

OCR CAMBRIDGE TECHNICALS SPORT & PHYSICAL ACTIVITY

STUDENT HANDBOOK



Miss Constable
Physical Education

Cambridge Technical in Sport and Physical Activity

This qualification is an alternative to traditional qualifications e.g., A-Levels, which combines a mix of academic and vocational ways of learning. This means it will develop your knowledge and understanding that prepares you for real-life work-related situations, in sport and physical activity. As a result, this qualification will give you opportunity to complete assessments and activities that are based on realistic situations linked to the world of sport, whilst giving you the opportunity to progress onto the next stage of your lives, whether that be university, an apprenticeship or employment.

Qualification Structure

Here at Barking Abbey, you have the option of selecting three different pathways within this qualification which will share some common units. These are as follows:

- Foundation Diploma in Sport and Physical Activity (540 GLH) – Equivalent to 1 A-Level
- Diploma in Sport and Physical Activity (720 GLH) – Equivalent to 2 A-Levels
- Extended Diploma in Sport and Physical Activity (1080 GLH) – Equivalent to 3 A-Levels

For each of the qualifications, learners must cover a range of mandatory and optional units to fulfil the qualification requirements and to allow you to develop a range of skills and depth of knowledge and understanding required by the sport and physical activity sector.

Consequently, as a learner embarking on one of these qualifications here at Barking Abbey you will study:

Diploma in Sport and Physical Activity (720 GLH)

- 12 units throughout the entire qualification
- 9 mandatory and 3 optional

Extended Diploma in Sport and Physical Activity (1080 GLH)

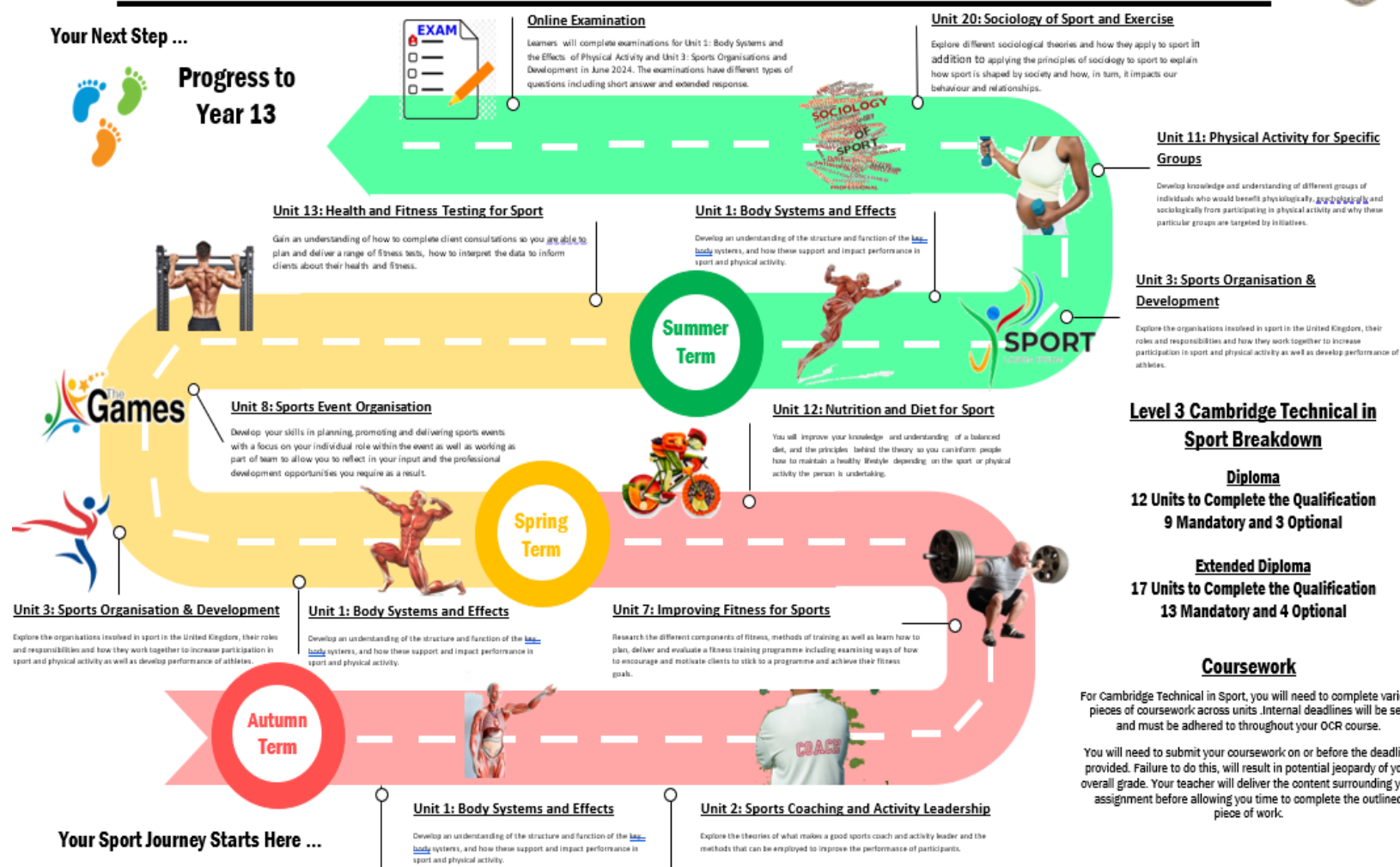
- 17 units throughout the entire qualification
- 13 mandatory and 3 optional

