

Scheme of Work 2020 - 2021

Subject: Btec Sport

Year Group: 12

Specification: BTEC Level 3 sport

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
-----------	--------------------	--	---	--------------------	--	---------------------------

Learning aim A: Understand the career and job opportunities in the sports industry

1	<p>A1: Scope and provision of the sports industry:</p>	<ul style="list-style-type: none"> • size, breadth and geographic spread of the sports industry, locally and nationally • factors that affect sports provision and employment opportunities. 	<ul style="list-style-type: none"> • Tutor presentation: outline the nature of the learning aims and the assessment task that learners will be expected to complete, using the specification, ensuring they understand relevant key terms from the specification. • Tutor presentation: introduce learners to professional development in the sports industry and explain the importance of understanding the scope 		<p>Research the following factors that affect sports provision and employment opportunities:</p> <ul style="list-style-type: none"> ○ geo gra phi cal ○ soci 	<p>C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10</p>
---	---	--	---	--	--	--

			<p>and provision of the sports industry.</p> <ul style="list-style-type: none"> • Tutor-led discussion: lead the learners into a discussion about the size, breadth and geographic spread of the sports industry, locally and nationally, and factors that affect sports provision and employment opportunities. Ask learners about any employment that they currently have in the sports industry and discuss future employment in the industry. Include discussion about the types of employment in your local area and the opportunities locally for employment in the sports industry. NB: It would be useful for the tutor to have printed out some data and information about the size, breadth and geographic spread of the sports industry, locally and nationally, including the economic significance and number of jobs for learners to look through during the discussion. These websites may be useful: <ul style="list-style-type: none"> ○ www.prospects.ac.uk – overview of leisure, sport and tourism sector in the UK ○ www.sportengland.org – economic value of sport and sport and the economy. • Paired activity: ask learners to work in pairs to identify the factors that affect sports provision and employment opportunities. Learners should identify geographical, 		<p>o- eco no mic season.</p>	
--	--	--	--	--	--	--

			<p>sociological and seasonal factors in their paired discussions and should think about examples for each factor.</p> <ul style="list-style-type: none"> • Plenary: summarise the factors that affect sports provision and employment opportunities that pairs have identified. 			
2	<p>A1: Scope and provision of the sports industry:</p>	<ul style="list-style-type: none"> • factors that affect sports provision and employment opportunities: <ul style="list-style-type: none"> ○ geographical ○ socio-economic ○ season. 	<ul style="list-style-type: none"> • Tutor presentation: remind learners of the factors affecting sports provision and employment opportunities. • Group activities: get learners to work in small groups. Ask each group to research one of the three factors that affect sports provision and employment opportunities: <ul style="list-style-type: none"> ○ geographical, including location, environment, infrastructure and population ○ socio-economic, including wealth, employment, history, culture, fashion and trend ○ seasonal, including swimming pools that only open in the summer, summer camps, holiday sports clubs, competition seasons and training camps. <p>For their given factor, learners should include research of local and national examples.</p> <ul style="list-style-type: none"> • Learners will present their findings to the whole group in the next lesson as an annotated poster. 	<p>Computers for internet research</p> <p>Poster paper and pens</p> <p>Design a poster on</p> <ul style="list-style-type: none"> ○ geographical ○ socio-economic ○ season. 		<p>C1, C3, C5, S07, SP1, SP2, SP3, SP9, SP10</p>

