

# KS5 Long Term Plan 2020-2021

## Subject: Sport

### Exam Board: Pearsons



#### Curriculum Statement of Intent

The BTEC Level 3 Extended Certificate is a qualification designed to support post 16 learners who want to continue their education through applied learning and ultimately to employment in the sport sector. The BTEC Extended Certificate has three mandatory units and one optional unit to support progression. It is broadly equivalent to one GCE A Level.

The BTEC Level 3 Extended Certificate offers an engaging programme for those who are clear about the area of employment that they wish to enter. These learners may wish to extend their programme through the study of a general qualification such as GCE AS Levels, additional specialist learning (e.g. through another BTEC qualification) or a complementary NVQ. These learning programmes can be developed to allow learners to study related and complementary qualifications without duplication of content.

#### Curriculum Statement of Implementation

**Unit 1 – Principles of Anatomy & Physiology:** This unit provides learners with an understanding of the body systems, exploring the structure of the skeletal, muscular, cardiovascular, respiratory and energy systems.

- Investigates how the parts of the human body are pieced together, what they are made of and how they work
- This unit introduces you to the basic structures and functions of four key systems of the human body
- You will gain a full appreciation of how the body is able to take part in sport and exercise through understanding the interrelationships between these body systems
- This unit will give you detailed core knowledge required to progress to coaching and instruction in the sports industry or further study.

**Unit 2 – Fitness Training and Programming for Health, Sport and Well-being:** In this unit learners will explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being.

- This unit is particularly relevant for those who aspire to work in sports coaching, fitness instruction and elite sport.
- The first part of the unit looks at a range of fitness training methods. Learners will explore the different methods available and the benefits and drawbacks.
- Learners will also be introduced to the practice of health screening and how to carry out health monitoring tests.
- The second part of the unit will develop the skills and knowledge to be able to design a fitness training programme based on information interpreted from clients screening results. From this you will have to make judgements on individual's lifestyle and suggest modification to help the individual improve.

**Unit 3: Professional Development in the Sports Industry:** This unit provides an opportunity for learners to 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.

- For a successful career in the sports industry you need to understand the scope and breadth of the available opportunities and the steps needed to follow a chosen pathway.
- Learners will research the different possible careers and the associated job roles in the sports industry, then action plan their development towards achieving a selected career aim.
- Learners will analyse their skills and identify how to develop them into a career through the use of a career plan.
- Learners will take part in application and interview assessment activities for a selected career pathway, drawing on knowledge and skills across the qualification.

**Unit 6 - Sports Psychology:** The aim of this unit is to develop learners' understanding of the psychological dimensions of sport and develop techniques to enhance sporting performance.

- Learners will look at personality, which is seen as the basis for behaviour, and how this is a key factor in choosing sport and subsequent level of achievement.
- Learners will develop an appreciation of the social environment sport is played within and how the functioning of a group can influence the outcome that a sports team produces.
- Learners will look at how the functioning of a group can influence the outcome a sports team produces and how motivation can be developed and influenced.
- Learners will have an opportunity to explore psychological techniques which could be employed to enhance their performance. Learners will then be able to bring this together in a coherent framework and produce a psychological skills training programme for a selected sports performer

