

Cambridge TECHNICALS LEVEL 3

SPORT AND PHYSICAL ACTIVITY

Cambridge
TECHNICALS
2016

Unit 6

Group exercise to music

Model assignment

J/507/4457

Version 1 - September 2016

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Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how a Fitness Instructor would use music to enhance the delivery of fitness classes, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

- The resource required for this unit would be access to a facility where the exercise to music classes can take place; there must be at least 5 participants in the exercise class too. Equipment that music can be played on is essential. The time requirements for this unit would be between 10-20 hours for completing tasks; to achieve D1 the learner must deliver at least 6 exercise to music classes.
- The assessment for this unit should be carried out individually in order to meet the grading criteria.
- In task 1 the learner is to produce a presentation, make sure that this is completed on a presentation software e.g. PowerPoint. When the learner delivers their exercise to music class in task 2, evidence in the form of photographs or videos & witness statements would help support an observation record. In task 3, the learner is reviewing feedback, make sure that this evidence is recorded in a formal manner e.g. feedback questions or recorded question and answers.

Resources to complete the tasks

There are resource requirements for this assignment. Every learner will need access to the following resources:

- For task 2: Be able to plan an exercise to music class. The learner will need to have access to music and to the participants that will be in their class in order to complete prior planning.
- For task 3 delivering a 30 minute exercise to music class. The learner will need to have access to class-space/facility to conduct the class, equipment in the class, speakers and music system.

Health and Safety and the use of resources

Carry out a risk assessment for the facilities/space where the Group exercise to Music Class is taking place. The tutor must supervise the use of any equipment that the learner has within their class as there is a risk of harm to the learner and the participants.

Time

You should plan for learners to have 10–20 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

- We don't have specific requirements for the format of evidence in this assignment. We've said what format the evidence could take for each task. For example, if we say 'You could include a report on ...', the evidence doesn't have to follow any specific reporting conventions. You can modify the format of the evidence, but you must make sure the format doesn't prevent the learner from accessing the grading criteria.
- It's possible that certain formats for evidence can naturally cover several grading criteria and avoid the need for excessive amounts of evidence. For example, a report can be a good way to pull together evidence to meet several grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

Group work

This assignment has not been written to include group work. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together.

You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you will need to complete an individual statement for each learner.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

If you're using this model assignment and delivering the Foundation Diploma or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

General information for learners

Q *What do I need to do to pass this assignment?*

A You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q *What do I need to do if I want to get a merit or distinction for this assignment?*

A For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q *What help will I get?*

A Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

Q *What if I don't understand something?*

A It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q *I've been told I must not plagiarise. What does this mean?*

A Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q *What is referencing and where can I find out more information about it?*

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in the [The OCR Guide to Referencing](http://www.ocr.org.uk/i-want-to/skills-guides/) available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

Q ***Can I work in a group?***

A Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q ***Does my work for each task need to be in a particular format?***

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we say use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q ***Can I ask my tutor for feedback on my work?***

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q ***When I have finished, what do I need to do?***

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q ***How will my work be assessed?***

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

Assignment for learners

Unit 6: Group Exercise to Music

Scenario

Workshop for Fitness Instructor's

You are a Fitness instructor at a local sport centre and you have received outstanding reviews from the participants within your group exercise to music class. Your manager has now asked you to deliver a workshop to develop other staff. She would like you to cover; how you select and use the music, demonstrate a plan of a class, demonstrate delivering the class and how you evaluate your session in order to make improvements for future classes.

She would also like you to deliver 5 extra classes so you can demonstrate how you evaluate your sessions, identify improvements and plan accordingly for the next session.

Introduction to the task

In these tasks you will be asked to demonstrate your knowledge of how to select music for the appropriate class, how you can use the music to motivate individuals. You will demonstrate your ability to plan and deliver an exercise to music class based on the needs of the participant and evaluate the classes justifying and explaining future improvements.

Evidence for these tasks can include:

- Video recordings
- Voice recordings
- Presentation
- Observation records
- Written reports
- Session plans
- Risk assessments
- PAR-Q
- Witness statements

The tasks

Task 1: Produce a presentation to deliver to the workshop

(This task should take between 2 and 3 hours.)

Learning Outcome 1: *Be able to select and use music for group exercise to music sessions*, is assessed in this task.

You have been asked to produce a presentation that introduces the different types of group exercise sessions and how music can effect these sessions. It also needs to cover how music can be sourced and the legalities that are associated with its use.

Pass	Merit	Distinction
*P1: Describe types of group exercise sessions and the effects that music can have on them		
P2: Identify sources of music that can be used in group exercise sessions and the legalities associated with its use		
Evidence		
<ul style="list-style-type: none">• The learner can plan a presentation, and can be given a chance to deliver the presentation to the class as a mock workshop.• This can be evidenced by recording the presentation, submitting a copy of the presentation and any presentation notes. A witness statement could be also used to support the evidence.		

Task 2: Be able to plan an exercise to music class

(This task should take between 3 and 4 hours.)

Learning Outcome 2: *Be able to plan group exercise to music sessions, is assessed in this task.*

You need to provide the other staff with an understanding of the different methods of collecting participant information and the assessments that need to be carried out before exercise. You should use **one** of the methods to collect information about the participants who will be attending one of your classes, and demonstrate how to produce a safe and effective plan for that group. You should justify the choices of the activities in the workshop.

