

Cambridge TECHNICALS LEVEL 2

Cambridge  
TECHNICALS  
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# SPORT AND PHYSICAL ACTIVITY

## Unit 3

Inclusivity, equality and diversity in  
delivering sport and physical activity

A/615/2386

Guided learning hours: 30

Version 2 September 2017

## **LEVEL 2**

### **UNIT 3: Inclusivity, equality and diversity in delivering sport and physical activity**

**A/615/2386**

**Guided learning hours: 30**

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

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

#### **UNIT AIM**

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Sport and physical activity is often seen as a great leveller; achievements and abilities in other areas of life are not necessarily of any consequence in the gym, on the sports field or in the dance studio. However, in reality there can sometimes be barriers that inhibit or stop participation and this is particularly true for would be participants who fall outside of very narrow margins.

Learners will develop skills to plan for and promote inclusive, equal and diverse sport and physical activities, skills that are required throughout other units in this qualification and will support learners as they seek employment within the sector. Their skills will be underpinned by an understanding of what inclusivity, equality and diversity means in the context of sport, how discrimination can take place and what can be done to avoid discrimination in sport.

## 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:  |
| <p>1. Know what inclusivity, equality and diversity mean in relation to sport and physical activity</p> | <p>1.1 Key terms, i.e.</p> <ul style="list-style-type: none"> <li>• inclusivity, i.e.               <ul style="list-style-type: none"> <li>○ including people of all abilities and backgrounds in sport at a level of their choice while still maintaining the integrity of the activity</li> </ul> </li> <li>• equality, i.e.               <ul style="list-style-type: none"> <li>○ removing barriers in participation in sport and physical activity for any social group</li> </ul> </li> <li>• diversity, i.e.               <ul style="list-style-type: none"> <li>○ including people in sport and physical activity from all backgrounds and abilities</li> </ul> </li> <li>• discrimination, i.e.               <ul style="list-style-type: none"> <li>○ direct discrimination (e.g. being treated unfavourably or unfairly (e.g. homophobia, racism, sexism))</li> <li>○ indirect discrimination (e.g. a practice, policy or rule which applies to everyone in the same way, but it has a worse effect on some people than others)</li> </ul> </li> <li>• 'Protected Characteristics' as identified by the Equality Act 2010, i.e.               <ul style="list-style-type: none"> <li>○ age</li> <li>○ disability</li> <li>○ race, religion or belief</li> <li>○ gender reassignment</li> <li>○ sexual orientation</li> <li>○ marriage and civil partnership</li> <li>○ pregnancy and maternity</li> </ul> </li> <li>• minority groups (as determined by 'protected characteristics'), i.e.               <ul style="list-style-type: none"> <li>○ Black, Asian and Minority Ethnic (BAME)</li> <li>○ Lesbian, Gay, Bisexual and Transgendered people (LGBT)</li> <li>○ people with disabilities</li> <li>○ people aged over 65</li> <li>○ religious minorities (e.g. in the UK this includes Sikh, Hindu, Buddhist and Jewish)</li> </ul> </li> </ul> |

