



MAGHULL HIGH SCHOOL – CURRICULUM MAP

Unit 22	Pearson Level 3 BTEC National Sport (Extended Certificate) Unit 22: Investigating businesses in the sport and active leisure industry (A) Features of sports and active leisure businesses (business operations) (B) Business models in sport and active leisure						
LESSON TOPIC QUESTION(S)	A1: Introduction to Business Operations in Sport and Active Leisure	A2: Aims and objectives of Sport and Active Leisure Businesses	A3: Provision of Facilities, Programmes and Services	A4: Customer Groups and Targeting Strategies	A5: Stakeholders and their Influence on Business Operations	A6: Legislation, Safeguarding and Ethical Possibilities	B1: Application of Business Models – SWOT and PESTILE
Knowledge & Skills development	<p>The half term begins with an overview of the sport and active leisure industry, introducing learners to the different types of business ownership within the private, public and voluntary sectors.</p> <p>Students explore how each sector contributes to the industry's structure, using real life examples such as private fitness chains, local authority leisure services and community sports clubs.</p> <p>Learning will move onto</p>	<p>Learners will examine the different aims and objectives that drive organisations in various sectors. This includes comparing commercial priorities (e.g. profit and growth) with public or voluntary motivations (e.g. community benefit or participation increase).</p> <p>Students will move onto applying the SMART framework to create realistic objectives for a chosen organisation, developing understanding of goal setting as a driver of business success.</p>	<p>Learners will explore the breadth of services and programmes provided by sport and active leisure businesses, linking provision to organisational aims.</p> <p>Students will then identify how facilities and services (e.g. gym memberships, swimming lessons and therapeutic programmes) meet the diverse needs of customers.</p> <p>Teaching will use mapping tasks and customer journey analysis to show how</p>	<p>Focus will shift to understanding customer demographics and motivations, exploring how businesses segment markets by age, gender, socio-economic status and purpose.</p> <p>Students will examine how organisations adapt programmes to meet the varying needs of customers, such as disability access or targeted youth engagement.</p> <p>During A4, students will experience role-</p>	<p>Students will investigate the range of internal and external stakeholders who influence sport and leisure businesses, including staff, owners, customers, suppliers and local authorities. Here, students will focus on understanding how stakeholder decisions affect the aims, objectives and long-term strategies of businesses.</p> <p>Students will use real-world examples (e.g. council funding changes or customer feedback) to analyse stakeholder impact.</p> <p>Group discussions and stakeholder</p>	<p>Within A6, legal and ethical frameworks that govern sport and active leisure businesses will be introduced.</p> <p>Students will study key legislation relating to health and safety, safeguarding, equality and diversity, data protection and employment law.</p> <p>Delivery will integrate case studies of compliance and breaches within the sector, encouraging learners to consider reputational and operational consequences.</p>	<p>Learners will be introduced to business analysis models used for decision making.</p> <p>SWOT and PESTILE models will be explored as frameworks for assessing internal and external factors influencing a business.</p> <p>Learners will conduct analysis on selected sport organisations, interpreting strengths, weaknesses, opportunities and threats, alongside political, economic, social, technological, legal and</p>

	recognising how organisational form influences decision-making, funding and service delivery by partaking in tasks based around discussion and case studies – to help contextualise their theoretical knowledge.		service provision supports participation and revenue whilst learners will reflect on inclusivity and accessibility in service design.	play scenarios as well as customer profiling exercises to encourage the applications of their knowledge.	mapping tasks will support critical thinking.	Students will complete research summaries or compliance checklists demonstrating understanding of how legal responsibilities underpin safe, inclusive business practice.	environmental influences. Students will be guided through analysis workshops – serving as a bridge to Half Term 2, where students will apply these models to contemporary business trends and strategic responses.
Assessment / Feedback Opportunities	Formative Assessment <ul style="list-style-type: none"> Business Type Case Study Comparison: Students analyse and compare two contrasting sport or active leisure organisations (e.g. <i>PureGym vs Sport England</i>). They identify 			Summative assessment <ul style="list-style-type: none"> SWOT and PESTLE Business Analysis Report: Students select a sport or active leisure business and produce a written report or presentation applying SWOT and PESTLE models. They identify internal strengths 			

