

Cambridge TECHNICALS LEVEL 2 & 3



# SPORT AND PHYSICAL ACTIVITY

*Summary Brochure*  
2017/2018  
Version 3

**PRACTICAL**  
**TECHNIQUE**  
**LEADERSHIP**  
**GOALS**

**FITNESS**  
**HEALTHY**  
**SKILLS**  
**LIFESTYLE**  
**ACTIVITY**  
**COMPETITION**

**COACHING**  
**COLLABORATION**

**MENTORSHIP**  
**WATER**  
**SPORT**

**OCR is a not-for-profit organisation. For us, success is measured through the impact and reach of our activities and the scale of our contribution in helping students realise their aspirations.**

Cambridge  
TECHNICALS  
2016

Our purpose is to work in partnership with others to provide general and vocational qualifications that support education in ways that enable students to reach their full potential, equip them with the knowledge and skills they need for their future, and to recognise and celebrate their achievements.

We develop our qualifications in close consultation with teachers, industry leaders and government to ensure they are relevant for today's students and meet requirements set by the Office of Qualifications and Examinations Regulation (Ofqual).

We are delighted to be working in partnership with Hodder Education to deliver you quality teaching resources.

[www.hoddereducation.co.uk](http://www.hoddereducation.co.uk)

Cambridge  
TECHNICALS  
2016

## Level 2 Cambridge Technical Suite

- New suite for first teaching September 2017
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2019
- Designed to meet the DfE technical guidance

Cambridge  
TECHNICALS  
2016

## Level 3 Cambridge Technical Suite

- New suite for first teaching September 2016
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2018 performance tables and 2019 performance tables
- Designed to meet the DfE technical guidance
- Attracts UCAS points at Level 3



***Our Cambridge Technicals suite gives you the reassurance that you have the right qualifications to support your students' lifelong learning journey.***

Cambridge Technicals are vocational qualifications at Level 2 and Level 3 for students aged 16+. They're designed with the workplace in mind and provide a high-quality alternative to A Levels, with a great range of subjects to choose from.

Vocational education is not just about results, it's about educating people in the knowledge and skills required for employment and for the community as a whole. It's also about developing the behaviours and attributes needed to progress and succeed in education and in work.

---

***Our offer:***

Subject	Level 2	Level 3
<b>Art and Design</b>	✓ (2012 suite only)	✓ (2012 suite only)
<b>Business</b>	✓	✓
<b>Media/Digital Media</b>	✓	✓
<b>Engineering</b>	✓	✓
<b>Health and Social Care</b>	✓	✓
<b>IT</b>	✓	✓
<b>Science/Laboratory Skills</b>	✓	✓
<b>Performing Arts</b>	✓	✓
<b>Sport and Physical Activity</b>	✓	✓

The qualifications allow for a high degree of flexibility with the choice of units that make up the qualifications, so your students can specialise in the specific areas of the subject that interest them most.

---

---

# LEVEL 2 CAMBRIDGE TECHNICALS IN SPORT AND PHYSICAL ACTIVITY

---

***Launched for September 2017, our Level 2 Cambridge Technicals in Sport and Physical Activity qualifications allow your students to achieve their potential and progress to the next stage of their lives. Whether it be Higher Education, an apprenticeship or employment.***

We've designed refreshing and exciting content, that's up to date, engaging, fit for purpose and suitable for the needs of your students in 2017 and beyond. To do this we've consulted with employers and industry specialists to make sure that your students will gain the right combination of knowledge, understanding and skills required for the 21st century.

These qualifications aim to develop your students' knowledge, understanding and skills of the essentials of Sport and Physical Activity. Your students will gain an insight into the Sport and Physical Activity industry. Designed in collaboration with industry experts the qualifications focus on the requirements that today's employers demand.

A wide range of centre assessed units with practical and wider project-based assessment opportunities, as well as examined units on the impacts of sport and physical activity on health and well being and how to select appropriate sports and activities for different participants, has resulted in a range of focused qualifications. Dependent on the size chosen the qualifications can complement a Key Stage 5 study programme alongside other post 16 vocational qualifications. Your students will practically apply their skills and knowledge in preparation for further study, apprenticeship or the workplace.

Your students will also develop professional, personal and social skills through interaction with peers, stakeholders and clients, as well as theoretical knowledge and understanding to underpin these skills. These support the transferable skills required by employers such as communication, problem solving, time management, research and analytical skills.



---

## The Qualifications

All qualifications across the Cambridge Technical in Sport and Physical Activity suite have the ability to be co-teachable; allowing for flexibility within the delivery of a study programme.

## Level 2 Cambridge Technicals in Sport and Physical Activity

Scheme code	Qualification title	Guided learning hours (GLH)
5889	Level 2 Cambridge Technical Award in Sport and Physical Activity	90
5885	Level 2 Cambridge Technical Certificate in Sport and Physical Activity	180
5886	Level 2 Cambridge Technical Diploma in Sport and Physical Activity	360

---

## Pathways

There are four pathways across the three qualifications that can be followed. The Certificate has one pathway and the Diploma has three pathways.

At least one pathway must be achieved.

---

## Award

This qualification provides an introduction to Sport and Physical Activity. Students are not required to take external assessments and the expectation is that they will use the Award as a stepping stone into employment or further study.