3	A1: Scope and provision of the sports industry:	<ul style="list-style-type: none"> • factors that affect sports provision and employment opportunities: <ul style="list-style-type: none"> ○ geographical ○ socio-economic ○ season. 	<ul style="list-style-type: none"> • Group presentations: ask learners to present their information about their chosen factor and how it affects sports provision and employment opportunities. 			
4	A2: Careers and jobs in the sports industry:	<ul style="list-style-type: none"> • sectors • local employers • national employers • sources of information on careers in sports • definitions of types of employment. 	<ul style="list-style-type: none"> • Tutor presentation: introduce learners to careers and jobs in the sports industry. • Tutor delivery: explain to learners the different sectors (public, private, voluntary, third sector, public/private partnerships) within the sports industry and the different types of employers (public, private, voluntary, third sector, public/private partnerships). You could use the internet to show learners sources of information on careers in sport. The following websites may be useful: <ul style="list-style-type: none"> ○ www.careers-in-sport.co.uk ○ www.uk sport.gov.uk/jobs ○ www.sportscareers.co.uk ○ www.jobsinsports.com • Tutor-led discussion: lead the learners in a discussion about the different types of employment. Ask learners to consider the types of employment by describing practical examples from the sports industry and other sectors. Ensure that learners discuss 		Identify key pathways for careers and jobs in the sports industry and career routes are some more popular than others? Why? Why not?	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<p>employment, locally and nationally, and the types of work/contract including:</p> <ul style="list-style-type: none"> ○ full time ○ part time ○ fixed-term contract ○ self-employment (independent, subcontracted) ○ zero-hour contract ○ apprenticeships. 			
5	A2: Careers and jobs in the sports industry:	<p>• key pathways:</p> <ul style="list-style-type: none"> ○ sports science ○ sports development ○ leisure management ○ education ○ sports journalism ○ coaching 	<p>• Tutor presentation: introduce learners to key pathways. You could present the learners with a pathway, explaining the route to get to that specific career.</p> <p>• Individual activity: ask learners to identify key pathways for careers and jobs in the sports industry and career routes. Learners should consider the different roles available within subsectors of the sports industry, e.g., studying sports science could lead to a career as a nutritionist, sports psychologist, sports therapist and working with injury management. Sports development could include working as a sports development officer, as a national governing body (NGB) officer and as a sports administrator. Leisure management could include facility management, grounds keeping and working as an activity coordinator.</p>	<p>Divide jobs into different pathways E.g leisure centre manger = leisure management and Level 2 Netball coach = coaching</p>	<p>Research the education pathway for the job that you have been given</p>	<p>C1, C3, C5, S07, SP1, SP2, SP3, SP9, SP10</p>

			<p>Learners should reflect upon the types of work and the different roles available within their sector. It may be useful for learners to be able to carry out internet research to complete this activity.</p> <p>• Tutor-led discussion: draw together the information learned from the individual activity and exchange ideas and information.</p>			
6	<p>A3: Professional training routes, legislation, skills in the sports industry:</p>	<ul style="list-style-type: none"> • education pathways • specialist qualifications • higher education • job descriptions and personal specifications • professional bodies minimum standards/NGBs. 	<p>• Tutor presentation: introduce learners to professional training routes and education pathways.</p> <p>• Paired activity: ask learners to research the education pathway for a chosen career in the sports industry. Learners should use a typical job description and personal specification for the job (it may be useful for the tutor to have these prepared before the lesson). Learners should consider:</p> <ul style="list-style-type: none"> ○ specialist qualifications ○ higher education ○ professional bodies, e.g., register of exercise professionals (REPs) ○ minimum standards, e.g., for active coaches ○ National Governing Body membership and coaching awards. <p>• Individual activity: flag up that the next lesson involves a guest speaker and invite learners to devise questions</p>		<p>Listen to youtube video on different routes into the sports industry, make notes ready for next lesson</p>	<p>C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10</p>