| Term              | Topics Covered<br>(Date completed by and number of lessons)  | Skills/AOs/interleaved content  | Assessment<br>(date and nature of assessment)   |
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| Yr 12<br>Autumn 1 | <p><b>Unit 6.</b> Learning aim A: Understand how personality, motivation and competitive pressure can affect sport performance</p> <ul style="list-style-type: none"> <li>A1 Personality factors and assessment of personality (3 weeks)</li> <li>A2 Motivational factors (3 weeks)</li> </ul> <p style="text-align: center;"><b>(EBA)</b></p> <p><b>Unit 1:</b> Anatomy and Physiology</p> <p>A The effects of exercise and sports performance on the skeletal system</p> <ul style="list-style-type: none"> <li>A1 Structure of skeletal system &amp; A2 Function of skeletal system (1 week)</li> <li>A3 Joints &amp; A4 Responses of the skeletal system to a single sport or exercise session (1 week)</li> <li>A5 Adaptations of the skeletal system to exercise &amp; A6 Additional factors affecting the skeletal system (1 week)</li> </ul> <p>B The effects of exercise and sports performance on the muscular system</p> <ul style="list-style-type: none"> <li>B1 Characteristics and functions of different types of muscles &amp; B2 Major skeletal muscles of the muscular system (1 week)</li> <li>B3 Antagonistic muscle pairs &amp; B4 Types of skeletal muscle contraction &amp; B5 Fibre types (1 week)</li> <li>B6 Responses of the muscular system to a single sport or exercise session &amp; B7 Adaptations of the muscular system to exercise &amp; B8 Additional factors affecting the muscular system (1 week)</li> </ul> <p style="text-align: center;"><b>(MKL)</b></p> | <p><b>Unit 6.</b></p> <p><b>P1</b> Describe how personality and motivational factors may impact on sports performance</p> <p><b>M1</b> Explain how personality and motivational factors may impact on sports performance</p> <p><b>D1</b> Analyse the relationship between motivational factors, anxiety and stress and self-confidence and their impact on sports performance.</p> <p><b>Unit 1:</b></p> <p><b>AO1</b> Demonstrate knowledge of body systems, structures, functions, characteristics, definitions and other additional factors affecting each body system</p> <p><b>AO2</b> Demonstrate understanding of each body system, the short- and long-term effects of sport and exercise on each system and additional factors that can affect body systems in relation to exercise and sporting performance</p> <p><b>AO3</b> Analyse exercise and sports movements, how the body responds to short-term and long-term exercise and other additional factors affecting each body system</p> <p><b>AO4</b> Evaluate how body systems are used and how they interrelate in order to carry out exercise and sporting movements</p> <p><b>AO5</b> Make connections between body systems in response to short-term and long-term exercise and sport participation. Make connections between muscular and all other systems, cardiovascular and respiratory systems, energy and cardiovascular systems</p> | <p><b>Unit 6.</b> Internally assessed report on the different motivational factors that can be used by a coach via practical application of personality tests.</p> <p><b>Unit 1:</b><br/>Learning aim A end of topic test (28 marks) at the end of week 3</p> <p>Learning aim B end of topic test (26 marks) at the end of week 6</p>                                       |
| Yr 12<br>Autumn 2 | <p><b>Unit 6.</b> Learning aim A: Understand how personality, motivation and competitive pressure can affect sport performance</p> <ul style="list-style-type: none"> <li>A3 Arousal – performance relationship theories under competitive pressure (2 weeks)</li> <li>A4 Stress, anxiety and sports performance under competitive pressure (2 weeks)</li> <li>A5 Self-confidence and sports performance under competitive pressure (2 weeks)</li> </ul> <p style="text-align: center;"><b>(EBA)</b></p> <p><b>Unit 1:</b> Anatomy and Physiology</p> <p>C The effects of exercise and sports performance on the respiratory system</p> <ul style="list-style-type: none"> <li>C1 Structure of the respiratory system &amp; C2 Function (1 week)</li> <li>C3 Lung volumes &amp; C4 Control of breathing &amp; C5 Responses of the</li> </ul>   | <p><b>Unit 6.</b></p> <p><b>P2</b> Describe how differing levels of arousal, anxiety and self-confidence can affect sports performance.</p> <p><b>M2</b> Explain how control of arousal, anxiety and stress and self-confidence can impact on</p> <p><b>D1</b> Analyse the relationship between motivational factors, anxiety and stress and self-confidence and their impact on sports performance.</p> <p><b>Unit 1:</b></p> <p><b>AO1</b> Demonstrate knowledge of body systems, structures, functions, characteristics, definitions and other additional factors affecting each body system</p> <p><b>AO2</b> Demonstrate understanding of each body system, the short- and long-term effects of sport and exercise on each system and additional factors that can affect body systems in relation to exercise and sporting performance</p>   | <p><b>Unit 6:</b> Internally assessed a report that details the effects of arousal, anxiety and stress on sports performance and how self-confidence is important in the reduction of anxiety levels</p> <p><b>Unit 1:</b><br/>Learning aim C end of topic test (25 marks) at the end of week 3</p> <p>Learning aim D end of topic test (30 marks) at the end of week 6</p> |

