

National Unit Specification: General Information

UNIT	Leading Sporting Activities (Intermediate 2) (x2)
NUMBER	D687 11
COURSE	This is a free standing unit that may be used as part of a Scottish Group Award or be associated with other programmes of study in schools, colleges of further education or other centres.

SUMMARY

This unit is designed for candidates with some prior experience of participating in sporting activity who wish to develop skills in programming and leading sporting activity sessions under controlled conditions. This unit relates to general sporting activities as opposed to those activities classified as adventurous activities.

On completion the candidate will understand the role and functions of a sporting activities leader, the environment in which he/she operates including legal and ethical issues and will have developed skills in marketing and programming sporting activities and leading a sporting activity session.

OUTCOMES

- 1 Outline the roles and functions of a sporting activities leader.
- 2 Describe leadership and communication styles employed with client groups.
- 3 Identify ethical and legal issues related to leading sporting activities.
- 4 Demonstrate methods of attracting individuals and groups to participate in sporting activities.
- 5 Plan and implement a programme of sporting activities for selected client groups within a sports facility.
- 6 Organise and lead a sporting activity.

Administrative Information

Superclass:	MA
Publication date:	December 1998
Source:	Scottish Qualifications Authority
Version:	01

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RECOMMENDED ENTRY

While access to this unit is at the discretion of the centre candidates may find it beneficial to have attained one or more of the following:

- a unit in Sporting Activity (Intermediate 1)
- a General level award in Standard Grade Physical Education
- a unit, units or course in Physical Education at Intermediate 1
- other relevant qualifications or experience.

CREDIT VALUE

2 credits at Intermediate 2.

CORE SKILLS

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National unit specification: statement of standards

UNIT Leading Sporting Activities (Intermediate 2) (x2)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Outline the roles and functions of a sporting activities leader.

Performance Criteria

- a) The roles of a sporting activities leader are correctly identified.
- b) The functions of a sporting activities leader are clearly outlined.

Evidence Requirements

Oral or written evidence that the candidate can outline the roles and functions of a sporting activities leader.

OUTCOME 2

Describe leadership and communication styles employed with client groups.

Performance Criteria

- a) A range of leadership and communication styles are correctly identified.
- b) The appropriate leadership style for specific client groups is accurately described.

Evidence Requirements

Oral or written evidence that the candidate can describe leadership and communication styles employed with specified client groups.

OUTCOME 3

Identify ethical and legal issues related to leading sporting activities.

Performance Criteria

- a) Ethical issues relating to leading sporting activities are correctly identified.
- b) Legal issues relating to leading sporting activities are correctly identified.
- c) Responsibilities of a sporting activities leader are correctly listed in relation to identified ethical and legal issues.

Note on range for the outcome

Ethical issues: client confidentiality; close relationships.

Legal issues: health and safety; children; activities liability; inherent risk.

Evidence Requirements

Oral or written description of ethical and legal issues relating to sporting activities leadership, with specific reference to key responsibilities.

National unit specification: statement of standards (cont)

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OUTCOME 4

Demonstrate methods of attracting individuals and groups to participate in sporting activities.

Performance Criteria

- a) Methods of communicating with client groups are clearly identified.
- b) Publicity materials which appeal to the client group are selected and correctly prepared and displayed.

Evidence Requirements

Preparation of publicity materials to use in attracting individuals and/or groups to participation in sporting activities.

Performance evidence of using two methods of attracting individuals and/or groups to participate in a selected sporting activity.

OUTCOME 5

Plan and implement a programme of sporting activities for selected client groups within a sports facility.

Performance Criteria

- a) The components of a programme activity plan for a sports facility are accurately identified.
- b) Programme activity plans are correctly constructed for selected client groups.
- c) The programme is implemented in co-operation with others.
- d) The programme is correctly evaluated in terms of its success.

Note on range for the outcome

Components: session planning; group size; time available; facilities required; type of group; ability of group; resources; methods.

Evidence Requirements

Written evidence of planning, preparation and evaluation having been carried out for the provision of a programme of sporting activity for a sports facility.

Performance evidence of implementing the programme of sporting activity for the selected client groups

National unit specification: statement of standards (cont)

UNIT Leading Sporting Activities (Intermediate 2) (x2)

OUTCOME 6

Organise and lead a sporting activity.

Performance Criteria

- a) The rules and organisational procedures for three sporting activities are correctly identified.
- b) Co-operation with others in the organisation of a sporting activity is effective.
- c) A sporting activity is led in a safe and appropriate manner.

Evidence Requirements

Written or oral evidence that the candidate can describe the rules and organisational procedures of three sporting activities that satisfies performance criterion (a).

Practical evidence that the candidate can work effectively with others in the organisation of one sporting activity that satisfies performance criterion (b).

Practical evidence that the candidate can lead one game or sporting activity that satisfies performance criterion (c).

National unit specification: support notes

UNIT Leading Sporting Activities (Intermediate 2) (x2)

This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

GUIDANCE ON CONTENT AND CONTEXT

The content of this unit is based on the premise that a sports leader is a different person from a sports coach. The roles and functions of sports leaders and the main moral and legal issues with which they must be familiar should be identified. This may be achieved by tutor input and class discussion. These tutor led sessions should also introduce the topics, leadership styles and communication styles and their appropriateness to different client groups.

The roles of a sporting activities leader should include: manager, organiser, facilitator, planner, director, assistant, demonstrator, motivator. The functions will derive from these roles.

Leadership styles should include a range of styles from direct to indirect, such as: autocratic; democratic; laissez-faire.

Communication styles may include: gestures; facial expressions; demonstration; voice/tone; vocabulary; body language; written instruction.

Example of client groups would be: males; females; adults; adolescents; children; special needs; over 50s.

Practical aspects of marketing, planning, organising and leading sporting activities should follow on from discussion and the candidate should be given opportunities to develop leadership skills, aided by an awareness of varying communication styles and their applicability. Candidate should develop an awareness of methods by which individuals and groups can be attracted to participate before preparing suitable materials for advertising a session.

Appropriate methods of communicating information aimed at attracting individuals and groups to participate may include: written; oral; graphic; press release; radio; newspaper advertisements; posters; leaflets.

The candidate should display knowledge of three sporting activities but should only be required to organise and lead one. This may be a mini game; a full game; an indoor game; an outdoor activity; an aquatic activity taken from the range of sporting activities available.

National unit specification: support notes (cont)

UNIT Leading Sporting Activities (Intermediate 2) (x2)

GUIDANCE ON TEACHING AND LEARNING APPROACHES

Evidence can be generated by the candidate being fully involved in the class and outwith. Classroom discussion/seminars can be used to determine the roles and functions of the sports leader, whilst communication styles and their effectiveness can be shown in a practical class or video lab situation, possibly through role play. Session plans should be prepared and collected in a folder. In terms of advertising, candidates can gather advertising materials from local facilities and services prior to preparing their own.

GUIDANCE ON APPROACHES TO ASSESSMENT

Assessment should be oral or written as well as practical. The practical sessions can be assessed by the use of checklists, whilst the oral or written responses can use a variety of instruments of assessment. Short answer, multiple choice and restricted response questions may be appropriate.

Outcomes 1, 2 and 3 are most likely to be assessed through written or oral questions.

Outcomes 4 and 5 are most likely to be assessed through practical evidence on the production of advertising media, and a sports facility activity plan.

Outcome 6 is most likely to be assessed through observing the candidate leading a group in an activity session. This would be supported by written or oral evidence of the candidate's knowledge of three activities.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements* (SQA, 1998).