

# Unit 13: Leadership in Sport

<b>Unit code:</b>	<b>K/502/5722</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to examine the characteristics of effective sport or exercise leadership and to give learners the opportunity to demonstrate own planning and delivery of a sport or exercise session.

## ● Unit introduction

Every year, more people are taking part in sport and exercise activities. This increased participation has meant that supervision and coaching in sport is no longer the sole domain of qualified professionals such as physical education teachers; more and more individuals are taking up the challenge.

Increasing prevalence of leadership courses, and other initiatives, has resulted in a greater supply of effective leaders in sport. Out-of-school hours learning opportunities in primary schools, the development of academies at sports clubs and community activities have created many opportunities for sports leaders.

This unit gives learners the knowledge and skills required to plan and lead sport or exercise activities; it also gives learners their first step into sports leadership.

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

Understanding and demonstrating the responsibilities of a sports leader is a very important part of this unit. Learners will examine the health and safety considerations, the legalities of working in different situations, particularly with young children, and their own responsibilities regarding personal behaviour and appearance.

There is also an important practical part of the unit which includes the planning involved in sports leadership, where learners are given the opportunity to put theory into practice by organising and delivering an activity session.

A sound working knowledge of the local, regional and national structures of sport will provide learners with an understanding of the sporting landscape in which they will be able to offer their leadership skills.

On completion of this unit learners will understand the key concepts of effective leadership and will have developed the skills required in the planning, delivery and review of the activity session.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know the qualities, characteristics and roles of effective sports leaders
- 2 Know the importance of psychological factors in leading sports activities
- 3 Be able to plan a sports activity
- 4 Be able to lead a sports activity.

# Unit content

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## 1 Know the qualities, characteristics and roles of effective sports leaders

*Qualities:* eg knowledge of sport skills, knowledge of rules and laws, understanding the mental needs of participants, understanding the physical needs of participants

*Characteristics:* eg objectivity, patience, persistence, empathy, approachable, consistent, goal focused, committed, discreet, forgiving, attentive, empowering

*Roles:* eg organiser, motivator, guardian, teacher, instructor, psychologist, trainer, role model

## 2 Know the importance of psychological factors in leading sports activities

*Psychological factors:* cohesion eg group/team cohesion, size, stability, similarity, membership, Tuckman's stages of group development (forming, storming, norming and performing), development of cohesion in a group/team, social loafing and the Ringelmann effect; personality eg theories, confidence, self concept, Profile of Mood States (POMS); motivation eg extrinsic, intrinsic; stress eg stress management, anxiety and arousal

## 3 Be able to plan a sports activity

*Risk assessment:* hazard; who might be affected; likelihood of occurrence; severity; risk rating; measures to minimise; considerations eg risks relating to locations, activities, equipment, participants, leaders

*Activities:* eg basic sports coaching, modified activities for special populations (crab football, short tennis, mini basketball), fitness sessions (circuit training, exercise to music, water aerobics)

*Plan:* participants eg age, ability, gender, numbers, specific needs, medical consent; resources eg equipment, time, environment, staff ratio, transport targets; expected outcomes; other considerations eg legal requirements

## 4 Be able to lead a sports activity

*Lead:* effective; safe and secure environment; communication; skills and techniques eg group control, demonstration of skills, demonstration of techniques, coaching methods, teaching methods

*Review:* participants' performance; own performance; formative and summative; feedback (from participants, supervisor, observers); strengths and areas for improvement; development eg plan, SMART (specific, measurable, achievable, realistic, time-bound) targets, opportunities, potential barriers