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|                | <p>respiratory system to a single sport or exercise session (1 week)</p> <ul style="list-style-type: none"> <li>• C6 Adaptations of the respiratory system to exercise &amp; C7 Additional factors affecting the respiratory system (1 week)</li> </ul> <p>D The effects of sport and exercise performance on the cardiovascular system</p> <ul style="list-style-type: none"> <li>• D1 Structure of the cardiovascular system &amp; D2 Function of the cardiovascular system (1 week)</li> <li>• D3 Nervous control of the cardiac cycle &amp; D4 Responses of the cardiovascular system to a single sport or exercise session (1 week)</li> <li>• D5 Adaptations of the cardiovascular system to exercise &amp; D6 Additional factors affecting the cardiovascular system (1 week)</li> </ul> <p>(MKL)</p>   | <p><b>AO3</b> Analyse exercise and sports movements, how the body responds to short-term and long-term exercise and other additional factors affecting each body system</p> <p><b>AO4</b> Evaluate how body systems are used and how they interrelate in order to carry out exercise and sporting movements</p> <p><b>AO5</b> Make connections between body systems in response to short-term and long-term exercise and sport participation. Make connections between muscular and all other systems, cardiovascular and respiratory systems, energy and cardiovascular systems</p>   |  |
| Yr 12 Spring 1 | <p><b>Unit 6.</b> Learning aim B: Examine the impact of group dynamics in team sports and its effect on performance</p> <ul style="list-style-type: none"> <li>• B1 Group processes (2 weeks)</li> <li>• B2 Cohesion in effective group performance (2 weeks)</li> <li>• B3 Leadership in creating effective groups (2 weeks)</li> </ul> <p>(EBA)</p> <p><b>Unit 1:</b> Anatomy and Physiology</p> <p>E The effects of exercise and sports performance on the energy systems</p> <ul style="list-style-type: none"> <li>• E1 The role of ATP in exercise &amp; E2 The ATP-PC (alactic) system in exercise and sports performance (1 week)</li> <li>• E3 The lactate system in exercise and sports performance (1 week)</li> <li>• E4 The aerobic system in exercise and sports performance (1 week)</li> <li>• E5 Adaptations of the energy system to exercise (1 week)</li> <li>• E6 Additional factors affecting the energy systems (1 week)</li> </ul> <p>(MKL)</p> | <p><b>Unit 6.</b></p> <p><b>P3</b> Describe how group cohesion and leadership contribute to the development of a successful sports team</p> <p><b>D2</b> Analyse how group cohesion and leadership can contribute to the success of a sports team.</p> <p><b>Unit 1:</b></p> <p><b>AO1</b> Demonstrate knowledge of body systems, structures, functions, characteristics, definitions and other additional factors affecting each body system</p> <p><b>AO2</b> Demonstrate understanding of each body system, the short- and long-term effects of sport and exercise on each system and additional factors that can affect body systems in relation to exercise and sporting performance</p> <p><b>AO3</b> Analyse exercise and sports movements, how the body responds to short-term and long-term exercise and other additional factors affecting each body system</p> <p><b>AO4</b> Evaluate how body systems are used and how they interrelate in order to carry out exercise and sporting movements</p> <p><b>AO5</b> Make connections between body systems in response to short-term and long-term exercise and sport participation. Make connections between muscular and all other systems, cardiovascular and respiratory systems, energy and cardiovascular systems</p> | <p><b>Unit 6:</b> Internally assessed report on group development, leadership factors and the impact they may have on teams at different levels of sport.</p> <p><b>Unit 1:</b> Learning aim E end of topic test (35 marks) at the end of week 6</p> |
| Yr 12 Spring 2 | <p><b>Unit 6.</b> Learning aim B: Examine the impact of group dynamics in team sports and its effect on performance</p> <ul style="list-style-type: none"> <li>• B4 Impact of processes, cohesion and leadership on a team and performance (3 weeks)</li> <li>• B5 Measurement of the impact of processes, cohesion and leadership on a team and</li> </ul>  | <p><b>Unit 6.</b></p> <p><b>P4</b> Produce sociograms showing relationships between members of a sports group.</p> <p><b>M3</b> Explain sociogram results and how they can be used to improve group cohesion and leadership potential in sport.</p> <p><b>Unit 1:</b></p>  | <p><b>Unit 6:</b> Internally assessed report on group development, leadership factors and the impact they may have on teams at different levels of sport, including use of sociograms.</p>   |

