



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN SPORT

ORGANISING SPORTS EVENTS

F/502/5774

LEVEL 3 UNIT 19

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



ORGANISING SPORTS EVENTS

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LEVEL 3

AIM OF THE UNIT

Sports events vary in size, impact and purpose but all involve sharing a passion and love for different sporting activities. From local leagues and competitions to mega events such as the Olympics, sport has the power to bring people together for a common aim or purpose. Events such as the London Marathon and Sport Relief demonstrate individual's drive and purpose in raising money for charity through sport. Also, local voluntary sports clubs organise and run events to increase participation and raise funds for grass root teams.

Organising sports events develops transferable skills and enables learners to work effectively in a team as they work towards event objectives and goals. While the unit requires learners to deliver a sports event and consider promotional material and effective planning in making it a success, its focus is on learners understanding their individual role as part of a team and reflecting on their input and future personal development. The unit provides an opportunity for learners to develop their communication, organisation and teamwork skills whilst delivering an event that meets pre-determined objectives. In terms of scale, events can involve smaller scale sports competitions or link to fundraising activities or the wider community.

PURPOSE OF THE UNIT

The unit enables learners to practically apply theoretical knowledge in planning and delivering a sports event. Taught content and summative assessment develop team work and communication skills whilst highlighting the importance of effective planning and organisation. Learners will plan, run and evaluate an event of their own choosing within the constraints of time, budget and institute resources. Events can vary in scale from sports quizzes, coaching mornings and tournaments to larger scale fundraising events, competitions or inter-form competitions. The unit will help the learner to understand the implications and considerations of running a sports event.

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 about different types of sports events	P1 describe three different types of sports events, using examples		
2 Know about the roles and responsibilities of people involved in planning and delivering sports events	P2 describe roles and responsibilities of four individuals involved in planning and delivering sports events		
3 Be able to plan and promote a sports event	P3 plan a sports event, with tutor support	M1 plan a tournament sports event for a specific sport	D1 plan a multidiscipline sports event
	P4 produce material suitable for promoting the sports event	M2 produce material suitable for promoting a tournament sports event	D2 produce material suitable for promoting a multidiscipline sports event
4 Be able to deliver a sports event	P5 deliver a sports event, with tutor support, describing own roles and responsibilities	M3 evaluate own roles and responsibilities in delivering the event	
5 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, and making suggestions relating to future personal development	M4 create a personal development plan based on personal strengths and areas for improvement in planning and delivering a sports event	

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 about different types of sports events

Sports events: i.e. type of sports event (e.g. sports tournaments, coaching courses, expeditions, fundraising events), purpose of sports events (e.g. raising money, educational visits, increasing participation, formal competition, personal development), scale of events (e.g. school sports day, professional leagues, NGB coaching courses, European championships, Olympic Games).

LO2 Know about the roles and responsibilities of people involved in planning and delivering sports events

Roles: (e.g. health and safety officer, chairman, coordinator, finance officer, marketing officer, tutor or trainer, press officer, steward, first aider).

Responsibilities: (e.g. planning the logistics of the event, booking and setting up equipment, completing risk assessments, liaising with external parties, marketing the event, organising meetings for staff involved, raising/managing finances and event budget).

LO3 Be able to plan and promote a sports event

Plan: i.e. purpose of event (e.g. making profit, raising money for charity, team building, educational visit, competition), event goals and objectives (e.g. SMART targets, long and short term objectives), event feasibility (e.g. scale, budget, legislation, resources, facilities, policies and procedures), resources (e.g. staff, equipment, facilities).

Promote: i.e. purpose of promotional material (e.g. providing relevant event information (location, date, cost), increasing awareness of event or purpose (e.g. raising money for charity, improve fitness, competition), types of promotional material (e.g. radio advertisements, posters, social media (Facebook, Twitter), leaflets), impact of event (e.g. increase participation, money towards charity projects, repeat events, impact on participants).

Sports Events: i.e. complexity, tournament (e.g. single sport, league and/or knockout structure), multidiscipline events (e.g. multisport event such as a mini Olympics).

LO4 Be able to deliver a sports event

Deliver: i.e. identification of own role and responsibilities, meet event purpose and objectives, effective use of resources, event delivered safely, decision making, adapting plans, managing participants effectively, clear communication.

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

Review: i.e. planning (e.g. impact of planning on event success, contingency plan, budget management, completion of paperwork, suitability of equipment and facilities), delivery, own role and responsibilities, strengths, areas of improvement (e.g. use of formative and summative assessment, feedback from questionnaires and peers), meeting aims and objectives, personal development opportunities (e.g. additional courses, work experience, skill development, training).

