

Cambridge TECHNICALS LEVEL 2

SPORT AND PHYSICAL ACTIVITY

Cambridge
TECHNICALS
2016

Unit 13

Supporting the delivery of sports
and physical activity events

K/615/2397

Guided learning hours: 90

Version 2 September 2017 - black lines mark updates

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UNIT 13: Supporting the delivery of sports and physical activity events

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Guided learning hours: 90

Essential resources required for this unit: Access to facilities, equipment and resources which will permit the delivery of sports and physical activity events

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Sports and physical activity events differ in terms of activity, scale and objectives. Some are designed by voluntary organisations to promote participation and raise money for sports clubs at a local, grass roots level, while others are devised to raise charity funds for a range of worthy causes via fun runs or marathons. Others are high profile events such as the FIFA World Cup or the Olympics. However, regardless of the event, they are organised by individuals and groups who have a collective interest and enthusiasm for a particular sporting or physical activity.

This unit is designed to develop your skills in supporting the planning, promotion and delivery of sports and physical activity events. As an individual, it will help you understand the different support roles and responsibilities required to plan and deliver a successful event, roles that you will need to develop skills in to be able to perform. It will also help you understand the different types of events and the reasons for them. Finally, it will teach you how to conclude and review an event; as well as developing relevant transferable skills applicable to sport, active leisure and the fitness industry.

This unit contains key synoptic tasks, the assessment of which will require learners to demonstrate skills, knowledge and understanding drawn from all other units within the Leisure Assistant pathway.

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 different types of sports and physical activity events and their purpose</p>	<p>1.1 Types of sports and physical activity events, i.e.</p> <ul style="list-style-type: none"> • competitions (e.g. cups and trophies, leagues, knock out, round robin) • charity and fund raising (e.g. sponsored runs and cycle rides) • coaching schemes (e.g. beginner, intermediate, advanced, elite) • participation (e.g. taster days, friendly matches, sports roundabouts, fun days) • outdoor and adventurous (e.g. climbing, sailing, caving, orienteering) • sports camps (e.g. sports trips, holiday groups) <p>1.2 Purpose of events (e.g. increase participation levels, provide competition, educate, personal progression (physiological and psychological), raise a sport or activity profile, support charities and raise funds)</p>
<p>2. Know the roles and responsibilities of those supporting the delivery of sports and physical activity events</p>	<p>2.1 Roles, i.e.</p> <ul style="list-style-type: none"> • health and safety assistant • sports assistant • assistant organiser • marketing/media assistant • assistant trainer • assistant coach • first aider • official • caterer • security/steward <p>2.2 Responsibilities of roles identified (e.g. supporting the planning of the event, supporting the organisation and preparation of equipment, involvement in risk assessments, communicating with external groups, assisting with marketing, helping with meetings, officiating)</p>

Learning outcomes The learner will:	Teaching content Learners must be taught:
3. Be able to work with others to plan sports and physical activity events	<p>3.1 Support event planning, i.e.</p> <ul style="list-style-type: none"> • group work to establish the type of event (e.g. Who are the participants? What are the age groups? What are their likes and dislikes?) • reason for the event (e.g. competition, participation, education, charity, profit, team development, participation) <p>3.2 Create an action plan, i.e.</p> <ul style="list-style-type: none"> • goals and objectives (e.g. short medium and long term) • timescales (e.g. Gantt chart) • event structure (e.g. helping plan activities, games and matches) • equipment (e.g. helping source and access equipment) • facilities (e.g. helping source and book facilities) • resources (e.g. helping organise staff and equipment) • back-up plan (e.g. a set of alternative event plans) • health and safety (e.g. helping with risk assessments and first aid) <p>3.3 Skills when working with others, i.e.</p> <ul style="list-style-type: none"> • selection and allocation of appropriate roles and responsibilities dependent on the type of event (e.g. health and safety assistant, sports assistant, assistant organiser, marketing/media assistant, assistant trainer, assistant coach, first aider, official, caterer, security/steward) • effective and efficient use of skills for allocated role(s) (e.g. communication skills, delegating skills, organising skills) • developing working relationships with others (e.g. teammates, peers, other stakeholders, internal and external, event participants, event ‘customers’ (e.g. spectators))
4. Be able to support the marketing and promotion of sports and physical activity events	<p>4.1 Assist with event promotion, i.e.</p> <ul style="list-style-type: none"> • research types of promotional material (e.g. leaflet and poster design, radio and TV adverts, social media (e.g. Facebook and Twitter), content marketing, email databases) • reason for promotional material (e.g. to raise awareness of event (e.g. charity fundraising, competition, taster session, raise awareness, sell tickets, raise funds), provide event information (e.g. place, price, time and date) • justify the selection of promotional material (e.g. cost, type of event, impact on target audience) <p>4.2 Development and review of promotional material, i.e.</p> <ul style="list-style-type: none"> • development of promotional material (e.g. posters, leaflets, press ads, social media content) • implementation/delivery of promotional materials (e.g. placement of posters and leaflets, posting social media alerts) • reviewing the success of promotions (e.g. research on attendance figures, sales figures, changes to future promotions)

