



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 (C) Human resources (D) Marketing						
LESSON TOPIC QUESTION(S)	C: Introduction to Human Resources in Sport & Active Leisure	C1: Job Roles, Responsibilities & Person Specification	C2: Types of Employment in the Sector	C3: Human resource Management in Practice	C4: Physical Resource Management	D1: Marketing fundamentals – The 7Ps	D2: Meeting Customer Needs & Delivering Quality Service
Knowledge & Skills development	<p>Students gain an overview of Human Resources within sport and active leisure, understanding why effective people management is vital for safe, efficient, and customer-focused operations.</p> <p>This section introduces the purpose of Learning Aim C and explains how HR underpins both staff performance and customer experience.</p>	<p>Learners explore C1, examining job roles across the industry—from executives, managers, supervisors, and qualified coaches to support staff, trainees, and volunteers.</p> <p>They will analyse job descriptions and person specifications to understand decision-making levels, required skills, professional accountability, and how organisations recruit suitable individuals for key positions.</p>	<p>This section covers C2, introducing students to various employment types such as part-time, full-time, seasonal, consultancy, volunteering, and franchise opportunities.</p> <p>Learners assess the benefits and risks of each employment type for both employers and employees, developing an awareness of workforce flexibility and industry expectations.</p>	<p>Learners move into C3, exploring the responsibilities of HR managers, including staff timetabling, salaries, and conditions of employment.</p> <p>Students consider how HR contributes to staff wellbeing, legal compliance, performance standards, and the overall effectiveness of sport and leisure organisations.</p>	<p>In C4, students investigate how physical resources are planned and maintained within sport facilities. They explore resource planning (materials, supplies, contracts, staffing changes, event preparation) and resource maintenance (emergency cover, health & safety, asset management, refurbishment, budgeting). Learners understand how effective resource management maximises productivity, reduces costs, and ensures safe, high-quality environments for users.</p>	<p>Learners study D1, investigating how organisations use the 7Ps—Product, Price, Promotion, Place, People, Process, and Physical Environment—to target customers and promote services.</p> <p>Students explore product life cycles, pricing strategies, promotional methods (including digital promotion and celebrity endorsements), supply chains, customer trends, customer service consistency, and brand presentation.</p>	<p>Finally, in D2, students examine how sport and leisure businesses deliver effective customer service.</p> <p>They explore the importance of staff knowledge, communication skills (verbal, non-verbal, listening), complaint handling, identifying customers with special requirements, and the use of loyalty schemes or promotions.</p> <p>This section highlights how excellent customer service drives</p>

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<p>Assessment / Feedback Opportunities</p>	<p>Formative Assessment</p> <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 their type (private/public/voluntary), aims, and objectives, and discuss how these influence operations and service delivery. • 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 	<p>Summative assessment</p> <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 and weaknesses, as well as external opportunities and threats, using evidence from research. • 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
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	them. After the discussion, students reflect on how stakeholder influence shapes business decisions.		evaluate how legislation applies, how the business should respond, and potential consequences		
Key Vocabulary	Job Roles & Person Specifications (C1) <ul style="list-style-type: none"> • Executive • Supervisor • Coach • Support staff • Volunteer • Responsibilities • Accountability • Person specification • Job description • Skills 	Types of Employment (C2) <ul style="list-style-type: none"> • Part time • Full time • Seasonal • Consultant • Franchisee • Volunteer • Flexibility • Benefits • Risks • Contracts 	Human & Physical Resource Management (C3 & 4) <ul style="list-style-type: none"> • Timetabling • Salaries • Conditions of employment • HR policies • Staff wellbeing • Maintenance • Assets • Budgeting • Health & safety • Supplies 	Marketing Mix (D1) <ul style="list-style-type: none"> • Product • Price • Promotion • Place • People • Process • Physical environment • UPS • Branding • Target Market 	Customer Needs & Service Delivery (D2) <ul style="list-style-type: none"> • Communication • Customer Service • Customer Loyalty • Special Requirements • Complaint handling • Non-verbal • Expectations • Benefits • Engagement
Literacy/Reading opportunities	<ul style="list-style-type: none"> • Case studies on real sports organisations (e.g., local leisure centres, gyms, sports clubs). • Job advertisement analysis—students break down person specifications and job descriptions. • Marketing materials—reading promotional content from sport businesses, both print and digital. • PESTLE and SWOT reports from sports organisations for critical reading practice. • Policy documents related to health & safety, safeguarding, or customer service guidelines. • Operational reports showing staffing structures, timetables, or resource management plans. 				
Cross Curricular Themes	<ul style="list-style-type: none"> • Business Studies – Links through marketing strategies, HR management, financial considerations, and organisational structures. • English – Development of written communication through report writing, evaluation, and presentation of findings. • ICT / Digital Media – Understanding digital marketing, social media promotion, and how technology supports customer interactions and resource management. 				
Personal Development (Including British Values, RSE, Citizenship)	<ul style="list-style-type: none"> • Respect and Tolerance: Students examine how facilities adapt for diverse customer groups, promoting respect and inclusion in service delivery. • Individual Liberty: Learners make informed choices when evaluating job roles, employment types, and marketing strategies within the sector. • Rule of Law: Students explore safeguarding, employment legislation, and health & safety regulations that govern HR and customer service. • Relationships and Sex Education: Through teamwork tasks, students learn to communicate respectfully and build positive working relationships in professional environments. • Citizenship: Students investigate how sport businesses contribute to community wellbeing through inclusive programmes and customer-focused services. • Empathy and Compassion: Learners consider the needs of vulnerable or specific customer groups, developing empathy for different backgrounds and circumstances. 				

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
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