

Task 2.1: personal performance

Introduction

You need to select two performance roles from the choice of performer, leader or official. You need to be actively involved in the two roles you choose in order to develop the quality and level of your performance. The two roles you choose can be from the same sporting activity, or you could choose different roles from two different sports.

To help you decide which roles you are best suited to, look at the following table for guidance.

Role	Description	Examples
Performer	You are an active participant in a particular sport or physical activity.	You play for your school or college team; you play, compete or train at a local sports club.
Leader	You plan and organise sporting activities. You act in a support role as a first aider or physio, and/or you carry out an analysis of the activity performed by the performer, official or leader (this is called 'activity analysis').	You coach in a school or club; you hold a sports leader's role in community sport; you help with scouts, guides or cadets.
Official	You officiate in a sport at a level appropriate to your qualifications and experience.	You referee lower school matches; you act as scorer/timekeeper/judge for local club teams; you help organise local TOP Link festivals.

Tip If you are still not sure which two roles to choose, think about which you can talk most about. In all the tasks for Unit 2, you will need to discuss and research a great deal of information.

Pathway 1: the performer

Key points

You are required to undertake one practical performance in a sporting activity and to perform in both structured practices and competition.

You need to work on developing your performance over a period of at least 8 weeks.

How will you be assessed?

As a practical performer, you are required to participate in your chosen sport for a minimum of 8 weeks, taking part in a combination of structured practices and competitive performances, tournaments or events. While being assessed, you must demonstrate to the examiner your ability to perform in both structured practices and competitive situations. In addition, you are required to produce evidence of full active participation in a minimum of three formal organised performances appropriate to your personal level.

Tip Before you start your practical unit, think about the strengths and weaknesses of your current performance. What are the key areas you need to work on?

Key terms

Structured practices — these are opportunities where individuals or groups engage in an organised performance environment in order to enhance and refine their own personal performance. In this context the practices should be arranged in a way that enables the performer to show his or her optimum level of ability while still demonstrating the full range of skills required.

Organised performances — these are situations where individuals or teams/groups are able to produce a planned response to a scenario or set of circumstances. This may include a competitive match (individual or team), a gymnastics or dance routine, or a timed expedition.

The examiner will look at three areas:

- **Your ability to perform the skills required in the sport of your choice.** When assessing you in this area, the examiner will consider:
 - the range of skills that you can perform
 - the level at which you perform them
 - the effectiveness of your execution of the skills
 - the consistency of your performance of the skills
- **Your ability to apply the skills in a variety of situations.** Consideration will be given to:
 - your understanding of the correct language and terminology
 - your ability to select the appropriate skill at the correct time
 - your ability to adapt the skills appropriately to the environment

- **Your ability to analyse and adapt performance in a competitive situation to achieve success.** Here the examiner will be looking at:
 - the effect of the pressure of competition on your skill level
 - your generic ability to influence the activity
 - your ability to influence the activity specifically when attacking and defending
 - your ability to adapt your own performance in relation to that of your opponents
 - your ability to apply different tactics and strategies to maximise your success and minimise your opponents' chances of succeeding
 - the number of unforced errors that you make and your ability to force your opponent into such errors

Grading the performance

The examiner will grade you within one of five bands. The bands are as follows:

- Band 1: 1–3 marks
- Band 2: 4–6 marks
- Band 3: 7–9 marks
- Band 4: 10–12 marks
- Band 5: 13–15 marks

You need to present evidence of full active participation in a minimum of three formal organised performances at a level appropriate to your age group and ability.

Observation and correction

You need to be able to pick out faults in both your own performance and that of others. What is going wrong? Why are you not being successful?

Having identified a problem, the next step is to decide what to do about it. Before you can do this you need to have a sound knowledge of the skills and tactics required for each activity. Coaching qualifications and courses will help, but your PE lessons should give you enough information and experience to do some basic observation and correction.

The best way to observe a performance

Filming a performer has the advantage of allowing you to stop, repeat and slow down the performance. This makes it much easier to identify faults. However, it is not always practical to use video, especially in sports such as swimming. So you need to be able to carry out live observation.

