



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN SPORT

LEADERSHIP IN SPORT

K/502/5722

LEVEL 3 UNIT 13

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



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LEVEL 3

AIM OF THE UNIT

Leadership in sport is a growing area, out-of-school hours learning opportunities in primary schools, the development of academies at sports clubs, community activities and local authority holiday sports camps have created many opportunities for young people to lead groups. This unit will support the development of the skills required to be an effective leader. Understand what it means to be a leader, how to work with groups and teams to get the best from them, develop your ability to plan for a wide range of participants and most importantly reflect on your experiences to enable you to grow and progress.

PURPOSE OF THE UNIT

The inclusion of a leadership unit enables learners to further develop their coaching skills but also look beyond this and be involved in activities where they can take more control of organising and developing the activity, or working with specific groups (e.g. youth groups, primary or secondary schools) to develop an activity that meets their needs.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know the qualities, characteristics and roles of effective sports leaders	P1 describe four qualities, four characteristics and four roles common to effective sports leaders	M1 identify qualities, roles and characteristics of specific sports leaders	
2 Know the importance of psychological factors in leading sports activities	P2 describe four psychological factors that are important in the leading of sports activities	M2 review a plan for leading a sports activity taking psychological factors into account	
3 Be able to plan a sports activity	P3 produce a risk assessment for a selected sports activity P4 produce a plan for leading a selected sports activity		
4 Be able to lead a sports activity.	P5 lead a selected sports activity, with tutor support P6 review the performance of participants, within activity, identifying strengths and areas for improvement P7 review own performance in the planning and leading of the sports activity, identifying strengths and areas for improvement	M3 identify where a leader has enhanced selected participants' experience of a sports activity	D1 lead a series of sessions, outlining your own performance and that of the participants in relation to the qualities, characteristics, role and inclusion of psychological factors

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

LO1 Know the qualities, characteristics and roles of effective sports leaders

Roles: (e.g. instructor/teacher, manager, friend, motivator, planner, leader).

Qualities: (e.g. knowledge of sport skills, knowledge of rules and laws, understanding the specific needs of participants).

Characteristics: (e.g. objective, empathic, consistent, supportive, patient, organised, approachable, committed, attentive, empowering).

LO2 Know the importance of psychological factors in leading sports activities

Psychological factors: (e.g. group processes within groups or teams, cohesion, leadership qualities, motivation).

LO3 Be able to plan a sports activity

Risk assessment: i.e. outline assessment based on the planned session/s (e.g. risks related to activity, participants and location).

Activities: (e.g. sports coaching, modified activities for specific group, fitness sessions, tournament organisation).

Plan: i.e. session objectives and aims, consideration of participants: (e.g. age, ability, previous experience, number attending), content of activity: (e.g. if coaching - warm up, main content, cool down, organisation, resources, leadership approach).

LO4 Be able to lead a sports activity

Lead: (e.g. appropriate role for the group, management of the group, the environment, the activity, communication and demonstrations, observation and correction of performance, health and safety, motivating participants).

Review: i.e. reflect on session (e.g. planning, organisation, content of the session, leadership style, communication, demonstrations, observation and correction of performance, achievement of activity objectives, where next).

DELIVERY GUIDANCE

LO1 Learners in this outcome may review their own experiences of leadership and consider what roles, characteristics and qualities they feel are/ were important. The tutor could select DVD's (e.g. Coach Carter) and discuss the way in which coaches lead. It may also be possible for the tutor to set up scenarios/ simulations where learners take on different roles and ask them to identify what these are. Setting up opportunities where learners can work in small groups and take on different roles could be beneficial. The tutor can consolidate these factors in the classroom.

LO2 Knowledge of how teams and groups interact is an important part of being able to develop strategies and ideas to make them more effective. The tutor could develop simulations and scenarios through which the learners could evolve ways in which to apply their knowledge for the good of the team. The factors that affect group dynamics can be taught through tutor led sessions and learners own research. Learners will need to be able to identify different factors that contribute towards group dynamics and consider how they impact on activities.