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|                | <p>performance using sociograms (3 weeks)</p> <p>(EBA)</p> <p><b>Unit 1:</b> Anatomy and Physiology</p> <p><b>REVISION FOR EXAM</b></p> <p>(MKL)</p>   | <p><b>AO1</b> Demonstrate knowledge of body systems, structures, functions, characteristics, definitions and other additional factors affecting each body system</p> <p><b>AO2</b> Demonstrate understanding of each body system, the short- and long-term effects of sport and exercise on each system and additional factors that can affect body systems in relation to exercise and sporting performance</p> <p><b>AO3</b> Analyse exercise and sports movements, how the body responds to short-term and long-term exercise and other additional factors affecting each body system</p> <p><b>AO4</b> Evaluate how body systems are used and how they interrelate in order to carry out exercise and sporting movements</p> <p><b>AO5</b> Make connections between body systems in response to short-term and long-term exercise and sport participation. Make connections between muscular and all other systems, cardiovascular and respiratory systems, energy and cardiovascular systems</p>   | <p><b>Unit 1:</b></p> <p>Mini assessments each week</p>   |
| Yr 12 Summer 1 | <p><b>Unit 6.</b> Learning aim C: Explore psychological skills training programmes designed to improve performance</p> <ul style="list-style-type: none"> <li>C1 Psychological skill (6 weeks)</li> </ul> <p>(EBA)</p> <p><b>Unit 1:</b> Anatomy and Physiology</p> <p><b>PREPARATION FOR SUMMER EXAM</b></p> <p>(MKL)</p>   | <p><b>Unit 6:</b></p> <p><b>P5</b> Describe different psychological skills that could be used to improve performance.</p> <p><b>Unit 1:</b></p> <p><b>AO1</b> Demonstrate knowledge of body systems, structures, functions, characteristics, definitions and other additional factors affecting each body system</p> <p><b>AO2</b> Demonstrate understanding of each body system, the short- and long-term effects of sport and exercise on each system and additional factors that can affect body systems in relation to exercise and sporting performance</p> <p><b>AO3</b> Analyse exercise and sports movements, how the body responds to short-term and long-term exercise and other additional factors affecting each body system</p> <p><b>AO4</b> Evaluate how body systems are used and how they interrelate in order to carry out exercise and sporting movements</p> <p><b>AO5</b> Make connections between body systems in response to short-term and long-term exercise and sport participation. Make connections between muscular and all other systems, cardiovascular and respiratory systems, energy and cardiovascular systems</p> | <p><b>Unit 6:</b> Internally assessed psychological skills training programme that describes different psychological training techniques</p> <p><b>Unit 1:</b> Externally set BTEC exam</p>                                   |
| Yr 12 Summer 2 | <p><b>Unit 6.</b> Learning aim C: Explore psychological skills training programmes designed to improve performance</p> <ul style="list-style-type: none"> <li>C2 Designing a psychological skills training programme (6 weeks)</li> </ul> <p>(EBA)</p> <p><b>Unit 3:</b> Professional Development in the Sports Industry. Learning aim A: Understand the career and job opportunities in the sports industry</p> | <p><b>Unit 6.</b></p> <p><b>P6</b> Design a psychological skills training programme to improve performance.</p> <p><b>M4</b> Explain the design of your psychological skills training programme, making comparisons between your design and others.</p> <p><b>D3</b> Evaluate the design of your psychological skills training programme, suggesting and justifying alternative techniques that could be used to improve performance</p>  | <p><b>Unit 6:</b> Internally assessed psychological skills training programme that describes different psychological training techniques</p> <p><b>Unit 3:</b> A report that justifies the selection of a specific sports</p> |