## 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:
<b>P1</b> describe four qualities, four characteristics and four roles common to effective sports leaders	<b>M1</b> explain four qualities, four characteristics and four roles common to effective sports leaders	<b>D1</b> analyse four qualities, four characteristics and four roles common to effective sports leaders
<b>P2</b> describe four psychological factors that are important in the leading of sports activities	<b>M2</b> explain four psychological factors that are important in the leading of sports activities	
<b>P3</b> produce a risk assessment for a selected sports activity		
<b>P4</b> produce a plan for leading a selected sports activity [CT1, CT5, CT6, IE2]		
<b>P5</b> lead a selected sports activity, with tutor support [CT5, CT6, TW4, TW5, TW6, SM3, SM4, EP3, EP5]	<b>M3</b> independently lead a selected sports activity	
<b>P6</b> review the performance of participants, within activity, identifying strengths and areas for improvement [IE4, RL1, RL2, RL6]		
<b>P7</b> review own performance in the planning and leading of the sports activity, identifying strengths and areas for improvement. [RL1, RL2, RL3, RL4]	<b>M4</b> review the performance of participants and self, explaining strengths and areas for improvement.	<b>D2</b> justify suggestions made relating to development of participants.

**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.

<b>Key</b>	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

## Essential guidance for tutors

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### Delivery

A fundamental part of working in a leadership role in this context is the supervision and leadership of groups, in order to create a safe and secure environment. This unit requires a deeper understanding of sports leadership, the skills and techniques needed, their structure, and how participants can develop their interests in these activities. It also requires learners to understand the hazards associated with the activities and how to manage these hazards so as to minimise risk. The key focus of the unit delivery should be on introducing, practising and reviewing the skills essential in effective sports leadership. It is recommended that this unit be delivered alongside nationally recognised leadership units where possible, for example the Community Sports Leadership Award (CSLA).

Learners should be given the chance to support the delivery of practical sport activities with a variety of participant groups. Learners should have the chance to use a variety of safety and associated equipment in sessions when they are either assisting or supervising an activity. When assisting, learners should have access to a range of equipment to enable them to develop their selection, use and storage of equipment skills.

Centres will require appropriate activity safety equipment and personal protective clothing. Obtaining access to groups other than peer groups could be an issue. Learners and centres should exploit the extensive network of voluntary groups undertaking sport and adventurous activities in the outdoors as potential client groups.

To help learners to fully understand all aspects of the unit, a balance of theory and practical delivery will be required. However, centres should recognise that it is primarily a practical unit, and that there is no substitute for the practical experience gained by working with groups in the appropriate setting, be it an exercise-to-music session or a mountain-biking session. A mixed programme of self-study, theory sessions, classroom-based work, and theory delivered in the field should be used. Because of time restraints, it is strongly recommended that centres study a maximum of two activity areas.

Learners should be given regular opportunities to assist qualified leaders in the delivery of activities. They should be involved in the design of a development programme to progress their delivery skills and techniques, underpinned through theory and acquired knowledge.

It is expected that learners will acquire experience of leading/supervising groups under the supervision of qualified leaders. This could be achieved during the time allocated to deliver the unit, through voluntary work experience with an appropriate group, or while on work experience. Centres may wish to complement the delivery of this unit by undertaking National Governing Body coaching awards in the chosen activity or by offering a Community Sports Leadership Award.

## 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
<b>Assignment 1: Effective Sports Leadership (P1, M1, D1).</b> Tutor introduces the assignment brief
Scenario-based role play: qualities and characteristics – classroom discussions
Effective leadership models, and leadership styles, role-play scenarios for different activity situations
<b>Assignment 2: Psychological Factors (P2, M2).</b> Tutor introduces the assignment brief
Practical activities exploring the nature of teams, team building and team cohesion to include peer observations and discussion
Role-play scenarios focused on dealing with challenging situations including stress, anxiety and conflict resolution
<b>Assignment 3: Health, Safety and Planning (P3, P4).</b> Tutor introduces the assignment brief
Feedback and plans for real sessions – classroom discussion and activity
Design and apply risk assessments in a variety of settings (could use video exemplars here)
<b>Assignment 4: Primary School Coaching Day (P5, M3, P6, P7, M4, D2).</b> Tutor introduces the assignment brief
Plan and lead sport or exercise sessions – design of specific sport or exercise sessions, classroom group work, peer review of activities and resources
Lead pre-designed sport, health or fitness events in tutor-controlled environment under close supervision with peers
Delivery of activities in tutor-controlled environment under close supervision with younger school group – assessed practical activity
Review of sport, health or fitness events and design of an action plan for improvement template. Includes learner private study time
Evaluation of the unit

## Assessment

It is recommended that all assessments have practical components to them, which can complement written/oral assessment where appropriate. Learners should generate evidence based on written, oral and practical knowledge. Written evidence should show an understanding of the range, type and nature of the activities as well as safety and how skills and knowledge in the activity can be extended.

