



MAGHULL HIGH SCHOOL – CURRICULUM MAP

Unit 3: Professional Development in the Sports Industry	Pearson Level 3 Diploma in Sport Learning aim C - Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway Learning aim D - Reflect on the recruitment and selection process and your individual performance	
LESSON TOPIC/ QUESTION	Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway	Reflect on the recruitment and selection process and your individual performance
Knowledge & Skills development	<p>C1 Job applications Selection of a job role in a suitable career pathway, identified from skills audit and CDAP and then preparation of all the relevant documents:</p> <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 • personal CV • letter of application. <p>C2 Interviews and selected career pathway-specific skills</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 micro-teach, for micro-coach. • Career pathway-specific technical knowledge/skills displayed, e.g. coaching, instructing, leading, handling equipment, following testing protocols. • Interview feedback form. • 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>D1 Review and evaluation</p> <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 development of employability skills. <p>D2 Updated SWOT and action plan</p> <ul style="list-style-type: none"> • SWOT analysis on individual performance in the role-play activities. • Self-critique of the events and documentation prepared and how it supported the activity. • Review of how effective the process was and how learners feel they may need to develop skills further to be able to conduct and participate in interviews more effectively. • Action plan to highlight how to address any weaknesses in skill set.

Key Vocabulary	<p>Curriculum Vitae (CV) – A summary of qualifications, skills, and work experience.</p> <p>Cover Letter – A letter sent with a CV to introduce yourself and explain suitability for a job.</p> <p>Interview Techniques – Strategies to present yourself effectively in interviews.</p> <p>Job Description – A document outlining the duties and responsibilities of a job.</p> <p>Person Specification – A list of the skills, qualifications, and experience required for a role.</p> <p>References – Written or verbal recommendations from previous employers or mentors.</p>	<p>Personal Skills Audit – A self-assessment to identify strengths, weaknesses, and development needs.</p> <p>SMART Targets – Specific, Measurable, Achievable, Realistic, Time-bound goals.</p> <p>Action Plan – A step-by-step outline of how to achieve development goals.</p> <p>CPD (Continuing Professional Development) – Ongoing training and learning to maintain or enhance professional competence.</p> <p>Transferable Skills – Abilities that can be applied across different jobs or industries (e.g. teamwork, communication).</p> <p>.</p>
Assessment / Feedback Opportunities	<p>Teacher Formative Assessment – verbal</p> <p>Peer Assessment – verbal and written</p> <p>Self Assessment - written</p> <p>Teacher Summative Assessment</p> <p>Tasks set to allow feedback and students then set official Assignment Brief with deadlines for Learning Aims</p>	
Literacy/Reading opportunities	<p>BTEC National Sport student Book 1</p> <p>https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html</p>	
Cross Curricular Themes	<p>English / Communication Skills - Writing a CV, cover letter, and personal statement links directly to literacy and communication skills. Preparing for and taking part in mock interviews enhances verbal communication, presentation, and confidence.</p> <p>Business Studies - Understanding employment structures, recruitment, and professional conduct relates to HR and management principles.</p> <p>Maths - Analysing salary scales, hourly rates, or progression ladders.</p>	
Personal Development (Including British Values, RSE, Citizenship)	<p>Employability and Transferable Skills – Communication, Teamwork, Problem-solving, Leadership, Organisation, Time management. These skills enhance both personal and professional growth and are transferable across all careers.</p> <p>Professional Values and Behaviours - Encourages learners to reflect on their attitude, ethics, and professionalism. Develops understanding of reliability, responsibility, respect, and integrity in a work context.</p> <p>Career Planning and Lifelong Learning - Personal development is linked to ongoing professional growth (Continuing Professional Development – CPD). Learners explore education and training routes, showing commitment to lifelong learning.</p>	
Career Opportunities	<p>PE Teacher, Sports Scientist, Personal Trainer / Fitness Instructor, Sports Therapist, Strength and Conditioning Coach, Doctor / Physician, Nurse, Midwife, Paramedic, Physiotherapist, Occupational Therapist, Dietitian / Nutritionist.</p>	