

OCR Level 3 Cambridge Technical Diploma in Sport and Physical Activity

Course outline

Those wishing to choose this as an option will study the same units as the extended certificate (Units 1, 2, 3, 8 and 18) plus the other units listed below. Students will follow the sports coaching pathway set by OCR for this qualification. Students will gain **two A levels** from this offer and will have 2 option choices to do so. It is recommended that students take fitness as their other option to facilitate this course.

Units for the Diploma:

- Unit 4 – Working safely in sport and exercise
- Unit 5 – Performance analysis in sport and exercise
- Unit 11 – Physical activity for specific groups
- Unit 13 - Health and fitness testing for sport and exercise
- Unit 17 – Sports injuries and rehabilitation
- Unit 19 – Sport Psychology

These units give the learner a greater depth of experience in the world of sport ranging from the health and safety in sporting areas, how exercise affects different people, injuries in sport and how to manage them and the psychology of

How you will be assessed

These qualifications are assessed using a combination of:

- external assessment
- internal assessment

Units 1, 3 and 4 are assessed by exam and marked by OCR. All the other units are internally assessed by staff and externally moderated by OCR.

Entry requirements

It is recommended that learners starting this qualification will have achieved sport or physical education qualifications for example GCSEs in PE at grade4/grade C or above or level 2 vocational qualifications, e.g. OCR Level 2 Cambridge National in Sports Studies or Sport Science. It is also recommended that you have grade4/grade C or above in Maths and English GCSE.

Where could the course take you

This qualification is for students:

- Who want to gain a Level 3 qualification to support further study in Further Education (FE) or Higher Education (HE) in sport and physical activity such as the University Campus of Football Business (UCFB) Etihad Campus and Wembley
- Looking to gain a Level 3 qualification to support further study in FE or (HE) in any other sector or subject area
- Who want to progress into sport-related apprenticeships such as at professional sports clubs as manager of facilities and kit
- This could also lead you to sport related jobs such as leisure centre manager, sports coach, sports leader, sports apprentice

Task Instructions

Use the Internet to research the key terminology to enable you to complete the templates provided.

Activity 1

Ask your learners to mind map the different types of emergency they think could happen in a sport, exercise, health and/or leisure setting.

Note – it may be best if learners include all 'medical' emergencies in the same group to avoid having a list that includes the breaking of every bone in the body as separate items!

Ask your learners to share their thoughts with the rest of the group, and to add to their own lists any good ideas that other learners have thought of.

At the end of the activity, ask learners to number their emergencies at random (this will come in handy for a later activity).

Learner answers may include examples such as:

- Medical accidents (e.g. broken bones, concussion, dislocations, heart attack etc.)
- Fire
- Flood
- Missing person
- Chemical or gas leak
- Power cut
- Bomb threat
- 'lock down' (e.g. due to danger outside of the facility).

Activity 2

Remind your learners that they are looking at possible emergencies in a range of different settings: sport, exercise, health and leisure. Bearing this in mind, ask your learners to list the different places/environments in which an emergency could happen.

Ask your learners to use the appropriate column of the table provided to record their thoughts. Suggested responses have been added to the example table below.

No.	Place/environment	Emergency	
1	<i>Sports hall</i>		
2	<i>Gymnasium</i>		
3	<i>Swimming pool</i>		
4	<i>Sports field</i>		
5	<i>Fitness suite</i>		
6	<i>Community centre</i>		
7	<i>Church hall</i>		
8	<i>School hall</i>		
9	<i>On the street/road</i>		
10	<i>Changing rooms</i>		
11	<i>Indoor courts</i>		
12	<i>Outdoor courts</i>		
13	<i>Public areas (café etc.)</i>		
14	<i>Dance studio</i>		

Again, learners can share their thoughts with the rest of the group and add any ideas they think are relevant.

At the end of the activity ask your learners to add in the middle column each identified 'emergency' from activity 1, according to the corresponding number. For example, the emergency that has been numbered '3' will go in the 'emergency' column next to 'swimming pool' (in this example).

In this way, learners should end up with a place/environment matched at random with a type of emergency.

Activity 3

For each matched pair in the table from activity 3, learners can be asked to consider the following questions:

- What is the biggest concern regarding the situation?
- What are the top three priorities/actions that need to be carried out in order to help the situation?

Learners can record the answers to these questions against each type of emergency/place in the right hand column of the table above.

Learners could be asked to complete the information for every matched pair or just for selected/allocated ones depending on what is most appropriate.

Activity 4

Learners can be asked to define the terms 'role' and 'responsibility'.

The term 'role' means*the part played by a person or thing in a particular situation*.....

The term 'responsibility' means*having a duty to deal with or be accountable for something*.....

Activity 5

Ask learners to mind map the different roles that may be involved in sport, exercise, health and leisure settings.

Suggestions may include:

- Coach/leader
- Receptionist
- Lifeguard
- Personal trainer/fitness instructor
- Youth worker
- Recreation assistant
- Manager
- Caterer.

Activity 6

Learners can each select, or you can allocate, one job role to research. For their identified job role your learners must find out what are the main responsibilities associated with it with regards to health and safety and/or dealing with emergencies. Learners could be encouraged to contact a local facility to speak directly with someone carrying out that job role.

Learners can use the proforma provided to capture their information.

Activity 7

Learners can share their information with the rest of the group, who can use the table provided to record next to each identified job role what their main responsibilities are with regards to health and safety and/or dealing with emergency situations.