

BTEC National Extended Certificate in sport Unit 3

Year Group 13

Half Term 1

Number of Hours	Topic
	<p>Unit 3: introduction (this unit is started in the summer term of Y12)</p> <p>Learners explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.</p> <p><b>Unit introduction</b></p> <p>The sports industry is a vast market with many different pathways. For a successful career, you need to understand the scope and breadth of the available opportunities and the steps needed to follow your chosen pathway. In this unit, you will research the different possible careers and the associated job roles in the sports industry, then action plan your development towards achieving a selected career aim. You will analyse your own skills and identify how to develop them into a career through the use of a career plan. You will research your chosen career to understand how to access and progress within it. You 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 your own strengths and gaps in knowledge and skills. You will evaluate your 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. This unit will prepare you for progression to a career in the sports industry either directly or through higher education, by developing your understanding of investigation, career planning and awareness of the skills and qualities that sports employers look for in a potential employee.</p>
2	<b>A2:</b> Sources of information on career in sports.
2	<b>A3:</b> Professional training routes, legislation, skills in the sports industry: Career pathways: Coaching, sports science, sports development, leisure management, education pathways.
2	<b>A3:</b> Professional training routes, legislation, skills in the sports industry: Job descriptions & person specifications for sports industry jobs.

2	<b>A3:</b> Professional training routes, legislation, skills in the sports industry: <ul style="list-style-type: none"> <li>• industry standards</li> <li>• safeguarding.</li> </ul>
2	<b>A3:</b> Professional training routes, legislation, skills in the sports industry: Legislation & professional bodies
2	<b>A4:</b> Sources of continuing professional development (CPD): <ul style="list-style-type: none"> <li>• maintaining professional development: memberships of professional bodies: fees, qualification, logs of CPD, required updates to professional competencies.</li> </ul>
2	<b>A4:</b> Sources of continuing professional development (CPD): <ul style="list-style-type: none"> <li>• Career training progression</li> <li>• Cross sector opportunities</li> </ul>
Reasons behind order of topic in this half term	
Learning aim A: Understand the career and job opportunities in the sports industry. Learners research a number of careers within the sports industry via several key pathways. Learners then progress to selecting two contrasting pathways that will be used as the basis for their assignment. They then complete more detailed research regarding job descriptions, person specifications, industry standards, legislation and continuing professional development opportunities. The order is set out in the specification and allows learners to make progress to learning aims A & B for the assignments. In addition, the timing mirrors that of competing UCAS forms and personal statements and enables the pupils to have a thorough insight in to progression routes, future careers and the key skills required.	

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Half Term 2

Number of Hours	Topic
2	Learning Aim B Explore own skills using a skills audit to inform a career development action plan <b>B1:</b> Personal skills audit for potential careers: Introduction
2	<b>B1:</b> Personal skills audit for potential careers: <ul style="list-style-type: none"><li>• producing a personal skills audit against a chosen career pathway:<ul style="list-style-type: none"><li>○ interests and accomplishments</li><li>○ qualities</li><li>○ basic skills</li><li>○ experience</li><li>○ qualifications</li><li>○ generic employability skills</li></ul></li></ul>
2	<b>B1:</b> Personal skills audit for potential careers: <ul style="list-style-type: none"><li>• producing a personal skills audit against a chosen career pathway: SWOT Analysis</li></ul>
2	<b>B2:</b> Planning personal development towards a career in the sports industry: <ul style="list-style-type: none"><li>• use of personal skills audit to produce an action plan towards a sports and recreation industry career</li><li>• identification of key timescales</li><li>• career development action plan (CDAP)</li></ul>
2	<b>B2:</b> Planning personal development towards a career in the sports industry:

	<ul style="list-style-type: none"> <li>• identification of training/educational/ experiential aims</li> <li>• professional development activities.</li> <li>• careers guidance and support</li> </ul>
2	<b>B3:</b> Maintaining a personal portfolio/record of achievement and experience: personal portfolio/record of achievement.
6	<b>Topics A1–A4</b> <b>Topics B1–B3 Assignment</b>
Reasons behind order of topic in this half term	
The topics follow the specification outline and suggested SOL from Pearson to enable learners to research and gather evidence towards assignment 1 which assesses Learning aims A & B. The timing of assignment 1 before Christmas allows the learners the Christmas period and the start of January to focus solely on their unit 2 exam. It also allows adequate assessment & internal verification time for staff, and resubmission opportunities if required.	