Learning outcomes The learner will:	Teaching content Learners must be taught:
5. Be able to support the delivery of sports and physical activity events	5.1 Participate in the delivery of an event, i.e. <ul style="list-style-type: none"> • perform an effective supporting role • communicate effectively and efficiently (e.g. with colleagues, participants and spectators) • assist in the effective and efficient use of resources (e.g. staff, equipment, catering facilities) • ask for assistance when necessary (e.g. to respond effectively to spectator or participant requests, to make changes to plans, respond to inclement weather, to support participants) • assist with health and safety (e.g. helping with risk assessments, equipment checks, fencing off areas, first aid, damaged equipment) • help co-ordinate participants (e.g. directing them to activities)
6. Be able to conclude and review sports and physical activity events	6.1 Support the conclusion of an event, i.e. <ul style="list-style-type: none"> • assisting with the finalising of results (e.g. adding up scores, awarding points, finalising positions) • assisting with any prize giving (e.g. distributing medals, cups and trophies) • supporting participants after their event (e.g. directing to changing and refreshment areas, first aid support) • assisting with the dismantling and collection of equipment (e.g. goal posts, officials' areas) • guiding spectators (e.g. directing spectators to exits) 6.2 Review an event, i.e. <ul style="list-style-type: none"> • strengths (e.g. team working, communication methods, facilities used, effective use of equipment, flexibility with planning) • development areas (e.g. effectiveness of marketing, management of participants, management of spectators, access to facilities) • personal development (e.g. formal training, accredited qualifications, event planning experience) 6.3 Devise a personal development plan, i.e. <ul style="list-style-type: none"> • personal strengths (e.g. communication, adaptability, organisation skills) • personal development (e.g. using colleague feedback, participant and spectator feedback, own evaluation of performance) • use of development plan (e.g. to review current capabilities, to identify new goals, to identify new skills, to improve future events) • development plan effectiveness (e.g. new skills developed, positive impact on future events)

GRADING CRITERIA

LO	Pass	Merit	Distinction
The learner will:	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Know different types of sports and physical activity events and their purpose	P1: Describe the different types of sports and physical activity events and their purpose, with examples	M1: Explain the importance of support roles to ensure the successful delivery of sports and physical activity events	
2. Know the roles and responsibilities of those supporting the delivery of sports and physical activity events	P2*: Summarise the roles and responsibilities of those supporting the delivery of sports and physical activity events		
3. Be able to work with others to plan sports and physical activity events	P3*: Support the planning of a safe and effective sports or physical activity event	M2: Demonstrate effective team working skills when supporting the planning of an event	D1: Justify the different roles, responsibilities and skills required for the planned event
4. Be able to support the marketing and promotion of sports and physical activity events	P4: Support the marketing and promotion of a sports or physical activity event with suitable approaches	M3: Explain the selection of promotional activities and materials	
5. Be able to support the delivery of sports and physical activity events	P5*: Participate in supporting roles in the delivery of a sports or physical activity event	M4: Demonstrate effective performance in different support roles in the delivery of a sports or physical activity event	
6. Be able to conclude and review sports and physical activity events	P6: Support the conclusion of a sports or physical activity event	M5: Explain how a personal development plan can be used to develop self and future events	D2: Design a personal development plan, explaining strengths and areas of development
	P7: Identify strengths and areas of development related to own effectiveness in supporting the delivery of a sports or physical activity event		

SYNOPTIC ASSESSMENT

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

LO1: Know different types of sports and physical activity events and their function

** For this LO, learners will need to apply learning from:*

Unit 1 Physical activity, health and wellbeing – LO4 Know trends in participation in sport and physical activity.

