

Cambridge TECHNICALS LEVEL 3

Cambridge
TECHNICALS
2016

SPORT AND PHYSICAL ACTIVITY

Unit 11

Physical activity for specific groups

R/507/4462

Guided learning hours: 30

Version 7 - revised July 2023

*changes indicated by black line

LEVEL 3

UNIT 11: Physical activity for specific groups

R/507/4462

Guided learning hours: 30

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Sport and physical activity isn't just for those that are good at it. The benefits of participating in sport or physical activity can be huge, for some more than others. Unfortunately, sometimes it is those that would benefit from it most that are the hardest to get involved and engaged in participation.

This unit will allow you to develop a knowledge and understanding of the different groups of individuals who would benefit physiologically, psychologically and sociologically from participating in physical activity and why these particular groups are targeted by initiatives. This knowledge and understanding will then support you in planning suitable physical activity sessions for the groups identified and the considerations that need to be taken into account for each of them.

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 about the provision of physical activity for specific groups	<p>1.1 How and why specific groups are identified as being 'target' groups. i.e.</p> <ul style="list-style-type: none"> identified 'target groups,' i.e. <ul style="list-style-type: none"> antenatal and postnatal people with disabilities older adults children adolescents young women and girls specific cultural groups medical referral how, i.e. <ul style="list-style-type: none"> research by national organisations Government agendas local knowledge partnership working funding opportunities why, i.e. <ul style="list-style-type: none"> low numbers participating traditionally and/or culturally no history of participation at risk/falling numbers participating significant health benefits of increasing participation levels amongst specific group (e.g. exercise on referral, overweight or obese, chronic illness which may be improved with exercise such as type 2 diabetes) <p>1.2 Provision, i.e.</p> <ul style="list-style-type: none"> providers of exercise provision (e.g. public sector, private sector, voluntary organisations, partnerships); provision for specific groups (e.g. type and range of activities, adapted facilities, timetabling of exercise classes, specialist equipment, 'mobile' provision, specific activities (e.g. ladies only swimming sessions)). <p>1.3 Campaigns and/or agendas which target specific groups, i.e.</p> <ul style="list-style-type: none"> national campaigns local campaigns

