

Cambridge TECHNICALS LEVEL 3

SPORT AND PHYSICAL ACTIVITY

Cambridge
TECHNICALS
2016

Unit 2

Sports coaching and leadership

M/507/4453

Guided learning hours: 90

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*changes indicated by black line

LEVEL 3

UNIT 2: Sports coaching and activity leadership

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Guided learning hours: 90

Essential resources required for this unit: For LO4, LO5 and LO6, learners will need access to participants for a sports or activity session. Learners will also need access to appropriate facilities and equipment suitable to the sport or activity and the participants they are working with.

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

At some point throughout their lives everyone will have experienced being coached or taught about sport and physical activity. The importance of a high quality coach or leader cannot be underestimated. The increasing demand for both young and old to learn and develop physical skills and sporting skills presents new and exciting opportunities for coaches, leaders and NGB's and, through coaching and leading, you can learn a set of skills such as communication and adaptability which will prove valuable in other aspects of your life, such as work and study.

This unit will give you an understanding behind the theory of what makes good sports coaches and activity leaders and methods that can be employed to improve the performance of participants. You will explore the roles and responsibilities of coaches and leaders and how these differ from each other and others involved in delivering and teaching sport and physical activity. The main part of the unit is related to you developing the skills and understanding necessary to effectively plan and deliver a series of sports or activity sessions reflecting on your own practice and using this feedback to improve your performance as a sports coach or activity leader.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

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 in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Know the roles and responsibilities of sports coaches and activity leaders	<p>1.1 Roles of sports coaches and activity leaders (e.g. role model, motivator, planner, instructor, mentor, facilitator, demonstrator, adviser, supporter, fact finder, counsellor, organiser)</p> <p>1.2 Responsibilities of sports coaches and activity leaders (e.g. sets agreed ground rules, fair, consistent, ethical, duty of care, safeguard, assess risk, promote health and wellbeing, codes of conduct, importance of being a role model, rules and regulations of the sport or activity)</p> <p>1.3 How the roles and responsibilities involved in teaching and delivering sport differ, i.e.</p> <ul style="list-style-type: none"> • sports coach (e.g. focus more on performance and reaching the peak, are usually focused on one sport, may work with a broad range of abilities from beginners to elite performers, may use a range of analysis techniques to enhance performance) • sports/activity leader (e.g. concerned with 'sport for all', about taking part and being active rather than skill development, often across a range of activities, may not be sports based) • PE Teacher (e.g. focus on health and wellbeing, have to teach more than one sport, have a broader social responsibility, within the constraints of the curriculum and school/college policies) • differences between coaches, coaching assistants and officials

