



Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN SPORT

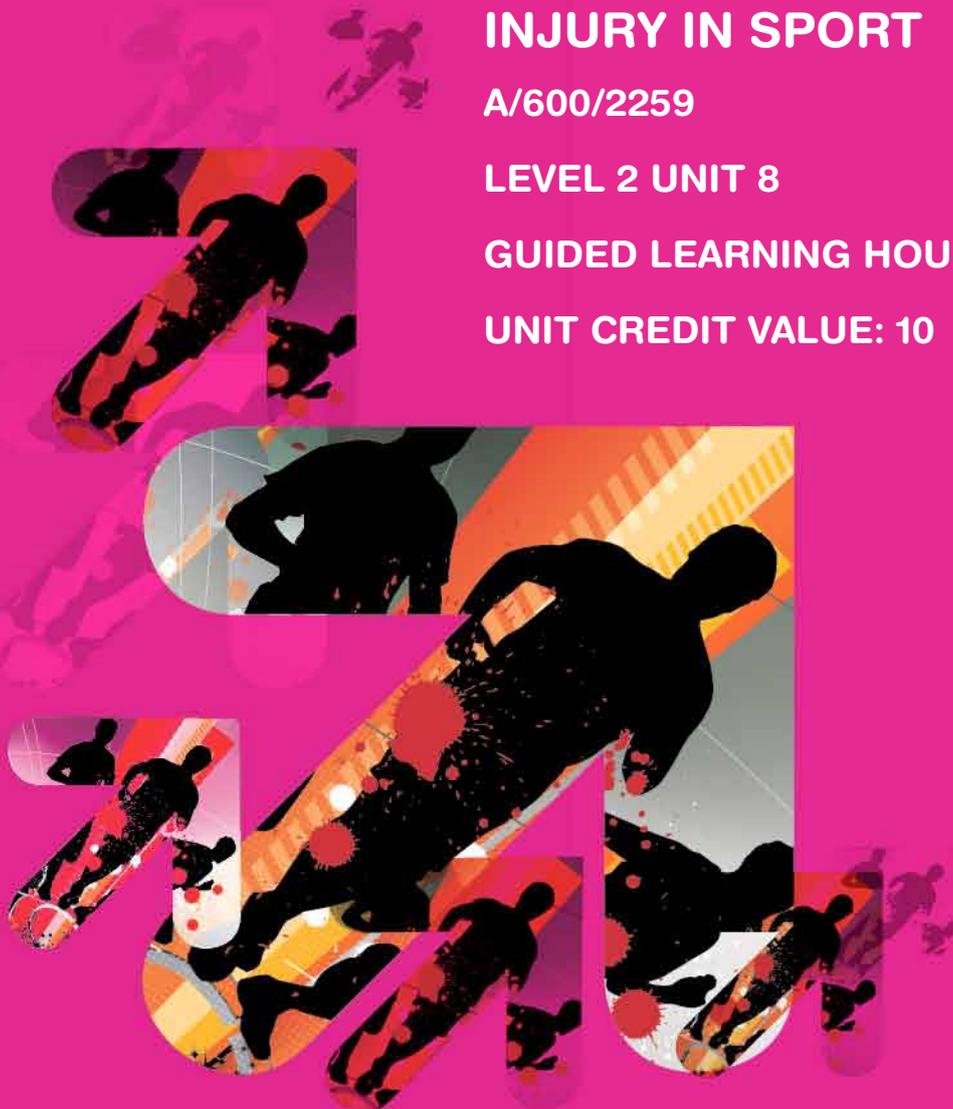
INJURY IN SPORT

A/600/2259

LEVEL 2 UNIT 8

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



INJURY IN SPORT

A/600/2259

LEVEL 2

AIM OF THE UNIT

If considering a future as a sports coach or leader, or potentially even a sports physiotherapist or a sport therapist, learners need to be able to identify risk and hazards prior to sport participation to try and prevent injuries occurring. Learners need to know how to react to common injuries that occur during sport and be able to recognise the implications that illness may have on a participant's role in an activity or the potential an illness has to cause injury.