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>2 Know the benefits of and barriers to participating in physical activity for specific groups</p>	<p>2.1 Physiological benefits of participating in regular physical activity, i.e.</p> <ul style="list-style-type: none"> antenatal and postnatal women (e.g. improved circulation, reduction of swelling, improved posture, controlled weight gain, improved sleep patterns, increased energy levels) people with disabilities (e.g. improved control, increased strength, more energy, improved flexibility) older people (e.g. lowers risk of chronic diseases and stroke, increase flexibility, maintain bone strength, maintain healthy weight) children (e.g. develop strong muscles and bones, reduce chances of being overweight) adolescents (e.g. control weight, improved muscle definition/tone, improved complexion) young women and girls (e.g. control weight, lower resting heart rate, strong muscles and bones, better muscle tone) specific cultural groups (e.g. lower risk of illness) medical referral (e.g. improve medical condition, reduce need for medical intervention) <p>2.2 Psychological benefits of participating in regular physical activity, i.e.</p> <ul style="list-style-type: none"> antenatal and postnatal women (e.g. maintaining some control over a changing body, improving mood, having some 'me' time) people with disabilities (e.g. enhanced sense of control, focus on ability not disability, sense of achievement) older people (e.g. relieve stress, lift mood, manage illness or injury) children (e.g. increased confidence, self-esteem, sense of achievement, fun) adolescents (e.g. relieve stress, reduce chance of depression, increased confidence, increased self-worth) young women and girls (e.g. increased confidence and self-esteem, improved self-image, reduce depression and stress) specific cultural groups (e.g. increased confidence, increased self-esteem) medical referral (e.g. better pain management, increased confidence, reduce risk of depression) <p>2.3 Sociological benefits of participating in regular physical activity, i.e.</p> <ul style="list-style-type: none"> antenatal and postnatal women (e.g. making friends, shared experiences, support) people with disabilities (e.g. maintain independence, meeting others, shared experiences) older people (e.g. maintain independence, get out of the house, meeting other people)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<ul style="list-style-type: none"> • children (e.g. meet new people, interact with range of different people) • adolescents (e.g. meet new people, improve teamwork and cooperation) • young women and girls (e.g. mix with different people, widen social circle, support) • specific cultural groups (e.g. widen social circle, interact with different cultures) • medical referral (e.g. meeting others with shared experiences, increased independence) <p>2.4 Barriers to participation for specific groups, i.e.</p> <ul style="list-style-type: none"> • antenatal and postnatal women (e.g. physical limitations, childcare commitments) • people with disabilities (e.g. access to facilities, cost) • older people (e.g. cost, work commitments) • children (e.g. availability of parents to transport to activities) • adolescents (e.g. cost, school commitments) • young women and girls (e.g. perception that physical activity is 'unfeminine') • specific cultural groups (e.g. religious views, fear of discrimination)
3. Know the exercise referral process	<p>3.1 Exercise referral process, i.e.</p> <ul style="list-style-type: none"> • purpose (e.g. improve condition, manage weight, improve quality of life) • screening procedures • referral professionals (e.g. sports therapists, physiotherapists, general practitioners) • reasons for referral (e.g. obesity, sedentary lifestyle, chronic diseases, injuries, mobility problems, osteoporosis, multiple sclerosis, depression, anxiety) • recommended guidelines <p>exercise prescription, monitoring and review</p>
4. Be able to plan physical activity sessions for specific groups	<p>4.1 Planning considerations, i.e.</p> <ul style="list-style-type: none"> • aims of session (e.g. increase mobility, opportunity to socialise) • timing and sequencing of activities • contraindications to physical activity for specific groups (e.g. recent blood clots, uncontrolled diabetes) • health and safety (e.g. enough room to conduct activity, equipment fit for purpose) • communication methods and techniques (e.g. different approaches for people who have hearing loss and people who are visually impaired) • ability level (e.g. beginner, advanced) • necessary resources (e.g. facilities, specialist equipment) • medical history (e.g. high blood pressure, asthma, obesity) • initial screening (e.g. PAR-Q, medical records) • informed consent (e.g. from parents, guardians, participants)

Learning outcomes	Teaching content
	<ul style="list-style-type: none">• risks associated with specific groups (e.g. depending on trimester of pregnancy, reduced bone strength in older people, development of conditions over time)

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 about the provision of physical activity for specific groups	P1*: Describe the provision of physical activity for specific groups	M1: Describe how providers of physical activity can promote the benefits of physical activity and help to overcome barriers to participation for specific groups	
2. Know the benefits of and barriers to participating in physical activity for specific groups	P2*: Describe the physiological, psychological and sociological benefits of physical activity to specific groups		
	P3*: Describe barriers to participation for specific groups		
3. Know the exercise referral process	P4*: Describe the exercise referral process		
4. Be able to plan physical activity sessions for specific groups	P5*: Plan physical activity sessions for specific groups	M2: Justify exercise components selected in the planning of physical activity sessions for specific groups	D1: Plan a series of progressive physical activity sessions for a specific group

SYNOPTIC ASSESSMENT

It is recommended that this unit is assessed towards the end of the learning programme because learners will need to draw on skills, knowledge and understanding from other units.

There are opportunities for learners to demonstrate how to apply their knowledge and skills in their evidence for this unit. The following grid identifies where you should consider synoptic assessment.