The first part of live observation and correction is to have in your mind a clear picture of what you should be seeing, that is, a perfect or near-perfect attempt. Demonstrations or books can give you this perfect model. You then need to judge the performance you are watching against this mental model. You can make your analysis easier by dividing the skill or the performer's body into smaller parts and concentrating on these one at a time.

For example, if you are looking at a long-jumper, you could divide up the activity as follows:

Skill	Body part
Run-up	Legs
Take-off	Arms
Flight	Head
Landing	Torso

Splitting the skill up into smaller parts or subroutines should make it easier to observe, identify faults and offer suggestions for correction. However, this may mean your performer repeating the activity many times. It helps to have a thorough knowledge of the relevant coaching points.

How will I score marks on this assignment?

Your centre assessor and the external examiner will look at the evidence of your performance and then use a grid similar to the one below to give your performance a mark out of 15. You can use this grid as a checklist for your own performance. Although most of the content reads the same, there are key words to look for in each phrase — we have put these in bold to make them easier for you to identify.

Band	Description
Band 5 13–15 marks	<p>The performer has produced a very high level of very consistent performances in both the short-term preparation and the long-term training for the appropriate competitive environments of his/her selected sports activity.</p> <p>The performer, during the length of the assessment period, has been able to perform at first level elite representation, and probably beyond, with the basis of this performance being centred on a high standard of the appropriate physiological, technical, tactical and psychological aspects related to his/her sports activity.</p> <p>In competition, the performer has been able to produce dominant performances in a variety of competitive formats and is able to respond to, and use, the pressure of expectation to achieve successes at his/her level of performance/participation.</p>
Band 4 10–12 marks	<p>The performer has produced a high level of consistent performances in both the short-term preparation and the long-term training for the appropriate competitive environments of his/her selected sports activity.</p> <p>The performer, during the length of the assessment period, has been able to perform in some form of representative sport at school/college or club level, while generally being a 'first choice', with the basis of this performance being centred on a very good standard of the appropriate physiological, technical, tactical and psychological aspects related to his/her sports activity.</p> <p style="text-align: right;"><i>continued</i></p>

Band	Description
	<p>In competition, the performer has been able to produce consistent performances in a variety of competitive formats and is able to cope with the pressure of expectation to achieve successes at his/her level of performance/participation.</p>
<p>Band 3 7–9 marks</p>	<p>The performer has produced a good level of consistent performances in both the short-term preparation and the long-term training for the appropriate competitive environments of his/her selected sports activity.</p> <p>The performer, during the length of the assessment period, has been able to perform in some form of representative sport at school/college or club level, while not always being a 'first choice', with the basis of this performance being centred on a good standard of the appropriate physiological, technical, tactical and psychological aspects related to his/her sports activity.</p> <p>In competition, the performer has been able to produce reasonably consistent performances in a variety of competitive formats and is invariably able to cope with the pressure of expectation to achieve successes at his/her level of performance/participation.</p>
<p>Band 2 4–6 marks</p>	<p>The performer has produced a rudimentary level of inconsistent performances in both the short-term preparation and the long-term training for the appropriate competitive environments of his/her selected sports activity.</p> <p>The performer, during the length of the assessment period, has been able to perform in some form of representative sport at school/college or club level, while not always being a 'first choice', with the basis of this performance being centred on an average but limited standard of the appropriate physiological, technical, tactical and psychological aspects related to his/her sports activity.</p> <p>In competition, the performer has been able produce reasonably consistent performances in a variety of competitive formats and is invariably able to cope with the pressure of expectation to achieve successes at his/her level of performance/participation.</p>
<p>Band 1 1–3 marks</p>	<p>The performer has produced a performance in line with a beginner in both the short-term preparation and the long-term training for the appropriate competitive environments of his/her selected sports activity.</p> <p>The performer, during the length of the assessment period, has rarely been able to perform in some form of representative sport at school/college or club level, with the basis of this performance being centred on a poor standard of the appropriate physiological, technical, tactical and psychological aspects related to his/her sports activity.</p> <p>If involved in competition, the performer has been able to produce very inconsistent performances in a variety of competitive formats and is invariably unable to cope with the pressure of expectation to achieve successes at his/her level of performance/participation.</p>

Pathway 2: the leader in sport

Key points

You need to present evidence of your involvement as a leader in a sporting context. This role could include undertaking the responsibility for training and the competitive preparation of an individual or team (working as a coach) or acting as part of a medical team or in other roles such as a sports psychologist or tournament organiser.