LO3 Through this outcome learners have the opportunity to take on a much broader role than just coach a group in a selected activity although this might be the only option available to the tutor. Learners could be encouraged as a group to select roles and plan an activity for a selected group (e.g. a sports festival for a primary school). Learners could organise, plan and arrange the activity, this will give them the opportunity to take on different roles and consider what qualities will be needed for each.

LO4 Learners should be encouraged to reflect on what they are doing at each stage of the planning and leading. Learners should use the knowledge that they have developed through LO1 and LO2 to inform their review of the participants and their own performance, they can also be encouraged to use this understanding to apply the knowledge to future planning and leading. Learners should have the opportunity to review their experiences and be a 'critical friend' to their peers, this will help them to ensure that they are able to access the distinction level. For the distinction criteria a series of sessions is more than two.

GUIDANCE ON ASSESSING THE SUGGESTED TASKS

A group of local primary schools have got together to consider how they might provide a sporting experience for their Year 6 students before they progress onto secondary school. The head teacher of one of the schools has approached your tutor to ask if your school/college would be able to host some sort of festival for the students. Your tutor has in turn challenged your group to organise a sporting activity.

Criteria	Assignment title	Scenario	Assessment
P1, P2 and M1	Characteristics and psychological factors	Before embarking on developing your sporting activity it is important to understand the role, qualities and characteristics an effective sports leader might have, consider what aspect of each of these criteria you might need in order to be successful in your sporting activity.	Written report describing qualities, characteristics, roles common to sports leaders and psychological factors using practical examples if possible to outline your knowledge.
P3	Risk assessment	It is important to demonstrate to both your tutor and the schools invited to your activity that they are safe for the children involved. It is therefore important to provide a risk assessment.	Produce a risk assessment for your selected sports activity in a recognised format.
P4	Plan a selected sports activity	As a group you have decided to break your activity down into two sections, the first is an introduction to what they will be doing as part of the sports festival. You will need to plan an activity that can be progressed.	Written plan of what is to be covered within the session. To include:- session objectives, aims, consideration of participants, content of activity, organisation, resources, leadership approach, etc.
M2	Plan to lead a sporting activity that considers psychological factors.	The psychological factors related to teams and groups has been described previously, you now need demonstrate how you would use this within an activity session of your choice.	Extension of P2 so that learners discuss how psychological considerations might affect a planned session.
P5	Lead a selected sports activity	You are now required to lead your activity to a group of primary children.	Witness statement and or video evidence of the activity led.

P6	Review the selected sports activity	Having completed your sports activity it is important that you review the participants and identify any strengths and areas for improvement	Written review of how the activity went referring to the participants, including strengths and weaknesses.
P7 and M3	Review own performance and the selected participants experience	As well as reviewing the performance of the participants you will need to consider your own performance, identifying any strengths and areas for improvement. Include within the brief not only review but identify how the performance has been improved.	Written review of your own performance related to how the activity went, including strengths and weaknesses. For merit review both your own performance and that of the participants and identify how this improved the activity for the participants.
M3	Review own performance and the selected participants experience	As well as reviewing the performance of the participants you will need to consider your own performance, identifying any strengths and areas for improvement. Include within the brief not only a review but identify how the performance has been improved	Written review of your own performance related to how the activity went, including strengths and weaknesses. For merit review both your own performance and that of the participants and identify how this improved the activity for the participants.
D1	Series of sessions	Having completed the first session and analysed its impact on the participants and your performance, you are now required to deliver a series of session progressing on from on the first one, implementing the knowledge you have learnt throughout the unit Learners look to identify what was learnt in reviewing their own and participant performance to plan a series of sessions. This could be evidenced through an activity plan.	Witness statement and or video evidence of the activity led. Evidence should demonstrate how the sessions show progression.

