

Cambridge TECHNICALS LEVEL 3

Cambridge
TECHNICALS
2016

SPORT AND PHYSICAL ACTIVITY

Unit 8

Organisation of a sports event

Model assignment

R/507/4459

Version 1 September 2016

Contents

Guidance for tutors on using this assignment	3
Before using this assignment to carry out assessment.....	3
When completing the assignment.....	4
Health and Safety and the use of resources.....	4
Time.....	4
Format of evidence	4
Group work	4
After completing the assignment	5
Reworking the assignment	5
Modifying the model assignment	5
General information for learners	6
Assignment for learners	8
Scenario	8
The tasks	9
Task 1: Getting the interview	9
Task 2: The interview.....	10
Task 3: The selection task	11
Task 4: Evaluation and Action Planning	12
Evidence Checklist	13

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.

ALL THESE MATERIALS MAY BE PHOTOCOPIED. Any photocopying will be done under the terms of the Copyright Designs and Patents Act 1988 solely for the purposes of assessment.

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 potential employees in sports event management would gain employment or an internship with a sports events management company. The tasks are structured to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its 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.

Resources to complete the tasks

There are no specific resources that you need to make available to learners when they are completing this assignment. You'll need to give them a copy of the scenario and the tasks. However, as the learners will be planning, promoting and delivering the event it is important that you are aware of the specific needs of their event so it can be done successfully. For example ensuring that they can access relevant promotional materials including social media such as Twitter, Facebook and Instagram along with more traditional materials such as posters, flyers and e-mail when promoting the event. In the delivery component the relevant facilities and equipment should be available and accessible for the learners.

Health and Safety and the use of resources

As learners may choose the event that they plan and deliver the health and safety requirements will be dependent on the nature of the event itself and you are expected to ensure that any event complies with the relevant health and safety legislation.

Time

You should plan for learners to have 20-30 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.

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

Group work

For Tasks 3 and 4 it is expected that learners will be working as part of a group in delivering and evaluating a sports event. However, the assessment is based on their own contribution within their role and therefore 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 8: Organisation of sports events

Scenario

Sports Events Management Ltd.

Sports Events Management Ltd is a privately owned company that organises sports events for a wide range of clients in the UK. It offers events such as sports tours, trips to sporting events and teambuilding days for groups. As this area of the sports industry is growing so is the demand for their events and they are looking to take on new members of staff who can plan, promote and deliver events to their clients.

Introduction to the tasks

In these tasks you will be required to demonstrate your knowledge of the different types of sports events there are and the purpose of them. You will also need to know the different roles and responsibilities that are involved in the successful planning and delivery of sports events. You will also be provided the opportunity to plan, promote and deliver a sports event whilst explaining and evaluating the role and responsibilities you had.

Evidence of these tasks can include:

- Written reports
- Presentations and supporting notes
- Log Books
- Video Recordings
- Voice Recordings
- Tutor Witness Statements

The tasks

Task 1: Getting the interview

(This task should take between 5 and 6 hours.)

Learning Outcome 1: Know different types of sports events and their purpose is assessed in this task.

As part of the initial application process, Sports Events Management Ltd has asked each applicant to send in evidence to show that they understand the sports events management industry before the interview stage. The evidence they have asked for must show that you know about a range of different types of sports events there are and the purpose of each event. These are to include tournaments, participative events, fund raising events, coaching courses, outdoor and adventurous events and sports camps. The application brief requests that all of these types of event should be covered, at least three in more detail covering their purpose and examples.

Pass	Merit	Distinction
*P1: Describe different types of sports events and their purpose, using examples		
Evidence		
As this is part of a selection process you may want to consider the different ways you could demonstrate your knowledge to Sports Event Management Ltd. You could produce a formal business report or you may decide to do something different to grab their attention such as a video recording. Within the evidence you should include the purpose of three types sporting events.		

Task 2: The interview

(This task should take between 5 and 6 hours)

Learning Outcome 2: Know the different roles and responsibilities involved in the planning and delivery of sports events, is assessed in this task.

You have been offered an interview at Sports Events Management Ltd for the role of Events Organiser, which you now need to prepare for. The Managing Director wants to interview you along with five other shortlisted applicants to see how well you know the roles involved in organising a sports event and the potential impact they can have on the success of an event.

As part of this interview process you have been asked to deliver a presentation on the roles and responsibilities of individuals in planning and delivering sports events. You have also been asked to assess the potential impact if these roles and responsibilities are not carried out effectively.

