

Cambridge TECHNICALS LEVEL 3

# SPORT AND PHYSICAL ACTIVITY

Cambridge  
TECHNICALS  
2016

## Unit 8

### Organisation of sports events

R/507/4459

Guided learning hours: 60

Version 6 - revised August 2022

\*changes indicated by black line

## **LEVEL 3**

### **UNIT 8: Organisation of sports events**

**R/507/4459**

**Guided learning hours: 60**

**Essential resources required for this unit: none**

**This unit is internally assessed and externally moderated by OCR.**

#### **UNIT AIM**

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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 individuals' drive and purpose in raising money for charity through sport. Also, local voluntary sports clubs organise and run events to increase participation and numbers and to help raise funds for their grass roots teams.

This unit is designed for you to develop skills in planning, promoting and delivering a sports event; with a focus primarily on your individual role as well as working as part of a team and reflecting on your input and future personal development. This unit will enable you to establish transferrable skills which can be used within sport and active leisure as well as within the fitness industry. It will also enhance skills such as team work, organisation and safeguarding awareness.

## TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

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 in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Know different types of sports events and their purpose	<p>1.1 Types of events, i.e.</p> <ul style="list-style-type: none"><li>• tournament (e.g. knockout, league, ladder, round robin)</li><li>• participative (e.g. carousel, taster session, fun day, friendlies)</li><li>• fundraising (e.g. sponsored event, awareness raising)</li><li>• coaching courses (e.g. coaching clinic, booster club)</li><li>• outdoor and adventurous (e.g. orienteering, potholing)</li><li>• sports camps (e.g. holiday clubs, sports tours)</li></ul> <p>1.2 Purpose of sports events (e.g. raising money, personal development (physical, social and mental), increasing participation, environmental, educational, formal competition)</p>
2. Know the different roles and responsibilities involved in the planning and delivery of sports events	<p>2.1 Roles, i.e.</p> <ul style="list-style-type: none"><li>• health and safety officer</li><li>• sports leader</li><li>• organiser</li><li>• finance officer</li><li>• marketing/media officer</li><li>• tutor/trainer/coach</li><li>• steward</li><li>• first aider</li><li>• officials (e.g. umpire, referee, timekeeper, scorer)</li><li>• security</li><li>• caterer</li></ul> <p>2.2 Responsibilities of each identified role (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, officiating at the event.)</p>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
3. Be able to plan and promote a sports event	<p>3.1 Plan an event, i.e.</p> <ul style="list-style-type: none"> <li>• purpose of event (e.g. making profit, raising money for charity, team building, educational visit, competition)</li> <li>• activities included in the event (e.g. games, coaching sessions)</li> <li>• event goals and objectives (e.g. SMART targets, long and short term objectives)</li> <li>• event feasibility (e.g. scale, budget)</li> <li>• health and safety (e.g. risk assessment, first aid requirements, child protection)</li> <li>• facilities</li> <li>• policies and procedures</li> <li>• resources (e.g. staff, equipment, facilities)</li> <li>• contingency plan</li> </ul> <p>3.2 Promote an event, i.e.</p> <ul style="list-style-type: none"> <li>• types of promotional material (e.g. radio advertisements, television, email, posters, social media (e.g. Facebook, Twitter), leaflets)</li> <li>• purpose of promotional material (e.g. providing relevant event information (e.g. location, date, time, cost)); increasing awareness of event or purpose (e.g. raising money for charity, improve fitness, competition)</li> </ul>
4. Be able to participate in the delivery of a sports event	<p>4.1 Delivery of an event, i.e.</p> <ul style="list-style-type: none"> <li>• carry out own role and responsibilities</li> <li>• effective use of resources and equipment (e.g. catering equipment, score cards, PA systems, sports equipment)</li> <li>• ensure health and safety is maintained (e.g. use of risk assessment, cordoned-off areas for spectators)</li> <li>• decision-making appropriate to own role</li> <li>• adapt plans as necessary (e.g. numbers of participants change from original plan, change in weather conditions)</li> <li>• manage participants effectively (e.g. get them to activities on time, manage changeover from one activity to the next)</li> <li>• communicate effectively throughout the event (e.g. with participants, with spectators, with other staff/volunteers involved)</li> <li>• respond appropriately to issues that may occur (e.g. injuries, faulty equipment)</li> </ul>
5. Be able to review the planning and delivery of a sports event	<p>5.1 Review the planning and delivery of a sports event, i.e.</p> <ul style="list-style-type: none"> <li>• strengths (e.g. appropriate facilities used, adaptations made were appropriate, communication was effective)</li> <li>• areas for improvement (e.g. had incorrect equipment for activities, transition between activities not well managed)</li> <li>• personal development opportunities (e.g. additional courses, work experience, skill development, training)</li> </ul> <p>5.2 Methods to review a sports event (e.g. formative assessment, summative assessment, self-evaluation, peer evaluation, group discussion, question and answer, participant feedback (e.g. visual (e.g. 'hold up a green cone if you enjoyed the session'), questionnaire, Q&amp;A, discussion))</p>

## GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Know different types of sports events and their purpose	P1*: Describe different types of sports events and their purpose, using examples		
2. 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	
3. Be able to plan and promote a sports event	P3*: Plan a safe and effective sports event	M2: Explain in detail areas of health and safety, contingency and feasibility and the impact these areas may have on the event	
	P4*: Promote a sports event using appropriate materials and methods	M3: Explain the impact of promotional material on the event	D1: Evaluate the promotional material produced, justifying the choice of promotional material used
4. 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	D2: Evaluate own contribution during the delivery of a sports event and adapt approach where necessary
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		
	P7: Evaluate own effectiveness in the delivery of a sports event	M5: Create a personal development plan based on strengths and areas for improvement	

## SYNOPTIC LEARNING AND ASSESSMENT

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It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more details. We have indicated in this unit where these links are with an asterisk and provided more detail in the assessment guidance section below.

## ASSESSMENT GUIDANCE

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LO1 Know different types of sports events and their purpose

Learners must provide detail on three types of events and their purpose. For this LO, learners will benefit from drawing on learning from mandatory Unit 3, Sports organisation and development - LO2 Understand sports development and LO4 Understand sports development in practice. Learners may also draw on learning from Unit 11, Physical activity for specific groups; Unit 20, Sport and exercise sociology

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

Learners must outline the roles and responsibilities of all the individuals identified in the Teaching Content. For M1, learners must assess the impact on an event if each of the roles identified in the Teaching Content is not carried out effectively. For this LO, learners will benefit from drawing on learning from mandatory Unit 2, Sports coaching and activity leadership – LO1 Know the roles and responsibilities of sports coaches and leaders. Learners may also draw on learning from Unit 14, Working in active leisure facilities and Unit 18, Practical skills in sport and physical activities.

LO3 Be able to plan and promote a sports event

Learners may work as part of a group to plan and promote a sports event. All members of the group must contribute to the planning and promotion of the event, including the generation of promotional material. Each learner must be able to demonstrate their own individual contribution to the planning and promotion of the event. For M2 and M3, learners must provide their own, individual explanations for the event they have been involved in planning. For D1, learners must provide their own, individual evaluation for the event they have been involved in planning. For this LO, learners will benefit from drawing on learning from mandatory Unit 2, Sports coaching and activity leadership – LO4 Be able to plan sports and activity sessions and mandatory Unit 4, Working safely in sport, exercise, health and leisure – LO1 Understand emergency procedures in sport, exercise, health and leisure and LO2 Understand health and safety requirements in sport, exercise, health and leisure. Learners may also draw on learning from Unit 15, Leadership and management in active leisure and Unit 20, Sport and exercise sociology.

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

Learners must undertake at least two roles in one type of sports event. For M4, learners must undertake at least three roles in a sports event. For D2, learners must evaluate their contribution during the delivery of an event and adapt their approach either within that event if necessary (this may include a change in role during the event) or in preparation for a subsequent event. For this LO, learners will benefit from drawing on learning from mandatory Unit 2, Sports coaching and activity leadership – LO5 Be able to prepare sports and activity environments and LO6 Be able to deliver sports and activity sessions and mandatory Unit 4, Working safely in sport, exercise, health and leisure LO3 Understand how to minimise risk in sport, exercise, health and leisure; LO4 Know first aid requirements for sport, exercise, health and leisure and LO5 Know how to safeguard children and vulnerable adults in sport, exercise, health and leisure. Learners may also draw on learning from Unit 14, Working in active leisure facilities; Unit 17, Sports injuries and rehabilitation and Unit 18, Practical skills in sport and physical activities.

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

For P6, learners must review an event that they were involved in the planning and delivery of and for P7 they must evaluate their effectiveness in each of the roles they undertook. For M5, the personal development plan that learners create does not have to be implemented but must be achievable. For this LO, learners will benefit from drawing on learning from Mandatory Unit 2, Sports coaching and activity leadership – LO7 Be able to review sports and activity sessions.

**Feedback to learners:** you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

## MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure employer involvement through delivery and/or assessment of these qualifications for every learner.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is mandatory in the Recreational Assistant specialist pathway in the Foundation Diploma and in the Sports Coaching specialist pathway in the Diploma.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work experience or work placements that develop skills and knowledge relevant to the qualification.	Learners can shadow employers to develop knowledge on planning, promoting and delivering a sports event. Learners can also understand roles and responsibilities of individuals involved through observation (LO2).
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Guest speakers could be useful in providing the learners with some advice and guidance on industry. This could provide opportunities for the learners to ask questions and understand the relevance to industry. Examples include sports coordinators or sports makers.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Witness statements could be presented by employers to state learners' involvement in planning, promotion and delivery of a selected sports event or activity.

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