

CCEA Occupational Studies
Levels 1 and 2



Environment and Society

Unit 52

Sports Leadership

AO1 – Knowledge Check

- A knowledge check should be completed for each section of the unit specification
- The knowledge check should have a clear mark scheme
- The learner should be aware of how many marks are available for each question
- Use of pictures to make the knowledge check more user friendly
- The language and terminology used should not be a barrier to the learner being able to answer the questions
- Do not ask double negative questions
- Do not ask a series of questions where correct answers are dependent on getting the first or previous answer correct

AO2 – Practical Assessment

- A practical assessment is required for each section of the specification unless otherwise stated
- The practical assessment should have a clear mark scheme
- The mark scheme should be directly related to the assessment criteria and performance descriptors for the unit
- There should be clear annotation indicating why marks have been / not been awarded
- Learners should be given every opportunity to complete practical assessments

AO3 – Evaluations

- Learners should be guided and supported to evaluate within their diary and marks awarded accordingly
- Learners should complete an evaluation at the end of each section of the specification
- Learners should complete a final evaluation for the unit
- A clear marking scheme should be used to mark the evaluation using the performance indicators for the unit.

It is essential that the breakdown of marks awarded for AO1, AO2 and AO3 is clearly shown in each student's portfolio. The final mark awarded for the unit will be a score out of 100 (remember to round up scores if they are 0.5 or above).

Occupational Studies
Sports Leadership



Occupational Studies Levels 1 and 2
Environment and Society
Sports Leadership

Candidate Name _____

Candidate Number _____

Teaching Centre Name _____

Teaching Centre Number _____

Administration Centre Name _____

Administration Centre Number _____

I certify that the evidence submitted for this unit is my own work.

Learner Signature _____

I certify that the evidence submitted for this unit is the work of _____

Teacher/Lecturer Signature _____ Date _____

Learning Outcomes

Learners should be able to:

- Understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this
Occupational area
- Identify the purpose of coaching and leading a sports session
- Describe three career opportunities in the sports sector
- Identify good practice in the sport or activity that is relevant to the sports session you are planning, referring to national governing bodies
- Identify the needs and potential ability of the participants who will take part in the sports session
- Identify the types of learning that could take place during the sports session
- Identify the principles that motivate people to exercise
- Consider environmental issues when planning and leading a sports session
- Consider health and safety issues when planning and leading a sports session
- Identify a possible range of sports sessions
- Identify clear objectives for the sports session
- Identify the skills and resources required to run the sports session
- Draw up a sports session plan
- Design a questionnaire for participants to provide feedback
- Carry out a risk assessment for the planned sports session
- Develop a contingency plan
- Evaluate their own performance in practical tasks.

Learners should be able to:

- Introduce and outline the objectives of the sports session to the participants
- Structure the sports session appropriately
- Demonstrate the importance of warm up and cool down exercises
- Organise people into groups
- Run the sports session
- Demonstrate effective verbal and non-verbal communication skills
- Motivate the performers
- Guide and help performers to develop skills
- Use questionnaires to obtain feedback from participants on the sports session
- Review the activity and provide feedback to the participants
- Evaluate their own performance in practical tasks

Learners should be able to:

- Analyse feedback received in questionnaires
- Evaluate the session against set objectives
- Review any problems that occurred and discuss their resolution
- Make recommendations and suggest possible improvements when carrying out future sports sessions using feedback from participants
- Evaluate their own performance in practical tasks
- Carry out an end-of-unit evaluation

Unit 52 Sports Leadership - Learner Tracking Grid

Learner Name _____

Learner Outcome	Excellent	Very good	Good	Satisfactory	Basic	Unworthy of Credit
	10-9	8-7	6-5	4-3	2-1	0
AO1						
Health and Safety, environment and related careers						
Materials and related skills and knowledge						
AO2						
Set objectives						
Session Plan						
Run the Sports Session						
Effective Communication skills						
Motivation						
Questionnaire and evaluation						
AO3						
Task Evaluation						
Final / Diary Evaluation						
Total Score per column						
Total score for unit (max 100)						
My diary completed Yes <input type="checkbox"/> No						
My record completed Yes <input type="checkbox"/> No <input type="checkbox"/>						