			to ask them. The questions should be based around the career pathways and professional skills routes, training, legislation and qualifications needed to work in a chosen career in the sports industry.			
7	A3: Professional training routes, legislation, skills in the sports industry:	<ul style="list-style-type: none"> • career pathways • job descriptions and personal specifications • industry standards • safeguarding • sector-specific legislation qualification and professional bodies. 	<ul style="list-style-type: none"> • Guest speaker: the guest speaker should explain their role and their career pathway including professional training routes, legislation and skills to meet their chosen career. The guest speaker could be a physiotherapist, sports journalist, a sports coach, a Sports Development officer etc. • Individual activities: ask learners to work on their own, writing up the notes they took and answers to their questions from the guest speaker. Learners or groups of learners should continue to focus on their allocated areas, to ensure full coverage of the relevant content. 	Plan the education and training route to the three jobs you have been given	Research the term safeguarding and list courses that can be taken in the sports industry to support safeguarding	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
8	A3: Professional training routes, legislation, skills in the sports industry:	<ul style="list-style-type: none"> • sector-specific legislation • industry standards • safeguarding 	<ul style="list-style-type: none"> • Tutor presentation: introduce learners to legislation, industry standards and safeguarding in the sports industry. • Paired activities: get learners to work in pairs. Ask each pair to research the sector-specific legislation that impacts upon job roles. Learners should select two different routes to research. Learners must consider: <ul style="list-style-type: none"> ○ industry standards, including 		What is CPD? How can CPD used within the Netball, sports centre and sport media industry?	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<p>safeguarding (disclosure and barring service (DBS)), codes of practice, e.g., register of exercise professionals (REPs), Sports Coach UK, organisational policies and procedures</p> <ul style="list-style-type: none"> ○ safeguarding – DBS: self-disclosure, enhanced disclosure, regulations and requirements. <p>• Tutor-led discussion: draw together the information learned from the paired activity and exchange ideas and information.</p>			
9–10	A4: Sources of continuing professional development (CPD):	<ul style="list-style-type: none"> • maintaining professional development: <ul style="list-style-type: none"> ○ memberships of professional bodies: fees, qualification, logs of CPD. 	<ul style="list-style-type: none"> • Tutor presentation: introduce learners to sources of continuing professional development (CPD) and the importance of maintaining professional development in specific career pathways. • Tutor-led discussion: engage learners in a discussion, pulling out key points and where necessary questioning about the role of CPD and how it can be carried out. The discussion should include: <ul style="list-style-type: none"> ○ memberships of professional bodies ○ required updates to professional competences ○ career progression training ○ gaining knowledge and experience through cross-sector opportunities. 	Design a powerpoint summarising Topics A1-4	Research what sports membership fee's are used for in at least three different professional bodies	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<p>Tutors should give examples during the discussion and allow learners time to take notes.</p> <ul style="list-style-type: none"> • Paired activity: ask learners to work in pairs to research how CPD can be carried out within the sports industry and to find examples of CPD activities for a specific career pathway. Learners should consider: <ul style="list-style-type: none"> ○ memberships of professional bodies, e.g., fees, qualification, logs of CPD ○ required updates to professional competences, e.g., first aid, safeguarding ○ career progression training, e.g., higher levels of qualification, management training, business management, higher education FdSc, BA, BSc ○ experience through cross-sector opportunities, e.g., participation in cross-sector organisation <p style="margin-left: 40px;">board working groups, elite performance programmes.</p> • Whole class activity: draw together the pairs' research and examples of sources of CPD for specific career pathways. 			
--	--	--	---	--	--	--