PURPOSE OF THE UNIT

By completing this unit learners will study how to minimize the risk of injuries, by understanding how to produce risk assessments. Learners will discover how to react to common injuries that can occur during sport, and be able to recognise the implications that illness may have on a participants' role in an activity, or the potential an illness has to cause injury as well as dealing with casualties.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know the different types of injuries and illness associated with sports participation	P1 describe different types of injuries associated with sports participation and their underlying causes P2 describe two types and signs of illnesses related to sports participation	M1 identify types and causes of injuries common to specific sports	
2 Be able to deal with injuries and illnesses associated with sports participation	P3 demonstrate how to deal with casualties suffering from three different injuries and/or illnesses, with tutor support	M2 make recommendations to prevent injuries and illnesses affecting future participation in sport	
3 Know the risks and hazards associated with sports participation	P4 describe six risks and hazards associated with a named sport P5 describe four rules, regulations and legislation relating to health, safety and injury in sports participation		
4 Be able to undertake a risk assessment relevant to sport	P6 carry out and produce a risk assessment relevant to a selected sport	M3 carry out remedial action to reduce or eliminate risk in sport	D1 make recommendations to prevent future risks in sport

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

LO1 Know the different types of injuries and illness associated with sports participation

Types of injuries: i.e. soft tissue (e.g. sprains, strains); overuse injuries (e.g. tendonitis, tennis elbow, golfers elbow, shin splints); fractures (e.g. open, closed); concussion; abrasions; blisters; cramp.

Types and signs of illness: i.e. asthma (e.g. coughing, wheezing, shortness of breath, tightness in the chest); diabetes (e.g. increased thirst, going to the toilet lots, extreme tiredness, and weight loss. Differences between Type 1 (insulin-dependent) and Type 2 (non-insulin dependent)); epilepsy (e.g. seizures).

Types of injuries common to specific sports: (e.g. boxer/head injury, marathon runner/shin splints).

Causes of injury: i.e. extrinsic factors (e.g. coaching, environmental factors, equipment, clothing/footwear, safety hazards); intrinsic factors (e.g. physical preparation, overuse, individual variables, posture).

LO2 Be able to deal with injuries and illnesses associated with sports participation

Procedures and treatment: i.e. SALTAPS – on field assessment routine (See, Ask, Look, Touch, Active, Passive, Strength); R.I.C.E. (Rest, Ice, Compress, Elevate); action plan to respond to injury and illness in a sporting context (e.g. emergency procedures).

Types of casualty: (e.g. adults, people with particular needs, children).

Methods of prevention: (e.g. risk assessments, suitable equipment/clothing, appropriate medication).

LO3 Know the risks and hazards associated with sports participation

Risks and hazards to people: (e.g. inappropriate warm up or warm down, physical fitness, incorrect technique, skill level, over training, behaviour of other participants, jewellery, food, chewing gum).

Risks and hazards from equipment: e.g. (inappropriate clothing, lack of protective clothing or equipment, playing surface, faulty or damaged equipment).

Risks and hazards from the environment: (e.g. weather (cold, hot, rain)).

Rules, regulations and legislation: (e.g. organisational rules specific to location and facility, Health and Safety at Work Act 1974, Safety at Sports Ground Act 1975; Management of Health and Safety at Work (Amendment) Regulations 1994, Control of Substances Hazardous to Health (COSHH) 2002, Health and Safety (First Aid) Regulations 1981, Children Act 2004).

LO4 Be able to undertake a risk assessment relevant to sport

Purpose: i.e. rate level of risk; minimise injury; maintain safe environment; protect participants and those involved in the activity.

Risk assessment: i.e. record sheets; identify types of hazards (slipping and tripping hazards, fire, electricity, chemicals, poor lighting, low temperatures); identify possible risks involved and level of risk; use of specialist equipment to minimise identified risks (e.g. protective equipment (gum shields, shin pads)); reporting procedures; contingency plans; conducting risk assessments (5 steps):

- identify hazards
- state severity
- state probability
- list groups of people at risk
- list what could be done to reduce the risk.

Remedial actions: (e.g. report faulty equipment, mop up puddles, remove litter).

Prevent risk: (e.g. posters in sports hall to show rules, clothing/footwear/equipment requirements distributed to participants prior to activity).

DELIVERY GUIDANCE

This unit is centre-assessed and externally moderated. In order to achieve this unit the learner must produce a portfolio of evidence showing that they can meet all of the assessment objectives.

Portfolios of work must be produced independently.

Learners should underpin theoretical knowledge with practical activity.

The required anatomical and physiological information relating to this unit can be studied within textbooks, DVD's, and various websites.