|  |   |
|--|---|
|  | <p>1.2 Ways in which discrimination might take place for each 'Protected Characteristic' (e.g. a leisure centre with no accessible facilities for disabled customers, a sports team only for players of a particular race or religion, a sports club with different prices for over 65s, a team captain not selecting a player because of his/her sexual orientation)</p> <p>1.3 Legislation relating to inclusivity, equality and diversity, i.e.</p> <ul style="list-style-type: none"> <li>• Equality Act 2010</li> <li>• Human Rights Act 1988</li> <li>• other relevant legislation (e.g. Disability Discrimination Act 2005, Pregnancy Discrimination Act 1978, legislation specific to 'protected characteristics', etc.)</li> </ul>   |
| <p>2. Be able to plan and promote inclusive, equal and diverse sport and physical activity</p> | <p>2.1 Support available in planning and promoting inclusive, equal and diverse sport and physical activity, i.e.</p> <ul style="list-style-type: none"> <li>• which organisations provide support (e.g. English Federation of Disability Sport (EFDS), Sports Coach UK, Age UK, Mind, Sport England, local councils and community groups)?</li> <li>• what support is available from those organisations (e.g. session plans, training and educational courses, promotional leaflets/web videos, equipment, advice)?</li> </ul> <p>2.2 Planning inclusive, equal and diverse sport and physical activity, i.e.</p> <ul style="list-style-type: none"> <li>• actively involving participants with 'Protected Characteristics' in the planning of the sport or physical activity</li> <li>• selecting appropriate activities with or without adaptation that a range of people can participate in (e.g. sitting volleyball, walking football, boccia, circuit training)</li> <li>• use of equipment (e.g. whiteboards, adapted fitness or sports equipment (e.g. foam balls, sports wheelchairs), hearing loops)</li> <li>• access to facilities (e.g. wheelchair ramps, pool hoists, braille/large print signage)</li> <li>• scheduling (e.g. day of the week, time of day, length of session)</li> <li>• health and safety considerations</li> <li>• possible adaptations to plans (e.g. increasing/decreasing difficulty of sport or physical activity, use of smaller/larger studios in a sports facility, timetable changes)</li> </ul> <p>2.3 Promoting inclusive, equal and diverse sport and physical activity, i.e.</p> <ul style="list-style-type: none"> <li>• considerations for written communication (e.g. braille, large print, multi-lingual, avoiding jargon and stereotypes)</li> <li>• considerations for verbal communication (e.g. lip reading, subtitles, volume, tone, pace, pitch, use of visual aids, avoiding jargon and stereotypes)</li> <li>• imagery (e.g. appropriate to sport or physical activity, facility or targeted participants (e.g. not just showing able-bodied participants, male only participants or participants of the same race)</li> </ul> |

- using strategies to overcome discriminatory attitudes and behaviours (e.g. education and information, use of role models, encouragement and opportunity to work across different groups)
- using/promoting in different facilities (e.g. sports clubs, community centres, places of worship)
- accessing schemes that aim to increase sport and physical activity participation by people from minority groups, i.e.
  - local (e.g. active Cumbria, Trafford Sports Capital Grants scheme)
  - national (e.g. This Girl Can, National Sports Foundation)
  - NGB lead (e.g. FA BAME Female football projects,
  - government initiatives (e.g. Sporting Futures)

#### 2.4 Benefits of planning and promoting inclusive, equal and diverse sport and physical activity for, i.e.

- the participants (e.g. existing and prospective (e.g. more choice of activity, more engaging activities, learn new sports))
  - the club/group/session (e.g. more members/participants)
  - the organisation (e.g. good reputation, increased profit from additional members)
  - the community (e.g. easy access to facilities, increased community spirit)
- society in general (e.g. improved health of the nation, decreased discrimination)

## GRADING CRITERIA

| LO   | Pass  | Merit  | Distinction  |
|--|---|--|--|
| The learner will:  | The assessment criteria which 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 what inclusivity, equality and diversity mean in relation to sport and physical activity | P1: Describe key terms relating to inclusivity, equality and diversity in sport and physical activity | M1: Explain how legislation supports inclusivity, diversity and equality in sport and physical activity  | D1: Explain how effective planning and promotion of inclusivity, equality and diversity can reduce discrimination in sport and physical activity |
|  | P2: Describe ways in which discrimination can take place in sport and physical activity               |  |  |
|  | P3: Identify ways to ensure inclusivity, equality and diversity in sport and physical activity        |  |  |
| 2. Be able to plan and promote inclusive, equal and diverse sport and physical activity          | *P4: Plan inclusive, equal and diverse sport and physical activity                                    | M2: Explain how plans for inclusive, equal and diverse sport and physical activity might need to be adapted in order to keep participants actively engaged |  |
|  | P5: Promote inclusive, equal and diverse sport and physical activity                                  |  |  |

## SYNOPTIC 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 detail. We have indicated in this unit where these links are with an asterisk and provided more detail in the Assessment Guidance.