For this Learning Outcome, learners must describe three types of events and their purpose.

LO2: Know the roles and responsibilities of those supporting the delivery of sports and physical activity events

** For this LO, learners will need to apply learning from:*

Unit 4 Leading sport and physical activity – LO1 Know the roles, responsibilities, skills and behaviours of activity leaders.

For this Learning Outcome, learners must summarise all of the roles and responsibilities identified in the Teaching Content 2.1 and 2.2. For M1, learners must explain the importance of the support roles identified in ensuring that sports and physical activity events can be delivered successfully.

LO3: Be able to work with others to plan sports and physical activity events

** For this LO, learners will need to apply learning from:*

Unit 2 Physical preparation and readiness for sport and physical activity – LO4 Understand the needs of different participants in sport and physical activity

Unit 4 Leading sport and physical activity – LO1 Be able to plan a sport and physical activity session.

For this Learning Outcome, learners may work as part of a group to assist in the planning of a safe and effective sports or physical activity event. All members of the group must contribute to the planning of the event and each learner must generate their own, individual evidence.

For M2, learners must demonstrate effective team working skills during the planning process.

LO4: Be able to support the marketing and promotion of sports and physical activity events

** For this LO, learners will need to apply learning from:*

Unit 3 Inclusivity, equality and diversity in sport and physical activity – LO2 Be able to plan and promote inclusive, equal and diverse sport and physical activity

For this Learning Outcome, learners may work as part of a group to assist in the marketing and promotion of a sports event or physical activity event. All members of the group must contribute to the marketing and promotion of the event and each learner must generate their own, individual evidence. For M3, learners must provide their own, individual explanations of the promotional activities they have selected for the event.

LO5: Be able to participate in supporting the delivery of sports and physical activity events

** For this LO, learners will need to apply learning from:*

Unit 4 Leading sport and physical – LO3 Be able to lead a sport and physical activity session

Unit 5 Customer service in sport and physical activity

Learners may also apply learning from

Unit 12 Assist in the maintenance and cleaning of an active leisure facility.

For P5, learners must undertake at least two supporting roles in a sports or physical activity event.

For M4, learners must demonstrate effective performance in at least three support roles in the sports or physical activity event. In order to demonstrate effective performance, the roles need to be sufficiently important within the context of the event and need to be delivered by the learner in an effective manner (i.e. with reference to teaching content 3.3 and 5.1 as appropriate to the roles).

For D1, learners should focus on the roles they personally have undertaken in the planning and delivery of the sports or physical activity event. They should discuss what the roles entailed in terms of responsibilities and skills required and justify the importance of each role they performed to the overall event. This can be linked to the work done for LO6, concluding and reviewing the event.

LO6: Be able to conclude and review sports and physical activity events

** For this LO, learners will need to apply learning from:*

Unit 4 Leading sport and physical activity – LO4 Be able to review sport and physical activity sessions.

Unit 5 Customer service in sport and physical activity

*Learners may also apply learning from
Unit 12 Assist in the maintenance and cleaning of an active leisure facility.*

For P6, learners must participate in helping to conclude a sports or physical activity event. Additionally, for P7 they must review the event by summarising their own effectiveness in supporting its planning and delivery..

For M5, learners must explain how a personal development plan could be beneficial both to themselves and for future events.

For D2, learners must produce a personal development plan which explains and reflects on their strengths and areas of development, based on experiences gained from the event they have worked on.

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 the Leisure Assistant pathway.

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 observe employers to help them improve their knowledge and understanding of roles and responsibilities (LO2), and competence in supporting how to plan (LO4), promote (LO5) and deliver (LO6) sports and physical activity events
2. 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.	Volunteers, sports makers and stewards could act as guest speakers to provide learners with some first-hand help and advice on the events industry. This would allow learners to pose questions relevant to the evidence they are developing
3. Industry practitioners operating as ‘expert witnesses’ that contribute to the assessment of a learner’s work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Witness statements which are personalised and linked to learning outcomes could be produced which confirm a learner’s supporting role in the planning, promotion, delivery, conclusion and review of an event.

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

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

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



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