc.)

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Activity 8 — Personal skills audit for potential careers: Rate yourself

Students should create a skills audit similar to that below. The points that they should include in their example answers have been provided.

Question/statement	Score (1 = strongly agree, 2 = strongly disagree)
Interests and accomplishments:	
e.g. I am interested in coaching and am, therefore, looking for a coaching career. I am a cyclist. I have previously won the county cup in rugby and have completed a triathlon. In my current job, I won the regional award for 'Most Inspirational Colleague' for my work with the school and successfully introduced the 'Study Scheme', where academically gifted students revise for their exams.	
Personal qualities	
I am a reliable worker.	1 2
My organisational skills are good.	1 2
I am committed to my job role.	1 2
I am a resilient worker.	1 2
I am an empathetic individual.	1 2
Basic skills	
My literacy skills are good.	1 2
My numeracy skills are good.	1 2
I have good IT skills.	1 2
Outline any relevant experience you have had in the sector: e.g. I currently help coach the under-15s rugby team at my local rugby club. This has helped me develop leadership, teamwork and communication skills. I have also volunteered at rugby tournaments from around the area competed, helping the tournament to run smoothly. This required me to be organised and to have good communication skills. I have also volunteered at the local cycling club, offering coaching support to the junior cyclists to improve their skills and to enjoy the sport.	
List any educational or sector-specific qualifications you have: e.g. Level 2 coaching award in rugby Level 3 Certificate in Coaching Cycling (L3CCC)	
General employability skills	
I have good teamwork skills.	1 2
I am a cooperative worker.	1 2
I have good communication skills.	1 2
I am good at problem solving.	1 2
List any specific technical skills you have: I have worked as a mechanic in a local cycling shop, repairing bicycles and providing upgrades. In sport, I have worked as a rugby and cycling coach, leading and instructing junior competition teams. I have also worked as a fitness instructor, so good knowledge of test protocols was required.	

Activity 9 — Personal skills audit for potential careers: Job interview

Answers will depend on the questions asked by the 'interviewer' and the job role they are applying for. Students should relate to the skills audit (see activity 8 answers).

Example questions:

- 'Outline your qualifications that make you suitable for this job role.'
- 'What experience do you have, working in this sector?'
- 'What personal qualities do you have that make you suitable to this company?'
- 'Give an example of when you had to demonstrate empathy in work.'
- 'Give examples that demonstrate your reliability and organisational skills.'
- 'What is your level of competence in basic software packages such as Word, PowerPoint?'
- 'Do you have any specific technical skills that would benefit this company or yourself?'
- 'What experience do you have in problem solving?'
- 'How would you rate your teamwork skills?'

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Activity 10 — SWOT analysis: SWOT

Answers will depend on the career students decide to analyse themselves for. General points that should be considered are given below, including an example radar chart. Accept other suitable points.

Strengths/weaknesses

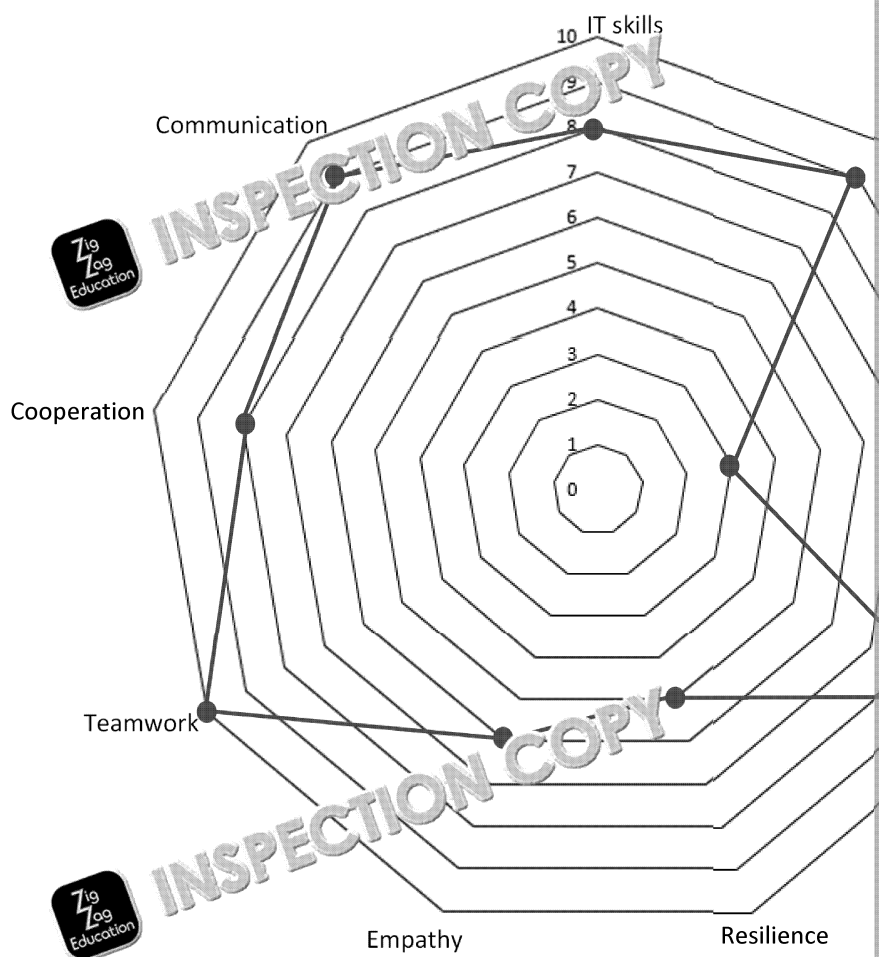
- Reliable worker
- Organisation
- Commitment
- Resilience
- Empathy
- Literacy
- Numeracy
- IT
- Relevant education
- Relevant experience
- Skill sets
- Teamwork
- Communication
- Problem solving