Unit	Related LO	Relevant synoptic assessment opportunities in Unit 11
Unit 1 Body systems and the effects of physical activity	LO1 Understand the skeletal system in relation to exercise and physical activity LO2 Understand the muscular system in relation to exercise and physical activity LO3 Understand the cardiovascular system in relation to exercise and physical activity LO4 Understand the respiratory system in relation to exercise and physical activity LO5 Understand the different energy systems in relation to exercise and physical activity	The learning from LOs 1-5 from unit 1 should be used in order for learners to be able to describe the physiological benefits of physical activity in LO2 and also some of the barriers to participation.
Unit 2 Sports coaching and activity leadership	LO4 Be able to plan sports and activity sessions	The learning from LO4 from unit 2 should be used in the assessment of LO4 of this unit so that learners are able to plan appropriate sport or physical activity sessions suitable for the target groups identified.
Unit 3 Sports organisation and development	LO1 Understand how sport in the UK is organised LO2 Understand sports development	The learning from LO1 from unit 3 should be used in the assessment of LO1 in the identification of organisations that promote, support and provide physical activity opportunities. The learning from LO2 from unit 3 should also be used in the assessment of LO1 so that learners can apply knowledge of the purpose of sports development and increasing participation

Unit 4 Working safely in sport, exercise, health and leisure	<p>LO2 Understand health and safety requirements in sport, exercise, health and leisure</p> <p>LO3 Understand how to minimise risk in sport, exercise, health and leisure</p> <p>LO5 Know how to safeguard children and vulnerable adults in sport, exercise, health and leisure</p>	The learning from LOs 2, 3 and 5 from unit 4 should all be used in the assessment of LO4 and the planning of physical activity sessions. With learners dealing with different target groups (older people, pregnant women, young children, people with disabilities etc.) there are a range of different considerations learners should take into account when planning activity sessions including duty of care, risk assessments on different types of equipment that could be used, environmental hazards related to different groups and safeguarding issues.
Unit 5 Performance analysis in sport and exercise	LO2 Be able to carry out performance profiling	The learning from LO1 unit 5 should be used in the assessment of LO4 as asking individuals to rate their own performance in different activities, or your rating of their performance in different activities will inform the activities you plan for them
Unit 6 Group exercise to music	LO2 Be able to plan group exercise to music sessions	The learning from LO2 unit 6 should be used in the assessment of LO4 if the learner considers that group exercise to music sessions are appropriate to the individual they are planning physical activity for.
Unit 7 Improving fitness for sport and physical activity	LO2 Be able to plan fitness programmes	The learning from LO2 unit 6 should be used in to LO4 if the learner considers that a fitness session or programme is appropriate to the individual they are planning physical activity for.
Unit 8 Organisation of sports events	LO1 Know different types of sports events and their purpose	The learning from LO1 unit 8 should be applied to LO1 in this unit. When learners consider provision of physical activity and campaigns to promote participation they should consider events that are help to increase participation.
Unit 10 Biomechanics and movement analysis	<p>LO1 Understand movement in relation to sport and physical activity</p> <p>LO2 Understand motion and force in relation to sport and physical activity</p>	The learning from LO1 and LO2 in unit 10 should be used in the assessment of LO4 as an understanding of the movements the body can make and the impact of force on the body will inform the activities planned in LO4 (e.g. the suitability of high impact activities on a younger person compared to an older person)

