

Cambridge **TECHNICALS LEVEL 3**

Cambridge
TECHNICALS
2016

SPORT AND PHYSICAL ACTIVITY

Unit 3

Sports organisation and development

T/507/4454

Guided learning hours: 60

Version 3 - revised September 2016

*changes indicated by
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LEVEL 3

UNIT 3: Sports organisation and development

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Guided learning hours: 60

Essential resources required for this unit: none

This unit is externally assessed by an OCR set and marked examination.

UNIT AIM

The organisation of sport in the UK can be quite complex with multiple agencies and organisations, both inside of and outside of the UK, working together at different levels on different agendas. One of the key areas which most, if not all, of the organisations involved in sport in the UK are concerned with is sports development and the increase of participation in sport and physical activity, both to improve the health of the nation but also to aid the development of elite athletes who can compete and achieve on an international level.

In this unit you will gain an understanding of the organisations involved in sport in the UK, their roles and responsibilities and how they work together. You will also gain an understanding of sports development, including the organisations involved, who sports development is targeted at and why, how sports development is carried out and how the success of sports development initiatives can be measured.

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.

For externally assessed units, where the content contains i.e. and e.g. under specific areas of content, the following rules will be adhered to when we set questions for an exam:

- a direct question may be asked about unit content which follows an i.e.
- a direct question will not be asked about unit content which follows an e.g.

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
1. Understand how sport in the UK is organised	1.1 Organisations involved in sport in the UK, i.e. <ul style="list-style-type: none"> • Government, i.e. <ul style="list-style-type: none"> ○ Department for Culture, Media and Sport ○ Department of Health ○ Department for Education • National Governing Bodies (e.g. Rugby Football Union (RFU), Badminton England, Rounders England, Lawn Tennis Association (LTA)) • National Disability Sports Organisations (NDSOs) • National Lottery • Sport England • UK Sport • Sport and Recreation Alliance • County Sports Partnerships • local councils • other organisations (e.g. Youth Sports Trust, Association for Physical Education (AfPE), Chartered Institute for the Management of Sport and Physical Activity (CIMSPA), English Federation for Disability Sport (EFDS)) 	

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
2. Understand sports development	<p>2.1 What sports development is, i.e.</p> <ul style="list-style-type: none"> • definitions (e.g. the development of a sport, the development of performance and participation, the use of sport for social benefit) • sports development roles (e.g. coaches, leaders, sports development officers, PE teachers, officials) <p>2.2 The purpose of sports development, i.e.</p> <ul style="list-style-type: none"> • increase participation (e.g. for particular target groups) • progression in sport (e.g. develop elite athletes) • promotion of values through sport (e.g. fair play, teamwork, tolerance and respect, inclusion, citizenship) • support social policy (e.g. anti-discrimination, crime reduction, health initiatives (e.g. obesity)) <p>2.3 The sports development continuum levels, i.e.</p> <ul style="list-style-type: none"> • foundation (e.g. developing basic skills such as running, jumping, hitting a ball) • participation (e.g. being able to take part in a sport or activity) • performance (e.g. opportunity to improve sporting ability) • excellence (e.g. development of performance excellence) 	

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<p>2.4 Target groups, i.e.</p> <ul style="list-style-type: none"> • male and female • disabled people • different ethnicities and cultures • different age groups, i.e. <ul style="list-style-type: none"> ○ young children (e.g. 0-10 year-olds) ○ children/adolescents (e.g. 11-15 year-olds) ○ young adults (e.g. 16-24 year-olds) ○ adults (e.g. 25-50-year-olds) ○ Over 50-year-olds and retired people • physically inactive people 	<p>2.4 Learners must consider the different reasons for participation and non-participation for the different groups identified.</p> <p>It should be noted that the grouping of populations by age varies depending on the source, hence the use of e.g. as approximate age ranges. Learners should be prepared to address sources and information which are subject to this variation.</p>
<p>3. Understand how the impact of sports development can be measured</p>	<p>3.1 Possible measures, i.e.</p> <ul style="list-style-type: none"> • levels of performance • levels of participation • impact on society (e.g. in context of a specific social policy such as reducing obesity) <p>3.2 Methods, i.e.</p> <ul style="list-style-type: none"> • for measuring performance, i.e. <ul style="list-style-type: none"> ○ benchmarks and quality schemes (e.g. Clubmark) ○ self-assessment ○ external assessment • for measuring participation, i.e. <ul style="list-style-type: none"> ○ surveys (e.g. Active People) ○ uptake of NGB schemes (e.g. Swim 21) • for measuring impact on society (e.g. against the policy or initiatives target such as obesity levels) <p>3.3 Purpose of measurement (e.g. demonstrate success, justify funding, identify areas to improve, illustrate best practice)</p>	<p>Learners need to relate 3.1, 3.2 and 3.3 to content covered in LOs 1, 2 and 4, understanding that a wide range of factors will affect how, why and the extent to which the impact of particular sports development activity is measured.</p>