Extended Diploma in Sport and Physical Activity Curriculum Map – Year 12



Barking Abbey School Physical Education Journey

Level 3 Cambridge Technical in Sport - Curriculum Map



Extended Diploma in Sport and Physical Activity Curriculum Map – Year 13

Barking Abbey School Physical Education Journey

Level 3 Cambridge Technical in Sport - Curriculum Map



Your Next Step ...



Progress to University or Employment

University or Employment

Learners will have not only developed the knowledge and understanding of a wide array of topics within the field of sport, exercise and physical activity, but the skills that will prepare them for higher education or employment.

Unit 19: Sport and Exercise Psychology

Gain an understanding of different motivations that people have for participating in sport and exercise and how performance can be impacted and managed from grass roots to elite level performers.

Unit 10: Biomechanics and Movement

Develop knowledge and understanding of how to analyse movement in order to improve the performance of an athlete or performer by applying the effects of axes, planes and the types of movement the body uses in the sporting environment.

Unit 17: Sport Injuries and Rehabilitation

Explore how to recognise and treat common sports injuries, immediately and through long-term rehabilitation programmes, the possible psychological impacts of sports injuries and how to minimise the risk of sports injuries occurring in the first instance.

Summer Term

EVERYONE WANTS TO BE ACTIVE

Unit 14: Working in Active Leisure

Learn how to conduct the day-to-day duties that are carried out within an active leisure environment such as cleaning and setting up and taking down equipment, ensuring it is fit for purpose.

Online Examination

Learners will complete examinations for Unit 4: Working Safely in Sport and Unit 22: Business in Sport in January 2024. The examinations have different types of questions including short answer and extended response.



Level 3 Cambridge Technical in Sport Breakdown

Diploma

12 Units to Complete the Qualification
9 Mandatory and 3 Optional

Extended Diploma

17 Units to Complete the Qualification
13 Mandatory and 4 Optional

Spring Term

Unit 5: Performance Analysis in Sport

Develop the skills and knowledge required to carry out performance profiling and analysis and deliver feedback to the performers in a manner that is suitable for them.

Unit 22: Business in Sport

Explore the structure and purpose of different sports businesses, who their customers are and how they use staff and volunteers to run their organisation and meet their goals.

Autumn Term

Unit 4 Working Safely in Sport

Develop an understanding of key health and safety legislations to be able to ensure your own, and your clients' safety.

Unit 18: Practical Skills in Sport

Give you the opportunity to participate in a variety of different sports and outdoor and adventurous activities and apply skills, tactics, techniques and knowledge in individual and team sports.

Your Sport Journey Starts Here ...

For Cambridge Technical in Sport, you will need to complete various pieces of coursework across units. Internal deadlines will be set and must be adhered to throughout your OCR course.

You will need to submit your coursework on or before the deadline provided. Failure to do this, will result in potential jeopardy of your overall grade. Your teacher will deliver the content surrounding your assignment before allowing you time to complete the outlined piece of work.