Unit 12 Nutrition and diet for sport and exercise	<p>LO1 Understand the principles and importance of a balanced diet</p> <p>LO5 Understand the psychology of healthy eating</p>	<p>The learning from LO1 and LO5 in unit 12 should be used in the assessment of LO3 and LO4 as knowledge of nutritional requirements and the psychology behind healthy eating will inform why an obese person would follow the exercise referral programme and an awareness of someone's diet would help to inform appropriate physical activity that they could participate in.</p> <p>Learning from LO1 could also be used in LO1 of this unit as there are campaigns and initiatives targeted at healthy eating.</p>
Unit 13 Health and fitness testing for sport and exercise	<p>LO2 Be able to complete a client health and fitness consultation</p> <p>LO3 Be able to plan a fitness testing session</p>	<p>Learning from LO2 and LO3 in unit 13 should be used in the assessment of LO4 as a health consultation and a series of fitness tests should take place in order plan appropriate activities for an individual.</p>
Unit 14 Working in active leisure facilities	LO1 Know the active leisure sector	<p>The learning from LO1 should be applied to LO1 with learners knowing the role of the active leisure sector in providing opportunities for participation in physical activity.</p>
Unit 17 Sports injuries and rehabilitation	LO4 Know the role of different agencies in the treatment and rehabilitation of sports injuries	<p>The learning from LO4 unit 17 should be applied to LO3 and the different roles involved in exercise referral and some of the reasons for exercise referral.</p>
Unit 18 Practical skills in sport and physical activities	<p>LO1 Be able to apply skills, techniques and tactics in an individual sport</p> <p>LO2 Be able to apply skills, techniques and tactics in a team sport</p> <p>LO3 Be able to apply skills and knowledge in outdoor and adventurous activities</p>	<p>The learning from LO1, LO2 and LO3 of unit 18 should be used in the assessment of LO4 in this unit as an understanding of the technical and tactical demands of different sports and the health and safety requirements of different activities will help to inform the activities planned for individuals.</p>
Unit 19 Sport and exercise psychology	LO5 Understand the psychological impact of sport and exercise on mental health and wellbeing	<p>The learning from LO5 unit 19 should be applied to the assessment of LO2 and the psychological benefits of physical activity. You will also use the learning related to how physical activity can be used to treat medical conditions.</p>

Unit 20 Sport and exercise sociology	LO4 Know how sport and exercise can impact on society	The learning from LO4 unit 20 should be applied to the assessment of LO2 and the sociological benefits of physical activity,
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ASSESSMENT GUIDANCE

LO1 Know about the provision of physical activity for specific groups

For P1, learners must describe all of the target groups covered in teaching content 1.1 in terms of who they are, and how and why they are identified as specific groups where specialist provision is required/desirable. Learners must also provide information on the provision of exercise and physical activity (1.2) for at least three specific groups and show knowledge of at least two local and two national campaigns covering any of the target groups covered in 1.1.

LO2 Know the benefits of and barriers to participating in physical activity for specific groups

For P2, learners must describe the physiological, psychological and sociological benefits of physical activity for each specific group listed in the teaching content (2.1 – 2.3). For P3, the barriers to physical activity for each of these groups must also be described (2.4). For M1, learners' descriptions of how providers can promote the benefits of physical activity and help to overcome barriers must cover at least three specific groups and these should be the same groups as those covered when looking at provision in P1 (teaching content 1.2).

LO3 Know the exercise referral process

In P4, learners must describe the exercise referral process (3.1) and provide a case study of how the process works for at least one reason for referral (e.g. obesity, sedentary lifestyle, chronic diseases, injuries, mobility problems, osteoporosis, multiple sclerosis, depression, anxiety).

LO4 Be able to plan physical activity sessions for specific groups

For P5, learners must plan at least two different physical activity sessions, each one aimed at a different specific group (e.g. one session for older person/people and one session for people/person with disabilities). If session plans are used from Unit 2 it needs to be clear how they are planned or adapted for the specific group they are planned for, e.g. if they are planned for school age children it must be clear how they are structured/ planned/ amended to be suitable for that age group. For M2, learners must justify the suitability of the components of the physical activity sessions planned in P5. For D1, learners must plan a series of at least six physical activity sessions for one individual from a specific group. Session duration needs to be appropriate for participants from the specific group that the session is planned for and for the aim of the session. **The session should be of sufficient length to allow the candidate to demonstrate the assessment criteria.**

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 all specialist pathways.

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 could obtain meaningful work experience by observing an exercise referral specialist, physiotherapist or a GP. Learners could also undertake work experience at a local leisure centre which runs specialist classes/sessions or with charity organisations which promote physical activity for specific groups.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Learners could support promotional campaigns led by local charity organisations, leisure facilities, sports clubs or NGBs to promote physical activity to specific groups.
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 such as GPs, leisure centre managers, charity workers or physiotherapists could deliver lectures on the work they do either in exercise referral, providing opportunities for specific groups to participate in physical activity or promoting physical activity to specific groups.
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	Witness statements could be presented by employers to state learners' involvement in the planning physical activity sessions.

may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	
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