

Cambridge TECHNICALS LEVEL 3

# ***SPORT AND PHYSICAL ACTIVITY***

Cambridge  
TECHNICALS  
2016

## **Unit 2**

**Sports coaching and activity leadership**

## **Model Assignment**

M/507/4453

Guided learning hours: 90

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Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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# Guidance for tutors on using this assignment

## General

OCR Cambridge Technical model assignments are available to download from our website: [www.ocr.org.uk](http://www.ocr.org.uk).

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how sports coaches and leaders would become employed and plan, deliver and review a series of sports or activity sessions, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

**We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.**

## Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

## When completing the assignment

**You should use this assignment in conjunction with the unit specification and qualification handbook.**

## Resources to complete the tasks

There are resource requirements for this assignment. Every learner will need access to the following resources:

- For tasks 3 and 4, learners will need access to a group of participants (i.e. two or more) for whom they will need to assess their requirements for sports or activity sessions.
- For tasks 3 and 4 learners will need access to appropriate facilities to be able to carry out sports or activity sessions.

## Health and Safety and the use of resources

The scenario suggests that learners will be working with children of primary schools age; therefore sports and activity sessions led by the learners must be supervised by a responsible adult.

## Time

You should plan for learners to have 20 – 30 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

## Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

**Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.**

We don't have specific requirements for the format of evidence in this assignment. We've said what format the evidence could take for each task. For example, if we say 'You could include a report on ...', the evidence doesn't have to follow any specific reporting conventions. You can modify the format of the evidence, but you must make sure the format doesn't prevent the learner from accessing the grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

## Group work

This assignment hasn't been written to include group work. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together. You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you'll need to complete an individual statement for each learner.

## After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

## Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

## Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

**If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.**

If you're using this model assignment and delivering the Foundation Diploma or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

# General information for learners

**Q     *What do I need to do to pass this assignment?***

A     You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

**Q     *What do I need to do if I want to get a merit or distinction for this assignment?***

A     For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

**Q     *What help will I get?***

A     Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

**Q     *What if I don't understand something?***

A     It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

**Q     *I've been told I must not plagiarise. What does this mean?***

A     Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

**Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.**

**Q     *What is referencing and where can I find out more information about it?***

A     Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in the [The OCR Guide to Referencing](http://www.ocr.org.uk/i-want-to/skills-guides/) available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

Q ***Can I work in a group?***

A Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q ***Does my work for each task need to be in a particular format?***

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we say use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q ***Can I ask my tutor for feedback on my work?***

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q ***When I have finished, what do I need to do?***

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work. You should make sure your work is labelled, titled and in the correct order for assessing. Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q ***How will my work be assessed?***

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.



# Assignment for learners

## Unit 2: Sports coaching and activity leadership

### Scenario

#### Sportasaurus Ltd.

Sportasaurus Ltd. is a privately owned sports company looking to develop the skills of children and young people through sports or physical activity sessions and programmes. The company focuses on providing high quality sports and physical activity sessions and programmes to primary schools and leisure centres, with the emphasis on the personal development of each individual taking part.

The company is currently looking to expand its provision across a greater range of sports and age groups. They are looking for talented coaches and leaders to join the company and deliver fun, exciting and safe sports and physical activity sessions to different people and organisations in the local area.

#### Introduction to the tasks.

In these tasks you will be asked to demonstrate your knowledge of the roles and responsibilities of sports coaches and leaders and how these differ from each other and from other roles involved in the delivery of sport and physical activity. You will need to show an understanding of the principles that underpin sports coaching and leading before going on to plan, prepare for, deliver and review a series of sports or activity sessions based on the needs of the participants.

Evidence for these tasks can include:

- Video recordings
- Voice recordings
- Presentations
- Observation records
- Written reports
- Presentations and notes
- Witness statements
- Session plans
- Risk assessments

# The tasks

## Task 1: Getting the job

(This task should take between 3 and 4 hours.)

Learning Outcome 1: Know the roles and responsibilities of sports coaches and activity leaders and Learning Outcome 2: Understand principles which underpin coaching and leading, are assessed in this task.

Your task is to:

Prepare for an interview at Sportasaurus Ltd. in which you will be asked questions about the roles and responsibilities of sports coaches and leaders, how they differ from each other and from those of Physical Education teachers, as well as how sports coaches and leaders can help support healthy, active lifestyles.

As part of the interview process you will have to deliver a presentation on the principles that underpin coaching and leading. These should include the principles of leadership, group dynamics and the attributes of coaches and leaders.

Pass	Merit	Distinction
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		
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	
<b>Tasks/Evidence</b>		
<p>A mock interview could be staged with appropriate questions for you to demonstrate your knowledge of the roles and responsibilities of sports coaches and leaders and you will be given the opportunity to deliver your presentation.</p> <p>This can be evidenced by a recording of the interview and presentation accompanied by your preparatory notes and a copy of the presentation and presentation notes. A witness statement could also be used to support the evidence.</p>		

## ***Task 2: Planning for success***

(This task should take between 5 and 7 hours.)

Learning Outcome 4: Be able to plan sports and activity sessions, is assessed in this task.

Your task is to:

Having been successful in getting the job at Sportasaurus Ltd., and as part of your induction, you have been asked to deliver a six week programme of sport and physical activity sessions at a local primary school. You have been asked to put together a plan for the sessions to show the school how their pupils needs will be met through the use of SMART goals, what the content of the sessions will be, how the school pupils will be kept engaged and motivated, any resources you need from the school and how, over the six week period, the sessions will progress and develop the school pupils. You will also need to explain how the plan might be adapted depending on the participants' rate of improvement.