Mark Grid

AO1 Recall of Knowledge		Mark awarded		Final Mark
Section A	Careers /60 divide by 15	/ 4		
	Health and Safety /60 divide by 4	/4		
	Environment /20 divide by 10	/2		
Total		/10		/10
Section B	Materials and Related Skills	/ 10		
Total		/20		/10
AO2 Practical Application				
Objectives		/10		/10
Session Plan		/10		/10
Run the sports session		/10		/10
Effective Communication skills		/10		/10
Motivation		/10		/10
Questionnaire and evaluation		/10		/10
AO3 Analyse and evaluate work				
Assignment 1		/10		
Assignment 2		/10		
Sub total		/20	Divide by 2	/10
Final evaluation		/10		/10
UNIT SCORE TOTAL:				/100

Teacher/Lecturer Signature _____

Sports Leadership
My Record

Learner Name _____

	COMPLETED	PAGE/S
Diary		
Understand the responsibilities of both employer and employee in relation to the Health and Safety at Work Act (HASAWA) 1974 in a sports environment;		
Identify the purpose of coaching and leading a sports session;		
Describe three career opportunities in the sports sector;		
Identify good practice in the sport or activity that is relevant to the sports session you are planning, referring to national governing bodies;		
Identify the needs and potential ability of participants who will take part in the session;		
Identify the types of learning that could take place during the sports session;		
Identify the principles that motivate people to exercise;		
Consider environmental issues when planning and leading a sports session;		
Consider health and safety issues when planning and leading a sports session;		
Identify a possible range of sports sessions;		
Identify clear objectives for the sports session;		
Identify the skills and resources required to run the sports session;		
Draw up a sports session plan;		
Design a questionnaire for participants to provide feedback;		
Carry out a risk assessment for the planned sports session;		
Develop a contingency plan;		
Evaluate their own performance in practical tasks;		
Introduce and outline the objectives of the sports session to the participants;		
Structure the sports session appropriately.		

Demonstrate the importance of warm up and cool down exercises;		
Organise people into groups;		
Run the sports session;		
Demonstrate effective verbal and non-verbal communication skills;		
Motivate the performers;		
Guide and help performers to develop skills;		
Use questionnaires to obtain feedback from participants on the sports session;		
Review the activity and provide feedback to the participants;		
Evaluate their own performance in practical tasks;		
Analyse feedback received in questionnaires;		
Evaluate the session against set objectives;		
Review any problems that occurred and discuss their resolution;		
Make recommendations and suggest possible improvements when carrying out future sports sessions using feedback from participants;		
Evaluate their own performance.		

CCEA Occupational Studies

My Diary



The table below should be completed by the **learner**.

Unit Title	
Learner Name	
Class/Teaching Group	
Teacher/Lecturer Name	
Centre Name	
Teaching Centre Name	

The section below should be completed by the **teacher/lecturer**.

Marks Available for Evaluation (if applicable)	
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TIPS FOR COMPLETING YOUR DIARY:

- Make sure you complete a diary entry for **all** your classes
- Remember to fill in the date
- Ask your teacher to sign your diary every week and don't forget to sign it yourself!
- If you miss a class fill in the date and write 'absent' when you are next in class
- You can use what you have written in your diary to help you with your evaluations
- You may be awarded marks for your diary so make sure you complete it!
- If you are unsure what to write, ask your teacher for help

DESCRIPTION SECTION:

When you are completing the description section of your diary think about what you did in class. Include:

- Practical activities you completed, for example, carrying out warmup session in your sports activity.
- Written tasks you completed, for example Health & Safety exercise e.g. risk assessment
- Listening to guest speakers, for example, career's officer
- Going on a trip, for example, visit a leisure centre
- Completing assessments
- Completing knowledge checks
- Completing evaluations

There may be other things not on the list that you will do during this unit – remember to write about them in your diary!