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|                   | <ul style="list-style-type: none"> <li>A1 Scope and provision of the sports industry (2 weeks)</li> <li>A2 Careers and jobs in the sports industry (1 weeks)</li> <li>A3 Professional training routes, legislation, skills in the sports industry (1 weeks)</li> <li>A4 Sources of continuing professional development (CPD) (2 weeks) (MKL)</li> </ul>   | <p><b>Unit 3:</b></p> <p><b>P1</b> Explain the different career pathways, the associated job opportunities and their requirements in the sports industry.</p> <p><b>P2</b> Explain the development pathway into a selected career in the sports industry.</p> <p><b>M1</b> Analyse the professional development requirements and opportunities for specialism or promotion in different career pathways and the associated job opportunities in the sports industry</p> <p><b>D1</b> Justify how own skills audit outcomes and development action plan aligns to chosen career pathway, based on a comprehensive knowledge and understanding of the career.</p>  | <p>industry career pathway, following an investigation into two contrasting career pathways, focusing on short and long-term prospects and the knowledge, skills and qualities required to achieve them.</p>   |
| Yr 13<br>Autumn 1 | <p><b>Unit 6. Learning aim B:</b> Examine the impact of group dynamics in team sports and its effect on performance</p> <ul style="list-style-type: none"> <li>B1 Group processes (1 weeks)</li> <li>B2 Cohesion in effective group performance (1 weeks)</li> <li>B3 Leadership in creating effective groups (1 weeks)</li> <li>B4 Impact of processes, cohesion and leadership on a team and performance (1 week)</li> <li>B5 Measurement of the impact of processes, cohesion and leadership on a team and performance using sociograms (2 weeks)</li> </ul> <p>(EBA)</p> <p><b>Learning aim C:</b> Explore psychological skills training programmes designed to improve performance</p> <ul style="list-style-type: none"> <li>C1 Psychological skill (3 weeks)</li> <li>C2 Designing a psychological skills training programme (3 weeks)</li> </ul> <p>(DSM)</p> | <p><b>Unit 6. Learning aim B</b></p> <p><b>P3</b> Describe how group cohesion and leadership contribute to the development of a successful sports team</p> <p><b>D2</b> Analyse how group cohesion and leadership can contribute to the success of a sports team.</p> <p><b>P4</b> Produce sociograms showing relationships between members of a sports group.</p> <p><b>M3</b> Explain sociogram results and how they can be used to improve group cohesion and leadership potential in sport.</p> <p><b>Learning aim C:</b></p> <p><b>P5</b> Describe different psychological skills that could be used to improve performance.</p> <p><b>P6</b> Design a psychological skills training programme to improve performance.</p> <p><b>M4</b> Explain the design of your psychological skills training programme, making comparisons between your design and others.</p> <p><b>D3</b> Evaluate the design of your psychological skills training programme, suggesting and justifying alternative techniques that could be used to improve performance</p> | <p><b>Unit 6: Learning aim B</b></p> <p>Internally assessed report on group development, leadership factors and the impact they may have on teams at different levels of sport, including use of sociograms.</p> <p><b>Learning aim C:</b></p> <p>Internally assessed psychological skills training programme that describes different psychological training techniques</p> |
| Yr 13<br>Autumn 2 | <p><b>Unit 1:</b> Anatomy and Physiology<br/><b>PREPARATION FOR XMAS EXAM</b><br/>(DSM)</p> <p><b>Unit 2:</b> Fitness Training and Programming for Health, Sport and Well-being<br/><b>PREPARATION FOR XMAS EXAM</b><br/>(EBA)</p>  | <p><b>Unit 1:</b></p> <p><b>AO1</b> Demonstrate knowledge of body systems, structures, functions, characteristics, definitions and other additional factors affecting each body system</p> <p><b>AO2</b> Demonstrate understanding of each body system, the short- and long-term effects of sport and exercise on each system and additional factors that can affect body systems in relation to exercise and sporting performance</p> <p><b>AO3</b> Analyse exercise and sports movements, how the body responds to short-term and long-term exercise and other additional factors affecting each body system</p> <p><b>AO4</b> Evaluate how body systems are used and how they interrelate in order to carry out exercise and sporting movements</p> <p><b>AO5</b> Make connections between body systems in response to short-term and long-</p>   | <p><b>Unit 1:</b> Externally set BTEC exam</p> <p><b>Unit 2:</b> Externally set BTEC exam</p>  |