11	Topics A1–A4		<ul style="list-style-type: none"> • Individual activity: time allocated for learners to write notes and to prepare for Assignment 1. (Assignment 1 covers learning aims A and B.) Learners to be given access to computers with internet access, textbooks, journals and magazines. 	Computers and internet access (e.g. UK Sport, Sport Careers, National Careers Service etc.) Textbooks, journals and magazines		C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
Learning aim B: Explore own skills using a skills audit to inform a career development action plan						
12–13	B1: Personal skills audit for potential careers:	<ul style="list-style-type: none"> • producing a personal skills audit against a chosen career pathway: <ul style="list-style-type: none"> ○ interests and accomplishments ○ qualities ○ basic skills ○ experience ○ qualifications ○ generic employability skills ○ using SWOT analysis. 	<ul style="list-style-type: none"> • Tutor presentation: introduce learners to personal skills auditing and how this can help to match potential careers. • Tutor delivery: tutor to show examples of personal skills audits, how to carry out an audit and what the results mean. The following websites may be useful: <ul style="list-style-type: none"> ○ www.brunel.ac.uk – traffic lights skills audit ○ www.hull.ac.uk – skills audit ○ www.tress-tress.com – sample personal skills audit ○ www.exeter.ac.uk – personal and key skills audit. • Individual activity: ask learners to select an appropriate personal skills 	Identify two contrasting jobs and write a paragraph on each about why they will be good to use for your assignment	<p>Research why the following bullet points might be needed for an action plan</p> <ul style="list-style-type: none"> • identification of key timescales • identification of training/educational/experiential aims • careers guidance and support • career development action plan (CDAP) <p>professional development</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<p>audit questionnaire and carry out an audit on their personal skills against a chosen career pathway. Learners should consider:</p> <ul style="list-style-type: none"> ○ interests and accomplishments ○ qualities – reliability, organisational skills, commitment, resilience, empathy ○ basic skills – literacy, numeracy and IT ○ experience, e.g., sporting, leadership, work, travel ○ qualifications – educational and sector specific ○ generic employability skills – teamwork, cooperation, communication, problem solving ○ specific technical skills, e.g., coaching, instructing, leading, administering test protocols. <p>• Individual activity: learners should use SWOT analysis to identify their own strengths, weaknesses, opportunities, threats. Tutors may need to recap SWOT analysis with learners. This website may be useful: www.mindtools.com – personal SWOT analysis.</p> <p>• Tutor-led discussion: draw together the information learned from the individual activities.</p>		activities.	
14-15	B2: Planning	• use of personal skills audit	• Tutor-led discussion: introduce	Compare the	Compile your	C1, C3,

	<p>personal development towards a career in the sports industry:</p>	<p>to produce an action plan towards a sports and recreation industry career</p> <ul style="list-style-type: none"> • identification of key timescales • identification of training/educational/experiential aims • careers guidance and support • career development action plan (CDAP) • professional development activities. 	<p>learners to personal development planning towards a career in the sports industry.</p> <ul style="list-style-type: none"> ○ Individual or paired activity: ask learners to use their skills audit and SWOT analysis of their personal skills to produce an action plan towards a career in the sports industry. Learners should consider: <ul style="list-style-type: none"> ○ 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. 	<p>knowledge, skills and qualities required to be successful in the following roles</p> <p>Sport Physiotherapist</p> <p>Swimming coach</p>	<p>own personal portfolio. Learners can start by making a list of what they want their portfolio to contain, e.g.:</p> <ul style="list-style-type: none"> ○ educational certificates ○ sport-specific awards ○ sporting achievements ○ testimonials ○ press cuttings ○ work experience ○ volunteering ○ any other relevant evidence ○ CVs targeting sports industry jobs. 	<p>C5, S07, SP1, SP2, SP3, SP9, SP10</p>
--	--	--	---	--	--	--

			<ul style="list-style-type: none"> • Tutor-led discussion: draw together the information learned from the individual activities. 			
16	<p>B3: Maintaining a personal portfolio/record of achievement and experience:</p>	<ul style="list-style-type: none"> • personal portfolio/record of achievement. 	<ul style="list-style-type: none"> • Tutor presentation: introduce learners to the need to maintain a personal portfolio to record their achievements and experiences. • Individual activity: ask learners to compile their own personal portfolio. Learners can start by making a list of what they want their portfolio to contain, e.g.: <ul style="list-style-type: none"> ○ educational certificates ○ sport-specific awards ○ sporting achievements ○ testimonials ○ press cuttings ○ work experience ○ volunteering ○ any other relevant evidence ○ CVs targeting sports industry jobs. <p>Once learners have decided what to put in their portfolio, they can begin to annotate where to add each document.</p> <ul style="list-style-type: none"> • Individual activity: flag up that the next lesson involves a guest speaker and invite learners to devise questions to ask them. The questions should be based around maintaining a personal 		<ul style="list-style-type: none"> • learners to write notes and to prepare for Assignment 1. (Assignment 1 covers learning aims A and B.) <p>Learners to be given access to computers with internet access, textbooks, journals and magazines.</p>	<p>C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10</p>