---

## Assistant Activity Leader (180 GLH)

For this pathway we have worked with Sports Leaders UK, the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) and the English Federation of Disability Sport (EFDS) amongst other employers in the sector; mapping to the Level 2 Award in Community Sport Leadership to ensure that we are equipping students with the skills required to lead safe, inclusive and fun sports and physical activity sessions. This pathway will allow your students to gain employment as an Assistant Activity Leader in a range of settings including after-school clubs, holiday clubs and community centres.

---

## Assistant Sports Coach (360 GLH)

For this pathway, we have worked with Sports Coach UK to incorporate Level 1 and Level 2 UKCC standards into the units and pathway to ensure that your students are skilled in supporting a lead coach to deliver sports coaching activities and sessions. This pathway will allow your students to gain employment as an Assistant Coach.

---

---

### **Assistant Fitness Instructor (360 GLH)**

**CIMSPA**  
ENDORSED

For this pathway we have worked with CIMSPA to ensure that this pathway will map to the new Fitness Instructor Apprenticeship standards to support a smooth transition for your students either into an Apprenticeship or into employment as an Assistant Fitness Instructor.

This pathway is endorsed by CIMSPA as it meets the minimum standards of deployment for the job role.

---

### **Leisure Assistant (360 GLH)**

**CIMSPA**  
ENDORSED

Again, we have worked with CIMSPA to ensure that this pathway will map to the new Leisure Attendant Apprenticeship Standards to support your students' transition either onto an Apprenticeship or into employment as a Leisure Assistant.

This pathway is endorsed by CIMSPA as it meets the minimum standards of deployment for the job role.

---

### **Progression**

If your students leave your institution or change their mind on their final destination, they have the opportunity to move up/move down to different qualification sizes.

Cambridge Technicals provide a strong base for progression to university, apprenticeships or work and are recognised for UCAS tariff points\*.

---

### **DfE Key Stage 5 Level 2**

We've made the decision to position the 180GLH and 360GLH Level 2 Cambridge Technicals in the 'Technical Certificate' category as outlined in the DfE's technical guidance. Technical Certificates have characteristics defined by the DfE in order for the qualification to be recognised in the new Key Stage 5 accountability measures.

---

### **Technical Certificate**

Cambridge Technicals designed to meet the DfE's Technical Certificate characteristics will provide your students with the skills required when starting out in their chosen career. We've worked with key industry employers and experts to make sure the Cambridge Technicals in Sport and Physical Activity provide your students with the right knowledge and competence required when entering into employment, or onto an Apprenticeship.

These qualifications are made up of mandatory, pathway units, that allow your students to really focus on what is right for their chosen career path.

---

\*It is important to check individual course requirements when applying to university.

## Collaborators

The Cambridge Technicals in Sport and Physical Activity have had support from a range of employers and universities. These include:



Employers	HEIs
Sports Coach UK	Durham University
Sports Leaders UK	University of Worcester
Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)	Newman University
English Federation for Disability Sport (EFDS)	Coventry University
The Tennis Foundation	Cardiff Metropolitan University
BodyPower	Leeds Trinity University
The Gym Group	University of Birmingham
Careers in Sport	University of Bedfordshire
Youth Sports Trust	
British Athletics	
UK Active	
PureGym	
POWERbreathe	
Badminton England	
Rounders England	
England Handball	
AoC Sport	
The Sports Group	
The Child Protection in Sport Unit (CPSU)	
WheelPower	
Royal Yachting Association	
England Golf	
RAF School of Physical Training	
Careers in Fitness	
Action Intuitive	
Royal Life Saving Society	
European Observatoire of Sport and Employment (EOSE)	

M = Mandatory				Award 90 GLH	Certificate 180 GLH	Diploma 360 GLH		
Unit number	Unit title	GLH	Assessment method		Assistant Activity Leader	Assistant Sports Coach	Assistant Fitness Instructor	Leisure Assistant
1	Physical Activity, Health and Wellbeing	60	E	-	M	M	M	M
2	Physical Preparation and Readiness for Sport and Physical Activity	30	E	-	M	M	M	M
3	Inclusivity, Equality and Diversity in Delivering Sport and Physical Activity	30	I	M	M	M	M	M
4	Leading Sport and Physical Activity Sessions	60	I	M	M	M	M	M
5	Customer Service in Sport and Physical Activity	30	I	-	-	M	M	M
6	Components and Principles of Fitness Training for Sport and Physical Activity	60	I	-	-	M	M	-
7	Practical Sport	30	I	-	-	M	-	-
8	Assisting Sports Coaching	60	I	-	-	M	-	-
9	Fitness Induction and Testing	30	I	-	-	-	M	-
10	Using Fitness Equipment	30	I	-	-	-	M	-
11	Assisting in the Delivery of Exercise and Fitness Sessions	30	I	-	-	-	M	-
12	Assist in the Maintenance and Cleaning of an Active Leisure Facility	60	I	-	-	-	-	M
13	Supporting the Delivery of Sports and Physical Activity Events	90	I	-	-	-	-	M

---

# UNITS – AIM AND PURPOSE

---

## *Unit 1* **Physical Activity, Health and Wellbeing**

Physical inactivity is of growing concern and is now one of the top ten causes of premature death globally. In order to stop the decline in activity, people need to know the benefits of participation in sport and physical activity for the body systems and physical health, and also for their mental wellbeing and overall quality of life. It is easier for people to understand the benefits if they are able to measure their progress and so knowledge of measurements of health and wellbeing can support in demonstrating the positive effects of participation. It is also important to know why and how levels of activity are measured, by whom and strategies that are in place to overcome barriers to participation.