EVALUATION SECTION:

When you are completing the evaluation section of your diary, the following questions may help you to evaluate. Ask yourself:

- What did I do well / not so well?
- How could I improve my skills / knowledge / performance?
- What did I enjoy / not enjoy?
- What did I find easy / difficult?
- Did I follow instructions / procedures? If not, why not?
- Would it be helpful if I found out more information from books / magazines / internet?
- How could I use my skills / knowledge to work in sports leadership? what else do I need to know about working in sports leadership?
- Has this unit helped me decide what I'm going to do when I leave school?

This list does not include all the questions you could ask yourself but it should help you to get started with your evaluation!

Date		Activity	
Description			
Evaluation			
Learner Signature		Teacher/Lecturer Signature	

Date		Activity	
Description			
Evaluation			
Learner Signature		Teacher/Lecturer Signature	

Date		Activity	
Description			
Evaluation			
Learner Signature		Teacher/Lecturer Signature	

Date		Activity	
Description			
Evaluation			
Learner Signature		Teacher/Lecturer Signature	

Date		Activity	
Description			
Date			
Learner Signature		Teacher/Lecturer Signature	

Date		Activity	
Description			
Evaluation			
Learner Signature		Teacher/Lecturer Signature	
Date		Activity	
Description			
Evaluation			
Learner Signature		Teacher/Lecturer Signature	

Date		Activity	
Description			
Evaluation			
Learner Signature		Teacher/Lecturer Signature	
Date		Activity	
Description			
Evaluation			
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Evaluation			
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Evaluation			
Learner Signature		Teacher/Lecturer Signature	

Date		Activity	
Description			
Evaluation			
Learner Signature		Teacher/Lecturer Signature	
Date		Activity	
Description			
Evaluation			
Learner Signature		Teacher/Lecturer Signature	

Date		Activity	
Description			
Evaluation			
Learner Signature		Teacher/Lecturer Signature	
Date		Activity	
Description			
Evaluation			
Learner Signature		Teacher/Lecturer Signature	

Learner Signature		Teacher/Lecturer Signature	
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AO1- Section

Careers, Health and Safety and Environmental issues

LEARNER NAME:

Unit 52: Sports Leadership

(AO1) Knowledge Check

REMEMBER TO:

Try to answer all questions in section A **and** B of the knowledge check.

Write your answers in the spaces provided.

USEFUL INFORMATION:

The numbers in brackets printed down the right-hand side of the pages are the marks available for each question.

<i>For teacher's use only</i>	
	Marks
Careers Leaflet 60/15=4	Out of 4
Section A H&S 60/15=4 Section B Environment 20/10=2	Out of 4 Out of 2
TOTAL MARK	/20

Section C Materials and skills 20/2	Out of 10
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Careers

(60 marks)

In this section you are going to research job opportunities in this vocational area.

The following websites will help you to research your answers.

www.nijobs.com

(1) Identify **three opportunities** directly associated with the skills required in Sports Leadership .

a) A job opportunity directly after leaving school _____

b) A job opportunity after an apprenticeship _____

c) An entrepreneurial opportunity related to Sports sector _____
(3 marks)

For each of these opportunities you will research details of what the work involves and the necessary skills and qualifications you need. Pay and progression opportunities should also be researched for the first two.

(2) In the box below attach a job advertisement for **the first job identified in task 1 (a)**. You may find this in a newspaper or from a job search on the web.

(Each class member should have different job advertisements where possible)
(2 marks)

Complete the profile below for the job identified in Task 1 (a)

Job title _____ Typical hours worked per week (2marks)

Pay expected - £ _____
(1mark)

Dress Code / PPE _____
(1mark)

In the box below describe what this job involves?

(4 marks)

Describe the personal skills and qualities required to do this job.

(4 marks)

Describe the Qualifications and Vocational skills required on entry into this job.

(4 marks)

In the box below attach a job advertisement for the second job identified in task 1(b). You may find this in a newspaper or from a job search on the web.

(Each class member should have different job advertisements where possible)

(2 marks)

5. Complete the profile below for the job identified in Task 1 (b)

Job title _____ Typical hours worked per week _____
(2marks)

Pay expected on entry to this job - £ _____ (1
mark)

Dress Code / PPE _____ (1
mark)

What does the job involve?

(4 marks)

What **experience** would a person entering this job be expected to have.