Pass	Merit	Distinction
*P2: Outline roles and responsibilities of individuals involved in the planning and delivery of sports events.	M1: Assess the potential impact on an event if each role and responsibility is not carried out effectively.	
Evidence		
The presentation could be evidenced by a video recording along with preparatory notes, a copy of the presentation itself and speakers notes. A tutor witness statement could also be produced to support the evidence. All eleven roles and their responsibilities must be outlined and their impact assessed if not carried out effectively.		

Task 3: The selection task

(This task should take between 8 and 10 hours)

Learning Outcome 3: Be able to plan and promote a sports event, is assessed in this task.

Learning Outcome 4: Be able to participate in the delivery of a sports event, is assessed in this task.

You are one of three candidates that have been taken through to the next stage of the selection process. The Managing Director now wants to see your skills and knowledge in action and has asked that you plan and promote a sports event. You are expected to show knowledge of the impact of health and safety, contingency planning and feasibility studies on your event. You also need to show you can use appropriate forms of promotional materials, explain the impact they can have on an event and evaluate and justify the ones you used.

You also need to participate in the delivery of the event, describing and carrying out your own roles and responsibilities. Sports Events Management Ltd want all employees to be reflective and look at how to improve so you also need to evaluate your contribution to the delivery of the event.

Pass	Merit	Distinction
*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.	D1: Evaluate the promotional material produced, justifying the choice of promotional material used.
*P4: Promote a sports event using appropriate materials and methods	M3: Explain the impact of promotional material on an 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.
Evidence		
<p>The evidence for these tasks could include a log book to show the various elements of the planning stages including the purpose of the event, activities to be included, event goals and objectives, feasibility study, health and safety, facility requirements, policies and procedures, resources and contingency planning.</p> <p>Evidence of promotional materials could also be included such as copies of posters, screenshots of social media usage. These could be referred to when explaining the impact on the event, evaluating their success and justifying the materials used.</p> <p>Description and evaluation of own roles and responsibilities could also be included in the log book as could evidence of you actually carrying out these roles. Other forms of evidence for the delivery could include video evidence and tutor witness statement.</p>		

Task 4: Evaluation and Action Planning

(This task should take between 6 and 8 hours)

Learning Outcome 5 : To be able to review the planning and delivery of a sports event, is assessed in this task.

As the success of events will have a big impact on the reputation and future business of the company the Managing Director now wants to see how effective you are at evaluating the planning and delivery of the event. You must complete a review of the planning and delivery of the event that considers the different methods that can be used to gain feedback and looks at both strengths and areas for improvement.

Individually the Managing Director has a good understanding of your strengths and areas for improvement but wants to see how reflective you are. To help with this you have been asked to evaluate your own effectiveness in the delivery of the event and then create an action plan based on your strengths and areas for improvement.

Pass	Merit	Distinction
*P6: Review the planning and delivery of a sports event, identifying strengths and areas for improvement.	M5: Create a personal development plan based on strengths and areas for improvement.	
*P7: Evaluate own effectiveness in the delivery of a sports event.		
Evidence		
Evidence for this task could include an evaluation section in the log book.		

Evidence Checklist

OCR Level 3 Cambridge Technicals in Sport

Unit 8: Organising of sports events

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 different types of sports events and their purpose, using examples	
*P2: Outline roles and responsibilities of individuals involved in the planning and delivery of sports events.	
*P3 Planned a safe and effective sports event	
*P4 Promoted a sports event using appropriate materials and methods	
*P5 Participated in the delivery of a sports event, describing own roles and responsibilities	
*P6 Reviewed the planning and delivery of a sports event, identifying strengths and areas for improvement	
*P7 Evaluated own effectiveness in the delivery of a sports event	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
M1 Assessed the potential impact on an event if each role and responsibility is not carried out effectively	
M2 Explained in detail areas of health and safety, contingency and feasibility and the impact these areas may have on the event	
M3 Explained the impact of promotional materials on an event	
M4 Carried out different roles in a sports event effectively	
M5 Created a personal development plan based on strengths and areas for improvement	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
D1 Evaluate the promotional material produced, justifying the choice of promotional material used	
D2 Evaluate own contribution during the delivery of a sports event and adapt approach where necessary	

To find out more

ocr.org.uk/sport

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



OCR is part of Cambridge Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. ©OCR 2015 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.