By completing this unit, your students will gain knowledge of the effects that participation in physical activity can have on the body systems and how this in turn can impact a person's physical and mental health. They will also gain knowledge of how health can be measured and the wider goings on in society in relation to sport and physical activity.



---

## Unit 2

### ***Physical Preparation and Readiness for Sport and Physical Activity***

As well as knowing why it is important for people to be physically active and participate in sport and physical activity, it is also important to understand how to select appropriate sports or activities for people dependent on their individual circumstances and how to keep them safe whilst they are participating in order for them to experience, and benefit from, the short and long term effects.

This unit will teach your students the short and long term effects of participation in sport and physical activity and how to maintain safety during participation through appropriate warm ups and cool downs and how to identify and treat injuries when they occur. During this unit students will also learn about the different types of sport and physical activity that are available and how a person's individual circumstances might influence the type of sport or activity that they can or want to participate in.

---

## Unit 3

### ***Inclusivity, Equality and Diversity in Delivering Sport and Physical Activity***

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.

Students 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 them 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.

---

## Unit 4

### ***Leading Sport and Physical Activity Sessions***

Delivering a successful sport or physical activity session is a skill that requires practice. An activity leader can have a huge impact on participant motivation, enjoyment and, therefore, progress and lifelong participation.

Through this unit your students will develop a good understanding of the role of an activity leader and put that into practice. The role of an activity leader varies greatly depending on the activity, group and situation. To ensure that the participants' needs and goals are met, the activity leader will need to plan, deliver and review each session.

This unit gives students the skills to plan, lead and review the success of an activity session(s), you will also develop skills such as teamwork, organisation, communication and adaptability, which will underpin skills needed for a successful career within the sports industry.

---

### **Unit 5**

#### ***Customer Service in Sport and Physical Activity***

Providing excellent customer service is a key aim for everyone involved in the delivery of successful sport and physical activity. Whether you are an Assistant Fitness Instructor, Assistant Sports Coach or Leisure Assistant, understanding who your customers are and what their needs are is crucial in giving them an excellent experience.

In this unit students will learn the skills that are involved in delivering good customer service and be given the opportunity to apply these skills in sport and physical activity environments.

Regardless of the quality of service, complaints are generally inevitable. Being able to handle complaints efficiently and effectively is a sign of good customer service and so students will also demonstrate their skills in complaint handling.

---

### **Unit 6**

#### ***Components and Principles of Fitness Training for Sport and Physical Activity***

One of the main reasons why people first start to participate in sport and physical activity is to “get fitter”, but what does this actually mean? There are a number of components of fitness and each one can be trained differently, depending on a person’s goals.

This unit provides your students with the skills to apply the principles of training when selecting different training methods to train different components of fitness for different participants in sport and physical activity. These skills are applied by Assistant Sports Coaches and Assistant Fitness Instructors as part of their work and so will be applied within other units within these Diploma pathways.

---

### **Unit 7**

#### ***Practical Sport***

Most people working in sport do so because they developed an interest and enjoyment through participation. Participation in sport is also important in maintaining health and wellbeing. Developing skills in sports will also allow your students to become a more effective coach or activity leader as they are able to give effective demonstrations and lead by example.

This unit gives students the opportunity to participate in both individual and team activities, giving experiences to develop and improve skill levels in a variety of sports. In this unit, they will learn how to apply skills, tactics, techniques and knowledge in individual and team sports. They will also demonstrate their understanding of the rules, roles and responsibilities of an official. These will enable them to participate effectively and safely and also allow them to demonstrate skills when assisting in coaching sports.

---

## Unit 8

### Assisting Sports Coaching

The main role of the assistant sport coach is to support a lead coach in the planning, delivery and reviewing of high quality coaching sessions. Fulfilling this role is dependent on the ability of the assistant sport coach to utilise a wide range of skills, techniques and personal qualities. Through applying these abilities an assistant sports coach can maximise the positive value of sport by helping to create sporting experiences that facilitate skill progression and develop personal qualities such as confidence and self-esteem.

This unit provides a comprehensive and engaging introduction to the practice of an assistant sports coach. For example, students will explore the wide and varied roles and responsibilities of an assistant sports coach in supporting lead coaches and participants. They will also gain insight into the importance of ensuring the health and safety of participants within the sporting environment. There is also a very strong practical element to this unit. For example, students will have the opportunity to assist in the delivery and review of a sports coaching session either in an individual sport or a team sport.

This unit provides an excellent foundation of knowledge in preparation for progression to more advanced coaching roles within sport. As the unit maps very closely to that of National Governing Bodies' coaching qualifications, it provides an ideal platform for further skill mastery and personal development. Furthermore, the skills and experiences gained through completing this unit are very desirable and transferrable outside of the sporting context.

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



## **Unit 9** ***Fitness Induction and Testing***

In order to plan a fitness programme for a client, you need to be able to assess their current levels of fitness and to understand how lifestyle factors can impact health and fitness.

In this unit, your students will gain skills in client screening and learn how this can be used to collect information from the client with regards to health, lifestyle and physical activity levels. They will develop skills in administering fitness tests to assess the client's level of fitness and compare the data collected to national norms. Students will also look at how lifestyle factors can impact on fitness and health and be able to explain this to a client in a manner appropriate to them. This unit will prepare your students to go on to work in the fitness industry as it involves customer service skills, and practical tasks such as fitness testing all of which is used on a regular basis within the gym and fitness environments.