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
2. Understand principles which underpin coaching and leading	<p>2.1 Principles of leadership (e.g. styles (e.g. autocratic, democratic, laissez-faire), personality (e.g. aggressive, passive, introvert, extrovert, NACH, NAF, type a, type b), suitability of different leadership approaches in different situations)</p> <p>2.2 Group dynamics (e.g. stages of group development, cohesion (e.g. group cohesion, size, social loafing, stability), creating an effective team environment (communicate, knows their role, keep changes to a minimum, encourage a group identity, rewarding positive behaviour and dealing with discriminatory behaviour), Steiner's model of group effectiveness)</p> <p>2.3 Attributes of coaches and leaders, i.e.</p> <ul style="list-style-type: none"> • communication skills • able to establish and maintain relationships • knowledge of the activity • organisational skills • empathy
3. Be able to use methods to improve skills, techniques and tactics in sport	<p>3.1 Methods for identifying strengths and weaknesses in skills, techniques and deployment of tactics, i.e.</p> <ul style="list-style-type: none"> • self-assessment (e.g. in comparison to team mates, review of recent results, role model comparison) • peer assessment (e.g. feedback from coach) <p>3.2 Classification of skills and its links to types of practice, i.e.</p> <ul style="list-style-type: none"> • open/closed (e.g. performed in adaptable or stable environment (e.g. pass in football is open, badminton serve is closed)) • gross/fine (e.g. requires large or intricate muscle movement (e.g. shot putt is gross, shot in snooker is fine)) • simple/complex (e.g. transferable among sports or unique to one (e.g. running is a simple skill, a golf swing is complex)) • discrete/serial/continuous (e.g. discrete is a single movement (flicking a hockey ball up), serial is a series of discrete skills (triple jump), continuous has no discernible start or end point (cycling)) • types of practice, i.e. <ul style="list-style-type: none"> ○ whole ○ part ○ whole-part-whole ○ variable ○ fixed ○ massed ○ open <p>3.3 Methods for measuring improvement in skills, techniques and deployment of tactics (e.g. self-assessment by participants, peer assessment, coach assessment, observation, objective measures (e.g. goals scored, distance jumped), performance analysis technology (e.g. slow-motion replay))</p>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>4. Be able to plan sports and activity sessions</p>	<p>4.1 Review participants' needs considering which could influence coaching sessions, i.e.</p> <ul style="list-style-type: none"> • age, including the differences between adults and children • gender • level of ability and stage of participant development • experience • fitness levels • health issues/medical conditions/disability (e.g. asthma, sight impairment) • what they want out of it (e.g. to develop specific skills or roles) • shared protected characteristics <p>4.2 Key considerations when planning sports/activity sessions, i.e.</p> <ul style="list-style-type: none"> • goals for each session, ensuring that they meet the needs of individual participants and the group • sport/activity session plans follow accepted good practice for the sport or activity and are consistent with own level of technical knowledge and competence • sports/activities and styles will motivate the participants and achieve planned goals, for each session in the series • realistic timings, sequences, intensity and duration of activity • plans allow for a balance of instruction, activity and discussion • resources required for each session • plan for differentiation (e.g. know how activities can be adapted to both increase and decrease the level of challenge) • mental capabilities and key methods for improving participants performance (connection, confidence, concentration, motivation, emotional control, cohesion) <p>4.3 SMART goal setting, i.e.</p> <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Recorded • Time-phased
<p>5. Be able to prepare sports and activity environments</p>	<p>5.1 Preparing equipment for sports/activity sessions, i.e.</p> <ul style="list-style-type: none"> • amount and type of equipment is sufficient for the needs of the planned session • size and type of equipment is suitable for the needs of all participants and using adapted equipment where necessary • adapt the planned use of equipment as and when necessary (e.g. if the amount, type, working order or other aspect of the available equipment make the planned activities untenable) • reasonable steps to ensure that all equipment is in optimum working order (e.g. pumping up balls, restringing rackets, referring broken or damaged equipment to the appropriate person)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>5.2 Preparing the environment for sports/activity sessions, i.e.</p> <ul style="list-style-type: none"> • appropriate space for the number of participants • rearrange elements of the working space to ensure safety (e.g. move benches out of the way, tidy stray balls, wrap nets neatly) • appropriate markers to ensure participants are aware of the space they have available (e.g. mark out the space using cones, lines or other markers) • reasonable steps to ensure the safety of the working area (e.g. mop-up spills, cone-off unsafe areas, report hazards to an appropriate person) <p>5.3 Assessing and minimising risks before sports/activity sessions, i.e.</p> <ul style="list-style-type: none"> • identify and adapt as necessary existing risk assessments for, i.e. <ul style="list-style-type: none"> ○ the activities ○ the equipment ○ the environment ○ the participants • identify possible hazards • assess the risk that identified hazards present, including likelihood of occurrence and severity • assess how to minimise the identified risks • identify an appropriate person who can advise if there are hazards or risks outside of own level of competence • comply with information in the normal operating procedures for where the session will take place <p>5.4 Appropriate safeguarding policies and procedures (e.g. the relevant procedures for safeguarding children and vulnerable adults, the relevant procedures for protecting self from accusations, report possible signs of abuse, procedures for recording and reporting concerns about the welfare of children and vulnerable adults)</p>
6. Be able to deliver sports and activity sessions	<p>6.1 Preparing participants for sport/activity sessions, i.e.</p> <ul style="list-style-type: none"> • meet the participants punctually • ensure participants are made to feel welcome and at ease, • record attendance • ensure participants' physical readiness for the session (e.g. check for injuries and illness, treatment for known conditions is available such as an inhaler) • ensure participants have the correct clothing and equipment • establish behaviour rules for the session • awareness of goals of session <p>6.2 Delivering warm-up activities which are appropriate for the participants and session, i.e.</p> <ul style="list-style-type: none"> • pulse raising • mobility • dynamic movements • stretching • skill rehearsal