(4 marks)

Qualification and Vocational skills required on entering this job.

(4 marks)

You have identified an entrepreneurial opportunity related to Sports sector in task 1 (c)

List four personal skills you require to set up an enterprise related to Sports Sector? (4 marks)

List five other requirements necessary to manage a successful enterprise related to Sports sector?
(5 marks)

6. Discuss how the job opportunities you have researched have influenced the type of career you may wish to follow.

.....
The following points may assist in your discussion.

Job Role

Apprenticeship

Employment Opportunities

Job satisfaction

Salary

Career progression

.....

Health and Safety and Preventing Accidents in the Workplace

When an accident occurs, there are certain things that must be done. All accidents need to be reported immediately and recorded in the accident book.

Accidents do not just happen. They are caused.

1. Accidents may be caused if you:

- Fool around
- Rush a job
- Do not listen to instructions
- Do not use equipment correctly

Identify 2 more

a) _____

b) _____ (2)



2. First-aid

Where is the first-aid kit kept? (1)



Who should you report to if you have an accident at work?
_____ (1)

3. These questions are about keeping yourself safe when working in the Sports Environment.

Read each statement and answer by writing TRUE or FALSE

Do not use a piece of equipment unless you have been trained to do so -----

Don't tell your supervisor where you are -----

Do not use electrical equipment near water -----

Prepare the environment before you commence sports activity ----- (4 marks)

4. You are expected to wear PPE when working in Sport.

List the PPE that you wear and explain in your own words why you are wearing it and what it protects you from.

PPE item	Explanation why you wear it and what it protects you from (4 marks each)

(8 marks)

5. What do the letters HASAWA mean?

(3 marks)

6. State the 3 primary aims of the HASAWA

(3 marks)

1 _____

2 _____

3 _____

7. Identify 3 responsibilities of an employer under the HASAWA. (6 marks)

1

2

3

8. Clearly describe how the employer will meet each responsibility. (6 marks)

1 _____

2 _____

3

9. Identify 3 responsibilities of an employee under the HASAWA. (6 marks)

1

2.

3

10. Describe in detail what an employee needs to do to meet each responsibility.

(6 marks)

1

2

3

11. Name and draw four Health and Safety signs relevant to working in a Sports Environment.
(4 marks)

12. Identify five hazards in your occupational environment and suggest ways to minimise each risk (a picture could be used to show the hazard)

(10 marks)

Hazard	How to minimise risk

--	--

Section B Environment

1. What do you understand by the 3‘R’s’

(3 marks)

2. Describe in detail how you can reduce energy consumption in a Sports Environment.

(6 marks)

3. Identify three ways to safely dispose of waste in a Sports Environment.

(3 marks)

8. Describe **four** ways to reduce waste in a Sports Environment

(4 marks)

3. What is meant by a Carbon Footprint and describe how you can reduce your carbon footprint when working in a Sports environment.

(4 marks)

AO1

Materials, Skills and Knowledge

(20 marks)



1. What is the purpose of coaching other people in a sporting activity?

[1]

2. Name the sporting activity that you have chosen to demonstrate your coaching skills, then describe 3 areas of good practice that you must incorporate in your coaching session. (You must refer to the guidelines for the appropriate National Governing Body)

(3 marks)

3. Describe how you are going to plan your coaching sessions?

(3 marks)

4. Identify the different types of learning that could take place during a coaching session?

(3 marks)

4. Explain how you would motivate players in a coaching session?

(4 marks)

6. What is the best way to teach a skill.

Underline the correct answer

- a) Talk to the students about the skill
- b) Demonstrate the skill
- c) Learn from each other

(1 mark)

7. Name the equipment that you would need for your coaching session.

(2 marks)

9. Complete the passage below using words from the shaded box.

When preparing for a coaching session you must carry out a _____ .

It is vital that any _____ must be spotted and dealt with. You need to consider the _____ and _____ of the participants and any other issues they may have. All equipment must be _____ and stored safely after use. Check _____ cover before you begin any session. (3 marks)

risk assessment	hazards	insurance
ability	health	checked

AO2- Section

Practical Assessments

AO2 Assessments – Unit 52 – Sports Leadership

You are going to run a sports coaching session with a small group of your peers.