---

## **Unit 10** ***Using Fitness Equipment***

The range of fitness and exercise equipment is increasing all the time with improvements in technology or new training methods being developed and becoming the trend. Some people may find different equipment daunting the first time they use it and could possibly use it incorrectly which means they may not get any benefit from it or, at worst, seriously injure themselves.

In this unit students will learn the purpose of different types of fitness equipment and be able to explain these purposes to clients. They will then develop skills in demonstrating the use of different pieces of equipment and have the ability to maintain the equipment for safe use. These skills are used daily in the work place and will also enable them to deliver a wider range of exercise and fitness sessions giving them more options when undertaking key tasks within the Assistant Fitness Instructor pathway.

---

## **Unit 11** ***Assisting in the Delivery of Exercise and Fitness Sessions***

Exercise and fitness sessions have evolved over many years and now provide exciting opportunities for groups or individuals to improve all aspects of health and fitness. These sessions vary from High Intensity Interval Training (HIIT), military – style boot camp sessions to the more traditional gym – based exercise sessions.

This unit, which is intended to be delivered and assessed practically, aims to provide your students with the opportunity to explore the recent trends within exercise and fitness, and to develop skills for effective delivery of exercise and fitness sessions. Students will, plan, prepare, assist in delivery and review performance in an exercise and fitness session. These skills are essential for them if they wish to pursue a career in fitness instruction.

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

---

## Unit 12

### ***Assist in the Maintenance and Cleaning of an Active Leisure Facility***

Active leisure organisations provide customers with a choice of sport and leisure activities. These activities often take place across different indoor and outdoor facilities, and require the provision of a wide variety of equipment. For these organisations to work properly, and for customers to take part in the activities, all of the facilities and equipment must be maintained to high standards of safety and cleanliness. This is both an operational and legal requirement.

By understanding the day to day cleaning and maintenance needs of these organisations, and being able to assist with them, students will be better equipped for future employment in the active leisure sector. They will also undertake other roles and duties associated with active leisure facilities and utilise skills in customer service and communication.

The learning objectives within this unit have been developed to reflect actual job descriptions and operating procedures that exist across a range of different employers.



## Unit 13

### **Supporting the Delivery of Sports and Physical Activity Events**

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 students' skills in supporting the planning, promotion and delivery of sports and physical activity events. As individuals, it will help your students to understand the different support roles and responsibilities required to plan and deliver a successful event, roles that they will need to develop skills in order to be able to perform. It will also help students understand the different types of events and the reasons for them. Finally, it will teach your students 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 students to demonstrate skills, knowledge and understanding drawn from all other units within the Leisure Assistant pathway.*



---

# LEVEL 3 CAMBRIDGE TECHNICALS IN SPORT AND PHYSICAL ACTIVITY

---

*Launched for first teaching September 2016, our Level 3 Cambridge Technicals in Sport and Physical Activity qualifications will allow your students to achieve their potential and progress to the next stage of their lives, whether it be Higher Education, an apprenticeship, or employment.*

We've designed refreshing and exciting content, that's up to date, engaging, fit for purpose and suitable for the needs of your students in 2016 and beyond. To do this we've consulted with universities, employers and industry specialists to make sure that your students will gain the right combination of knowledge, understanding and skills required for the 21st century.

The qualifications aim to develop your students' knowledge, understanding and skills of the principles of Sport and Physical Activity. Your students will gain an insight into the sector as they investigate opportunities for delivering sport and physical activity to a wide range of participants, whether it is to mobilise sedentary people to improve their health and wellbeing or to support regular participants to improve their performance and fitness, all done in a safe and professional environment. In doing so, students will also gain core skills required for employment or further study in the sector such as communication, analysis, organisation and adaptation. Designed in collaboration with experts spanning the breadth of the sector, the Level 3 Cambridge Technicals in Sport and Physical Activity focus on the requirements that today's universities and employers demand. Your students will practically apply their skills and knowledge in preparation for further study or the workplace.

A wide range of centre assessed units with practical and wider project-based assessment opportunities, as well as examined units on the body systems and the long and short term impacts of sport and physical activity; how sport is organised and the purpose of sports development; health and safety requirements in sport and physical activity; the purpose of, and how to conduct, research in sport and physical activity; and how businesses in sport are organised and what success looks like to them. Dependent on the size chosen the qualifications either complement a Key Stage 5 study programme alongside other vocational qualifications, A Levels, or may constitute the bulk of a two-year study programme. Your students will practically apply their skills and knowledge in preparation for further study, apprenticeship or the workplace.

Your students will also develop professional, personal and social skills through interaction with peers, stakeholders and clients, as well as theoretical knowledge and understanding to underpin these skills. These support the transferable skills required by universities and employers such as communication, problem solving, time management, research and analytical skills. Students will consider the barriers to and the effects and benefits of sport and physical activity across all age ranges and social groups, including people with disabilities and BAME, so they can tailor their approach depending on the person, people or situation they're working with to ensure inclusivity. They'll also learn how to work in a safe and effective way, protecting themselves and those they're working with from injury or harm.

---

## The Qualifications

All qualifications across the Cambridge Technical in Sport and Physical Activity suite have the ability to be co-teachable; allowing for flexibility within the delivery of a study programme.

