

## Key Stage 5 (12/13)

**Course title: Level 3 Sport Technical Diploma**

**Exam board: OCR**

**Specification code: 05828**

### **Justification of sequential planning:**

Within the Technical Diploma (equivalent to 2 A-Level courses) the students must cover 9 mandatory units and 2 optional units equating to 120 guided learning hours. The units are ordered to ensure most mandatory units are taught in year 1 of the course, facilities allow for the effective delivery of the units (giving careful consideration to the programming of other courses), the availability of external providers, the external exam series calendar and the number of guided learning hours required. The optional unit is selected due to student engagement, guided learning hours, access to external providers and facilities and historical success of unit outcomes.

### **Unit 8: Organising Sports Events**

#### **LO1. Know different types of sports events and their purpose**

P1\*: Describe different types of sports events and their purpose, using examples

The final task in Unit 8 gives students the chance to deliver their own sports event, demonstrating their knowledge and understanding of various content learnt throughout the unit. We begin the studies by gaining a firm understanding of the different types of sports events and their purpose.

### **Unit 8: Organising Sports Events**

#### **LO2. Know the different roles and responsibilities involved in the planning and delivery of sports events**

P2\*: Outline roles and responsibilities of individuals involved in planning and delivering sports events

M1: Assess the potential impact on an event if each role and responsibility is not carried out effectively

As students are able to work in groups to deliver their sports event, they study now the different roles involved, and the various responsibilities different individuals hold when it comes to delivering and running a successful sporting event.

### **Unit 8: Organising Sports Events**

#### **LO3. Be able to plan and promote a sports event**

P3\*: Plan a safe and effective sports event

P4\*: Promote a sports event using appropriate materials and methods

M2: Explain in detail areas of health and safety, contingency and feasibility and the impact these areas may have on the event

M3: Explain the impact of promotional material on the event

D1: Evaluate the promotional material produced, justifying the choice of promotional material used

Students start, in learning outcome 3 to plan carefully their sports event, bringing together the learning from earlier in the unit, and synoptic learning from Unit 4 or GCSE PE/Sport Level 2.

## Unit 8 Organising Sports Events

### LO4. Be able to participate in the delivery of a sports event

P5\*: Participate in the delivery of a sports event, describing own roles and responsibilities

M4: Carry out different roles in a sports event effectively

The learning outcome 4 assessment is a judgement about the students' ability to participate in the delivery of the sports event that they have planned and their ability to effectively carry out the role they assigned themselves.

## Unit 8: Organising Sports Events

### LO5. Be able to review the planning and delivery of a sports event

P6\*: Review the planning and delivery of a sports event, identifying strengths and areas for improvement

P7: Evaluate own effectiveness in the delivery of a sports event

M5: Create a personal development plan based on strengths and areas for improvement

D2: Evaluate own contribution during the delivery of a sports event and adapt approach where necessary

The final assessment requires students to evaluate their own participation in the delivery of the sports event and consider carefully areas for improvement.

## Christmas holidays

## Unit 4: Working Safely in Sport

### LO1. Understand emergency procedures in sport, exercise.

1.1 Types of emergencies that may occur in sport, exercise, health, and leisure.

1.2 Types of environments that emergencies may occur in sport, exercise, health, and leisure

Introduction of content:

1.3 Different roles and responsibilities involved in dealing with emergencies

1.4 Emergency procedures

In order to enter students for the June series of examinations (with a re-sit opportunity in the January of year 13), students begin their learning of the externally assessed mandatory examination. We start developing a foundation understanding of the types of emergencies that we may experience in sport and the different roles on individuals involved in responding

## Unit 4: Working Safely in Sport

### LO2. Understand health and safety requirements in sport, exercise, health and leisure

2.1 Health and safety legislation in sport, exercise, health and leisure

2.2 Duty of care

2.3 Typical roles of individuals responsible for health and safety in a sport, exercise, health, or leisure

2.4 Types of security procedures that may apply in a sport, exercise, health, and leisure setting

2.5 Key health and safety documents that are relevant in sport, exercise, health and leisure

We build on this knowledge, by studying in more detail, the legislation, health and safety documents and security procedures that are involved in minimising and responding to emergencies.

## Unit 4: Working Safely in Sport

### LO3. Understand how to minimise risk in sport, exercise, health, and leisure

3.1 Possible hazards in sport, exercise, health, and leisure

3.2 Types of environments in which hazards may occur in sport, exercise, leisure, and health

3.3 Risk assessments

3.4 Ways to minimise risk

3.5 Key documentation

3.6 Roles and responsibilities in risk management

Learning Outcome 3 is now delivered so that students can really focus on how to minimise the risk and hazards that could lead to emergency situations that they have looked at earlier in the unit.

### **Easter holidays**

#### **Unit 4: Working Safely in Sport**

##### **LO4. Know first aid requirements for sport, exercise, health, and leisure**

4.1 The Requirements of the Health and Safety (First Aid) Regulations 1981

4.2 The role and responsibilities of the first aider

4.3 Emergency First Aid at Work

4.4 Minimum requirements for contents of a first aid box

As not all accidents, emergencies and incidents in sport can be avoided, students now study the first aid responses, health and safety requirements and roles of first aiders.