## ASSESSMENT GUIDANCE

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### **LO1 Know what inclusivity, equality and diversity mean in relation to sport and physical activity**

For P1, learner must describe all of the key terms listed in the Teaching Content 1.1.

For P2, learners must describe ways that direct discrimination can take place for each of the groups identified under 'Protected Characteristics'. Learners must also describe, and give examples of, indirect discrimination against people identified under the Protected Characteristics' of Age and Disability.

For P3, learners must be able to identify ways they could ensure inclusivity, equality and diversity in sport and physical activities in their planning, relating it to the sport/activity they are considering for their planning and any facilities they intend to use.

For M1, learners must explain how the legislation identified in the Teaching Content supports inclusivity, equality and diversity specifically in the context of sport and physical activity.

### **LO2 Be able to plan and promote inclusive, equal and diverse sport and physical activity**

For P4, learners must plan for inclusivity, equality and diversity for participants from more than one minority group. This could either be for:

- a specific sports facility (e.g. the types, variety and timetabling of the activities offered by the facility or the equipment they have available) or;
- specific sport or physical activity (e.g. planning football coaching sessions and games for a group of players whose ages range from 40-67 and are of different races and religions).

Plans must outline key requirements, adaptations and considerations (e.g. the facility's programme should include women only sessions as well as mixed sessions, the facility's swimming pool should have a hoist for disabled users, the football session should have teams of mixed age, race and religion and should not be too strenuous, etc.), however it does not have to go in to a level of detail that includes session plans, timetables, floor plans, etc. Learners could use resources and support materials from organisations that help to support inclusivity, equality and diversity in their planning.

For P5, learners must show that they are able to promote the inclusive, equal and diverse sport and physical activity planned for in P4. Depending upon the focus of the planning in P4, the promotion can be of what the facility are offering (e.g. the programme of activities or the services and equipment) or of the activity planned. This could be evidenced through a plan/strategy for how they would promote the facility or activity; examples of promotional materials and/or guidance on the promotion of inclusion, equality and diversity for relevant staff (e.g. facility staff; coaches/instructors). Learners must ensure that the promotional plan or materials themselves are inclusive, equal and diverse in their nature (e.g. language, format) as well as highlighting why what they are promoting is itself inclusive.

If learners plan a sport or physical activity and are involved in its practical delivery (you may incorporate the assessment of this learning outcome into the assessment of the Diploma pathway units that include the key tasks (Units 8, 11 and 13)) then the promotion of inclusivity, equality and diversity can be during the delivery of the activity itself through the use of both written and verbal communication, the facilities used to deliver the activity, strategies to overcome discriminatory behaviour during the delivery of sport or physical activity, etc.

For M2, learners must explain how their plans could be adapted in order to keep participants actively engaged in sport or physical activity. This could involve increasing or decreasing the difficulty of activities included in a sport or physical activity session, alterations that can be made to a leisure facilities programme of activities, use of alternative equipment, etc.

For D1, learners must explain how effective planning and promotion of inclusivity, equality and diversity can reduce discrimination in sport and physical activity, giving examples. Sources of support (Teaching Content 2.1) usually have case studies and examples of where this has occurred.

For this LO, learners will benefit from drawing on learning from Unit 1 – Physical activity, health and wellbeing, LO4 Know trends in participation in sport and physical activity and Unit 2 – Physical preparation and readiness for sport and physical activity, LO4 Understand the needs of different participants in sport and physical activity.

**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 Technical Certificate qualifications

These qualifications have been designed to be recognised as Technical certificates 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 – eligible activities  | 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 undertake work-experience in sports settings that cater for participants from a range of groups; exploring how the organisation caters for the needs of these participants and steps it takes to minimise barriers to participation. |
| 2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).                             | Learners could carry out specific coaching or leadership training that is relevant.   |
| 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. | Industry practitioners could be invited in to discuss barriers to participation and strategies they use successfully to create inclusive, equitable and diverse opportunities.  |

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

To find out more  
**[ocr.org.uk/sport](http://ocr.org.uk/sport)**

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

Alternatively, you can email us on [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)



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