## Level 3 Cambridge Technicals in Sport and Physical Activity

Scheme code	Qualification title	Guided learning hours (GLH)
5826	Level 3 Cambridge Technical Certificate in Sport and Physical Activity	180
5827	Level 3 Cambridge Technical Extended Certificate in Sport and Physical Activity	360
5828	Level 3 Cambridge Technical Foundation Diploma in Sport and Physical Activity	540
5829	Level 3 Cambridge Technical Diploma in Sport and Physical Activity	720
5872	Level 3 Cambridge Technical Extended Diploma in Sport and Physical Activity Development	1080

## Diploma Pathways

The Diploma qualifications are vocational qualifications designed to lead your students into employment within the sport and physical activity sector. The Foundation Diploma and Diploma have five pathways within them leading into specific job roles in sector whilst the Extended Diploma is designed to lead students into a range of roles in sport and physical activity development.

## Activity Leadership (540 GLH)

For this pathway we have worked with Sports Leaders UK and the Chartered Institute for the Management of Sport and Physical Activity and a range of employers from the sector; mapping to the Higher Sports Leader Certificate to ensure that we are offering the skills, knowledge and understanding that students need to succeed in the sector and are recognised by the best in the business. This pathway will allow your students to gain employment as an Activity Leader in a range of settings including after-school clubs, holiday clubs and leisure centres.

## Fitness Instructing (540 GLH)

**CIMSPA**  
ENDORSED

Drawing on the heritage of the RSA Exercise to Music qualification, as well as incorporating the current needs of employers that we have been made aware of by our work with **CIMSPA** and **UK Active**, this pathway will prepare your students for the modern demands of the fitness industry and allow them to give the best service, advice and guidance to any clients they work with. This pathway will allow your students to gain employment in roles such as Exercise to Music Instructor, Aerobics Instructor or Fitness Instructor.

This pathway is endorsed by CIMSPA as it meets the minimum standards of deployment for the job role.

---

**Recreational Assistant  
(540 GLH)****CIMSPA  
ENDORSED**

This pathway offers students everything they need to be able to start work in the leisure industry such as customer care and health and safety as well as giving them the skills, knowledge and understanding to be able to lead activities and support events within a leisure facility. This pathway will allow your students to gain employment in roles such as Recreational Assistant or Leisure Assistant.

This pathway is endorsed by CIMSPA as it meets the minimum standards of deployment for the job role.

---

**Sports Coaching  
(720 GLH)**

For this pathway we have worked with Sports Coach UK and a range of NGBs; mapping to the UKCC Level 2 Club Coach standards to ensure that your students can progress into employment with the skills, knowledge and understanding for them to hit the ground running and speed up their progression within the sector. This pathway will allow your students to gain employment as an Assistant Club Coach or in the increasingly demanded role of Multi-Sports Coach.

---

**Personal Training  
(720 GLH)****CIMSPA  
ENDORSED**

Mapped to the Personal Trainer Trailblazer standards which were put together by experts from across the industry, this pathway offers students the skills, knowledge and understanding needed to meet the changing needs of the fitness sector. Learning how to work with a range of different people who will all have different goals and motivations, this pathway will help your students set themselves apart from the competition and succeed in their future career. This pathway will allow your students to gain employment in roles such as Personal Trainer, Gym Instructor or Fitness Instructor. This pathway is endorsed by CIMSPA as it meets the minimum standards of deployment for the job role.

---

**Sport and Physical  
Activity Development  
(1080 GLH)**

This qualification will allow students to develop the skills, knowledge and understanding to deliver sport and physical activity to an individual or group of participants; plus identify those who would benefit most from participation, select which sport or physical activity would be best for them, and how to organise, co-ordinate and facilitate different events or programmes of activity that allow people to actively engage in and enjoy sport and physical activity. This can be in a more 'office-based' role such as a Sport Development Officer or Community Sport Officer who is responsible for organising events, obtaining funding to run events, identifying target groups, supporting the recruitment of staff and volunteers to run events and activities and ensuring the sustainability of sport and physical activity. Or it can be in a more 'field-based' role such as a Senior Sports Coach or Senior Activity Leader responsible for delivering sport and physical activities, as well as co-ordinating the activities of other coaches and activity leaders and promoting the benefits of participation and leading a healthy lifestyle to schools, community groups and/or other target groups.

---

## ***Progression***

If your students leave your institution or change their mind on their final destination, they have the opportunity to move up/move down different qualification sizes.

Cambridge Technicals provide a strong base for progression to university, apprenticeships or work and are recognised for UCAS tariff points\*.

---

## ***DfE Key Stage 5 Performance Measures***

We've made a decision to position the Cambridge Technicals across the 'Applied General' and 'Tech Level' categories outlined in the DfE's technical guidance. Each category has characteristics defined by the DfE in order for the qualification to be recognised in the new Key Stage 5 accountability measures. We believe that providing your students with qualifications that are right for their chosen destination will better equip them for the future.

---

## ***Applied General***

You can be confident that we are working with universities to make sure that Cambridge Technicals designed to meet the Applied General characteristics will provide your students with the depth and breadth of knowledge, understanding and skills required for further study in that subject area at Higher Education. These qualifications will include a range of mandatory and optional units.

We're conscious that due to changes in A Level curriculum and assessment, some students who would generally undertake an academic qualification may benefit from taking an Applied General vocational qualification that is designed for progression to Higher Education.

The Cambridge Technicals in Sport and Physical Activity include AS and A2 equivalent size qualifications, which have nested units enabling your students to move from one size to the other. We're aware that the decoupling of the AS from the A Level may not provide the flexibility you need in order to offer a comprehensive study programme. Therefore, the Cambridge Technicals provide you with the solution you need in order to give students optionality within their study programme, at the same time as making sure they have a recognised qualification designed to take them to university.