Learners should demonstrate a proficiency in the activity as dictated by the *Unit content* and the location in which the activity is taught.

For P1, learners will be expected to describe four qualities, four characteristics and four roles common to effective sports leaders, using examples of effective sports leaders. This is probably best achieved by primary and secondary research, with evidence being presented as a poster, leaflet or a written summary.

For P2, learners need to describe four psychological factors that are important in the leading of sports activities, this could be presented using PowerPoint. Tutors should complete a witness statement to confirm achievement of this criterion.

For P3, learners need to produce a risk assessment for a selected sports activity, details of what should be included are provided in the *Unit content*. For P4, learners need to produce a plan for leading a selected sports activity. Criteria P3 and P4 could be assessed using one task/assignment. The risk assessment for the sports activity conducted for P3 could be the same activity that learners are planning to lead (P4).

For P5, learners need to lead a selected sports activity, with tutor support. Tutors should complete an observation record to confirm achievement of this criterion.

For P6 and P7, learners must review the activities they have planned and delivered. For P6, learners must review the performance of three participants, identifying strengths and areas for improvement. For P7, learners must review their own performance, in both the planning and leading of the sports activity, identifying strengths and areas for improvement.

Evidence for criteria P5, P6 and P7 could be presented in the form of a reflective log, detailing the leadership experience of learners and the subsequent feedback, appraisal and review of both the participants and their own leadership.

For M1, which builds on P1, learners need to explain the qualities, characteristics and roles (four of each) common to effective sports leaders.

Grading criterion M2 builds on P2, and requires learners to explain the four psychological factors that are important in the leading of sports activities.

Grading criterion M3 builds on P5, and requires learners to independently lead a sports activity. Tutors should confirm if criterion M3 is met by completing an appropriate observation record.

Grading criterion M4, like criteria P6 and P7, relates to the reviewing of the planning and leading of activities.

Grading criterion M4 builds on P6 and P7, and requires learners to explain strengths and areas for improvement for both themselves and the participants they have reviewed for P6.

Grading criterion D1 builds on P1 and M1, and requires learners to analyse carefully the qualities, characteristics and roles (four of each) of effective sports leaders. For D2, which builds on P6 and M4, learners are required to justify the suggestions that they have made regarding the development of participants in identified areas for improvement.

## 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	Effective Sports Leadership	You are training to become a physical education teacher and have been asked to produce a training video and information leaflet for new sports leaders focusing on the qualities, characteristics and roles of effective sports leaders.	Video and leaflet Witness statement
P2, M2	Psychological Factors	Your next task is to produce a poster demonstrating the essential psychological factors that sports leaders need to be aware of.	Poster presentation Witness statement
P3, P4	Health, Safety and Planning	During your PE placement, you undertake a health and safety audit, including summary risk assessment and produce a plan for an activity session.	Risk assessment Written plan
P5, P6, P7, M3, M4, D2	Primary School Coaching Day	You then deliver your plan in a real-world setting and review the success of the sports/activities event.	Reflective log Practical observation and assessment Observation record

## 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
Injury in Sport	Assessing Risk in Sport	Sports Coaching
Practical Sport	Sports Coaching	Practical Team Sports
Planning and Leading Sports Activities	Practical Team Sports	Practical Individual Sports
Outdoor and Adventurous Activities	Practical Individual Sports	Outdoor and Adventurous Activities
Technical Skills and Tactical Awareness for Sport	Outdoor and Adventurous Activities	Instructing Physical Activity and Exercise
Psychology for Sports Performance	Instructing Physical Activity and Exercise	Exercise for Specific Groups
Leading Outdoor and Adventurous Activities	Exercise for Specific Groups	Sport and Exercise Psychology
Exercise and Fitness Instruction	Psychology for Sports Performance	
Planning and Running a Sports Event	Talent Identification and Development in Sport	
	Organising Sports Events	
	Leading Land-based Outdoor and Adventurous Activities	
	Leading Water-based Outdoor and Adventurous Activities	

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

- Coaching, Teaching and Instructing at Level 3
- Instructing Physical Activity and Exercise at Level 3
- Outdoor Education, Development Training and Recreation at Level 3.

