

Cambridge **TECHNICALS LEVEL 2**

# **SPORT AND PHYSICAL ACTIVITY**

Cambridge  
**TECHNICALS**  
**2016**

## **Unit 4**

### **Leading sport and physical activity sessions**

F/615/2387

Guided learning hours: 60

Version 1 September 2016



## LEVEL 2

### UNIT 4: Leading sport and physical activity sessions

**F/615/2387**

**Guided learning hours: 60**

**Essential resources required for this unit:** Throughout this unit learners will need to be able assist with the delivery of sport and physical activity. Centres must ensure that there is adequate equipment, space, participants and realistic opportunities for candidates to assist with the planning, delivery, and reviewing of each activity session.

**This unit is internally assessed and externally moderated by OCR.**

#### UNIT AIM

---

Delivering a successful sport or physical activity session is a skill that requires practice. An activity leader can have a huge impact on participant motivation, enjoyment and, therefore, progress and lifelong participation.

Through this unit learners will develop a good understanding of the role of an activity leader and put that into practice. The role of an activity leader varies greatly depending on the activity, group and situation. To ensure that the participants' needs and goals are met, the activity leader will need to plan, deliver and review each session.

This unit gives you the skills to plan, lead and review the success of an activity session(s), you will also develop skills such as teamwork, organisation, communication and adaptability, which will underpin needed for a successful career within the sports industry.

## 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.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Know the roles, responsibilities, skills and behaviours of activity leaders	1.1 roles of activity leaders (e.g. role model, motivator, planning, mentor for individuals, set up and organise activities).  1.2 responsibilities of activity leaders (e.g. participant safety, safeguarding, assessing risk, promotion of health and wellbeing, codes of conduct, rules and regulations of the sport or activity).  1.3 skills of activity leaders (e.g. communication between peers, communication to participants, organisation, time keeper, effective demonstration, motivator).  1.4 behaviours of activity leaders (e.g. approachable, honest, enthusiastic, confident, committed, team player).
2. Be able to plan sport and physical activity sessions	2.1 types of sport and physical activity session (e.g. skill development, fitness based, multi-sport, sports day, taster session, inclusive, disability sport, teambuilding activities).  2.2 gather participant information (e.g. age, ability, number, specific needs).  2.3 how to plan sport and physical activity sessions, i.e. <ul style="list-style-type: none"> <li>• objectives of session</li> <li>• structure of session</li> <li>• timings and sequence</li> <li>• progression and adaptations</li> <li>• health and safety considerations</li> <li>• inclusive</li> <li>• warm up</li> <li>• specific, appropriate activities (e.g. for age, experience, ability of participants)</li> <li>• cool down</li> </ul>
3. Be able to lead sport and physical activity sessions	3.1 how to set up an activity area, i.e. <ul style="list-style-type: none"> <li>• appropriate for activities</li> <li>• risk assessment</li> <li>• checking equipment</li> <li>• setting up of area</li> </ul>

	<p>3.2 introduction to participants, i.e.</p> <ul style="list-style-type: none"> <li>• registration</li> <li>• explaining plan for session</li> <li>• checking needs (e.g. illness, injury).</li> </ul> <p>3.3 how to lead a session, i.e.</p> <ul style="list-style-type: none"> <li>• warm up</li> <li>• specific activity/ drill within the session</li> <li>• appropriate communication (e.g. use of language, visual aids, demonstration)</li> <li>• motivational techniques (e.g. reward, praise, encouragement)</li> <li>• adaptations, progression or regression where required (e.g. due to participants getting bored, over/under achieving)</li> <li>• safeguarding (e.g. where required)</li> <li>• dynamic risk assessment and emergency procedures</li> <li>• behaviour management</li> </ul> <p>3.4 how to conclude an activity session, i.e.</p> <ul style="list-style-type: none"> <li>• cool down</li> <li>• debrief to participants/parents</li> <li>• obtain/deliver feedback</li> <li>• inform of future sessions</li> <li>• tidy area</li> </ul>
4. Be able to review sport and physical activity sessions	<p>4.1 to review the entire physical activity session, i.e.</p> <ul style="list-style-type: none"> <li>• planning of session</li> <li>• health and safety</li> <li>• activities delivered</li> <li>• meeting of participants' needs (e.g. skill development, enjoyment)</li> <li>• timing of activities</li> <li>• conclusion of session</li> </ul> <p>4.2 to review own practice as an activity leader, i.e.</p> <ul style="list-style-type: none"> <li>• effective; roles, responsibilities, skills and behaviours</li> <li>• planning</li> <li>• delivery style</li> <li>• organisation</li> <li>• communication (e.g. with participants, other instructors)</li> <li>• time management</li> <li>• future development plan (e.g. qualifications, additional volunteering, shadowing of more experienced leaders)</li> </ul>