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|                |  | <p>term exercise and sport participation. Make connections between muscular and all other systems, cardiovascular and respiratory systems, energy and cardiovascular systems</p> <p><b>Unit 2:</b></p> <p><b>AO1</b> Demonstrate knowledge and understanding of the effects of lifestyle choices on an individual's health and well-being</p> <p><b>AO2</b> Apply knowledge and understanding of fitness principles and theory, lifestyle modification techniques, nutritional requirements and training methods to an individual's needs and goals</p> <p><b>AO3</b> Analyse and interpret screening information relating to an individual's lifestyle questionnaire and health monitoring tests</p> <p><b>AO4</b> Evaluate qualitative and quantitative evidence to make informed judgements about how an individual's health and well-being could be improved</p> <p><b>AO5</b> Be able to develop a fitness training programme with appropriate justification</p> |   |
| Yr 13 Spring 1 | <p><b>Unit 3:</b> Professional Development in the Sports Industry. Learning aim A: Understand the career and job opportunities in the sports industry</p> <ul style="list-style-type: none"> <li>• A1 Scope and provision of the sports industry (2 weeks)</li> <li>• A2 Careers and jobs in the sports industry (1 weeks)</li> <li>• A3 Professional training routes, legislation, skills in the sports industry (1 weeks)</li> <li>• A4 Sources of continuing professional development (CPD) (2 weeks)</li> </ul> <p>Learning aim B: Explore own skills using a skills audit to inform a career development action plan</p> <ul style="list-style-type: none"> <li>• B1 Personal skills audit for potential careers (2 weeks)</li> <li>• B2 Planning personal development towards a career in the sports industry (2 weeks)</li> <li>• B3 Maintaining a personal portfolio/record of achievement and experience (2 weeks)</li> </ul> <p><b>(EBA &amp; DSM)</b></p> | <p><b>Unit 3:</b></p> <p><b>P1</b> Explain the different career pathways, the associated job opportunities and their requirements in the sports industry.</p> <p><b>P2</b> Explain the development pathway into a selected career in the sports industry.</p> <p><b>M1</b> Analyse the professional development requirements and opportunities for specialism or promotion in different career pathways and the associated job opportunities in the sports industry</p> <p><b>D1</b> Justify how own skills audit outcomes and development action plan aligns to chosen career pathway, based on a comprehensive knowledge and understanding of the career.</p>   | <p><b>Unit 3:</b> A report that justifies the selection of a specific sports industry career pathway, following an investigation into two contrasting career pathways, focusing on short and long-term prospects and the knowledge, skills and qualities required to achieve them. Career development action plan, supported by evidence of personal skills audit outcomes.</p> |
| Yr 13 Spring 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> <ul style="list-style-type: none"> <li>• C1 Job applications (1 week)</li> <li>• C2 Interviews and selected career pathway-specific skill (5 weeks)</li> </ul> <p><b>(EBA &amp; DSM)</b></p>   | <p><b>P5</b> Prepare appropriate documentation for use in selection and recruitment activities.</p> <p><b>P6</b> Participate in the selection interviews and activities as an interviewee.</p> <p><b>M4</b> In interviews and activities, demonstrate analytical responses and questioning and activities to allow assessment of skills and knowledge.</p> <p><b>D2</b> Demonstrate individual responsibility and effective self-management during the</p>  | <p><b>Unit 3:</b> Learners must participate in recruitment and selection activities. They will need to interview and be interviewed, conduct a practical assessment activity and complete the appropriate</p>   |

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|                           |   | <p>recruitment activity.</p> <p><b>D3</b> Evaluate how well the documents prepared, and own performance in the interview activities, supported the process for accessing the selected career pathway.</p>   | <p>documentation.</p> <p>Learners will need to evidence all the documents created.</p>  |
| <p>Yr 13<br/>Summer 1</p> | <p>Learning aim D: Reflect on the recruitment and selection process and your individual performance</p> <ul style="list-style-type: none"> <li>• D1 Review and evaluation (3 weeks)</li> <li>• D2 Updated SWOT and action plan (3 weeks)</li> </ul> <p style="text-align: center;"><b>(EBA &amp; DSM)</b></p> | <p><b>P7</b> Review own performance in role in the interviewing activities, supported by an updated SWOT analysis.</p> <p><b>M5</b> Analyse the results of the process and how your skills development will contribute to your future success.</p> <p><b>D2</b> Demonstrate individual responsibility and effective self-management during the recruitment activity.</p> <p><b>D3</b> Evaluate how well the documents prepared, and own performance in the interview activities, supported the process for accessing the selected career pathway.</p> | <p><b>Unit 3:</b> Ability to self-critique performance, including what could have gone better and what skills need to be developed, so that learners can enhance their employability. SWOT (strengths, weaknesses, opportunities, threats) analysis on performance of their interviewing assessment activity, linked to their personal development.</p> |