You will be required to:

- **Carry out risk assessment**
- **Set objectives for your session**
- **Design and plan for your session**
- **Carry out your coaching session**
- **The session will be observed by your teacher /lecturer**
- **Feedback from the participants will be gathered using your questionnaire**

AO2 Assessment 1 Objectives and session plan
AO2 Assessment 2 Sports coaching session and feedback

Observation checklists included in section 3 may be used with photographic/video and other product evidence.

Example Assessment

You are going to coach a team of riders and prepare them for a Dressage Competition.

Task 1

Preparing and planning a coaching session

You will need to assess the group you have for their level of riding and the suitability of the horses that they are using to take part in this competition.

Decide what your objectives are.

You will need to undertake a risk assessment.

You will need to communicate with your group in an effective and encouraging way.

You will need to have a plan for the preparation of your team that includes the warm up sessions both for the horses and riders.

Task 2

Example Assessment

Coaching the Team for a Dressage Competition

You are going to train your team individually, so that they are prepared for the Dressage Competition.

In order for you to do this you will have to set goals and targets for the individuals in your team.

Produce a training programme for warming up and cooling down.

You will be observed and assessed while you carry out the coaching

You will need to construct a questionnaire that you give to your team members that allows them to give you feedback about your coaching

You can produce a questionnaire for the spectators of the competition to see what they think of your team's performance.

You need to analyse the questionnaires and make an evaluation of the performance of yourself as a coach and the performance of your team.

Unit 52– Sports Leadership

OBSERVATION SHEET

Assessment 1

Setting Objectives and planning the activity

Learner's Name:

	Comment
Carry out risk assessment/set objectives Possible mark /10 Actual mark =	
Structure session and plan Possible mark /10 Actual mark	

A maximum of 10 marks can be awarded for each area.

Total possible marks = 20

ACTUAL MARK =

Learner's Signature _____

Date _____

Teacher/Lecturer's Signature _____ Date _____

Occupational Studies
Unit 52 – Sports Leadership

OBSERVATION SHEET

Running the sports coaching session and feedback

	Comment
<p>Run the session, including warm up and cool down</p> <p>Possible mark /10</p> <p>Actual Mark =</p>	
<p>Demonstrate Verbal and non-verbal communication</p> <p>Possible mark /10</p> <p>Actual Mark =</p>	

Motivate Learners

Possible mark /10

Actual mark =

Produce a questionnaire and an evaluation

Possible mark /10

Actual mark =

A maximum of 10 marks can be awarded for each area.

Total possible marks = 40

ACTUAL MARK =

Learners Comments _____

Learner's Signature _____ Date _____

Teacher/Lecturer's Signature _____ Date _____

Photographic Evidence

Photographic evidence must be **annotated and signed by both candidate and teacher/lecturer**

At least 3 photographs must be attached showing:

- **Beginning of the session where the candidate is introducing the session to the learners.**
- **Middle of session where the activity is taking place and candidate is carrying out coaching session.**
- **End of activity.**

Other electronic evidence can be used such as a video recording of the activity

Other written evidence should be included

- **Plan of activity**
- **Objectives**
- **Questionnaires produced by the learner and completed by participants**
- **A written review of Questionnaires**

AO3 - Section

Evaluations

(AO3) Self Evaluation 1 – Setting objectives and session plan.

Use the light bulbs to help you.
You can also add your **own ideas**.

Don't forget you can also use the
information you have written in **your
Diary** to help you!

1. What did I do well in the assessment? (Explain why)

2. What could I have done better in the assessment? (Explain why)



**Think
about:**

- your preparation
- following procedures
- skills used
- safety
- doing it yourself



Think about:


- what you forgot to do
- what you needed to know more about
- what you didn't do

4. What skills have I developed? (Explain)



Think about your skills in:
organising
following procedures
working alone
being independent

5. What have I learnt from the experience? (Explain)



Think about:
what you have learnt
why this is important

(AO3) Self Evaluation 2 – (Sports coaching session and evaluations of the feedback from the questionnaires)

Use the light bulbs to help you.
You can also add your **own ideas**.