## Tech Level

Cambridge Technicals designed to meet the DfE's Tech Level characteristics will provide your students with the skills required when starting out in their chosen career. We've worked with key industry employers and experts to make sure the Cambridge Technicals in Sport and Physical Activity provide your students with the right knowledge and competence required when entering into employment. These qualifications will include a range of mandatory, optional and specialist pathway units, allowing your students to really focus on what is right for their chosen career path.

## Collaborators

The Cambridge Technicals in Sport and Physical Activity have had support from a range of employers and universities. These include:



Employers	HEIs
Sports Coach UK	Durham University
Sports Leaders UK	University of Worcester
Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)	Newman University
English Federation for Disability Sport (EFDS)	Coventry University
The Tennis Foundation	Cardiff Metropolitan University
BodyPower	Leeds Trinity University
The Gym Group	University of Birmingham
Careers in Sport	University of Bedfordshire
Youth Sports Trust	
British Athletics	
UK Active	
PureGym	
POWERbreathe	
Badminton England	
Rounders England	
England Handball	
AoC Sport	
The Sports Group	
The Child Protection in Sport Unit (CPSU)	
WheelPower	
Royal Yachting Association	
England Golf	
RAF School of Physical Training	
Careers in Fitness	
Action Intuitive	
Royal Life Saving Society	
European Observatoire of Sport and Employment (EOSE)	

M = Mandatory O = Optional				Certificate 180 GLH	Extended Certificate 360 GLH	Foundation Diploma 540 GLH			Diploma 720 GLH		Extended Diploma 1080 GLH
Unit number	Unit title	GLH	Assessment method			Activity Leadership	Fitness Instructing	Recreational Assistant	Sports Coaching	Personal Training	Sport and Physical Activity Development
1	Body Systems and the Effects of Physical Activity	90	E	M	M	M	M	M	M	M	M
2	Sports Coaching and Activity Leadership	90	I	M	M	M	M	M	M	M	M
3	Sports Organisation and Development	60	E	-	M	M	M	M	M	M	M
4	Working Safely in Sport, Exercise, Health and Leisure	90	E	-	-	M	M	M	M	M	M
5	Performance Analysis in Sport and Exercise	60	I	-	O	-	-	-	M	-	M
6	Group Exercise to Music	60	I	-	-	-	M	-	-	M	O
7	Improving Fitness for Sport and Physical Activity	60	I	-	-	-	-	-	-	M	M
8	Organisation of Sports Events	60	I	-	O	O	-	M	M	-	M
10	Biomechanics and Movement Analysis	60	I	-	O	-	-	-	O	O	O
11	Physical Activity for Specific Groups	30	I	-	O	M	M	M	M	M	M
12	Nutrition and Diet for Sport and Exercise	30	I	-	O	O	O	O	O	O	M
13	Health and Fitness Testing for Sport and Exercise	60	I	-	-	-	O	-	O	M	O
14	Working in Active Leisure Facilities	60	I	-	-	-	-	M	-	-	M
17	Sports Injuries and Rehabilitation	60	I	-	O	O	O	O	M	O	M
18	Practical Skills in Sport and Physical Activities	60	I	-	O	O	-	O	M	-	M
19	Sport and Exercise Psychology	60	I	-	O	-	-	-	O	O	O
20	Sport and Exercise Sociology	60	I	-	O	-	-	-	-	-	O
21	The Business of Sport	90	E	-	-	-	-	-	-	-	M

---

# UNITS – AIM AND PURPOSE

---

## *Unit 1*

### ***Body Systems and the Effects of Physical Activity***

Whether your students are aiming to become a coach, nutritionist, personal trainer or leisure centre manager, knowledge of the human body, its systems and how they function will help them to ensure that their clients gain the benefits of an active, healthy lifestyle. By understanding the effects that physical activity, training and lifestyle can have on the body systems, students can ensure that sports and activities are properly focused and do not risk a client's health or wellbeing, and will help them to persuade others to pursue and maintain a balanced, active and healthy lifestyle.

In this unit students will gain an understanding of the structures and functions of the key body systems, how these support and impact performance in sport and physical activity, and the effects that physical activity, training and lifestyle can have on them.



## **Unit 2**

### ***Sports Coaching and Activity Leadership***

At some point throughout their lives, everyone will have experienced being coached or taught about sport and physical activity. The importance of a high-quality coach or leader cannot be underestimated. The increasing demand for both young and old to learn and develop physical skills and sporting skills presents new and exciting opportunities for coaches, leaders and National Governing Bodies (NGBs). Through coaching and leading, your students can learn a set of skills in communication, adaptability and inclusivity which will prove valuable in other aspects of their life such as work and study.

This unit will give students an understanding behind the theory of what makes good sports coaches and activity leaders and methods that can be employed to improve the performance of sports participants. They will explore the roles and responsibilities of coaches and leaders and how these differ from each other and be involved in delivering and teaching sport and physical activity. The main part of the unit is related to your students developing the skills and understanding necessary to effectively plan and deliver a series of sports or activity sessions, reflecting on their own practice and using this feedback to improve their performance as a sports coach or activity leader.

---

## **Unit 3**

### ***Sports Organisation and Development***

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, to not only 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 your students will gain an understanding of the organisations involved in sport in the UK, their roles and responsibilities and how they work together. They will also gain an understanding of sports development including the organisations involved, who sports development is targeted at, why sports development is carried out and how the success of sports development initiatives can be measured.