Assessments

Units which you study throughout these qualifications are either externally assessed (exam) or internally assessed (coursework based). External assessments are set and marked by the examination board and are for the following units:

Unit 1: Body Systems and the Effects of Physical Activity	
90 GLH 1 Hour 30 Minutes Written Paper 70 marks	Comprises multiple choice questions, short answer questions and questions requiring more extended responses
Unit 3: Sports Organisation and Development	
60 GLH 1 hour Written Paper 60 Marks	Comprises short answer questions and questions requiring more extended responses
Unit 4: Working Safely in Sport, Exercise, Health, and Leisure	
90 GLH 1 Hour 30 Minutes Written Paper 70 marks	Comprises short answer questions and questions requiring more extended responses
Unit 21: The Business of Sport (*)	
90 GLH 1 Hour 30 Minutes Written Paper 70 marks	Comprises multiple choice, short answer. questions and questions requiring more extended responses

(*) this externally assessed unit is not studied by learners undertaking the diploma in sport and physical activity.

For internally assessed units these are set and marked by the tutor, and you can be asked produce assessments in an array of methods. This can include:

- Presentations
- Newspaper / Magazine Article
- Leaflets / Posters
- Observations
- Analysis Reports / Reviews
- Role Plays
- Teaching Cards
- Practical Tasks e.g., coaching sessions, plan and deliver sports events.

Assessment Briefs / Outlines and Record Sheets

When your assessor has delivered the content for the unit of work, you will be given an assessment brief or summary. This is your reference point and will outline how you should present the assessment and provide tasks that you should address in order to achieve the targeted assessment criteria.

Each assessment, must identify the following:

- Dates (issue and submission)
- Qualification Title
- Unit Title
- Scenario
- Description of Tasks (to achieve the assessment criteria)
- List of Evidence to be Submitted.
- Assessment Criteria to be Addressed.
- Resources / References

Assessment Title: Getting the Job

(This task should take between 3 and 4 hours.)

Learning Outcomes:

Learning Outcome 1: Know the roles and responsibilities of sports coaches and activity leaders

Learning Outcome 2: Understand principles which underpin coaching and leading, are assessed in this task.

Task Scenario:

Prepare for an interview at Sportasaurus Ltd. in which you will be asked questions about the roles and responsibilities of sports coaches and leaders, how they differ from each other and from those of Physical Education teachers, as well as how sports coaches and leaders can help support healthy, active lifestyles.

As part of the interview process you will have to deliver a presentation on the principles that underpin coaching and leading. These should include the principles of leadership, group dynamics and the attributes of coaches and leaders.

Assessment Criteria:

Pass	Merit	Distinction
P1: describe the roles and responsibilities of sports coaches and activity leaders		
P2: describe how sports coaches and activity leaders support a healthy, active lifestyle		
P3: compare the different roles and responsibilities of those involved in teaching and delivering sport		
P4: explain how different leadership styles and personalities can support different stages of group development.	M1: evaluate the importance of different attributes in supporting the principles of leadership and group dynamics	

Task 1: Presentation

Describe the roles and responsibilities of sports coaches and activity leaders

Produce a presentation for your mock interview which should include a discussion on the roles and responsibilities of sports coaches and activity leaders. Commence your presentation with an introduction and what outcomes you are expecting the audience to have by the conclusion of the presentation.

Define the term "role", and then discuss the roles that both a sports coach and activity leader can have. The roles you can consider are:

- Planner
- Organiser
- Demonstrator
- Motivator
- Instructor
- Mentor
- Facilitator
- Adviser
- Supporter
- Counsellor
- Role Model

Select at least five of the above roles, and discuss, using examples, how both of these careers demonstrate this role within their profession.

Define the term "responsibility", and then discuss the responsibilities that both a sports coach and activity leader can have. The responsibilities you can include are:

- Knowledge of Rules and Regulations of the Sport
- Promotes Health and Wellbeing
- Sets Ground Rules
- Fair
- Consistent
- Ethical
- Duty of Care
- Safeguarding
- Assesses Risks of the Environment
- Follows Codes of Conduct

Select at least five of the above responsibilities and discuss, using examples, how both of these careers demonstrate this responsibility within their profession.

Introduce the meaning of a team or group, and explain how different leadership styles and personalities can support different stages of group development such as:

- Storming
- Forming
- Norming
- Performing

which will enable leaders in the sport and physical activity industries on their journey to create an effective team environment.

Outline how two different types of groups can form:

- Interactive
- Coactive

whilst integrating Steiner's model of group effectiveness:

$$\text{Actual Productivity} = \text{Potential Productivity} - \text{Losses Due to Faulty Processes}$$

Thus, lead into a discussion on how the size of a group or team can impact group dynamics and the effectiveness of the team by examining the ringlemann effect.