			portfolio, what to include and how.			
17	B3: Maintaining a personal portfolio/record of achievement and experience:	<ul style="list-style-type: none"> personal portfolio/record of achievement. 	<ul style="list-style-type: none"> Guest speaker: the guest speaker should explain how they record their personal achievements and experiences. The guest speaker could be a physiotherapist, sports journalist, a sports coach, a Sports Development officer etc. Individual activities: ask learners to work on their own, writing up the notes they took and answers to their questions from the guest speaker. Learners or groups of learners should continue to focus on their allocated areas, to ensure full coverage of the relevant content. 	Complete your portfolio/record of achievement	<ul style="list-style-type: none"> learners to write notes and to prepare for Assignment 1. (Assignment 1 covers learning aims A and B.) <p>Learners to be given access to computers with internet access, textbooks, journals and magazines.</p>	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
18	Topics B1–B3		<ul style="list-style-type: none"> Individual activity: time allocated for learners to write notes and to prepare for Assignment 1. (Assignment 1 covers learning aims A and B.) <p>Learners to be given access to computers with internet access, textbooks, journals and magazines.</p>	Computers and internet access (e.g. UK Sport, Sport Careers, National Careers Service etc.) Textbooks, journals and magazines		C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
19	Topics A1–A4 Topics B1–B3		<ul style="list-style-type: none"> Individual activity: time allocated for learners to write Assignment 1. Learners to be given access to computers with internet access, 	Computers and internet access – Complete		C1, C3, C5, SO7, SP1, SP2,

			textbooks, journals and magazines.	assignment 1 (e.g. UK Sport, Sport Careers, National Careers Service etc.) Textbooks, journals and magazines		SP3, SP9, SP10
Learning aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway						
20-21	C1: Job applications:	<ul style="list-style-type: none"> • selection of a job role in a suitable career pathway: <ul style="list-style-type: none"> ○ a job advertisement and where it could be placed ○ job analysis ○ job description ○ person specification ○ application form ○ personal CV ○ letter of application. 	<ul style="list-style-type: none"> • Tutor-led discussion: introduce learners to job applications. It will be useful to have some job applications printed off to allow learners to investigate this type of document. • Individual or paired activity: ask learners to select a job role in a suitable career pathway, using the skills identified from their personal audit and CDAP. Ask learners to prepare the relevant documents for a job application for this role. Learners must consider: <ul style="list-style-type: none"> ○ a job advertisement giving suitable examples of where it could be placed ○ job analysis ○ job description ○ person specification ○ application form 		<p>Write three reasons why each of these are important during the interview process</p> <ul style="list-style-type: none"> • communication skills • presentation skills • career pathway-specific technical knowledge/skills • interview feedback form • observation form • reviewing applications from peer group • submitting 	C1, C3, C5, S07, SP1, SP2, SP3, SP9, SP10

			<ul style="list-style-type: none"> ○ personal CV ○ letter of application. <p>• Tutor-led discussion: draw together the information learned from the individual activities.</p>		<p>applications to peer group</p> <p>demonstration of a work-related competence.</p>	
22	<p>C2: Interviews and selected career pathway-specific skills:</p>	<ul style="list-style-type: none"> • communication skills • presentation skills • career pathway-specific technical knowledge/skills • interview feedback form • observation form • reviewing applications from peer group • submitting applications to peer group • demonstration of a work-related competence. 	<p>• Tutor-led discussion: introduce learners to interviews for chosen career pathways. Tutor could explain the process of interview as a PE tutor/Sports Lecturer.</p> <p>• Paired activity: in pairs ask learners to research the types of form used in interviews for their chosen sports career and the types of interview activity that are commonly used. Learners must consider:</p> <ul style="list-style-type: none"> ○ 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 microcoaching ○ career pathway-specific technical knowledge/skills displayed, e.g., coaching, instructing, leading, handling equipment, following testing protocols ○ interview feedback form 	<p>Complete a personal CV</p>	<p>If you had the chance to meet a sports development officer what questions would you ask and why?</p>	<p>C1, C3, C5, S07, SP1, SP2, SP3, SP9, SP10</p>

