



Chief Visiting Moderator Annual Report

Cambridge Technicals in Sport

September 2012 – August 2013

Level 3

At this level there are five separate qualifications

Qualification	Scheme code
OCR Level 3 Cambridge Technical Certificate in Sport	05407
OCR Level 3 Cambridge Technical Introductory Diploma in Sport	05409
OCR Level 3 Cambridge Technical Subsidiary Diploma in Sport	05412
OCR Level 3 Cambridge Technical Diploma in Sport	05415
OCR Level 3 Cambridge Technical Extended Diploma in Sport	05418

Introduction

This is a new qualification suite that is aimed at learners 16 plus who have an interest in studying sport and its many facets. All of the Level 3 qualifications attract UCAS points.

At this level there are five separate qualifications:

Certificate = 30 credits
Introductory Diploma = 60 credits
Subsidiary Diploma = 90 credits
Diploma = 120 credits
Extended Diploma = 180 credits

Centres have been delivering four of the five qualifications at this level; currently they are not delivering the Level 3 Extended Diploma in Sport.

The qualifications are being delivered in a variety of different formats dependent on the size of the qualification: usually over one year or two academic years. Many centres initially deliver the Introductory Diploma or the Subsidiary Diploma, and then intend to register learners on the Diploma or Extended Diploma during their second year of study.

Many centres have chosen to deliver the mandatory units first, followed by the practical units.

All units are centre assessed, internally standardised and externally moderated an OCR Visiting Moderator.

CENTRE PRACTICE – REPORT FOR PUBLICATION

Resources

The following resources are available on the OCR website:

- Unit Recording Sheets (mandatory requirement from September 2013)
- Candidate Authentication Statement
- Learner Progress Tracker
- Rules of Combination Calculator
- Resources Links
- Introduction Unit Presentations
- Skills Guide

Each of the mandatory units have:

- Delivery Guide
- Lesson Elements – a variety of activities that include learner tasks and teacher instructions

Centres have been looking at the resources provided by OCR. However, the majority of the resources were developed after centres started delivering the mandatory units. Therefore, they will be making use of them 2013-14.

Centres have also use their own resources including: delivering practical sessions to local primary school pupils, school teams and lower school pupils; visits to local sports clubs and facilities; visits to national sports centres; centre produced booklets and worksheets; outdoor education residential and work placements both in the UK and Europe.

There is a Model Assignment for Unit 1: Principles of Anatomy and Physiology in Sport. Centres have been using this as a template for designing their own assignments for the other units they are delivering.

Evidence

Many centres have not produced enough evidence where the specification has asked for a description. Centres have been provided with a list of command verbs and the Visiting Moderator Reports focus on the definition of describe – 'Provide a detailed account (using diagrams/data from figures or tables and/or specific examples where appropriate)'.

Learners have produced evidence by a variety of methods. This includes: written work,

reports, posters, video footage, witness statements, photographs, tables, templates used for practical lesson plans, annotated diagrams, leaflets, questionnaires, cards and booklets (these have been used for Unit 26 Work experience in sport).

Many centres use witness statements. Centres need to ensure that all witness statements are personalised.

In most centres care has been taken when using the Internet. Measures have been taken to ensure learners do not download information and present it as their own. However, this is an on-going problem and centres need to be particularly vigilant to ensure that learner work is their own and it is properly reference.

The majority of centres have focused on delivering the mandatory units during the first year. The following details some keys points for centres to take into consideration:

Unit 1 - Principles of Anatomy and Physiology in Sport:

P1 requires learners to describe the structure and function of the skeletal system. Often learners did not describe the structure, they only provided an outline of the skeleton with the bones named.

M1 requires learners to locate the bones, joints, movement types and muscles used during a range of sporting activities. Often learners only listed the information and did not locate against a range of sporting actions.

M2 and D1 requires learners to describe the roles of the cardiovascular and respiratory systems during exercise, and go on to outline the relationships of these and energy systems before, during and after a sporting activity. Often the description provided was not in enough detail in relation to exercise - it is recommended that learners relate this to practical sporting examples.

Unit 2 - Sports Coaching: Practical Sport:

P1 requires learners to describe four roles and four responsibilities of sports coaches, using examples of coaches from different sports. Many learners did not fulfil the 'using examples of coaches from different sports' criteria.

P2 requires learners to describe three skills common to successful sports coaches, using examples of coaches from different sports. Many learners did not fulfil the 'using examples of coaches from different sports' criteria.