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
4. Understand sports development in practice	<p>4.1 Methods of delivering sports development, i.e.</p> <ul style="list-style-type: none"> • initiatives (e.g. Great British Tennis Weekend, Swim21, Chance to Shine) • events (e.g. International (e.g. Olympic Games, World Championships/Cups, Wimbledon), National (e.g. FA Cup, Twenty20 cricket, British Swimming Championships), regional (e.g. regional NGB competition), local (e.g. city/district competitions)) <p>4.2 Characteristics of sports development initiatives and events, i.e.</p> <ul style="list-style-type: none"> • purpose and aim (e.g. specific target areas, meeting social needs, Government initiatives, public awareness, fashion) • scale, i.e. <ul style="list-style-type: none"> ○ international ○ national ○ regional ○ local • organisations involved (e.g. international federation, NGB, local authority, voluntary sports clubs, partnerships) • funding and investment, i.e. <ul style="list-style-type: none"> ○ levels/amount of money ○ sources (e.g. government, NGB, sponsorship) • duration (e.g. 'one-off' event or a longer term initiative) • methods of promotion (e.g. TV advertising campaign, social media, local newspaper/radio) 	

Learning outcomes	Teaching content	Exemplification
The Learner will:	Learners must be taught:	
	<p>4.3 Advantages and disadvantages of sports development initiatives and events, i.e.</p> <ul style="list-style-type: none"> • cost (e.g. upfront cost, on-going investment, financial benefits/gain) • time (e.g. time to organise, time to carry out, time to see/measure results) • expertise/ability required (e.g. pool of talent available, ability required to plan and deliver as well as perform) • human resource (e.g. staff required, volunteers required, training needs) • levels of accountability (e.g. who is accountable, who are they accountable to?) • success measures (e.g. timescale, clarity of cause and effect) <p>4.4 Benefits of sports development, i.e.</p> <ul style="list-style-type: none"> • to the sport (e.g. raise profile) • to the performer(s)/participant(s) (e.g. possible financial gains, provide coaching) • to the providing organisation(s) (e.g. enhance reputation, develop talent) • to society (e.g. improved public health, promote values) 	<p>4.3 Levels of accountability - learners should recognise that some organisations may not be held accountable by anyone for the success of a sports development initiative/event.</p> <p>4.4 Learners should consider the benefits for the groups identified in relation to content taught in LO2 and LO3.</p>

LEARNING OUTCOME (LO) WEIGHTINGS

Each learning outcome in this unit has been given a percentage weighting. This reflects the size and demand of the content you need to cover and its contribution to the overall understanding of this unit. See table below:

LO1	25-35%
LO2	25-35%
LO3	10-20%
LO4	20-30%

ASSESSMENT GUIDANCE

All Learning Outcomes are assessed through an externally set, written examination paper, worth a maximum of 60 marks and 1 hour in duration.

Learners should study the organisation of sport and sports development in the UK within the taught content in the context of a range of real organisations, interactions, initiatives and campaigns. Exam papers for this unit will use real sports development campaigns, initiatives and statistics as the focus for some questions; however it is not a requirement of this unit for learners to have any detailed prior knowledge or understanding of particular campaigns or initiatives used. Questions will provide sufficient information to be used, applied and interpreted in relation to the taught content. During the external assessment, learners will be expected to demonstrate their understanding through questions that require the skills of analysis and evaluation in particular contexts.

During the assessment of this unit, learners will benefit from using learning from the following units and Learning Outcomes:

- Unit 1, Body systems and the effects of physical activity – LO1 – LO5 inclusive
- Unit 2, Sports coaching and activity leadership – LO1 Know the roles and responsibilities of sports coaches and leaders
- Unit 8, Organisation of sports events – LO1 Know different types of sports events and their purpose
- Unit 11, Physical activity for specific groups – LO1 Know about the provision of physical activity for specific groups and LO2 Know the benefits of and barriers to participating in physical activity for specific groups
- Unit 14, Working in active leisure facilities – LO1 Know the active leisure sector
- Unit 15, Leadership and management in active leisure – LO2 Understand marketing and promotion techniques, competitor analysis and customer profiles in active leisure

- Unit 18, Practical skills in sport and physical activity – LO4 Be able to officiate in sport and physical activity
- Unit 20, Sport and exercise sociology – LO2 Understand how the media can influence society and sport; LO3 Understand issues in society that affect sport and LO4 Know how sport and exercise can impact on society

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure employer involvement through delivery and/or assessment of these qualifications for every learner.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is a mandatory unit in all of the specialist pathways.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work experience or work placements that develop skills and knowledge relevant to the qualification.	Learners could undertake a work placement or work experience for an NGB, an NDSO, a CSP or a leisure centre to understand sports development in practice or see how different organisations interact.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	
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.	A Sports Development Officer could deliver a guest lecture on their own role and responsibilities.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	

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