---

## **Unit 4**

### ***Working Safely in Sport, Exercise, Health and Leisure***

Whether you are a coach, fitness instructor or recreational assistant, being able to maintain a high level of safety is essential for a successful career. Identifying emergency procedures that may arise, and being able to deal with them, will give your students the skills to deal with such situations.

Throughout the unit students will gain an understanding of key safety requirements to be able to ensure their own, and their clients' safety. Topics include; understanding key health and safety legislations, knowing how to administer emergency first aid, understanding roles, responsibilities and reporting duties in safeguarding children and vulnerable adults, and finally knowledge of key health and safety documents, including how to carry out risk assessments.

---



**Unit 5**  
**Performance Analysis in Sport and Exercise**

For competitive sports performers, even the smallest margins in time and/or distance can mean the difference between winning or losing, success and failure.

Even for performers who are not competing at the top level, the desire to improve and 'be the best that I can be' means that analysing performance and getting constructive feedback is an important part of participating in sport and exercise.

This unit will give your students the skills and knowledge required to carry out performance profiling and analysis, and deliver feedback to the performers in a manner that is suitable for them.

---

**Unit 6**  
**Group Exercise to Music**

The fitness industry is changing and the types of exercise activities and classes that now take place are becoming more and more varied. However, many of them have one thing in common; the use of music to create a motivational and inspiring environment which encourage participants to push themselves to their limit and gain as much from their exercise session as they can.

This unit will introduce your students to the different types of group exercise that are available and how they can be enhanced by the use of music. Students will then go on to plan and deliver group exercise sessions considering participants needs, health and safety and how to use music appropriately, as well as motivational and communication techniques used during sessions. They will also learn how to evaluate the success of group exercise sessions so that they can look to continually improve sessions for the benefit of both themselves and the participants.

---

**Unit 7**  
**Improving Fitness for Sport and Physical Activity**

Most people feel that they could improve their fitness, but not everyone knows how to do it or has the confidence to take that first step to achieving their goals. Fortunately, there are people out there with a passion for helping and inspiring others and who are willing to work alongside their clients to ensure they not only reach their goals, but also have the right mind-set to maintain their fitness training and improve their overall quality of life.

This unit will teach your students the components of fitness, methods of training the different components and the benefits of each of these methods. They will then learn how to plan and deliver fitness training programmes and the component sessions that make up the programmes, as well as how to encourage and motivate clients to stick to a programme and help them meet their fitness goals. Students also learn how to evaluate a fitness training programme, recognise its strengths and weaknesses to inform future programmes and help them constantly improve their planning and delivery for the benefit of their clients.

---

## Unit 8

### Organisation of Sports Events

Sports events vary in size, impact and purpose, but all involve sharing a passion and love for different sporting activities. From local leagues and competitions to mega events such as the Olympics, sport has the power to bring people together for a common aim or purpose. Events such as the London Marathon and Sport Relief demonstrate an individual's drive and purpose in raising money for charity through sport. Also, local voluntary sports clubs organise and run events to increase participation and numbers and to help raise funds for their grass-root teams.

This unit is designed for your students to develop skills in planning, promoting and delivering a sports event; with a focus primarily on their individual role, as well as working as part of a team and reflecting on their input and future personal development. This unit will enable students to establish transferable skills which can be used within sport and active leisure, as well as within the fitness industry. It will also enhance skills such as team work, organisation and safeguarding awareness.



**Unit 10**  
**Biomechanics and  
Movement Analysis**

In order to set themselves apart from others and have a real impact on the performance of their athletes or clients, coaches and personal trainers need to have an in-depth understanding of how the body moves and how to get the most strength, power and speed from it. By being able to analyse an athlete's or client's movement and understanding how and why forces affect sporting performance, a coach or personal trainer can get their athletes or clients to make the adjustments to their style or technique, which could mean the difference between winning and losing or reaching a personal best.

In this unit students will learn the axes and planes of movement, types of movement and levers that the body uses. They will also gain an understanding of Newton's Laws of Motion, forces and stability and how the application of these can affect a performer in a sporting environment. Students will also learn how to analyse movement in order to improve the performance of an athlete or performer.

---

**Unit 11**  
**Physical Activity for  
Specific Groups**

Sport and physical activity isn't just for those that are good at it. The benefits of participating in sport or physical activity can be huge, for some more than others. Unfortunately, sometimes it is those that would benefit from it most that are the hardest to get involved and engaged in participation.

This unit will allow your students to develop a knowledge and understanding of the different groups of individuals who would benefit physiologically, psychologically and sociologically from participating in physical activity and why these particular groups are targeted by initiatives. This knowledge and understanding will then support students in planning suitable physical activity sessions for the groups identified and the considerations that need to be taken into account for each of them.