Discuss and evaluate the importance of the following attributes that coaches and leaders should display to support the principles of leadership and produce effective groups or teams:

- Communication
- Knowledge
- Organisation
- Developing and Maintaining Relationships
- Empathy

Task Evidence:

Evidence	Included
Interview Questions	
Presentation	
Classroom / Preparation Notes	
Witness Statement	

A mock interview could be staged with appropriate questions for you to demonstrate your knowledge of the roles and responsibilities of sports coaches and leaders and you will be given the opportunity to deliver your presentation.

This can be evidenced by a recording of the interview and presentation accompanied by your preparatory notes and a copy of the presentation and presentation notes. A witness statement could also be used to support the evidence.

References:

www.prospects.ac.uk/job-profiles/sports-coach

www.targetjobs.co.uk/careers-advice/job-descriptions/279085-sports-coach-job-description

www.ukcoaching.org/

www.uksport.gov.uk/our-work/coaching

www.nutrition.org.uk/

www.youthsporttrust.org/health-and-wellbeing

www.solutions4health.co.uk

www.nhs.uk/live-well/exercise/exercise-health-benefits/

www.drugs.com/cg/benefits-of-an-active-lifestyle.html

www.bbc.co.uk/bitesize/subjects/znyb4wx



Submission of Assessments

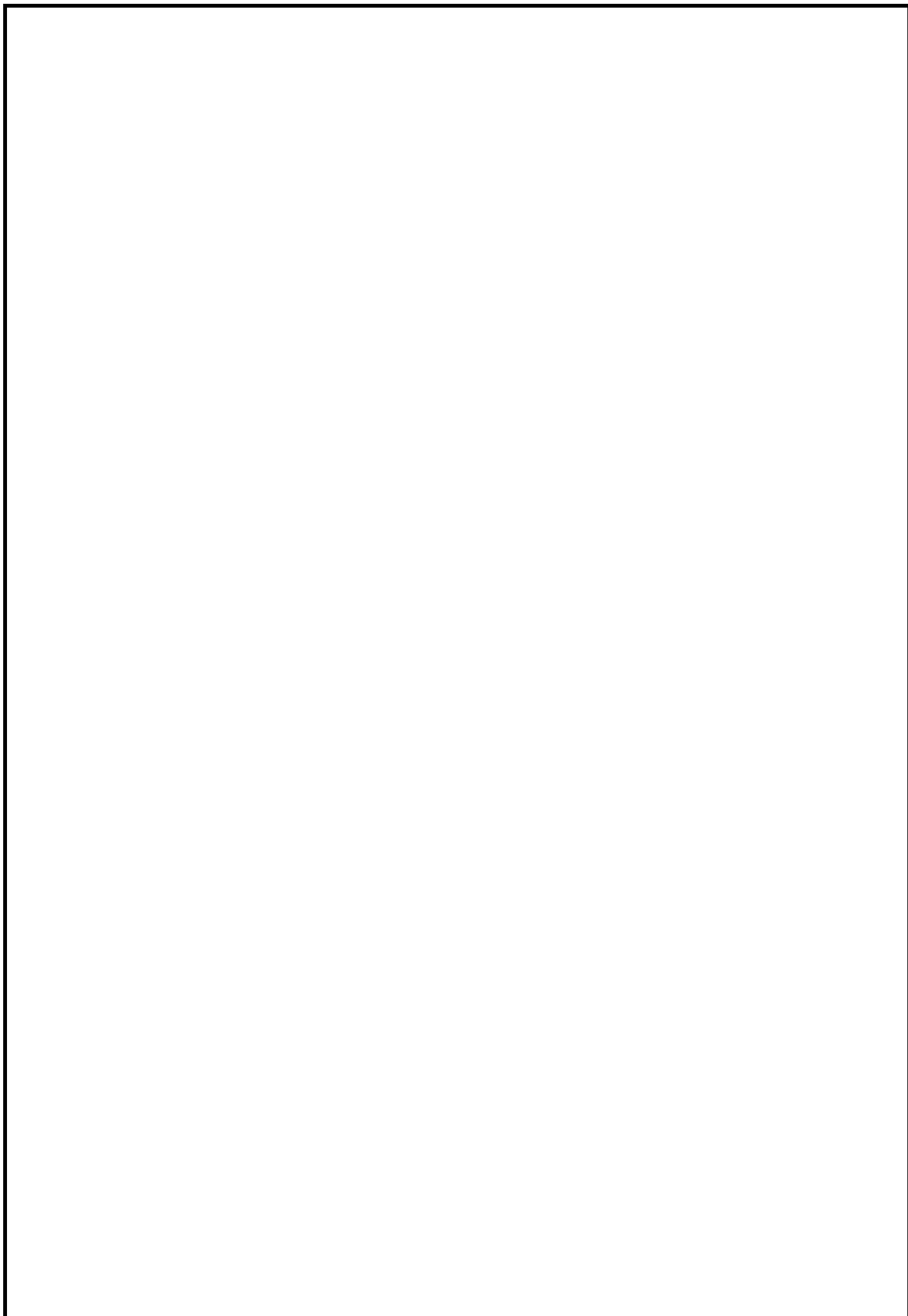
Only **ONE** submission for evidence is allowed for each of your assessments. This should be **submitted by** the specified **deadline date during the lesson**.