Pass	Merit	Distinction
*P3: Describe methods of collecting participant information and assessments to be conducted before participation in group exercise to music	M1: Justify the planned choice of activities and use of music for a group exercise to music session using the information collected about the participants	D1: Plan and deliver a series of progressive group exercise to music sessions, adapting as necessary based on evaluations made of previous sessions
P4*: Collect participant information and conduct appropriate assessments before planning a group exercise to music session.		
*P5: Plan a safe and effective group exercise to music session.		
Evidence		
<ul style="list-style-type: none"> You need to describe methods of collecting information and assessments to be conducted before participation. Then produce a safe and effective plan, and justify the choice of activities based on the information you have gathered about the participants. This can be evidenced through presentations, written reports and session plans 		

Task 3: Be able to deliver a 30 minute exercise to music class

(This task should take between 30 minutes and 1 hour.)

Learning Outcome 3: *Be able to deliver progress and adapt group exercise to music sessions, is assessed in this task.*

The focus of the workshop is to deliver a safe and effective 30 minute exercise to music session as planned in task 2. You should demonstrate time management, communication skills and motivational methods within the session. You must include a cool down and provide feedback to participants. You must also get feedback from the participants at the end of the session, as this will be needed in task 4.

Pass	Merit	Distinction
*P6: Deliver a safe and effective group exercise to music session	M2: Demonstrate effective communication skills and motivational methods during the delivery of a group exercise to music session	D1: Plan and deliver a series of progressive group exercise to music sessions, adapting as necessary based on evaluations made of previous sessions
*P7: Bring a group exercise to music session to a timely conclusion, including an appropriate cool-down giving and obtaining feedback to and from participants		
Evidence		
<ul style="list-style-type: none"> You must deliver at least a 30 minute group exercise class to music to at least 5 participants. You need to make sure you deliver it in a safe and effective manner. This could be evidenced through video recordings, witness statements, risk assessments, session plans, voice recordings and feedback questionnaires. 		

Task 4: Review & evaluate the exercise to music class

(This task should take between 2 and 3 hours per class)

Learning Outcome 4: *Be able to evaluate group exercise to music sessions, is assessed in this task.*

You now need to show the other staff how you evaluate your sessions using the feedback collected from participants. You should discuss possible improvements to the sessions and justify your reasons. You could demonstrate how you have applied these changes by producing the next session plan based on this.

Pass	Merit	Distinction
*P8: Use feedback obtained from participants to evaluate the planning and delivery of a group exercise to music session	M3: Suggest changes to future group exercise to music sessions with justification	
Evidence		
<ul style="list-style-type: none">Using the feedback, evaluate the planning and delivery of the session and make suggested changes to future group exercises. Plan and deliver a series of group exercise to music sessions evaluate and adapt based on the evaluation.This evidence can be provided by session plans, video recordings, written reports, witness statements, risk assessments.		

Task 5: Plan and deliver a series of progressive group exercise to music sessions (Distinction – extension task)

(This task should take between 8 and 13 hours)

To achieve D1, you **must** conduct task 5.

You usually plan your classes in blocks of six sessions. In order to show the other staff how a series of sessions work in practice, you offer them the chance to observe the rest of the sessions for the class they saw in task 3.

Each session must be at least 30 minutes and be delivered to at least 5 participants as in P5.

Session 2: Carry out the newly planned session (grading criteria of task 3), obtain feedback. Make future recommendations and produce a new session plan (grading criteria - task 4)

Session 3: Carry out the newly planned session (grading criteria of task3), obtain feedback. Make future recommendations and produce a new session plan` (grading criteria - task 4).

Session 4: Carry out the newly planned session (grading criteria of task3), obtain feedback. Make future recommendations and produce a new session plan (grading criteria - task 4).

Session 5: Carry out the newly planned session (grading criteria of task3), obtain feedback. Make future recommendations and produce a new session plan (grading criteria - task 4).

Session 6: Carry out the newly planned session, obtain feedback and make future recommendations.

Evidence Checklist

OCR Level 3 Cambridge Technicals in Sport

Unit 6: Group exercise to music

LEARNER NAME:

For PASS have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
*P1: Describe types of group exercise sessions and the effects that music can have on them	
P2: Identify sources of music that can be used in group exercise sessions and the legalities associated with its use	
*P3: Describe methods of collecting participant information and assessments to be conducted before participation in group exercise to music	
P4*: Collect participant information and conduct appropriate assessments before planning a group exercise to music session.	
*P5: Plan a safe and effective group exercise to music session.	
*P6: Deliver a safe and effective group exercise to music session	
*P7: Bring a group exercise to music session to a timely conclusion, including an appropriate cool-down giving and obtaining feedback to and from participants	
*P8: Use feedback obtained from participants to evaluate the planning and delivery of a group exercise to music session	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
M1: Justified the planned choice of activities and use of music for a group exercise to music session using the information collected about the participants	
M2: Demonstrated effective communication skills and motivational methods during the delivery of a group exercise to music session	
M3: Suggested changes to future group exercise to music sessions with justification	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
D1: Planned and delivered a series of progressive group exercise to music sessions, adapting as necessary based on evaluations made in P4*: Plan a safe and effective group previous sessions	

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