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Number of Hours	Topic
2	<p>Learning aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway</p> <p><b>Learning Aims C &amp; D introduction</b></p> <p><b>C1:</b> Job applications:</p> <ul style="list-style-type: none"><li>• selection of a job role in a suitable career pathway:<ul style="list-style-type: none"><li>○ a job advertisement and where it could be placed</li></ul></li></ul>
2	<p><b>C1:</b> Job applications:</p> <ul style="list-style-type: none"><li>• selection of a job role in a suitable career pathway:</li><li>• a job advertisement and where it could be placed</li><li>• job analysis</li><li>• job description</li><li>• person specification</li></ul>
2	<p><b>C1:</b> Job applications:</p> <ul style="list-style-type: none"><li>• application form</li></ul>
2	<p><b>C1:</b> Job applications:</p> <ul style="list-style-type: none"><li>• personal CV</li><li>• letter of application.</li></ul>
2	<p><b>C1:</b> Job applications:</p>

	<ul style="list-style-type: none"> <li>• personal CV</li> <li>• letter of application.</li> </ul>
2	<p><b>C2:</b> Interviews and selected career pathway-specific skills:</p> <ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Interview Feedback form</li> </ul> <p>Career pathway-specific technical knowledge/skills</p>
Reasons behind order of topic in this half term	
Learning aims C & D are assessed in Assignment 2. The order of the specification is chronological and allows learners to research and gather evidence for the assignment as they progress through the guided learning hours.	

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Half Term 4

Number of Hours	Topic
2	<b>C2:</b> Interviews and selected career pathway-specific skills: <ul style="list-style-type: none"><li>• Presentation skills</li><li>• Observation form</li></ul>
2	<b>C2:</b> Interviews and selected career pathway-specific skills: demonstration of a work-related competence. <b>Topics C1–C2</b> Learning aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway. Gathering evidence for the assignment.
2	<b>Learning aim D: Reflect on the recruitment and selection process and your individual performance</b> <b>D1:</b> Review and evaluation: <ul style="list-style-type: none"><li>• individual appraisal of own roles in being interviewed, review of communication skills</li><li>• review of organisational ability</li><li>• assessment of how the skills acquired support the development of employability skills.</li></ul>
2	<b>D1:</b> Review and evaluation: <ul style="list-style-type: none"><li>• role-play activity</li><li>• individual appraisal of own roles in interviewing and observing</li><li>• review of communication skills</li><li>• review of organisational ability</li><li>• assessment of how the skills acquired support the development of employability skills.</li></ul>

2	<b>D2:</b> Updated SWOT and action plan: <ul style="list-style-type: none"> <li>SWOT analysis on individual performance in the role-play activities</li> </ul> self-critique
Reasons behind order of topic in this half term	
Learning aims C & D are assessed in Assignment 2. The order of the specification is chronological and allows learners to research and gather evidence for the assignment as they progress through the guided learning hours.	



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Half Term 5

Number of Hours	Topic
2	<b>D2:</b> Updated SWOT and action plan: <ul style="list-style-type: none"> <li>review</li> </ul> action plan.
2	<b>Topics</b> <b>C1-C2</b> <b>D1-D2</b> Learning Aim D: Reflect on the recruitment and selection process and your individual performance
6	<b>Topics C1-C2</b> <b>Topics D1-D2 Assignment</b>
Reasons behind order of topic in this half term	
Learning aims C & D are assessed in Assignment 2. The order of the specification is chronological and allows learners to research and gather evidence for the assignment as they progress through the guided learning hours. The timing of assignment 2 just after Easter allows the learners to complete and submit the assignment before the summer exam period enabling them to focus solely on their unit 2 exam if they require a resit. It also allows adequate assessment & internal verification time for staff, and resubmission opportunities if required.	