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>6.3 Delivering sport/activity sessions, e.g.</p> <ul style="list-style-type: none"> • activities that are clearly in line with the session goals • provide technically correct explanations and demonstrations appropriate to participants' needs and level of experience • motivate participants appropriate to their needs and in line with accepted good practice • communicate effectively and clearly with all participants • ensure all participants have the opportunity to take a full and active part in planned activities • ensure all participants achieve and enjoy the session • deliver sessions at a pace appropriate to the participants' needs • carry out emergency procedures when appropriate • review participants' performance considering strengths, weaknesses, areas for improvement • use appropriate coaching styles and methods • provide feedback to participants during the session to help participants achieve their goals • adapt sessions to respond to the participants' changing needs • provide opportunities for participants to reflect on their learning and apply their reflections to their performance • encourage participants to take responsibility for their own learning <p>6.4 Concluding coaching sessions, i.e.</p> <ul style="list-style-type: none"> • ensure there is sufficient time to conclude the session • deliver cool down activities appropriate to the participants and session, i.e. <ul style="list-style-type: none"> ○ pulse-lowering ○ stretching • encourage participants to give feedback • provide feedback to participants on their performance relating to their/the goals • provide information to participants about future sessions • ensure participants complete the session safely • follow procedures for checking and dealing with equipment used, leaving the coaching environment in a condition fit for future use
7. Be able to review sports and activity sessions	<p>7.1 Reviewing sport/activity sessions, i.e.</p> <ul style="list-style-type: none"> • evaluate the participants progression according to the session evaluation plan and against planned goals • review the effectiveness of the activities, and session overall against planned goals • evaluate the effectiveness of own management of the session, including health and safety and welfare issues • consider participants feedback in evaluating their performance • provide feedback to participants (e.g. verbal/written in next session) • record evaluations for future reference

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Know the roles and responsibilities of sports coaches and activity leaders	*P1: Describe the roles and responsibilities of sports coaches and activity leaders		
	*P2: Describe how sports coaches and activity leaders support a healthy active lifestyle		
	*P3: Compare the different roles and responsibilities of those involved in teaching and delivering sport		
2. Understand principles which underpin coaching and leading	*P4: Explain how different leadership styles and personalities can support different stages of group development	M1: Evaluate the importance of different attributes in supporting the principles of leadership and group dynamics	
3. Be able to use methods to improve skills, techniques and tactics in sport	*P5: Demonstrate methods used to improve skills, techniques and tactics in sport	M2: Evaluate the effectiveness of different methods of measuring improvement in skills, techniques and tactics	
4. Be able to plan sports and activity sessions	*P6: Establish participants' needs for sports or activity sessions	M3: Plan a series of progressive, inclusive sports/activity sessions based on participants' needs	D1: Explain how a plan for a series of sports/activity sessions might need to be adapted based on participants' rate of improvement over time
	*P7: Plan effective sports/activity sessions which are appropriate to participants' needs and include SMART goals		

LO	Pass	Merit	Distinction
5. Be able to prepare sports and activity environments	P8: Prepare a safe sports/activity environment appropriate to the participants involved		
6. Be able to deliver sports and activity sessions	P9: Deliver warm-ups appropriate to the activities taking place in sports/activity sessions	M4: Explain how participants' safety was maintained throughout sports/activity sessions.	D2: Deliver a series of sports/activity sessions where the participants progression and needs are continuously evaluated and sessions are adapted accordingly
	P10: Deliver sports/activity sessions using effective communication and motivation techniques		
	P11: Bring sports/activity sessions to an appropriate, planned conclusion offering and obtaining feedback to/from the participants involved		
7. Be able to review sports and activity sessions	P12: Evaluate the delivery of a sports/activity session compared to the plan and using the feedback obtained from participants	M5: Suggest changes to future sports/activity sessions with justifications	

SYNOPTIC LEARNING AND ASSESSMENT

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more details. We have indicated in this unit where these links are with an asterisk and provided more detail in the assessment guidance section below.

ASSESSMENT GUIDANCE

LO1: Know the roles and responsibilities of sports coaches and activity leaders

For P1 learners will need to consider a range of different roles and responsibilities involved in coaching and activity leadership. For P2 learners need to describe how sports coaches and activity leaders support a healthy and active lifestyle, for example promotion of a healthy balanced diet, avoiding excessive alcohol use and developing positive social relationships. For P3 learners must know how people involved in teaching and delivering sport, including coaches, coaching assistants, leaders and teachers, differ in their roles and responsibilities. For this LO, learners will benefit from drawing on learning from mandatory Unit 1 Body systems and the effects of physical activity. Learners may also draw on learning from Unit 7 Improving fitness for sport and physical activity and Unit 12 Nutrition and diet for sport and exercise.

LO2: Understand principles which underpin coaching and leading

For P4 learners must demonstrate knowledge and understanding of the different stages of group development and be able to explain how different personalities and leadership styles can support the group at each of these stages. For M1, learners must show an understanding of how important the coach or leader's style and attributes are to the success of team development and the dynamics of a group. For this LO, learners may draw on learning from Unit 19 Sport and exercise psychology.

LO3: Be able to use methods to improve skills, techniques and tactics in sport

For P5 learners must demonstrate a range (3 or more) of practice types for different types of skills, for example a varied practice for an open skill, a whole practice for a high organisation skill. This is aimed at learners gaining an understanding of the types of activities they might use when they plan their sessions. For M2, Learners need to evaluate a range of methods that could be used to improve skills, techniques and tactics. It is likely that learners will evaluate the methods that they demonstrated for P5 but others may be used if appropriate. Learners should consider the strengths and weaknesses of each method, in relation to the performers/participants. For this LO, learners may draw on learning from Unit 18 Practical skills in sport and physical activity.