			<ul style="list-style-type: none"> ○ 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. <p>• Individual activity: flag up that the next lesson involves a guest speaker and invite learners to devise questions to ask them. The questions should be based on interviews and selected career pathways and experiences the speaker has had when following their career path, e.g., microcoaching sessions and addressing their peers.</p>			
23	C2: Interviews and selected career pathway-specific skills:	<ul style="list-style-type: none"> • communication skills • presentation skills • career pathway • interview feedback form 	<ul style="list-style-type: none"> • Guest speaker: the guest speaker should explain how they have used communication and presentation skills during interviews when continuing down their career pathway. The speaker could discuss situations where 	Complete an job application form	time allocated for learners to write notes and to prepare for Assignment 2	C1, C3, C5, S07, SP1, SP2, SP3, SP9,

		<ul style="list-style-type: none"> • observation form • submitting applications to peer group • demonstration of a work-related competence. 	<p>they have had to address large groups, their peers and demonstrated work-related competences. The guest speaker could be a physiotherapist, sports journalist, a sports coach, a sports development officer etc.</p> <p>• Individual activities: ask learners to work on their own, writing up the notes they took and answers to their questions from the guest speaker. Learners or groups of learners should continue to focus on their allocated areas, to ensure full coverage of the relevant content.</p>			SP10
24	Topics C1–C2		<p>• Individual activity: time allocated for learners to write notes and to prepare for Assignment 2. (Assignment 2 covers learning aims C and D.) Learners to be given access to computers with internet access, textbooks, journals and magazines.</p>	time allocated for learners to write notes and to prepare for Assignment 2		C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
Learning aim D: Reflect on the recruitment and selection process and your individual performance						
25–26	D1: Review and evaluation:	<ul style="list-style-type: none"> • 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 	<p>• Tutor-led discussion: introduce learners to reviewing and evaluating their own performance.</p> <p>• Role-play activities: learners should take part in interview situations. They should take on the role as the interviewee and the interviewer. It may be useful for the tutor to give interview questions for the learners. Alternatively, learners could produce interview questions as a homework</p>		Update SWOT and action/plan from feedback of interview	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

		development of employability skills.	<p>task to hand in before this lesson. During the role plays, learners will need to be aware of the following:</p> <ul style="list-style-type: none"> ○ 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. <p>These skills will be reviewed and evaluated in the next lesson and to produce an individual updated SWOT and action plan.</p>			
27-28	D2: Updated SWOT and action plan:	<ul style="list-style-type: none"> • SWOT analysis on individual performance in the role-play activities • self-critique • review action plan. 	<ul style="list-style-type: none"> • Tutor-led discussion: introduce learners to updating SWOT and action plans. • Individual activity: ask learners to use the SWOT analysis on their individual performance in the role-play activities to self-critique their performance. Learners should consider: <ul style="list-style-type: none"> ○ 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 	Learners to use the SWOT analysis on their individual performance in the role-play activities to self-critique their performance	Time allocated for learners to write notes and to prepare for Assignment 2. Assignment 2 covers learning aims C and D	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

			<p>effectively</p> <ul style="list-style-type: none"> ○ action planning to highlight how to address any weaknesses in skill set. <p>• Tutor-led discussion: draw together the information learned from the individual activities.</p>			
29	Topics D1–D2		<p>• Individual activity: time allocated for learners to write notes and to prepare for Assignment 2. Assignment 2 covers learning aims C and D. Learners</p> <p>to be given access to computers with internet access, textbooks, journals and magazines.</p>	Time allocated for learners to write notes and to prepare for Assignment 2.	Time allocated for learners to write notes and to prepare for Assignment 2.	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10
30	Topics C1–C2 Topics D1–D2		<p>• Individual activity: time allocated for learners to write Assignment 2. Learners to be given access to computers with internet access, textbooks, journals and magazines.</p>	Computers and internet access (e.g. UK Sport, Sport Careers, National Careers Service etc.) Textbooks, journals and magazines	Time allocated for learners to write notes and to prepare for Assignment 2.	C1, C3, C5, SO7, SP1, SP2, SP3, SP9, SP10

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.