Opportunities

- Offer to go to university to study
- Chance to volunteer at local clubs/events
- Local courses in first aid / health and safety
- Local coaching courses

Threats

- Lack of social skills / not enjoying working with certain populations (e.g. children or older people)
- Lack of opportunities to advance skill set
- Not achieving academically, which hinders the chance to go to university/college



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Activity 11 — Action plans, key timescales, and identifying aims: Plan it out

Key Timescale	Goal/Aim	Resources/Support Needed to Help Achieve Goal	
Immediate actions	Identify the grades I need to get into university and finish all my current projects/assignments	Internet, textbooks, research journals	Iv ge Iv
12 months	Complete my first year of PE / BTEC Sport with good grades	Internet, textbooks, research journals, constructive feedback on work, teacher guidance and support	Iv w m
Two years	Start a relevant undergraduate degree in Sports Science at university	Internet, transport to open days at university, support of parents (transport, emotional, financial), teacher help in applications	Iv cc of
Five years	Finish my degree in Sports Science at university	Internet, research journals, friendship groups' support, parental support, support of lecturers	Iv of
10 years	To be working as a sports scientist for a Premier League club	Good networking/contacts, access to up-to-date research, access to world-class facilities, having good references/referees	Iv Le w de

Key Timescale	Goal/Aim	Resources/Support Needed to Help Achieve Goal	
Immediate actions	Finish off my current assignments and projects	Internet, textbooks, research journals, teacher support and feedback	Iv m fo
12 months	To have completed my first year of PE / BTEC Sport with good grades and begun to look at university courses on UCAS	Internet, textbooks, research journals, constructive feedback on work, teacher guidance and support	Iv qu gr
Two years	Start a relevant undergraduate degree in Sport / Leisure Management	Internet, transport to open days at university, support of parents (transport, emotional, financial), teacher help in applications	Iv cc of
Five years	To have gained a degree in Sport / Leisure Management	Internet, research journals, friendship groups' support, parental support, support of lecturers	Iv of
10 years	To be working as a disabled sports development officer	Good networking/contacts, have good experience working in disabled sport and understand the needs of disabled athletes, having good references/referees	Iv sp pa pe

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Activity 12 — Careers guidance and support available and education choices: A help

Answers to include the following. Accept other suitable answers.

Teachers

- Direct your educational choices to help you reach your career goal
- Provide emotional support when required
- Have experience working in sport themselves, so can give relevant advice
- Many PE teachers will have university degrees in sport
- Give you support and guidance with school work
- Act as role models

Parents

- Emotional support
- Financial support
- Give you advice and guidance in educational choices
- Supportive of your career choices
- May know people within the industry that you can contact

Coaches

- Have working experience of sport that they can share with you
- Can give you opportunities to be involved in sport (i.e. letting you coach for them)
- Give you advice on how to coach well
- May have useful contacts that you can reach out to

Practitioner

- Has up-to-date working experience
- Can provide you with an opportunity to be involved
- May have useful contacts you can reach out to
- Will have high levels of knowledge to pass onto you

Activity 13 — Career development activities and professional development activities

Student answers will vary depending on the career goal they choose. Some examples of answers are given below. Accept other suitable answers.