You may be able to provide evidence of your preparation for such a role through either undertaking recognised leadership courses or national governing body awards.

How will you be assessed?

You need to provide evidence of your experience of, and learning in, a leadership role in a particular physical activity.

You can show proof of your preparation for such a leadership role through the successful completion of recognised leadership and/or coaching courses.

Coaching and leadership in sport and physical recreation

In the UK:

- 1.2 million individuals regularly coach sport (1 in 50 of the UK population).
- Six million sports volunteers are actively involved in helping out with sporting events or activities.
- The large majority of coaching in the UK is carried out by non-qualified, unpaid, part-time volunteers.

Improving your skills as a leader or coach

- Know your sport: key areas are tactics, skills and training methods that can be used to improve performance.
- Keep learning: read, take courses, watch others lead and coach.
- Motivate your performers: make all your sessions fun but challenging.
- Understand the needs of your performers: identify their strengths and weaknesses and work out which style of leadership they respond to best.
- Communicate effectively: explain clearly what you mean; use demonstrations as much as possible and listen to your performers.
- Lead by example: be a role model in terms of behaviour, dress and attitude.

Sports leaders awards

These are overseen by Sports Leaders UK. They are aimed primarily at school and college students. There is a progressive suite of awards.

Level 1 award in sports leadership

This is an award for those aged over 14. It gives an insight into leadership and helps

develop generic leadership skills. It is a practical course, examined through observation rather than written tests.

Award in dance leadership

This qualification is for those aged over 14. It uses the medium of dance to help develop leadership skills. The course does not require candidates to be expert dancers. Candidates work to complete a log book and are required to lead a dance activity that they have planned and organised.

Level 2 award in community sports leadership

This award is for candidates aged over 16. It develops the skills and knowledge required to plan and deliver safe sporting and recreational sessions. The award includes eight practical units and candidates complete a log book as well as undertaking at least 10 hours of leading community sport.

Level 2 award in basic expedition leadership

This award is aimed at people aged over 17 who are interested in outdoor sports and activities. The course develops the skills and experience to organise safe outdoor expeditions and overnight camps. Successful completion of the course requires the compilation of a log book and 30 hours of leadership experience under supervision.

Level 3 award in higher sports leadership

Candidates must be aged 18 or over on completion of the course and must have previously completed the Level 2 award. The award contains both practical and written work, though the emphasis is on practical application. Candidates must also undertake a minimum of 30 hours of leadership in community sport.

Sports-specific coaching awards

Most national governing bodies (NGBs) run their own portfolios of coaching and leadership awards. Candidates who achieve one of these qualifications can be sure that they have received training in the best coaching techniques and the latest thinking in sport. A further benefit of an NGB coaching award is that it gives the holder liability insurance, which covers against accidents that could happen when coaching (this usually only applies to Level 1 awards and above).

Most NGB coaching qualifications are based on the following framework:

Level	Title	Description
Foundation	Beginner or leader's award	Usually aimed at young people or those who want to get involved in coaching. Usually consists of around 9 hours of training.
1	Coaching assistant	For coaches aged 16+ who will be introducing sport to young people or inexperienced adults in a safe and planned manner. Usually consists of around 16 hours of training.

Level	Title	Description
2	Coach	For those aged 17+ who have already achieved Level 1. Level 2 courses require the completion of a coaching log book in which candidates record sessions that they have planned and delivered. Duration of the courses is normally 60–90 hours.
3	Club coach/senior coach	Aimed at those aged 18+ who already have at least 30 hours of coaching experience. The course normally requires the completion of a log book and contains practical assessment of candidates' coaching skills and both oral and written examinations.
4	Master/elite coach	For appointed coaches of elite teams and performers. The courses require the completion of a log book and practical assessment, and can take up to 18 months to complete.

Some sports have a Level 5 award aimed at national team coaches.