	<p>their type (private/public/voluntary), aims, and objectives, and discuss how these influence operations and service delivery.</p> <ul style="list-style-type: none"> • Customer Profiling and Service Design Task: In small groups, learners create a customer profile (age, gender, motivation, barriers) and design a suitable service or programme (e.g. “Women’s Wellbeing Bootcamp” or “Junior Swim Academy”). They then justify how the service meets the customer group’s needs. • Stakeholder Influence Role Play: Learners take on stakeholder roles (e.g. gym owner, local council officer, customer, employee) and debate how a proposed business change—such as increasing membership fees—would impact them. After the discussion, students reflect on how stakeholder influence shapes business decisions. 		<p>and weaknesses, as well as external opportunities and threats, using evidence from research.</p> <ul style="list-style-type: none"> • Business Operations Portfolio: Students compile a portfolio including short written responses, charts, and infographics that demonstrate their understanding of: <ul style="list-style-type: none"> Business types and organisation (A1) Aims/objectives and SMART targets (A2) Customer groups and service provision (A3–A4) • Legislation and Ethics Case Study Evaluation: Learners investigate a real or simulated scenario involving a legal or ethical issue in a sport business (e.g. a safeguarding breach or equality complaint). They evaluate how legislation applies, how the business should respond, and potential consequences 		
<p>Key Vocabulary</p>	<p>Introduction to Business Operations in Sport and Active Leisure (A1)</p> <ul style="list-style-type: none"> • Private sector • Public sector • Voluntary sector • Sole trader • Partnership • Limited company (Ltd) • Multinational • Local authority • Business structure • Organisation 	<p>Aims and Objectives of Sport and Active Leisure Businesses (A2)</p> <ul style="list-style-type: none"> • Aims • Objectives • Profit • Growth • Market leadership • Diversification • Service quality • Value for money • SMART targets • Sustainability 	<p>Provision of Facilities, Programmes and Services (A3)</p> <ul style="list-style-type: none"> • Provision • Facilities • Programmes • Services • Accessibility • Participation • Customer service • Health and fitness • Therapeutic provision • Demand 	<p>Customer Groups, Targeting and Stakeholder Influence (A4–A5)</p> <ul style="list-style-type: none"> • Demographics • Target market • Segmentation • Stakeholders • Internal and external • Community • Shareholders • Competitors • Decision-making • Influence 	<p>Legislation, Ethics and Business Models (A6–B1)</p> <ul style="list-style-type: none"> • Legislation • Safeguarding • Equality and diversity • Compliance • SWOT analysis • PESTLE analysis • Political factors • Economic factors • Technological influence • Environmental impact
<p>Literacy/Reading opportunities</p>	<ul style="list-style-type: none"> • Textbook Chapters: Focused reading on business operations within the Sport and Active leisure industry. • Case Studies: Real-world examples of businesses in the sport and active leisure industry. • Structured Writing Tasks: Essays comparing development across stages or evaluating theories. • Vocabulary Logs: Students maintain a glossary of key terms with definitions and examples. • Reading Comprehension Tasks: Based on scenarios or extracts from the sport and active leisure industry 				
<p>Cross Curricular Themes</p>	<ul style="list-style-type: none"> • Business: Students analyse business ownership, financial aims, market competition, and strategic planning. • English: Development of writing skills through essays, reports, and presentations. • Citizenship: Respect for diversity, understanding societal roles, and promoting inclusion. 				

	<ul style="list-style-type: none"> • Maths: Interpreting data on growth charts, developmental milestones, and statistics in case studies. 			
Personal Development (Including British Values, RSE, Citizenship)	<ul style="list-style-type: none"> • Respect and Tolerance: To appreciate and respect diverse customer groups by examining how sport organisations meet the needs of individuals from different backgrounds, abilities, and communities. • Individual Liberty: Exercise choice and independence through research tasks, case studies, and decision-making activities that allow them to express informed opinions about business strategies. • Rule of Law: Develop an understanding of the rule of law by exploring key legislation, safeguarding responsibilities, and compliance requirements that govern sport and active leisure organisations. • Relationships and Sex Education (RSE): Enhance communication and teamwork skills through group activities, recognising how positive relationships and respectful interaction support safe and inclusive environments in sport settings. • Citizenship: Build citizenship by analysing how sport and leisure businesses contribute to their communities, promote participation, and address local needs. • Empathy and Compassion: Develop empathy and compassion by evaluating how organisations adapt programmes and services to support vulnerable, disadvantaged, or specific customer groups. 			
Career Opportunities	Health Sector: <ul style="list-style-type: none"> • Physiotherapist • Sports therapist • Public health practitioner • Exercise referral specialist 	Education Sector: <ul style="list-style-type: none"> • PE Teacher • Sports Coach • Learning mentor • Lecturer in sport 	Public Sector: <ul style="list-style-type: none"> • Recreation assistant • Community sports officer • Leisure centre manager • Sports development officer 	Private Services: <ul style="list-style-type: none"> • Personal Trainer • Gym manager • Sports marketing executive • Performance analysis