The very nature of sport and activity means that injury and accidents can be a risk and so knowledge of emergency procedures, risk assessments and the sports leaders' role in dealing with injuries and illnesses must be clearly understood.

For LO1 learners should consider extrinsic and intrinsic factors which may cause injury. Learners should be able to identify a range of types of common sports injuries (e.g. soft tissue, contusions, fractures abrasions, blisters, overuse, and injuries) and illness (e.g. diabetes, asthma, epilepsy) which could affect sport participation.

Tutors could set up role-play situations for the assessment of injury and illnesses in LO2 so that learners can become familiar with the stages involved in SALTAPS and RICE. Underpinning knowledge for LO2 should be current and relevant. The use of industry links for this information, such as the YMCA, ACSM, St. John's Ambulance, Red Cross and The FA is strongly recommended. Tutors could set up role play situations where learners can practise dealing with illness and injury in sport. Furthermore, the ability to recognise and respond both effectively and appropriately to emergency situations in sport will help to prepare individuals for action and outline responsibilities should they arise.

The emphasis for LO4 and LO5 should be in practical sessions that enable learners to readily apply knowledge to real situations. For example, learners could conduct risk assessments in real facilities. Wherever possible, learners should utilise equipment, documents and systems already in place at a sports facility to ensure that learning is vocationally relevant, prior to them applying knowledge to their own choice of facility for assessment purposes. Examples of these would be the use of current risk assessment documents, emergency action plans, relevant health and safety guidelines and equipment/clothing rules for a local centre.

GUIDANCE ON ASSESSING THE SUGGESTED TASKS

The table below shows suggested scenarios that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Cambridge Assessment assignments to meet local needs and resources.

Criteria	Assignment title	Scenario	Assessment
P1 and P2	Know the different types of injuries and illness associated with sports participation	You have been asked to put together an information leaflet for a local sports club that explains the following factors: Extrinsic and intrinsic risk factors that cause injury Identify common sports injuries linked to common sports Signs and symptoms of illness and how it may affect sport participation.	Learners should consider extrinsic and intrinsic factors which may cause injury. Learners should be able to identify a range of types of common sports injuries (soft tissue, contusions, fractures abrasions, blisters, overuse, and injuries) and illness (diabetics, asthma, epilepsy) which could affect sport participation.
M1	Linking sporting activity to injuries	The local sports club was impressed with your leaflet and have asked you to talk at a training night to explain why certain injuries are associated with participation in sport.	Learners should choose a sport and age group and explain why certain injuries occur in that sport.
P3 and M2	Be able to deal with injuries and illnesses associated with sports participation	The local sports club has asked you to become a first aider for match days and training sessions. You are studying to take your first aid qualification. You need to list common sports injuries and illnesses you might have to deal with and state how you might respond to them.	Tutors could set up role-play situations for the assessment of injury and illnesses so that learner can become familiar with the stages involved in SALTAPS and RICE. A witness statement needs to be included stating the amount of tutors help given. Students could video the evidence, or write up how they would respond to certain injuries and illness.

P4 and P5	Know the risks and hazards associated with sports participation	<p>The sports club has asked you to produce health and safety documentation for one of the sports played at their club. You must include:</p> <ul style="list-style-type: none"> • Risks and hazards associated with that particular sport • Rules, regulations and legislation relating to health, safety and injury prevention in that sport 	Learners could produce a leaflet that highlights the risks and hazards associated with the chosen sport and then describes how the rules, regulations and legislation ensure health and safety and help to prevent injury.
P6, M3 and D1	Be able to undertake a risk assessment relevant to sport	<p>Prior to a coaching session at the sports club you have been asked to carry out a risk assessment of the facilities that are to be used. On completion of the risk assessment you need to take any actions needed to reduce risk during that session. You realise that some risks could have been easily avoided so you decide to make recommendations as to how future risks could be avoided.</p>	Learners will need to produce a completed risk assessment form. A witness testimony could be used to describe remedial actions that were taken. Learners may then produce posters, leaflets or presentations that make recommendations for prevention of future risks.

RESOURCES

Books

Hutson, M. (2001) *Sports Injuries Recognition and Management (3rd ed)*. London: Oxford University Press

Madden, C., Putukian, M., McCarty, E. and Young, C. (2010) *Netter's Sports Medicine*. Philadelphia, USA: Elsevier

Websites

www.sportsinjuryclinic.net



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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