## GRADING CRITERIA

LO	Pass	Merit	Distinction
The learner will:	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, responsibilities, skills and behaviours of activity leaders	P1: Describe the roles and responsibilities they will need to perform as an activity leader		
	*P2: Describe the skills and behaviours they will need to demonstrate as an activity leader		
2. Be able to plan sport and physical activity sessions	*P3: Gather appropriate participant information in order to plan a sport or physical activity session	M1: Plan different types of sport or activity sessions for a selected group of participants	
	*P4: Plan a safe and inclusive sport or physical activity session for a selected group of participants		
3. Be able to lead sport and physical activity sessions	P5: Safely set up the area and equipment for a sport or physical activity session		
	*P6: Lead a safe and inclusive sport or physical activity session	M2: Demonstrate effective communication and motivation skills during the delivery of a sport or physical activity session	D1: Adapt, progress or simplify a sport or physical activity session, dependent on the needs of the participants
	*P7: Conclude a sport or physical activity session		

	P8: Tidy the area following a sport or physical activity session		
4. Be able to review sport and physical activity sessions	P9: Review the planning and delivery of a sport or physical activity session	M3: Review own performance during the delivery of a sport or physical activity session and make recommendations for your own improvement and progression	D2: Plan a further sport or physical activity session following a review of a sports or physical activity session that you have led and justify your plan

## SYNOPTIC 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 detail. We have indicated in this unit where these links are with an asterisk and provided more detail in Assessment Guidance.

## ASSESSMENT GUIDANCE

---

### **LO1- Know and apply the roles, responsibilities, skills and behaviours of activity leaders**

This LO underpins the entire unit. Learners will need to consider a range of different roles, responsibilities, skills and behaviours of activity leaders. Learners must know what their roles and responsibilities are, and how their skills and behaviours as an activity leader may influence the delivery of sports or activity. For this LO, learners will benefit from drawing on learning from Unit 1 – Physical activity, health and wellbeing, LO1, Know the effects and benefits of participation in sport and physical activity on the musculoskeletal system and LO2, Know the effects and benefits of participation in sport and physical activity on the cardio-respiratory system and Unit 2 – Physical preparation and readiness for sport and physical activity, LO1 Understand the short term effects of sport and physical activity on body systems and LO2, Understand the long term effects of sport and physical activity on body systems.

### **LO2- Be able to plan sport and physical activity sessions**

To achieve P3, learners must gather sufficient participant information for a group of participants (at least two) that will allow them to plan a suitable sport or physical activity session. For P4, learners must plan a sport or physical activity session that lasts a minimum of 30 minutes for the group of participants identified in P3. Learners will plan a specific section (e.g. warm up, specific activity or drill, cool down). To achieve M1, learners must plan at least three sports or physical activity sessions of different types for the group of participants identified in P4.

For this LO, learners will benefit from drawing on learning from Unit 1 – Physical activity, health and wellbeing, LO3 Know measures of health and wellbeing; Unit 2 – Physical preparation and readiness for sport and physical activity, LO4 Understand the needs of different participants in sport and physical activity and Unit 3 Inclusivity, equality and diversity in delivering sport and physical activity, LO4 Know ways in which more inclusive, equitable and diverse sport and physical activity environments could be provided

### **LO3- Be able to lead sport and physical activity sessions**

To achieve P4-P8, learners will set up, deliver, conclude and tidy up after a sport and physical activity session ensuring safety and inclusivity throughout. The session must last a minimum of 30 minutes (inclusive of warm up and cool down but exclusive of set up and tidy up). The session delivered should be the same that the learner planned in LO2, however if the plan is not safe or is unsuitable for the participants available, a plan can be given to learners by the tutor. The participants in the session can be those identified in LO2 or a different group, depending on availability.

To achieve M2, learners must demonstrate effective communication and motivation skills appropriate to the participants and the activity.

To achieve D1, learners must be able to adapt, progress or simplify a session while it is taking place, dependent on the needs of the participants. This can include their age, their ability, whether they are enjoying the session, etc. If a session cannot or does not need to be adapted, progressed or simplified, learners should be able to explain why.

Learners may wish to use a range of evidence to support their grading of work including video recordings, photo evidence and tutor witness statements.

For this LO, learners will benefit from drawing on learning from Unit 2 – Physical preparation and readiness for sport and physical activity, LO3 Understand the use of warm ups and cool downs

#### **LO4- Be able to review sport and physical activity sessions**

To achieve P9, learners should review an individual session that they have planned and a session that they have delivered, this may or may not be the same session.

For M3, learners need to review their own performance during the delivery of a sport or physical activity session and make recommendations for their own development as an activity leader. Again, learners should use feedback obtained at the end of an activity session to support their review.

To achieve D2, learners will need to plan a further sport or physical activity session following the delivery and review of a session that they have led. This plan will need to be for the same group of participants the learner has delivered a session for previously. The session type can be the same as the one they previously delivered or can be a different type, as long as there is justification as to why the further session was planned as such.

**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 Technical Certificate qualifications

These qualifications have been designed to be recognised as Technical certificates 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 mandatory in all 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 – eligible activities	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 assist with PE staff when they coach school or college sports teams.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Learners could assist local coaches and leaders to deliver sport and physical activity within local community e.g. local football clubs or primary school sport.
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.	Learners could work towards their Level 2 Award in Community Sports leadership.
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.	Learners could complete a NGB Level 1 Coaching course, with many of the elements directly linking to the grading criteria.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

To find out more  
**[ocr.org.uk/sport](http://ocr.org.uk/sport)**

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



OCR is part of Cambridge Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. ©OCR 2017 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.