You should be aware that different qualifications mean different things in different sports. Not all coaching qualifications allow you to coach alone or to lead a session. Some (often those below Level 2) only allow an individual to work under the guidance of a more qualified coach.

There are likely to be changes in the scope of NGB coaching qualifications as NGBs move towards adopting the standards laid down by the new UK Coaching Certificate. For these reasons, we recommend that you contact your relevant NGB or County Sports Association to check the types and levels of courses that are available in your sport.

The role of Sports Coach UK

Sports Coach UK is a charitable organisation and is the lead agency for the development of the UK coaching system. Its aim is to create a world-class coaching system in the UK. Most of the organisation's work involves supporting and encouraging coaches. This is done through a network of 45 coaching development officers who work closely with their county sports partnerships to develop and support continuous professional development for coaches.

The coaching development officers run regional workshops, which offer a series of qualifications that you might find useful and which should help you develop as a coach or leader. These workshops fall into two categories: coaching essentials and developing your coaching.

Coaching essentials

This is a series of seven linked workshops designed for people interested in, or with limited experience of, coaching, who want to know more about what good, safe and effective coaching is.

Developing your coaching

This consists of a series of 22 linked workshops covering a range of topics from equity through to injury prevention and management. These workshops are for coaches who want to develop their coaching skills and knowledge further to provide high-quality coaching sessions.

For more information on the work of Sports Coach UK or to check what is happening in your region, follow the links at www.sportscoachuk.org.

UK Coaching Certificate (UKCC)

The UKCC, managed and developed by Sports Coach UK, was set up in order to respond to the UK government's plans for sport. The certificate aims to:

- advance coaching education programmes and practices
- support the development of coaching as a profession

The qualification has five levels that create a progressive pathway for coaches to follow. These five levels are listed in the table.

Level	What the coach will be qualified to do	Experience required
5	Generate, direct and manage cutting-edge coaching programmes	Expert
4	Design and implement long-term and specialist coaching programmes	
3	Plan, implement and analyse annual coaching programmes	
2	Prepare, deliver and review coaching sessions	↓
1	Assist a more qualified coach	Beginner

Other sports leadership qualifications and workshops

Running Sports is Sport England's education and training programme for volunteers, created in 1997. The service offers online tips, case studies and tools, as well as workshops through the county sports partnerships. More information is available at www.runningsports.org.

Why should I do a coaching or leadership qualification?

There are a number of excellent reasons for doing a coaching/leadership course. Gaining such a qualification will help you to:

- improve your knowledge on how to plan a safe and enjoyable coaching or leadership session
- gain new and up-to-date ideas and techniques

- find out about new legislation in your sport
- gain insurance cover from your sport's governing body

Help

Local authority sports development services offer advice and information on gaining qualifications in sport and may also run a range of courses themselves.

Child protection and the sports leader

In response to the government's Every Child Matters strategy, all clubs and voluntary organisations have statutory duties and responsibilities in relation to safeguarding and protecting children and young people. All governing bodies in sport now appoint a lead child protection officer and have developed sports-specific guidelines that you need to be aware of before leading, teaching or coaching children.

Key term

Every Child Matters strategy — this strategy has identified the following key outcomes for all children and young people:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

Child protection in practice

As a sports leader, there are a number of child protection guidelines you should follow:

- Always work in an 'open' environment, avoiding situations where you are alone with young people or where you cannot be observed.
- Treat all your charges equally and with respect and dignity.
- Make sporting activity fun and enjoyable, and promote fair play in competition.
- Be an excellent role model — for example, never swear, smoke or drink alcohol in the company of young people.
- Give enthusiastic and constructive feedback rather than negative criticism.

The duty of the sports club, team or facility

All clubs and organisations have to recognise that everyone has the potential to abuse children in some way. In light of this, they have to take reasonable steps to ensure that unsuitable people are prevented from working with children within their facilities.

As a result, when taking up a position with a sports club or organisation you may be asked to provide some or all of the following:

- an application form requiring you to disclose any information regarding criminal activity
- a consent form that allows the club or organisation to seek a Criminal Records Bureau (CRB) check (see below)
- evidence of identity, such as a copy of your passport or driving licence