You **must** have **completed all** the designated **tasks** given by your assessor to address the relevant assessment criteria.

The assessor will mark your assessment and then:

- formally record and confirm the achievement of assessment criteria using an assessment record sheet / observation record sheet (if you have had to produce evidence that is of a verbal or practical nature)
- complete a confirmation that the evidence you have assessed is authentic and is your own work to the best of their knowledge.

If you fail to meet a deadline, or do not complete all the designated tasks within the assessment, then the school's "Behaviour for Learning" policy will be implemented.





Missed Deadlines:

Actions:

Failure to meet initial deadline (first offence). This is inclusive of incomplete sections of assignments.

- Classroom teacher to call home.
- If no response, email home with HOD cc'd in. If they are an academy student, coaches to also be copied in.
- 48 hours given to submit outstanding work.
- Academy students withdrawn from individuals and training until work is submitted.
- Student placed on **Stage One Contract**. Reason and date to be updated on SIMs, vocational tracker and emailed to SBH.

Failure to meet 48-hour extension.

- Classroom teacher to inform HOD and academy coaches where applicable.
- Letter sent home by teacher to parents/carers via in touch inviting student to intervention session to complete outstanding work.
- Academy students withdrawn from individuals and training until work is submitted.

Failure to attend intervention session.

- HOD to contact home and invite parents/carers in for fact to face meeting.
- Director of Vocational Learning to be informed.
- Academy students to be withdrawn from individuals, training and games until work is submitted.
- Student Placed on **Stage Two Contract**. Reason and date to be updated on SIMs, vocational tracker and emailed to SBH.

Failure to meet numerous deadlines and attend intervention sessions set by teacher/department.

- Director of Vocational Learning to be informed via email.
- Student to attend Friday SLT reflection to complete outstanding work (logged on SIMS reflections).
- Academy students to be withdrawn from individuals, training and games until work is submitted.
- Student Placed on **Stage Three Contract**. Reason and date to be updated on SIMs, vocational tracker and emailed to SBH.

Failure to attend Friday SLT reflection.

Internal 1 day exclusion in Study Centre.
Formal Meeting with parents/Carers/ DoVL & Assistant Headteacher to discuss students' position on the qualification.

Assessments and Feedback

Your assessor will also formally record their assessment decisions against individual assessment criteria on an assessment record sheet.

The assessment record provides a formal opportunity for the assessor to give you feedback to support your progression.

Each assessment record sheet, will identify the following:

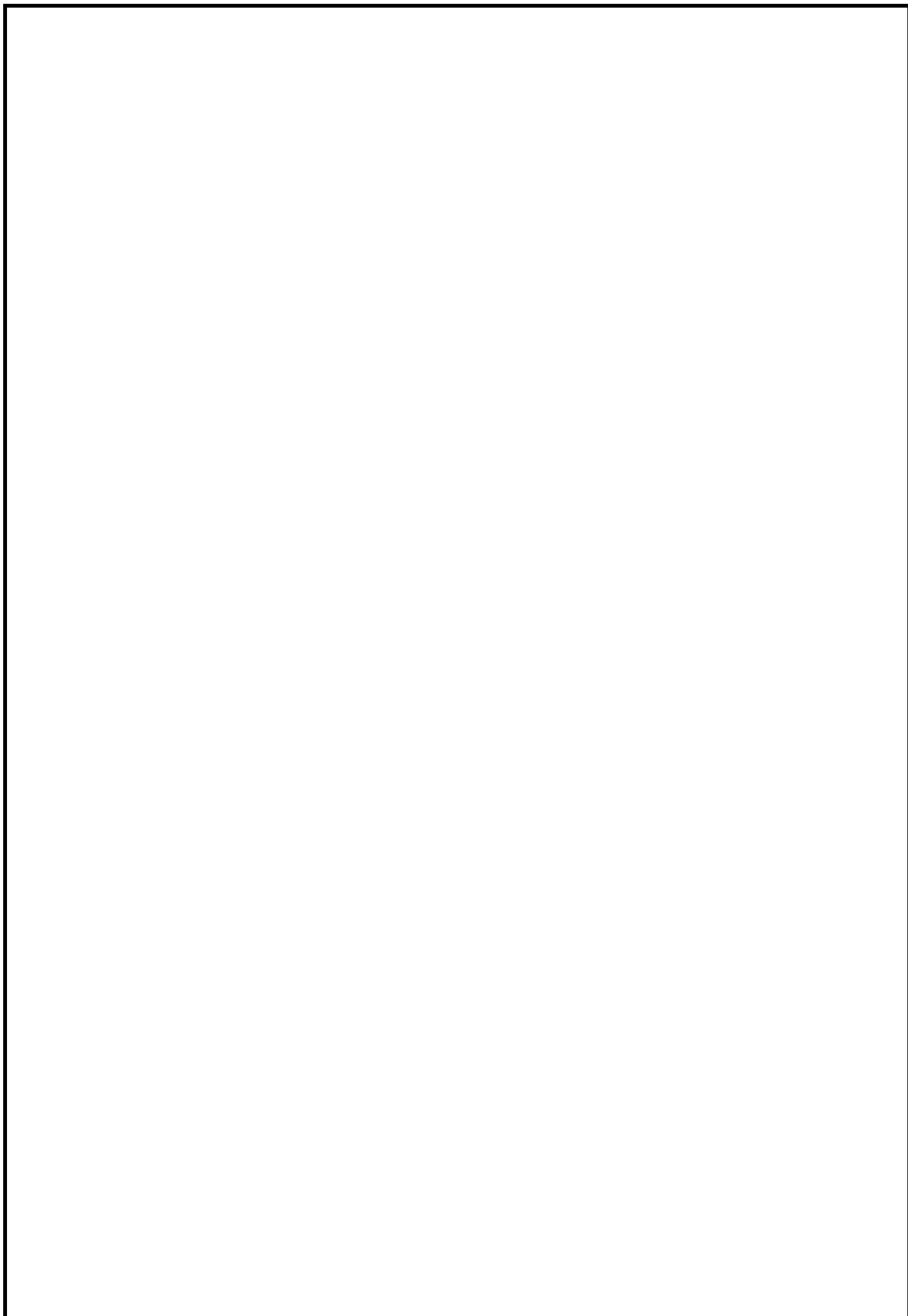
- Qualification Title
- Assessment Title
- Unit Number and Title
- Targeted Assessment Criteria
- Dates (Issue, Submission and Date Submitted by the Learner)
- Assessment Criteria Achieved
- Assessment Comments
- General Comment
- Signatures (Learner and Assessor)

Your assessor will indicate with a “**Y**” or “**N**” on the assessment record sheet to identify if you have or have not achieved the targeted assessment criteria.

The assessor will also provide a comment on why or why not the criteria has or has not been achieved, and this will directly link to the assessment criteria provided within the unit specification.

Assessors will also provide an overall comment / comments to you about your assessment which will reflect what you need to do next to make progress.

This comment should be a clear indication of what has gone well (WWW) and what you need to do to improve (EBI).



This form should be completed by the centre assessor. Please enter specific page numbers where evidence can be found in the portfolio, or where electronic evidence is being submitted, the location of this. One of these sheets should be attached to the assessed work of each candidate.