In order to do this you have to establish the needs of the participants and so you have been allowed to attend one of their PE lessons to find out what you need to know.

You will then need to present the plan to the teachers at the school in a suitable format to make sure they are happy for it to go ahead.

Pass	Merit	Distinction
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		
<b>Tasks/Evidence</b>		
You need to establish participants' needs and plan a series of sports or activity sessions depending on their needs.		
This could be evidenced through a written plan or a presentation.		

### ***Task 3: Prepare, deliver, review, progress.***

(This task should take between 10 and 15 hours.)

Learning Outcome 5: Be able to prepare sports and activity environments

Learning Outcome 6: Be able to deliver sports and activity sessions

Learning Outcome 7: Be able to review sports and activity sessions, are assessed in this task.

Your task is to:

The primary school is happy with the plans for the sessions and has given you the go ahead to start delivering them. As this is your first time delivering sessions at the school you will be accompanied by a teacher from the school. The teacher will observe the set up and delivery of the sessions and will ask you questions throughout about why you have chosen particular warm up activities, how you are motivating participants, which practice methods you are using and why, what your cool downs will include and why, and so on.

After each session, you will be expected to review and evaluate the session using feedback from peers and participants. You will need to consider the original plan and how effectively it was carried out, how you performed in terms of your communication style and motivational techniques, if there were any health and safety issues and what, if anything, you need to change about future plans or how you deliver sessions.

Pass	Merit	Distinction
P8: Prepare a safe sports/activity environment appropriate to the participants involved		
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		
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	
<b>Tasks/Evidence</b>		
You must prepare for, deliver and review a series of sports/activity sessions.		
This can be evidenced by observation records, video recordings, written evaluations and updated plans, supported by witness statements.		

## **Task 4: Winning a contract**

(This task should take between 2 and 4 hours.)

Learning Outcome 3: Be able to use methods to improve skills, techniques and tactics in sport, is assessed in this task.

Your task is to:

As you are now an established member of the Sportasaurus Ltd. team, you have been asked to accompany a sales manager to a meeting with another local primary school to try and win a contract to offer after-school sports and physical activity sessions. You must show that Sportasaurus Ltd. can offer expert coaching and leadership by discussing with the school methods for identifying the strengths and weaknesses of the participants' skills; how you can pick relevant types of practice in your sessions depending on the skill classification you are working to improve; how you use SMART goals in your sessions and the methods you use for measuring improvement in skills, techniques and the deployment of tactics.

To demonstrate your expertise to the school, you can take video recordings of coaching and physical activity sessions that you have planned and delivered and talk through the sessions with the school. This would include how you established the school pupils' needs; why you chose the practice methods you did; how you set goals and targets for the school pupils and how this helped to develop different skills. Alongside the video you can show how you measured improvement in the school pupils' skills, techniques and tactics and explain why you chose those particular methods.

<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
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	
<b>Tasks/Evidence</b>		
<p>A mock meeting could be staged with an opportunity for you to demonstrate your understanding of methods to improve skills, techniques and the deployment of tactics in sport.</p> <p>This can be evidenced by a recording of the meeting, preparatory notes and a supporting witness statement.</p>		



# Evidence Checklist

## OCR Level 3 Cambridge Technicals in Sport and Physical Activity

### Unit 2: Sports coaching and activity leadership

LEARNER NAME:

For PASS have you:	Completed (✓)	Ref/Page no(s)/DVD timings
P1: Described the roles and responsibilities of sports coaches and activity leaders		
P2: Described how sports coaches and activity leaders support a healthy active lifestyle		
P3: Compared the different roles and responsibilities of those involved in teaching and delivering sport		
P4: Explained how different leadership styles and personalities can support different stages of group development		
P5 Demonstrated methods used to improve skills, techniques and tactics in sport		
P6: Established participants' needs for sports or activity sessions		
P7: Planned effective sports/activity sessions which are appropriate to participants' needs and include SMART goals		
P8: Prepared a safe sports/activity environment appropriate to the participants involved		
P9: Delivered warm ups appropriate to the activities taking place in sports/activity sessions		
P10: Delivered sports/activity sessions using effective communication and motivation techniques		
P11: Brought sports/activity sessions to an appropriate, planned conclusion offering and obtaining feedback to/from the participants involved		
P12: Evaluated the delivery of a sports/activity session compared to the plan and using the feedback obtained from participants		

<b>For Merit have you:</b>	<b>Completed (✓)</b>	<b>Ref/Page no(s)/DVD timings</b>
M1: Evaluated the importance of different attributes in supporting the principles of leadership and group dynamics		
M2: Evaluated the effectiveness of different methods of measuring improvement in skills, techniques and tactics		
M3: Planned a series of progressive, inclusive sports/activity sessions based on participants' needs		
M4: Explained how participants' safety was maintained throughout sports/activity sessions.		
M5: Suggested changes to future sports/activity sessions with justifications		

<b>For Distinction have you:</b>	<b>Completed (✓)</b>	<b>Ref/Page no(s)/DVD timings</b>
D1: Explained how a plan for a series of sports/activity sessions might need to be adapted based on participants' rate of improvement over time.		
D2 Delivered a series of sports/activity sessions where the participants progression and needs are continuously evaluated and sessions are adapted accordingly		

To find out more

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