DELIVERY GUIDANCE

The learning outcomes of the unit lend to a 'project' delivery approach with learners working towards the delivery of a summative event. Initially delivery focus should be on developing learner's skills in terms of communication, team work and organisation to enable them to successfully run a sports event. Use of team building games and smaller projects would work effectively as learners begin to identify what roles suit their skill set and which group members they work effectively with whilst also developing confidence. It also provides an opportunity for tutors to assess the skills of learners initially and consider effective groups for summative assessment and the limitations of learners regarding event scale and complexity.

Smaller group activities within the classroom delivery can help learners contextualise different roles within groups. Team building games provide a chance for learners to experience leading others in their peer group. Activities such as the 'egg drop' involve teams working together to build an egg carrier from a variety of materials (e.g. cardboard, bubble wrap, plastic cups, tissue paper etc.) that needs to protect an egg from breaking when dropped from a specified height. 'Lost at Sea' prescribes a scenario of teams being stranded on an island with a selection of items and facilitates discussion and debate about the ranking order of importance of the items in terms of the group's survival. These activities provide learners with an initial opportunity to evaluate and reflect on their role and input into team activities and takes them through the process that is indicative of their summative assessment.

LO1 and LO2

The learning outcomes clearly define the process of delivery; plan, deliver and then evaluate. Delivery time will largely be committed to the planning and preparation of the event with evaluation completed post event and enabling learners to reflect on the success of the event and their individual input. Although independence should be promoted with learners organising and running an event themselves, tutors will need to ensure the fundamental points are covered, possibly through an event checklist and may develop additional contingencies. In identifying the different types of sports events learners can begin to comprehend the requirements of organising an event and the time implication in planning effectively. A guest speaker could be a useful tool in initially discussing the factors involved in event organisation and

can provide an opportunity for learners to ask questions and understand the vocational relevance of the unit. Learners could select larger scale events such as Olympic Games, World Cups, European Championships and evaluate how successful specific events were and why. In looking at previous events learners can begin to consider the different roles required to make the event successful and what jobs needed doing. In contrast many learners may be involved in voluntary sports clubs and a basic understanding of how a committee works in terms of roles and responsibilities can simplify the more complex nature of mega events whilst still providing context and something learners can relate to.

LO3

Once learners have a grasp of event types, roles and responsibilities and have had experience of working in a team situation groups can be assigned for the summative assessment and planning and delivery of the sports event. Group members should set objectives for their event and follow the formalities of organising committee's in setting agendas and voting group members into specific roles. Minutes from meetings could be used to feedback to tutors as a point of formative assessment whilst also providing evidence of planning for summative assessment. Learners will need to consider the different types of promotional material available to them and how they can effectively increase awareness of the event to their desired market. Lesson delivery can include the creation of promotional material whilst also considering how they may get feedback from those that attend the event to help learners evaluate their promotional material and the event success. This could be through the creation of a feedback questionnaire that could be given to people that attend the event.

LO4 and LO5

Although events will be staffed, learners should run the event themselves as it enables them to fully consider teamwork, their own role and responsibilities and the success of the event. Learners need to produce a plan for the day that indicates individual job roles and can then be used as part of the evidence base for learners' assessment portfolio. Additional evidence can include photographs and videos of the event. Evaluation post event could include group discussion and evaluations to look at the overall event success and group performance whilst also looking at the success of promotional material used for the event. Individual

evaluations can be in the format of individual interviews to provide structured questioning for learners to formulate their evaluations. Effective evaluations of individual's performance within the event will aid learners in identifying suggestions for continual personal development.

Although the unit lends itself to group work care must be taken to ensure the required evidence is present for each individual learner in meeting the assessment criteria.

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.

Criteria	Assignment title	Scenario	Assessment
P1 and P2	Sports events	As a group you are looking to organise a sports event. In preparation you need to consider the different types of sports event and the roles and responsibilities of those who organise them.	Written report, leaflet OR Presentation/Video
P3, M1 and D1	Event planning	Now your group has decided on your sports event you need to plan it effectively to ensure it is a success.	Portfolio of planning documents.
P4, M2 and D2	Event promotion	Now your group has planned your sports event you need to promote it effectively to ensure it is a success.	Portfolio of promotional material
P5, P6, M3 and M4	Evaluating a sports event	Your group has promoted your event and the big day has arrived! Review the delivery of your event and consider your role and the responsibilities you are assigned.	Witness statement for event delivery (P5) and Q&A (M3) Interview (P6, M4) or written evaluation

RESOURCES

Books

Beech J and Chadwick S – *The Business of Sport Management* (Financial Times Prentice Hall, 2004) ISBN 9780273682684

Gorman J and Calhoun K – *The Name of the Game: The Business of Sports* (John Wiley and Sons, 1994) ISBN 9780471594239

Websites

Sport Relief www.sportrelief.com

Health and Safety Executive www.hse.gov.uk

Prince's Trust www.princes-trust.org.uk

MAPPING WITHIN THE QUALIFICATION TO OTHER UNITS

Unit 13: Leadership in Sport

Unit 22: Assessing Risk in Sport



CONTACT US

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

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