

Unit 7: Planning and Leading Sports Activities

Unit code: T/502/5481

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of this unit is to give learners an opportunity to inspire, motivate and improve the performance of a selected target group through the delivery of a sport activity and event.

● Unit introduction

The number of people taking part in sport is continually increasing due to Government initiatives to create a healthier nation. As a result there is a current increased demand for more volunteer leaders and sports coaches.

Sports leaders are now required in a variety of settings including schools, youth centres, sports centres, crèches, hospitals and hospices. The requirements for qualifications and experience are obviously crucial to ensure participants are enthused by the sport/physical activity. Through completing this unit learners will develop their knowledge and experience of how to lead sports activities and events.

This unit will give learners the knowledge and skills to be able to plan and lead a range of practical sports activities. The unit content can be adapted to suit a range of activities for different individuals and groups, including children and those with specific needs.

The unit provides learners with what could be their first step into leadership and sports coaching, and could be linked to the completion of a sport leader's award, for example Junior Sports Leaders (JSL) or Community Sports Leaders (CSL).

The unit looks at the qualities needed for effective sports leadership. Learners will identify the qualities required by studying real examples of successful leaders, possibly those they have worked with or observed in the community.

The unit requires learners to follow the planning process involved in developing a sports leadership session and event. Learners will then have the opportunity to put this into practice in the organisation and delivery of an activity session and sports event. Learners may also be able to identify and develop leadership qualities and skills through their own relationships with their peers.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the skills, qualities and responsibilities associated with successful sports leadership
- 2 Be able to plan and lead an activity session
- 3 Be able to review their planning and leadership of a sports activity
- 4 Be able to assist in the planning and leading of a sports event
- 5 Be able to review their planning and leadership of a sports event.

Unit content

1 Know the skills, qualities and responsibilities associated with successful sports leadership

Skills: eg communication, organisation of equipment, knowledge, activity structure, target setting, use of language, evaluation

Qualities: eg appearance, leadership style, personality, enthusiasm, motivation, humour, confidence

Responsibilities: eg professional conduct, health and safety, insurance, child protection, legal obligations, equality, rules and regulations, ethics and values

Sports leaders: eg school/college coach, local club coach, national club coach

2 Be able to plan and lead an activity session

Plan: participants eg age, ability, gender, numbers, medical, specific needs; aims and objectives; resources eg equipment, time, environment; target setting; expected outcomes

Lead: eg demonstration of skills, qualities and responsibilities appropriate to activity and stage of development

Activity: warm up and cool down; structure and components of activity eg skill introduction, development, conditioned game, competition

Recording: eg diary, logbook, portfolio, video, audio, observation record, witness testimony, feedback sheets

3 Be able to review their planning and leadership of a sports activity

Review: feedback (from participants, supervisor and observers); strengths and areas for improvement eg planning, content, organisation, health and safety, style and personal qualities, achievements

Set targets for improvement and development: SMART (specific, measurable, achievable, realistic, time-bound) targets; development plans; development opportunities eg specific training and courses

Activity: warm up and cool down; structure and components of activity eg skill introduction, development, conditioned game, competition

4 Be able to assist in the planning and leading of a sports event

Plan: roles and responsibilities; health and safety; first aid; risk assessment; contingency planning; other eg booking of facilities, rules, letters (administration, invitation), structure of the competition, scoring systems, refreshments, organisation of equipment, presentations and rewards

Lead: demonstration of a range of skills, qualities and responsibilities appropriate to role eg introductions and explanations, warm up, cool down, officiating, scoring, timekeeping, first aid, presentation ceremony, refreshments, equipment

Event: eg sports day, festival of sport, sports tournament (5-a-side football, tennis)

Recording: eg diary, logbook, portfolio, video, audio, observation record, witness testimony, feedback sheets

5 Be able to review their planning and leadership of a sports event

Review: feedback (from participants, supervisor and observers); strengths and areas for improvement eg planning, content, organisation, health and safety, style and personal qualities, achievements

Set targets for improvement and development: SMART (specific, measurable, achievable, realistic, time-bound) targets; development plans; development opportunities eg specific training and courses

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the skills, qualities and responsibilities associated with successful sports leadership, using two examples of successful sports leaders	M1 explain the skills, qualities and responsibilities associated with successful sports leadership, comparing and contrasting two successful sports leaders	D1 evaluate the skills and qualities of two contrasting leaders in sport, commenting on their effectiveness
P2 plan and lead a sports activity, with tutor support [TW1, SM2, SM3, EP5]	M2 independently plan and lead a sports activity	
P3 review the planning and leading of a sports activity, identifying strengths and areas for improvement [RL3, RL5, EP4]	M3 explain strengths and areas for improvement and development in the planning and leading of a sports activity	
P4 contribute to the planning and leading of a sports event [TW1, TW2, SM2, SM3]		
P5 review own performance whilst assisting with the planning and leading of a sports event, identifying strengths and areas for improvement. [RL3]	M4 explain strengths and areas for improvement in assisting with the planning and leading of a sports event, making suggestions relating to improvement.	D2 evaluate own performance in the planning and leading of a sports activity and event, commenting on strengths and areas for improvement and further development as a sports leader.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