#### **Unit 4: Working Safely in Sport**

##### **LO5 Know how to safeguard children and vulnerable adults in sport, exercise, health, and leisure**

5.1 Meaning of safeguarding children and vulnerable Adults

5.2 Protecting self and staff against allegations of abuse

5.3 Safeguarding requirements

5.4 Types of abuse

5.5 Signs of abuse

5.6 Dealing with suspected abuse

5.7 Organisations involved in safeguarding children and vulnerable adults

Our final learning in the unit is focused on safeguarding and being aware of types and signs of abuse. The students learn about their role in protecting others, should they become involved in the delivery of sports events, coaching or working with children or vulnerable adults.

#### **Unit 19: Psychology in Sport**

##### **LO1. Know the different factors that affect motivation for sport and exercise**

P1\*: Describe types of motivation and goal setting, and how they can improve performance in sport and exercise

M1: Explain how motivation may differ at different levels of performance in sport and exercise

We introduce students to the psychology unit by teaching types of motivation and goals. Within this learning outcome, we build by considering how motivation levels can be impacted by different levels of performance in sport and exercise.

### Unit 19: Psychology in Sport

#### LO2. Understand attribution theory in relation to sport and exercise

P2: Describe attribution theory in relation to sport and exercise

M2: Describe the possible ways an individual could attribute their successes or failures

D1: Explain how attribution retraining could help improve an individual's performance in sport and exercise

Now that students have a foundation understanding of motivation and goal setting, we study attribution related to how individuals may attribute success or failure and link this back to the different types of motivation and goal setting.

### Unit 19: Psychology in Sport

#### LO3. Understand the effects of stress, anxiety and arousal in sport and exercise

P3: Explain stress and anxiety, their causes, symptoms and effect on sport and exercise performance

P4: Explain the effects of arousal on performer sport and exercise performance using relevant theories

M3: Explain the methods that could be used to control stress, anxiety and arousal in sport for different levels

Learning outcome 3 allows us to build upon attribution and motivation, looking at causes of stress and anxiety. Failure in sport can be a possible cause of stress and anxiety. As we progress through the outcome, and now we have an understanding of the signs and symptoms of stress, we teach ways to control stress, anxiety and arousal.

### Unit 19: Psychology in Sport

#### LO4. Understand the importance of group dynamics in team sports and group exercise

P5\*: Explain the process of how a group forms with reference to factors affecting cohesion

M4: Explain the motivational and coordination losses that an exercise group or sports team may experience

D2: Evaluate methods a coach could use to improve task and social cohesion of a specific exercise group or sports team

In learning outcome 4, we move our focus from the individual performer to group cohesion, motivation and coordination losses. Students are then able to consider how a coach could improve task and social cohesion of a sports team, demonstration synoptic links with Unit 2 sport coaching.

### Unit 19: Psychology in Sport

#### LO5. Understand the psychological impact of sport and exercise on mental health and wellbeing

P6: Explain the impact of sport and exercise on mental health and wellbeing

P7: Explain how sport and exercise could be used to treat a specific medical condition

M5: Analyse how the psychological impacts of sport and exercise might be different for elite performers and general participants

The final task in the unit allows students to really focus on the impact of exercise on health and wellbeing and apply knowledge of the learning that has taken place over previous learning outcomes.



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<b>Unit 18: Practical Skills in Sport</b>	
<p><b>LO1: Be able to apply skills, techniques, and tactics in an individual sport</b></p> <p>P1: Demonstrate effective selection and execution of skills and techniques in an individual sport  P2: Demonstrate effective selection of tactics and strategies during performance  P3: Manage and maintain own performance appropriately  M1: Demonstrate understanding of the sport and awareness of own performance and that of opponent(s) through decision-making and adaptability during performance  D1: Demonstrate creativity and flair during performance</p>	
<b>Unit 18: Practical Skills in Sport</b>	
<p><b>LO2. Be able to apply skills, techniques, and tactics in a team sport</b></p> <p>P4: Demonstrate effective selection and execution of skills and techniques in a team sport  P5: Demonstrate effective performance and communication of tactics and strategies  P6: Fulfil own role within a team performance effectively  M2: Demonstrate understanding of the sport and awareness of performance of teammates and opponent(s), through decision-making and adaptability during performance  D2: Demonstrate creativity and flair during performance, appropriate to the needs of the team</p>	
<b>Unit 18: Practical Skills in Sport</b>	
<p><b>3. Be able to apply skills and knowledge in outdoor and adventurous activities</b></p> <p>*P7: Demonstrate effective use of skills and knowledge to safely participate in an outdoor or adventurous activity</p> <p>To ensure students can learn about and demonstrate participation in a broad curriculum, students now study an outdoor and adventurous activity. We frequently attend an external OAA centre for high ropes training and participation under the instruction of qualified staff, and to give the students the opportunity to experience activities in an off-site setting.</p>	
<b>Unit 18: Practical Skills in Sport</b>	
<p><b>LO4. Be able to officiate in sport and physical activity</b></p> <p>P8: Describe the roles and responsibilities of officials in sport and physical activity</p>	