Identifying strengths

- Good communication skills
- Good organisation
- Good working with children / the elderly
- Good knowledge of health and nutrition

Identifying weaknesses

- Lacking knowledge in other areas of sport, such as psychology and coaching
- Bad team player
- Lacking advanced IT skills
- Not very reliable

Addressing weaknesses

- Study to improve knowledge in relevant sectors
- Join a local sports club to become a better team player
- Undertake online courses to improve IT skills

Potential career opportunities (relevant to skill set)

- Sports coach
- Development officer
- PE teacher
- Lecturer
- Nutritionist
- Biomechanist

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Specialist knowledge / qualifications / education required for role

- Relevant degree in the sectors (e.g. BSc in Sport Science / Sports Management, etc.)

Two-year target

- To have started a degree that is relevant to my career choice

Five-year target

- To have completed my university degree, gaining the right level of knowledge and ex

Activity 14 — Professional development **Contexts: Email**

An example email answer is provided. Accept other suitable answers. The email should

- Identify strengths and weaknesses
- Identify end goal / career goal
- Take part in workshops
- Take part in additional training
- Try to gain experience (e.g. volunteering) in sport
- Complete a job-shadowing role
- Complete self-reflection

Dear Joe,

Thank you very much for your email.

From my experience, the best way to become a sports scientist is to study in a relevant subject from university. This gives you the theoretical knowledge and experience needed to become a sports scientist. However, it is also a good way to advance in this career. You could also complete voluntary work and try to get as much experience working in sport as possible. Contact employers that you have the knowledge and skill sets they need for the role. You could do this by taking part in workshops or attending conferences. Being proactive in this way is a great way to show employers you are motivated.

Another suggestion I would suggest completing is taking part in job shadowing. This is a method where you follow, or 'shadow' an experienced sports scientist during the working day. This gives you an insight into the role of a Sports Scientist and can help guide your learning as you will know what things you will need to study to get your chosen career. You could do this as a voluntary position.

- Finally, I think it is very important to take part in self-reflection. Self-reflection is where you take a moment to identify your strengths and weaknesses which helps to guide your learning. You should try to identify areas where you can improve your skills and where you truly want your career to go. This will provide you with the motivation to go out and work towards your goals.

I hope this helps

Kind regards,

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Activity 15 — Maintaining a personal portfolio / record of achievement and experience

Indicative content given below. Accept other suitable answers or statements around given content.

Set	Topic	Possible points
1	Certificates, awards and achievements	<ul style="list-style-type: none"> Educational certificates GCSEs A Levels University degree Postgraduate qualification Sport specific awards Coaching badge Sporting achievements County representation National representation Sports volunteering Community awards
2	CV Boosting sports industry jobs	<ul style="list-style-type: none"> Name Address Personal statement / overview Education/qualifications Any other awards/achievements outside of education Work experience Volunteering Sporting achievements Proof of skills (volunteering)
3	Additional ways of boosting your portfolio/ experience	<ul style="list-style-type: none"> Testimonials Employer support Employer references Referees Work experience Press cuttings Job shadowing

Activity 16 — Job applications: Match-up

Statements should be in the following piles/groups:

Job advertisements

- Should be placed in locations where applicants are likely to see it
- Should give a snapshot of what the job is like for passers-by
- Could be put on company website, in newspapers / governing body websites, etc.
- Should include the name of the person required to fill the role, company bonus
- Should be designed specifically for the audience you are targeting

Job analysis

- A process carried out by the company with a job on offer
- Collects information on the roles and responsibilities included in a job and identifies duties
- A process which allows a targeted job advertisement to be created

Job description

- Gives a detailed account of what is involved in a particular job
- Is ordered so that candidates can identify the most important features of the job
- May include additional tasks that you may not have anticipated in the particular job
- Helps applicants focus their CV or covering letter, to showcase how they can meet the requirements
- Helps employer to establish if the applicant meets the key requirements of the role

Person specification

- A feature of an advertised job whereby the employer highlights the type of person they are looking for
- Can be split into subsections such as experience, education, skill sets, relevant experience
- Is often split into 'essential' and 'desirable' qualities
- Includes 'essential' qualities that the applicant must meet to get the job
- Includes 'desirable' qualities that are not essential for the applicant to meet, but would be an advantage

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Activity 17 — Job applications: Advertise and apply

Students' answers will differ as they complete their own application form, CV or letter of application. Information that should be included on a CV and application form are given by the template.

