

## Key Stage 5 (12/13)

**Course title: Level 3 Sport Technical Diploma**

**Exam board: OCR**

**Specification code: 05828**

### **Justification of sequential planning:**

Within the Technical Diploma (equivalent to 2 A-Level courses) the students must cover 9 mandatory units and 2 optional units equating to 120 guided learning hours. The units are ordered to ensure most mandatory units are taught in year 1 of the course, facilities allow for the effective delivery of the units (giving careful consideration to the programming of other courses), the availability of external providers, the external exam series calendar and the number of guided learning hours required. The optional unit is selected due to student engagement, guided learning hours, access to external providers and facilities and historical success of unit outcomes.

### **Unit 8: Organising Sports Events**

#### **LO1. Know different types of sports events and their purpose**

P1\*: Describe different types of sports events and their purpose, using examples

The final task in Unit 8 gives students the chance to deliver their own sports event, demonstrating their knowledge and understanding of various content learnt throughout the unit. We begin the studies by gaining a firm understanding of the different types of sports events and their purpose.

### **Unit 8: Organising Sports Events**

#### **LO2. Know the different roles and responsibilities involved in the planning and delivery of sports events**

P2\*: Outline roles and responsibilities of individuals involved in planning and delivering sports events

M1: Assess the potential impact on an event if each role and responsibility is not carried out effectively

As students are able to work in groups to deliver their sports event, they study now the different roles involved, and the various responsibilities different individuals hold when it comes to delivering and running a successful sporting event.

### **Unit 8: Organising Sports Events**

#### **LO3. Be able to plan and promote a sports event**

P3\*: Plan a safe and effective sports event

P4\*: Promote a sports event using appropriate materials and methods

M2: Explain in detail areas of health and safety, contingency and feasibility and the impact these areas may have on the event

M3: Explain the impact of promotional material on the event

D1: Evaluate the promotional material produced, justifying the choice of promotional material used

Students start, in learning outcome 3 to plan carefully their sports event, bringing together the learning from earlier in the unit, and synoptic learning from Unit 4 or GCSE PE/Sport Level 2.

## Unit 8 Organising Sports Events

### LO4. Be able to participate in the delivery of a sports 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

The learning outcome 4 assessment is a judgement about the students' ability to participate in the delivery of the sports event that they have planned and their ability to effectively carry out the role they assigned themselves.

## Unit 8: Organising Sports Events

### LO5. Be able to review the planning and delivery of a sports event

P6\*: Review the planning and delivery of a sports event, identifying strengths and areas for improvement

P7: Evaluate own effectiveness in the delivery of a sports event

M5: Create a personal development plan based on strengths and areas for improvement

D2: Evaluate own contribution during the delivery of a sports event and adapt approach where necessary

The final assessment requires students to evaluate their own participation in the delivery of the sports event and consider carefully areas for improvement.

## Christmas holidays

## Unit 4: Working Safely in Sport

### LO1. Understand emergency procedures in sport, exercise.

1.1 Types of emergencies that may occur in sport, exercise, health, and leisure.

1.2 Types of environments that emergencies may occur in sport, exercise, health, and leisure

Introduction of content:

1.3 Different roles and responsibilities involved in dealing with emergencies

1.4 Emergency procedures

In order to enter students for the June series of examinations (with a re-sit opportunity in the January of year 13), students begin their learning of the externally assessed mandatory examination. We start developing a foundation understanding of the types of emergencies that we may experience in sport and the different roles on individuals involved in responding

## Unit 4: Working Safely in Sport

### LO2. Understand health and safety requirements in sport, exercise, health and leisure

2.1 Health and safety legislation in sport, exercise, health and leisure

2.2 Duty of care

2.3 Typical roles of individuals responsible for health and safety in a sport, exercise, health, or leisure

2.4 Types of security procedures that may apply in a sport, exercise, health, and leisure setting

2.5 Key health and safety documents that are relevant in sport, exercise, health and leisure

We build on this knowledge, by studying in more detail, the legislation, health and safety documents and security procedures that are involved in minimising and responding to emergencies.