It is important that learners develop an understanding of the role and responsibilities of a sports leader. Practical situations, either role play or observations, should be used to support knowledge gained in the classroom. Leadership skills should be developed through experience, guided and supported by the tutor. Learners could also develop these skills through practical experience from working with sports coaches/sports leaders from the local community. There are probably many experienced practitioners working within each centre.

Centres may also find it helpful to deliver the Community Sports Leaders Award/Junior Sports Leaders alongside this qualification. This will enable learners to attain a recognised leadership qualification alongside meeting the requirements for this unit. It will also provide learners with appropriate insurance cover to support leadership of events external to the centre.

To be able to understand the skills, qualities and responsibilities associated with successful sports leadership each learner would benefit from being given the opportunity to observe and work alongside an experienced sports leader. The use of a mentor for each learner will provide appropriate practical experience. This should support their development as a sports leader and support their development of how to deliver practical sport and physical activity sessions. At an early stage in the course each individual learner should have the opportunity to lead their peer group in some form of practical activity. This is an ideal way for learners to experience the role and encounter the difficulties that may arise.

In planning and leading activity sessions learners could take a warm up, or part of the skill development activity or organise the game situation. A hands-on approach will be more enjoyable and beneficial to learners. Learners should develop confidence, organisational and personal skills that could be used later in the unit. Tutors should check activity plans before the session is delivered, to judge the appropriateness and give guidance accordingly. Any experience of a Level 1 leadership course will benefit learners immensely.

It is essential that learners experience and understand the value of working effectively as a member of a team. This will be important when delivering the event at a later stage. Again, it may be useful for learners to observe a festival or sports event at some stage in the course to appreciate the benefits of thorough planning. This could be an event that the tutor has delivered themselves. The stages of the planning cycle could then be explained and related to a real example.

The organisation and leading of the sports event is a major focus of the unit. The tutor needs to ensure that planning is carried out thoroughly and all health and safety aspects are being dealt with. Regular planning meetings are advisable, organised by learners but overseen by the tutor. Tutors will take ultimate responsibility on the day of the event, even if learners carry out all of the work. The activity and the identified age group will depend on local circumstances and access to groups within the community.

The review of both the activity session and the sports event are essential. Participants and an observer should complete feedback sheets. Learners should also be encouraged to look at a video of the session or activity, which will provide them with more evidence for their review.

Tutors must use their professional judgement when arranging leadership experience and tasks where learners are leading groups within the community. The activity plan should be checked by the tutor beforehand to confirm that it is appropriate for the group. Learners can observe and assist leaders, tutors and coaches at work and experience the variety of skills, qualities, roles and responsibilities involved. The use of positive role models within the centre or community could be a major factor in the success of the unit. Health and safety issues can be dealt with at the centre, developing scenarios for learners to make judgements on. Video analysis is an accurate way of reinforcing good habits and areas for development. If learners participate in leadership or National Governing Body awards then evidence from this may be used towards meeting some of the assessment and grading criteria.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit
Assignment 1: Skills, Qualities and Responsibilities of Sports Leaders (P1, M1, D1). Tutor introduces the assignment brief
Introduce the skills of a sports leader: theory session
Introduce the qualities and responsibilities of a sports leader, using examples as appropriate from learner experiences and knowledge
Practical application of the skills, qualities and responsibilities of a sports leader, demonstration of how to use them effectively as a sports leader in a variety of situations
Assignment 2: Plan, Lead and Review a Sports Activity (P2, M2, P3, M3). Tutor introduces the assignment brief
Plan the sports session, with support if required, for a selected sports activity
Lead a practical sports session for the peer group (each learner will undertake individual assessments of their performance)
Introduce various coaching/leadership courses that learners can pursue in order to improve as sports leaders
Review the session commenting on successes and areas for improvement as a sports leader, providing targets for future development
Assignment 3: Plan, Lead, and Review a Sports Event (P4, P5, M4, D2). Tutor introduces the assignment brief
Introduce a variety of sports events
Observe sports events in action and planning a sports event
Introduce the requirements of planning a sports event, highlighting the differences between planning an event and a sports activity
Plan a sports event, recording each element of the process
Introduce various methods of obtaining feedback (from participants, supervisors and observers)
Deliver the sports event, supporting the leadership of the event (each learner will undertake individual assessments of their performance)
Gather feedback from various individuals (participants, supervisors and observers)
Complete a review of the success of the event and of their own performance as an assistant leader to the management of the event
Set SMART targets for future improvement and complete a development plan
Review of reflective practice of unit and assessment activities

Assessment

For P1, learners could produce promotional material to encourage more people to become involved in leading sports and physical activities. Learners need to describe the skills, qualities and responsibilities associated with successful sports leadership. To support their description for P1 learners must also include two examples of sports leaders who they feel are successful, the examples do not have to be famous sports leaders.