D1 requires learners to continually review sports coaching sessions making amendments to the planning and delivery of upcoming sessions where needed. In order to achieve this criterion the learner must ensure that the session plans they have produced for M3 are continually reviewed and that it is obvious what amendments have been made within the session plan. As part of their review learners also need to state whether or not they achieved the session objectives.

Unit 3 - Current Issues in Sport:

P1 requires learners to describe the development and organisation of a selected sport in the UK. All learners were able to describe the development of the selected sport, however, they did not always include details of how the sport was organised in the UK. The majority of centres found that P2 and M1 lent themselves to being assessed together, as providing a detailed description for P2 meant that learners automatically achieved M1. This was also the case for P3 and M2.

Unit 4 - The Physiology of Fitness:

This unit focuses on the effects of exercise on the various body systems both in the long and short term. Centres who successfully delivered this unit related the information to practical activities that the learners participated in and recorded the appropriate results.

Generic feedback:

In a minority of cases centre assessors did not match the learner evidence to the assessment criteria when assessing. This meant that the OCR Visiting Moderator found some evidence had been graded too leniently by assessors. Care should be taken to ensure that the learning outcomes and assessment criteria are met when assessing evidence.

Assessment Practice

Centres are using witness statements as forms of evidence. However, many of the witness statements do not contain enough information to support the grade awarded.

A witness statement must include detailed information of what the learner did and/or said. When reading a witness statement the OCR Visiting Moderator should be able to ascertain the depth of knowledge or skills of the learners.

In some cases centres did not correctly interpret what is required in order to achieve grades for some units within the specification.

Unit 4 - The Physiology of fitness is closely linked to Unit 1 - Principles of Anatomy and Physiology in Sport. Most centres initially delivered Unit 1, then looked at the specification for Unit 4 and realised that they complement each other.

For future delivery some centres will deliver the two units one after the other; but a number of centres will deliver them concurrently.

Internal standardisation

Internal standardisation is a mandatory requirement for the delivery of the Level 3 Cambridge Technical in Sport.

Internal standardisation must cover all centre assessors, all units and all grades across the assessors. The ability to interpret the unit specifications and evidence requirements is a key role of the internal standardisation process. This supports the identification of issues within evidence presented, as well as providing advice and guidance to the centre assessors.

Internal standardisation has been undertaken by many centres and records kept showing which units have been internally standardised, by whom, from which learners and the outcomes achieved.

Good practice has also been demonstrated by providing written feedback to centre assessors following the internal standardisation process. All records have been made

available to the OCR Visiting Moderators during their visits.

Internal standardisation in a number of centres needs to be more rigorous as the OCR Visiting Moderator has found that work has not met the required standard even though it has been internally standardised. There is also evidence that on occasions internal standardisation has been completed after the grades have been entered onto Interchange.

In some centres, internal standardisation was either not recorded or not comprehensive. Centres are advised that it is a mandatory requirement for assessors' judgements/decisions to be quality assured across the centre through internal standardisation.

Records

Often, centres are providing documentation that records the grades awarded in the form of a copy of the assessment and grading criteria sheet. Unit Recording Sheets are available on the qualification page of the OCR website. These will be a mandatory requirement from September 2013.

The majority of centres give feedback to the learners as part of the feedback on their actual work.

The majority of centres have centre devised paperwork for the internal standardisation process.

The majority of centres upload their grades onto Interchange two weeks prior to the visit; this is a requirement of the qualification. It is important that when entering grades onto Interchange it is the initials of the member of the centre staff who is delivering/assessing the unit to the learner that is required - not the member of staff who is in overall charge of the qualification.

Centres are reminded that Candidate Authentication Sheets are required. These are available on the qualification page of the OCR website.

Other findings

A range of delivery models are being used by centres. Some centres have delivered one unit at a time; others have used a linear approach (all units delivered across the year).

Centres are advised to look in great detail at the unit specification, in particular the teaching content, assessment and grading criteria before commencing delivery of the unit, thus ensuring the learner can generate the evidence required.

Advice and Guidance

- Use the OCR Assessors Communications website (www.ocr.org.uk/assessor-communications) to access updated information.

- Contact OCR if clarification is needed on any subject-specific or administration issues by telephoning the Customer Contact Centre on 02476851509 or emailing vocational.qualifications@ocr.org.uk

Signed: Gillian Knowles

Date: 17 September 2013