LO4: Be able to plan sports and activity sessions

Learners must plan a minimum of six sports or activity sessions which last a minimum of 30 minutes for a group of participants (i.e. at least two). These can be 'one-off' sessions in different sports or activities and do not need to demonstrate progression. Depending on the participants involved they can either be coached sports sessions or led activity sessions; this should be determined by the work done in P6 and P7. For M3, the learner's plans will need to demonstrate progression either in the skills or techniques for a specific sport (e.g. passing and shooting in football), or in participants' physical development (e.g. progressing from catching a ball while standing still to catching one while running; a participants hand eye coordination through developing catching skills across a number of different sports, i.e. netball, basketball and cricket). For D1, learners must consider how participants' skills, physicality, etc. might develop over time and consider how their plans might need to be adapted to ensure that sessions remain appropriate and challenging for the participants. For this LO, learners will benefit from drawing on learning from mandatory Unit 3 Sports organisation and development. Learners may also draw on learning from Unit 8 Organisation of sports events and Unit 11 Physical activity for specific groups.

LO5: Be able to prepare sports and activity environments

For P8 learners will need to demonstrate that they can prepare a safe environment that is suitable for the planned sports or activity session and the participants that will be involved. Learners should undertake appropriate risk assessments and equipment checks, taking action to prevent hazards or reporting issues or concerns where necessary. Learners must also ensure that the appropriate safeguarding policies and procedures are in place. Learners

should also ensure that the setup of the environment will minimise disruption during the sports or activity session. For this LO, learners will benefit from drawing on learning from mandatory Unit 4 Working safely in sport, exercise, health and leisure. Learners may also draw on learning from Unit 14 Working in active leisure facilities.

LO6: Be able to deliver sports and activity sessions

As with LO4, learners must deliver a minimum of six sports or activity sessions which last a minimum of 30 minutes to a group of participants (i.e. at least two). These can either be 'one-off' sessions in different sports or activities and do not need to demonstrate progression to meet criteria P9, P10 and P11 and M4, but will need to be progressive sessions to achieve D2 (with the progression evidenced as appropriate). Depending on the participants involved they can either be coached sports sessions or led activity sessions. For P9 learners must ensure that the warm ups are appropriate to the sports or activity session they are delivering and for P10 communication and motivation techniques they apply are appropriate to the participants, the sport or activity and the environment in which the session is taking place. Learners must then ensure in P11 the sessions are brought to timely conclusions, include an appropriate cool down and offer the opportunity to both give and receive feedback. For M4 the learners must explain how they ensured the safety of themselves and the participants throughout each session.

For D2 (LO6 and LO7), learners must constantly evaluate the success of sessions, both during and after, and adapt the session as it happens or update plans for future sessions to better meet the participants' changing needs.

Evidence must include outline plans for all sessions delivered, plus detailed evidence of at least one session, including an in-depth session plan (e.g. information about specific warm ups, cool downs, drills and practices used, how they might be progressed/developed/adapted during the session, timings etc.) and detailed supporting witness statement to testify or corroborate what has taken place and been observed in the delivery of the session. Photographs of the delivery 'in action' could be used as additional supplementary evidence.

For this LO, learners may draw on learning from Unit 5 Performance analysis in sport and exercise; Unit 10 Biomechanics and movement analysis; Unit 17 Sports injuries and rehabilitation; Unit 18 Practical skills in sport and physical activity and Unit 19 Sport and exercise psychology.

LO7: Be able to review sports and activity sessions

For P12 learners must consider feedback received following sports or activity sessions to evaluate whether they were successful and met the goals and targets set out in the initial plans. For M5, learners should consider what they would do differently in future sessions to improve the quality of the sessions.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure employer involvement through delivery and/or assessment of these qualifications for every learner.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is a mandatory unit in all the specialist pathways.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work experience or work placements that develop skills and knowledge relevant to the qualification.	Learners could work on a voluntary basis, or as part of a work experience placement, in a local club or sports camp running sports or activity sessions with suitable supervision.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	The unit has been mapped to UKCC standards and Sports Leaders' Level 3 Higher Sports Leadership Certificate so learners could undertake NGB qualifications/certificates or the Sports Leaders qualification and use evidence towards this unit.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Centres could bring in local coaches/leaders to demonstrate the skills of being and effective coach/leader.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	When coaching and teaching within the community, supervising coaches/leaders could act as mentors and assess the progress of learners.

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