For P2, learners should be encouraged to plan a sports activity session for their peers. Learners should plan, with tutor support (if required), a physical activity session that lasts a minimum of 10 minutes. The plan should include a clear structure and components as appropriate for the session and have a specific aim and objective. The plan must also include information regarding the participants (age, ability levels, numbers, medical needs etc), and should identify the resources required. Learners should also consider methods of receiving feedback from peers and observers to support completion of P3 after the activity has taken place. Learners may also use feedback from the assessor to support their review. Learners could produce a table that lists the strengths and areas for improvement that could be carried out to improve their performance as a sports leader. Learners should set specific targets for their own performance as the leader but also for the performers. These targets should be mirrored in the expected session outcomes that should have been agreed before planning the session. Learners should lead the session appropriately, with tutor support if required. Learners should be assessed on their ability to follow the session plan.

For P4 and P5, learners could plan a sports event, possibly for a local primary school. To meet P4, learners must contribute to the planning and leading of a sports event. Learners can work in small groups to plan a specific component of an event or work as a whole group to plan an event. Learners should record all progress towards the completion of every component of the session, and describe their involvement in each part of the planning process for the event. Groups should also ensure that ways of gathering feedback are discussed and agreed methods are used by the group. Learners should describe their own role in the planning of the event and also define their role in leading the sports event. This should be used by the assessor to support the running of the event. When leading the event each learner should be assessed individually on their demonstration of skills, qualities and responsibilities appropriate to their own role.

For P5, learners should conclude the delivery of the sports event by reviewing their performance whilst assisting with the planning and leading of the sports event and comment on their own effectiveness during the event. Learners should do this by analysing the feedback that they obtained from the participants in the sports event and also from the feedback they obtained after the event from observers. Learners should produce a list of their own strengths of their performance during the session and the areas which they feel they could improve on as sport leaders in the future.

For M1, learners must explain the skills, qualities and responsibilities associated with successful sports leadership, comparing and contrasting two successful sports leaders. The explanation should build on the description for P1 and include a more detailed account of how the identified sports leaders use each skill, quality and responsibility needed to be successful.

For M2, learners should plan and lead the sports activity independently. Tutors should complete a witness statement/observation record to confirm achievement.

For M3, learners should explain the strengths and areas for improvement they identified after completing their session plan and explain why each strength was a strength. Learners should also suggest what could be done to improve their performance as a sports leader and how they could develop the areas of their performance that they identified for P3 as requiring improvement. When suggesting targets for improvements learners should set SMART targets and consider development opportunities they can carry out themselves to improve their performance as a sports leader.

For M4, learners must explain the strengths and areas for improvement that they identified for P5. Learners should also provide some SMART targets of how they could improve in assisting in planning and leading sports events in the future.

For D1, learners should evaluate the skills and qualities of two contrasting leaders in sport, and comment on their effectiveness. When doing this learners should include an analysis of each leader commenting on the strengths and weaknesses of application of the required skills, qualities and responsibilities. Learners should comment on their effectiveness and provide guidance on what each sports leader could do to be more successful.

For D2, learners should evaluate their own performance in planning and leading a sports activity and event, commenting on their strengths and areas for improvement. Learners should also produce a development plan that specifically looks at developing the areas of improvement identified and explained as part of criteria P5 and M4.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Skills, Qualities and Responsibilities of Sports Leaders	You are assisting a sports coach at your local club and gaining valuable experience from observing established coaches in action. Produce promotional material for sports leadership using examples to promote the skills, qualities and responsibilities required.	Written promotional material
P2, M2 P3, M3	Plan, Lead and Review a Sports Activity	Independently plan and lead a sports activity session. Review own performance commenting on strengths and areas for improvement.	Session plan Practical observation and assessment Written report/oral interview
P4, P5, M4, D2	Plan, Lead, and Review a Sports Event	Contribute to the planning of a sports event. Deliver the event with group and review performance.	Event plan and associated evidence of event planning Practical observation and assessment Written report/oral interview

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Sport sector suite. This unit has particular links with the following unit titles in the BTEC Sport suite and the BTEC Sport and Exercise Sciences suite:

Level 2 Sport	Level 3 Sport	Level 3 Sport and Exercise Sciences
Technical Skills and Tactical Awareness for Sport	Practical Individual Sports	Practical Individual Sports
Practical Sport	Practical Team Sports	Practical Team Sports
Outdoor and Adventurous Activities	Talent Identification and Development in Sport	Analysis of Sports Performance
Exercise and Fitness Instruction	Assessing Risk in Sport	Exercise for Specific Groups
Planning and Running a Sports Event	Analysis of Sports Performance	Fitness Training and Programming
Leading Outdoor and Adventurous Activities	Instructing Physical Activity and Exercise	Fitness Testing for Sport and Exercise
	Leadership in Sport	Instructing Physical Activity and Exercise
	Exercise for Specific Groups	Sports Coaching
	Fitness Training and Programming	
	Fitness Testing for Sport and Exercise	
	Organising Sports Events	
	Physical Education and the Care of Children and Young People in Sport	
	Skills for Land-based Outdoor and Adventurous Activities	
	Skills for Water-based Outdoor and Adventurous Activities	
	Leading Land-based Outdoor and Adventurous Activities	
	Leading Water-based Outdoor and Adventurous Activities	
	Outdoor and Adventurous Activities	
	Sports Coaching	

This unit links with the National Occupational Standards (NOS) for:

- Sport, Recreation and Allied Occupations at Level 1
- Activity Leadership at Level 2
- Coaching, Teaching and Instructing at Level 2
- Operational Services at Level 2.

Essential resources

Learners will need access to a range of sports and recreational facilities and equipment required for the activities and events they will be leading, as well as access to suitable groups that could be used as participants.

Employer engagement and vocational contexts

This unit focuses on developing the leadership skills of learners. Learners should be encouraged through delivery of this unit to lead components of sports sessions. Centres are encouraged to develop links with experienced sports leaders from local voluntary sports clubs. When possible learners should be encouraged to work alongside more experienced sports coaches and observe them in action in order to support their development. Local sports leaders could also support delivery of the programme by providing learners with opportunities to see sports leaders delivering activity sessions and, when appropriate, sports events. Centres could encourage learners to assist with the delivery of these events and sessions to support the development of local sport.

Indicative reading for learners

Textbooks

Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, January 2010) ISBN 9781846906220

Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC Level 2 First Sport Teaching Resource Pack* (Pearson, April 2010) ISBN 9781846907173

Sports Coach UK – *How to Coach Children in Sports* (Audio Version) available on www.1st4sport.co.uk

Sports Coach UK – *How to Coach Sports Safely* (Audio Version) available on www.1st4sport.co.uk

Sports Coach UK – *Making Sport Fun* (Coachwise) available on www.1st4sport.co.uk

Websites

Amateur Swimming Association	www.britishswimming.org
British Cycling	www.britishcycling.org.uk
British Gymnastics	www.british-gymnastics.org.uk
The British Olympic Association	www.olympics.org.uk
Coachwise	www.1st4sport.co.uk
English Basketball Association	www.englandbasketball.co.uk
The Football Association	www.thefa.com
The Lawn Tennis Association	www.lta.org.uk
The Rugby Football Union	www.rfu.com
Sports Leaders UK	www.sportsleaders.org
UK Athletics	www.ukathletics.net
UK Sport	www.uksport.gov.uk

Delivery of personal, learning and thinking skills (PLTS)

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Reflective learners	reviewing the planning and leading of a sports activity, identifying strengths and areas for improvement reviewing own performance whilst assisting with the planning and leading of a sports event, identifying strengths and areas for improvement
Team workers	planning and leading a sports activity, with tutor support contributing to the planning and leading of a sports event
Self-managers	planning and leading a sports activity, with tutor support contributing to the planning and leading of a sports event
Effective participators	planning and leading a sports activity, with tutor support reviewing the planning and leading of a sports activity, identifying strengths and areas for improvement

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	researching successful sports leaders and how they fulfil the requirements for successful leadership skills, qualities and responsibilities
Creative thinkers	generating ideas for practising leadership sessions before final assessment
Reflective learners	assessing the effectiveness of practice sessions and observations of experienced sports leaders
Team workers	meeting with peers to discuss the appropriate planning of a sports or physical activity event
Self-managers	planning and leading the physical activity or sport session for a selected group supporting the planning and leadership of a sports event or physical activity session

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records. 	producing a format for their session plan including appropriate images within the session plan timing each element of the session plan
Mathematics	
Select and apply a range of skills to find solutions	checking the timing of the sports coaching session
Use appropriate checking procedures and evaluate their effectiveness at each stage	checking the timing of the sports coaching session
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting the roles, responsibilities and skills of sports coaches through delivering a presentation to the group and assessor
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reviewing various sports coaches and summarising the core skills used. This may involve learners reading journals, articles and books, as appropriate, to gather this information
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing a description of the roles, responsibilities and skills of sports coaches describing the techniques used by sports coaches to develop performance planning a coaching session