Unit Title	Sports coaching and activity leadership	Unit Code	M/507/4453	Year	2	0	1		
Centre Name		Centre Number							
Candidate Name		Candidate Number							
Grading Criteria - The Learner can:		Grading Criteria achieved (✓)	Teacher comment				Page No./Evidence location		
Pass The grading criteria are the Pass requirements for this unit. In order to achieve a Pass grade, all Pass criteria must be achieved.									
Learning Outcome 1: Know the roles and responsibilities of sports coaches and activity leaders									
P1: Describe the roles and responsibilities of sports coaches and activity leaders									
P2: Describe how sports coaches and activity leaders support a healthy active lifestyle									
P3: Compare the different roles and responsibilities of those involved in teaching and delivering sport									
Learning Outcome 2: Understand principles which underpin coaching and leading									
P4: Explain how different leadership styles and personalities can support different stages of group development									
Grading Criteria - The Learner can		Grading Criteria achieved (✓)	Teacher comment				Page No./Evidence location		

Your assessor will provide annotations (written feedback) throughout your assessment (**in red ink**) which focuses on higher order questioning – this means your assessor will give you opportunities to think things through for yourself, in addition to identifying where elements of the assessment criteria have been achieved.

They will also use the following conventions in your assessment to help support your knowledge and understanding of spelling, punctuation, and grammar (SPaG).

Sp	Spelling Error
Gr	Grammar Error
Expr	Expression Error
T	Tense
//	New Paragraph
P or Circle	Where full stops or basic punctuation is needed
ww	Wrong Word
?	Meaning is Unclear
CL	Capital Letter
SS	Sentence Structure is Unclear
^	Word Missing

Exercise Referral

Introduction

Exercise referral programmes aim to enhance a person's level of physical activity on the theory that it has a number of beneficial health advantages. In this case, exercise referral programme includes each of the following elements:

An evaluation by a primary care or allied health professional to establish whether they are not fulfilling the most recent UK physical activity recommendations.

Summary (Case study)

Steven is a 16-year-old boy who has 5 other siblings and lives in a council flat as he shares his room with two of his other siblings. Due to the lack of income his family receives, he has found it hard to be able to buy the right equipment to be able to participate in sport and to be able to pay the fees for a club. Additionally, his parents are always working as they are trying to provide for the household, which therefore, leaves him idle with not much to do. As a consequence of this, Steven has adopted a sedentary lifestyle, meaning that he is physically inactive and does little to no exercise which consequently has led him to become obese due to the number of calories in his food he is intaking as well as the little to no exercise he is doing. Therefore, on top of this, Steven has now become body conscious as people have began talking negatively about his weight, which has led him to suffer from anxiety and depression.

Referral Professionals

Steven finally took action on how he was feeling about his weight as he visited his general practitioner (GP) to discuss his weight and how it affected his mental health. The GP took it as their responsibility to help Steven and they done this by running test on him to see if he met the criteria of the national guidelines as if so, he could be referred to an Exercise Referral Scheme. Additionally, if he is referred to an exercise scheme, it is the general practitioner job to refer him to the most appropriate facility for their exercise prescription.

Initial screening

In order to build a programme that is specifically suited to Steven's needs, the specialist will do an initial health evaluation with him when they first meet and interact with Steven. This is an excellent opportunity for the specialist to get to know their client personally and develop a rapport with them, even if the general practitioner would have given any medical records and information about the patient. Therefore, the expert will ask Steven to complete a PAR-Q (Physical activity readiness questionnaire).

Based on Steven health history, present symptoms, and risk factors, they can use a straightforward screening tool to assess whether exercising is safe or whether there are any potential risks. The GP may also assist the trainer in coming up with the best exercise plan for Steven to follow. All of the questions in the PAR-Q test are intended to help identify any potential health risks linked with exercise. The most serious potential risk of intense events is that someone with an undetected heart problem will get a heart attack or another acute cardiac event.

This stage is one of the most important as the specialist will learn more about the client's health condition and the reason they have been referred, it is also one of the most crucial ones in the GP exercise referral process. They could ask each other open-ended questions about how their condition affects their daily lives and establish any physical or mental ailments that they ought to take into account while formulating the programmes.

Exercise Prescription

Following the initial evaluation, the fitness expert leaves and designs a training schedule for their patient, this includes deciding on details like Steven weekly schedule, his training location, and her training frequency. A general purpose or goal for the programme will also be established by the exercise referral specialist, frequently using a SMART fitness goal criterion. Therefore, this will allow Steven to participate in the active health programme.

The fitness professional will next meet with Steven, during which he will be guided through the programme and given instructions on how to perform each activity and make use of any necessary equipment. This is likely the most crucial step in the referral process for the exercise since it requires a careful and well looked at programme design to take the patient health characteristics into account. This must be done well because the exercise professional will not continue the programme if Steven misses lessons or not given his full potential.