A letter of application / covering letter will vary depending on the role, but will generally include:

- Address and date
- Job title you are applying for
- Brief introduction to your current situation (e.g. education or work)
- Why you would be suitable for the role (see job description / person specification)
- Closing statement / conclusion

Activity 18 — Interview: Demonstrating work-related competence: Speed of delivery

Students could discuss the following points. Accept other suitable answers.

Communication skills

- Dress smartly – 'dress for the job you want', e.g. wearing a suit to an interview.
- Be attentive – listen to the potential employer.
- Communicate your answers clearly, give as much detail as you can, without waffling.
- Make eye contact with the interviewer.
- Be attentive – concentrate on the interviewer.
- Body language – sit upright and have an 'open' body language, e.g. not crossing your arms.
- Try to relate all your answers to the question asked / the job role.
- Speak slowly and clearly.
- Speak formally, e.g. 'Sir/Madam'.
- Communicate what you know about the company, highlighting your enthusiasm to work for them.
- Have questions ready to ask the interviewer, should they ask.
- In team/group interviews and role-play activities, highlight your communication skills by getting your points across.
- Have clear answers ready to give should common interview questions come up, e.g. 'Tell us about yourself?' / 'Have you any strengths or weaknesses?' / 'What are your career aims?'

Presentation skills

- Micro-teach sessions – short presentations in a welcoming environment with the teacher observing the presentation.
- Micro-lessons – short presentations in a welcoming environment whereby the focus is on your personal development and your ability to perform a presentation (i.e. the focus is not on work-related knowledge).
- Be clear yet concise – don't bore your subjects with long lectures.
- If using PowerPoint, make the slides simple; too many animations / slide features give a poor impression.
- Use PowerPoint slides as prompts – don't fill them with text and read directly from them.
- Talk slowly. When nervous, you will naturally talk faster – slow down!
- Have an awareness of time – you will probably have a limit.
- Practise your presentation at home.
- Make sure your presentation is suitable for the audience you are speaking to.

Specific technical knowledge

- You should have a good depth of knowledge in the area/role you are interviewing for.
- Demonstrate your knowledge in the interview, without going overboard.
- Demonstrate your knowledge by giving specific examples of occasions where you have used your knowledge.
- Research what technical knowledge is required for the role, and ensure you can talk confidently about it, including instructing and leading, fitness testing and protocols, setting up and handling equipment.

Work-related competence

As the interviewer

- Did you ask the right questions to get the required information from the interviewee?
- Did the job advertisement attract the right kind of applicant?
- Did the job description allow applicants to fully understand what was expected of them?
- Did the person specification attract applicants with the right experience/knowledge?
- Did the job description / person specification and advertisement lead to covering letter and interview questions including the right information to make a judgement upon?
- Did you ensure the application process adhered to equal opportunities?
- Were any activities (e.g. micro-teach/coach) in the interview necessary / give you the opportunity to assess the applicant's work-related competence?

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As the interviewee

- Were you able to adequately write a covering letter / application based on the information given to you?
- Did you answer interview questions in enough depth?
- Were you able to put together a good presentation based on the information given to you?
- Did you communicate clearly in group activities?

Activity 19 — Interview feedback and observation forms: Reviewing and submitting

Answers will depend on the job position being interviewed for and the questions asked by the interviewer.

Activity 20 — Review and evaluation: Evaluate and improve

Answers provided by students will depend on the interview that took place (in activity 9) and the questions asked. Some suggestions that the students could include are below.

- **Role-play activities**, e.g. get as much experience as possible working in groups; for example, join a sports club.
- **Communication skills**, e.g. practise different types of communication while at home or in school, such as giving a presentation or writing a letter.
- **Organisation**, e.g. make small changes at home to make yourself more organised, such as tidying up.
- **Teamwork**, e.g. take part in as many social situations as possible, from sport to social events.
- **Problem solving**, e.g. volunteer in challenging or unfamiliar roles so that you have to solve problems.
- **Application of skills/experience to the job role**, e.g. practise at home how you will use your skills to the job role.

Discussion

- Evaluation allows an interviewee to assess what they did well and what they did not well on, so they can improve their performance the next time they have an interview.
- For an interviewer, evaluation allows them to assess the effectiveness of their hiring process.
- Evaluation can serve as proof that processes are being followed, implemented and reviewed.
- Evaluation can help to guide future actions and targets.

Activity 21 — Evaluation: Review and action plan: Update your SWOT

Answers will depend on the career students decide to analyse themselves for. Students should be able to identify improvements have been made in their skill sets using the radar chart. **Suitable answers** should be given for activity 10.

The radar chart should show a marked improvement on students' skill sets. For example, a skill marked as a 3 on activity 10 has now increased to a 7 by activity 21.

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