## Unit 4: Working Safely in Sport

### LO3. Understand how to minimise risk in sport, exercise, health, and leisure

3.1 Possible hazards in sport, exercise, health, and leisure

3.2 Types of environments in which hazards may occur in sport, exercise, leisure, and health

3.3 Risk assessments

3.4 Ways to minimise risk

3.5 Key documentation

3.6 Roles and responsibilities in risk management

Learning Outcome 3 is now delivered so that students can really focus on how to minimise the risk and hazards that could lead to emergency situations that they have looked at earlier in the unit.

### **Easter holidays**

#### **Unit 4: Working Safely in Sport**

##### **LO4. Know first aid requirements for sport, exercise, health, and leisure**

4.1 The Requirements of the Health and Safety (First Aid) Regulations 1981

4.2 The role and responsibilities of the first aider

4.3 Emergency First Aid at Work

4.4 Minimum requirements for contents of a first aid box

As not all accidents, emergencies and incidents in sport can be avoided, students now study the first aid responses, health and safety requirements and roles of first aiders.

#### **Unit 4: Working Safely in Sport**

##### **LO5 Know how to safeguard children and vulnerable adults in sport, exercise, health, and leisure**

5.1 Meaning of safeguarding children and vulnerable Adults

5.2 Protecting self and staff against allegations of abuse

5.3 Safeguarding requirements

5.4 Types of abuse

5.5 Signs of abuse

5.6 Dealing with suspected abuse

5.7 Organisations involved in safeguarding children and vulnerable adults

Our final learning in the unit is focused on safeguarding and being aware of types and signs of abuse. The students learn about their role in protecting others, should they become involved in the delivery of sports events, coaching or working with children or vulnerable adults.

#### **Unit 19: Psychology in Sport**

##### **LO1. Know the different factors that affect motivation for sport and exercise**

P1\*: Describe types of motivation and goal setting, and how they can improve performance in sport and exercise

M1: Explain how motivation may differ at different levels of performance in sport and exercise

We introduce students to the psychology unit by teaching types of motivation and goals. Within this learning outcome, we build by considering how motivation levels can be impacted by different levels of performance in sport and exercise.

### **Unit 19: Psychology in Sport**

#### **LO2. Understand attribution theory in relation to sport and exercise**

P2: Describe attribution theory in relation to sport and exercise

M2: Describe the possible ways an individual could attribute their successes or failures

D1: Explain how attribution retraining could help improve an individual's performance in sport and exercise

Now that students have a foundation understanding of motivation and goal setting, we study attribution related to how individuals may attribute success or failure and link this back to the different types of motivation and goal setting.

### **Unit 19: Psychology in Sport**

#### **LO3. Understand the effects of stress, anxiety and arousal in sport and exercise**

P3: Explain stress and anxiety, their causes, symptoms and effect on sport and exercise performance

P4: Explain the effects of arousal on performer sport and exercise performance using relevant theories

M3: Explain the methods that could be used to control stress, anxiety and arousal in sport for different levels

Learning outcome 3 allows us to build upon attribution and motivation, looking at causes of stress and anxiety. Failure in sport can be a possible cause of stress and anxiety. As we progress through the outcome, and now we have an understanding of the signs and symptoms of stress, we teach ways to control stress, anxiety and arousal.

### **Unit 19: Psychology in Sport**

#### **LO4. Understand the importance of group dynamics in team sports and group exercise**

P5\*: Explain the process of how a group forms with reference to factors affecting cohesion

M4: Explain the motivational and coordination losses that an exercise group or sports team may experience

D2: Evaluate methods a coach could use to improve task and social cohesion of a specific exercise group or sports team

In learning outcome 4, we move our focus from the individual performer to group cohesion, motivation and coordination losses. Students are then able to consider how a coach could improve task and social cohesion of a sports team, demonstration synoptic links with Unit 2 sport coaching.

### **Unit 19: Psychology in Sport**

#### **LO5. Understand the psychological impact of sport and exercise on mental health and wellbeing**

P6: Explain the impact of sport and exercise on mental health and wellbeing

P7: Explain how sport and exercise could be used to treat a specific medical condition

M5: Analyse how the psychological impacts of sport and exercise might be different for elite performers and general participants

The final task in the unit allows students to really focus on the impact of exercise on health and wellbeing and apply knowledge of the learning that has taken place over previous learning outcomes.