Don't forget you can also use the
information you have written in **your diary** to help you!

1. What did I do well in the assessment? (Explain why)



Think about:

- your preparation
- following procedures
- skills used
- safety

2. What could I have done better in the assessment? (Explain why)



Think about: what you forgot to do what you needed to

3. What would I do differently next time? (Explain why)



Think about:

what you wrote in question 2

how you could do things better

4. What skills have I developed? (Explain)



Think about your skills in:


organising

following procedures

working alone

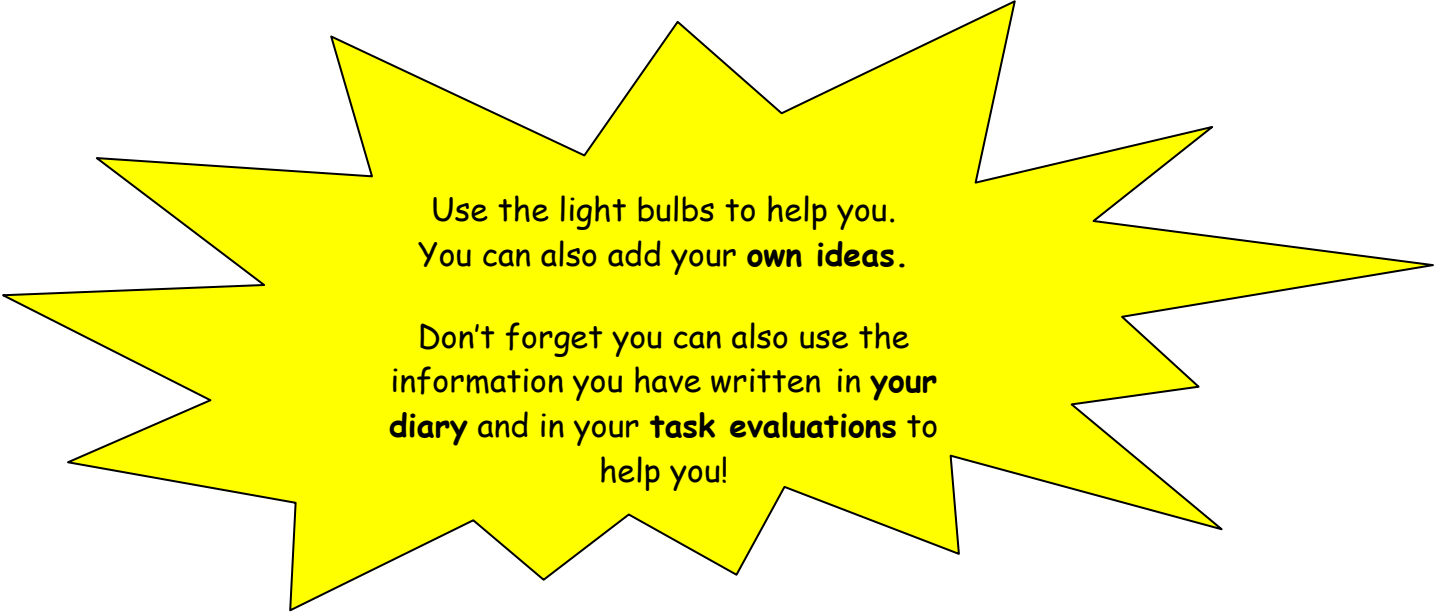
being independent

5. What have I learnt from the experience? (Explain)



Think about:
what you have learnt
why this is important

(AO3) Final Unit Evaluation



Use the light bulbs to help you.
You can also add your **own ideas**.

Don't forget you can also use the
information you have written in **your
diary** and in your **task evaluations** to
help you!

1. What did I do well in this unit? (Explain why)



Think about:

- your preparation
- following procedures
- skills used

2. What could I have done better in this unit?



Think about: what you forgot to do what you needed to improve

3. What skills do I need to develop? (Explain)

3. How will these skills help me to decide the type of career I would like to follow, or whether I would like to carry on and gain more qualifications in coaching or instructing?
(Explain)



Think about:

- the type of career /job
- you would like

- the skills and qualifications you would need