For Steven, the active Health programme is a 12-week regimen, but he was really anxious about beginning the exercise because he has no idea what to expect and is afraid of how he might feel. As a result, Steven trainer noticed this in the first session but didn't say anything as it may lower his self-esteem.

However, after a few weeks of working out, her boundaries began to dissolve, largely because of the welcoming atmosphere and other participants in the same exercise referral programme.

Constable C

This section is incomplete.

What are the other elements of the exercise referral process.

Constable C

Exercise Referral - Reasons

Constable C

Constable C

Constable C

Exercise Referral - Screening

Constable C

Tracking of Assessments

Following the assessor formally marking and grading your assessment, it is imperative that you track your own achievement within each unit of work.

Your assessor will provide you with a “Success Criteria” sheet (see below) which you will use to track your own progress on a unit-by-unit basis. When you have completed an assessment, you can then tick which assessment criteria have been achieved, so you are able to identify where there are gaps in your knowledge, understanding and application.

Name: _____					
Minimum Expected Grade: _____					
Assessment Criteria:					
	Pass		Merit		Distinction
	P1: Explain the performance profiling process and its purpose.		M1: explain reasons why and how the performance profiling process may be adapted		
	P2: evaluate the different methods of recording performance profiling results				
	P3: undertake a personal performance profiling exercise for a selected sport		M2: Justify the rating of a participant's level and the method of recording performance profiling results		D1: Create an action plan for improvement of weaker areas, including SMART targets and opportunities for review
	P4: Undertake a performance profiling exercise for another participant in a selected sport				
	P5: Record performance profiling results in a suitable format				
	P6: Select and use method(s) of analysing performance for a variety of given sports and situations		M3: Compare and contrast methods of analysing performance in relation to a variety of given sports and situations justifying choices		D2: Analyse whether other methods may have been more suitable for the identified situations on reflection, based on outcomes
	P7: Select and use <u>feedback</u> method(s) for the identified situations		M4: Justify choice of methods for analysing performance and feedback for the identified situations		

Grading of Assessments

Each individual unit will be awarded a grade, and these differ depending on if they are an externally (exam) or internally assessed unit of work:

	Grade Table				
	Unclassified	Near Pass (R)	Pass	Merit	Distinction
Internal	N/A	N/A	/	/	/
External	/	/	/	/	/

Each grade will equate to points score and this will then accumulate across your two years of study to calculate your overall qualification grade. However, the points awarded will depend on the weighting of the unit.

GLH	Units Points Table				
	Near Pass (R)*	Pass	Merit	Distinction	Unclassified
30	N/A	7	8	9	0
60	12	14	16	18	0
90	18	21	24	27	0

(*) R is only applicable to externally assessed units of work.

Not all “pass” criteria for a unit will be targeted in one internal assessment. This will be sub-divided across assessments within the unit.

Consequently, you **must achieve** the **targeted “pass”** criteria in **all internal assessments** to be awarded a “pass” overall for a unit of work.

Calculation of Qualification Grade

To calculate the overall grade for your qualification, we add all the points you have achieved throughout the course, and then use the total points score to convert this to a grade.

If you do not achieve the lowest points score required for your chosen qualification, then you will achieve an “unclassified” result.

OCR Level 3 Cambridge Technical Diploma (720 GLH)

Points	Grade	
208 and above	Distinction* Distinction*	D*D*
204 – 207	Distinction* Distinction	D*D
200 – 203	Distinction Distinction	DD
192 – 199	Distinction Merit	DM
184 – 191	Merit Merit	MM
176 – 183	Merit Pass	MP
144 – 175	Pass Pass	PP
Below 144	Unclassified	U

OCR Level 3 Cambridge Technical Extended Diploma (1080 GLH)

Points	Grade	
312 and above	Distinction* Distinction* Distinction*	D*D*D*
308 – 311	Distinction* Distinction* Distinction	D*D*D
304 – 307	Distinction* Distinction Distinction	D*DD
300 – 303	Distinction Distinction Distinction	DDD
292 – 299	Distinction Distinction Merit	DDM
284 – 291	Distinction Merit Merit	DMM
276 – 283	Merit Merit Merit	MMM
268 – 275	Merit Merit Pass	MMP
260 – 267	Merit Pass Pass	MPP
216 – 259	Pass Pass Pass	PPP
Below 216	Unclassified	U