### Essential resources

While there is no particular need for specific equipment or resources for this unit, it would be an advantage for learners to have access to a variety of sport and exercise equipment. Learners may consider acquiring a clipboard, whistle and stopwatch.

### Employer engagement and vocational contexts

Partnerships could be developed where the assessment of leaders for this unit could enhance the content of physical education provision locally, perhaps in a school, or voluntary organisation.

There is also potential for learners to lead exercise sessions for a range of populations within the general community, for example exercise classes for those aged 50+.



## Indicative reading for learners

### Textbooks

Dorfman, H A – *Coaching the Mental Game: Leadership Philosophies and Strategies for Peak Performance in Sports and Everyday Life* (Taylor Trade, 2005) ISBN 9781589792586

Edginton C et al – *Leadership for Recreation and Leisure Programs and Settings* (Sports Publishing, 1999) ISBN 9781571674371

Hellison P and Martinek T – *Youth Leadership in Sport and Physical Education* (Palgrave Macmillan, 2009) ISBN 9780230612365

Martens R – *Successful Coaching* (Human Kinetics Europe, 2004) ISBN 9780736040129

Rhodes R and Hayward S – *Basic Coaching Skills: Building Leadership in Youth Sports. Based on the National Standard for Athletic Coaches* (American Coaching Institute, 2000) ISBN 9780967794105

### Websites

British Sports Trust

[www.bst.org.uk](http://www.bst.org.uk)

Central Council of Physical Recreation

[www.ccpr.org.uk](http://www.ccpr.org.uk)

Sports Leaders UK

[www.sportsleaders.org](http://www.sportsleaders.org)

Youth Sport Trust

[www.youthsporttrust.org](http://www.youthsporttrust.org)

## Delivery of personal, learning and thinking skills

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 ...
<b>Independent enquirers</b>	producing a plan for leading a selected sports activity reviewing the performance of participants, within activity, identifying strengths and areas for improvement
<b>Creative thinkers</b>	producing a plan for leading a selected sports activity leading a selected sports activity, with tutor support
<b>Reflective learners</b>	reviewing the performance of participants, within activity, identifying strengths and areas for improvement reviewing own performance in the planning and leading of the sports activity, identifying strengths and areas for improvement
<b>Team workers</b>	leading a selected sports activity, with tutor support
<b>Self-managers</b>	leading a selected sports activity, with tutor support
<b>Effective participators</b>	leading a selected sports activity, with tutor support.

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 ...
<b>Independent enquirers</b>	researching activity types and personal leadership development material
<b>Creative thinkers</b>	designing activities suitable for delivery in leadership sessions
<b>Reflective learners</b>	discussing the content for their activity sessions considering feedback received from practice leadership sessions
<b>Team workers</b>	providing leadership feedback to peers
<b>Self-managers</b>	managing own time to plan, deliver and review leadership sessions
<b>Effective participators</b>	taking part as both a leader and participant in sports activities.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	producing a document template for leadership session delivery
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	producing a document template for leadership session delivery
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching the attributes of successful sports leaders researching psychological factors and the implications of such factors on leadership in sport
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	producing a risk assessment producing a plan for leading a selected sports activity
Bring together information to suit content and purpose	producing a risk assessment producing a plan for leading a selected sports activity
Present information in ways that are fit for purpose and audience	producing a risk assessment
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing the content of leadership sessions discussing self and peer evaluations of leadership sessions
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching the attributes of successful sports leaders researching psychological factors and the implications of such factors on leadership in sport
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing a risk assessment producing a plan for leading a selected sports activity reviewing own performance in the planning and leading of the sports activity.