RESOURCES

Books

- Crisfield, P., Cabral, P., *The Successful Coach: Guidelines for Coaching* Carpenter, F. (2003) Practice sports coach UK
- Cross, N., Lyle, J. (1999) *The Coaching Process: Principles and Practice for Sport* (Paperback) Butterworth-Heinemann Ltd
- Davis, R., Roscoe, D., Roscoe, J., *Physical Education and the Study of Sport 5th Edition*
- Bull, R. (2004) Mosby
- Earle, C. (2003) *How to Coach Children in Sport* sports coach UK
- Galvin, B., Ledger, P. (2004) *A Guide to Planning Coaching Programmes* sports coach UK
- Kerr, A., Stafford, I. (2003) *How to Coach Disabled People in Sport* sports coach UK
- Martens, R. (2004) *Successful Coaching 3rd Edition*
- McQuade, S. (2003) *How to Coach Sports Effectively* sports coach UK
- Miles, A. (2004) *Coaching Practice* sports coach UK
- Miles, A. (2003) *What is Sports Coaching?* sports coach UK
- Pegg, D. (2005) *An Introduction to Sports Officiating* Sports Officials UK
- Snade, S. (2003) *How to Coach Sports Safely* sports coach UK
- Various authors (various dates) Know the Game series of books A & C Black
- Wesson, K., Wiggins, N., *Sport and PE: A Complete Guide*
- Thompson, G., Hartigan, S. (2000) *to Advanced Level Study 2nd Edition* Hodder & Stoughton

Journals/magazines/booklets/brochures

sports coach UK. *coaching edge* Magazine
coaching edge is produced quarterly and includes top coaches outlining their innovative coaching methods, tried and tested theories to improve coaching, how sports science can really make a difference, well presented technical information with something for every coach or sports enthusiast no matter what their level of experience.

Videos/DVDs *Coaching Styles DVD* (2003). Video Education Australasia (available from Coachwise)

Websites

BBC Sport Academy. URL: <http://news.bbc.co.uk/sportacademy>

Advice on technique for different sports.

Coachwise 1st4sport. URL:<http://www.1st4sport.com>

Coachwise 1st4sport is a specialist publisher, mail order catalogue and e-commerce site of sports

books, videos, training tools, coaching aids and sports-related software.

English Institute of Sport. URL:<http://www.eis2win.co.uk>

This website has information on applied physiology,

biomechanics, medical consultation, medical

screening, nutritional advice, performance analysis, psychology,

podiatry, strength and

conditioning coaching, sports massage and sports vision.

Everyrule. URL:<http://www.everyrule.com>

Updated list of national and international rules.

Health & Safety Executive. URL:<http://www.hse.gov.uk>

The Health and Safety Commission is responsible for health and safety regulation in Great Britain.

Sports Coach. URL:<http://www.brianmac.demon.co.uk>

Provides information on a range of topics related to developing athletic ability and coaching

expertise.

sports coach UK. URL:<http://www.sportscoachuk.org>

Links for coaching contact information/fact sheets and

resources for coaches.

Sport England. URL:<http://www.sportengland.org>

For an updated list of National Governing Bodies (NGBs).

National Governing Body websites and

publications have useful information on rules and regulations, techniques, tactics and coach

education opportunities.

Sports Leaders UK. URL:<http://www.bst.org.uk>

New operating name of The British Sports Trust. Inspiring

people and communities through

leadership qualifications in sport.

Top End Sports. URL:<http://www.topendsports.com>

Lots of information on a range of sports, fitness testing, fitness training, sports nutrition and sport

science.

Welcome P.E. Centre. URL:<http://www.physicaleducation.co.uk>

A resource

MAPPING WITHIN THE QUALIFICATION TO OTHER UNITS

Unit 2: Sports Coaching

Unit 6: Psychology for Sports Performance

Unit 7: Practical Team Sports

Unit 10: Outdoor and Adventurous Activities

Unit 11: Practical Individual Sports

Unit 17: Talent Identification and Development in Sport

Unit 19: Organising Sports Events

Unit 20: Technical and Tactical Skills in Sport

Unit 22: Assessing Risk in Sport



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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