\*P9: Officiate a competitive game or performance situation effectively, applying the rules and regulations accurately

M3: Communicate clearly and effectively with participants while officiating a competitive game or performance situation

M4: Demonstrate consistency and confidence in decision-making

D3: Justify decisions made as an official and how positioning supported the accurate and appropriate application of rules and regulations

To demonstrate their broad ability within the unit, beyond those of a performer, learning outcome 4 now builds to teach and assess students regarding the roles of officials. Students are first taught about the roles and responsibilities of different officials within a sporting activity, before being challenged to officiate and demonstrate their effectiveness as an official.

### **Unit 11: Physical Activity for Specific Groups**

#### **LO1 Know about the provision of physical activity for specific groups**

P1: Describe the provision of physical activity for specific groups

This unit of work focuses on the provision of physical activity for specific target groups. We start the unit by learning about the different types of specific groups of individuals who may be targeted for increased physical activity and the different types of provision that there may be.

### **Unit 11: Physical Activity for Specific Groups**

#### **LO2 Know the benefits of and specific groups barriers to participating in physical activity for specific groups**

P2: Describe the physiological, psychological and sociological benefits of physical activity to specific groups

P3: Describe barriers to participation for specific groups

M1: Describe how providers of physical activity can promote the benefits of physical activity and help to overcome barriers to participation for specific groups

Now that we have learnt about the different target groups and specific groups of individuals, we study carefully the benefits of physical activity for these groups and the barriers that they may face which impact on participation in physical activity.

### **Unit 11: Physical Activity for Specific Groups**

#### **LO3 Know the exercise referral process**

P4: Describe the exercise referral process

Later in the unit, students will plan exercise sessions targeted at two of the specific groups they have learnt about. In order to move on to the final task, students must here learn about the exercise referral process to ensure that any plans they produce would be entirely suitable for the participants of their exercise session.

### **Unit 11: Physical Activity for Specific Groups**

#### **LO4 Be able to plan physical activity sessions for specific groups**

P5: Plan physical activity sessions for specific groups

M2: Justify exercise components selected in the planning of physical activity sessions for specific groups

D1: Plan a series of progressive physical activity sessions for a specific group

An accumulation of learning that has taken place throughout the unit, can now be applied in the final unit outcome. Students can select two specific groups and plan appropriate session activities as part of a referral process or to increase participation in physical activity.

### **Unit 13: Health and Fitness Testing for Sport and Exercise**

#### **LO1 Be able to use a range of fitness tests**

P1: Deliver a suitable fitness test for each component of fitness

M1: Assess the advantages and disadvantages of each fitness test performed

This unit is focused on the delivery and successful execution of fitness testing, health screening and analysis, concluding with the design of a fitness testing session and analysis of results. We start by learning about the different fitness tests relevant for varying components of fitness.

### **Unit 13: Health and Fitness Testing for Sport and Exercise**

#### **LO2 Be able to complete a client health and fitness consultation**

P2: Devise and use a suitable health screening questionnaire for a selected client

P3: Conduct a full health and fitness consultation appropriately for a selected client

M2: Explain the importance of client screening

D1: Design an appropriate health screening and fitness testing plan for a selected client

For students to effectively conduct a fitness testing session, they must now learn about health screening and conduct a health consultation. They are required to work in a vocational style with a real-life client, developing their application and communication skills.

### **Unit 13: Health and Fitness Testing for Sport and Exercise**

#### **LO3 Be able to plan a fitness testing session**

P4\*: Plan a valid, reliable fitness testing session for a selected client

M3: Explain how validity and reliability was ensured in the planning and delivery of a fitness testing session

We can now focus on designing the fitness session, learning about the importance of ensuring validity and reliability.

### **Unit 13: Health and Fitness Testing for Sport and Exercise**

#### **LO4 Be able to deliver a fitness testing session cont.**

P5: Use the fitness testing session plan to deliver a fitness testing session for a selected client

P6: Accurately record the results of a fitness testing session



M3: Explain how validity and reliability was ensured in the planning and delivery of a fitness testing session

Building on from learning and assessments in learning outcome 3, students are now required to deliver their fitness testing session and accurately record the results.

### **Unit 13: Health and Fitness Testing for Sport and Exercise**

#### **LO5 Be able to interpret the results of fitness tests and provide feedback**

P7: Accurately interpret the results of the fitness tests

P8: Provide the client with the test results, placing the findings in suitable context and giving feedback using appropriate methods

M4: Use a range of methods to display the results of fitness tests

Now that students have conducted their fitness testing session, they are able to interpret the results against normative data and will be involved in a vocational setting, providing feedback to their client.