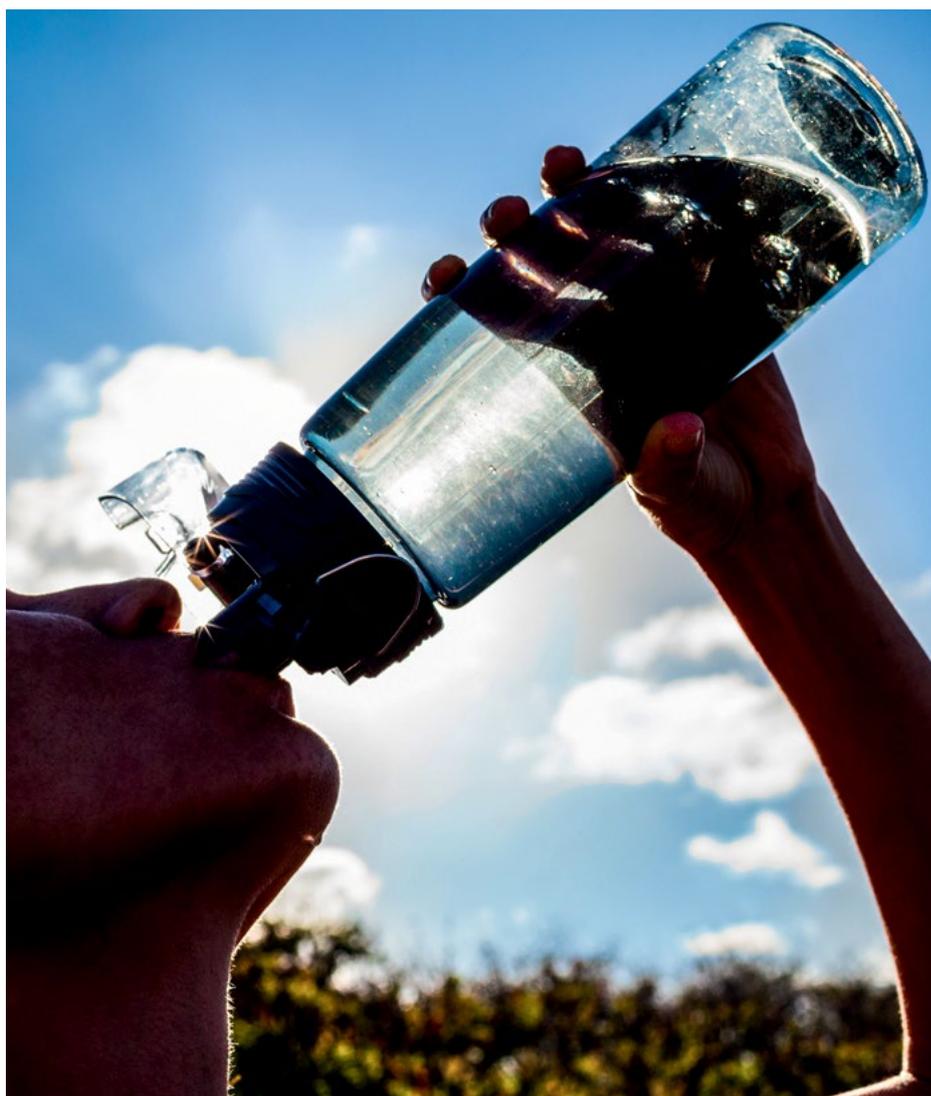


## Unit 12

### ***Nutrition and Diet for Sport and Exercise***

The food and drink we put in our body have a direct impact on our everyday health and wellbeing. If a body is not fuelled appropriately then it will not be able to cope with the demands that are put on it, particularly during sport and physical activity. Getting the right balance of nutrients and keeping the body appropriately hydrated is key to optimal performance which is why, in the UK alone, the sports nutrition market is worth hundreds of millions of pounds.

In this unit students will gain an understanding of what is meant by the term 'balanced diet' as well as the principles behind it, the relationship between energy intake and energy expenditure and how this changes depending on the sport or physical activity taking place, and the importance of hydration for performance. They will also gain an insight into the use of nutritional supplements and how these can be used to improve performance in sport and physical activity.



**Unit 13**  
**Health and Fitness Testing  
for Sport and Exercise**

Everyone is different; people have different needs and different goals, particularly when it comes to health and fitness. But how do you establish those needs? Health and fitness testing should be a prelude to any intense fitness training programme. By measuring where a client is now in terms of their health and fitness, you can set realistic goals and plan how to help them reach these goals.

In this unit your students will learn a range of fitness tests, what they test and the advantages and disadvantages of them. Students will learn how to complete client consultations which will give them the background knowledge they need about a client to be able to plan and deliver appropriate fitness tests. Students will then learn how to interpret the data acquired from fitness tests and how best to feed this back to the client, so they can go on to make informed decisions about their health and fitness training.

---

**Unit 14**  
**Working in Active Leisure  
Facilities**

Working in the active leisure industry can be very rewarding and enjoyable and can offer a fulfilling, long-term career. The roles within active leisure are varied and diverse, but everyone has a responsibility for caring for customers and maintaining health and safety, as well as cleaning standards to contribute to the success of the business.

In this unit students will conduct the day to day duties that are carried out within an active leisure environment such as cleaning and setting up and taking down equipment, ensuring it is fit for purpose. Through these practical tasks they will gain an understanding of the health and safety considerations to be made and how all of this feeds into delivering good customer care and how this contributes to the success of active leisure organisations. All of this will then help underpin a broader understanding of the active leisure sector.

---

**Unit 17**  
**Sports Injuries and  
Rehabilitation**

If considering a future as a sports coach or leader, fitness instructor or a leisure or recreational assistant, your students will need to know the different causes, types and signs and symptoms of sports injuries, and the possible longer-term effects of these on the injured participant, both physical and psychological. This will allow students to support the injured participant appropriately, whether as part of the immediate response or a longer-term rehabilitation programme, to avoid causing them further harm and speed up their safe return to participation. However, prevention is better than cure, so an understanding of risk factors and how to minimise these risks will help maintain a safe environment and help participants to stay injury free in the first place.

This unit will teach students how to recognise and treat common sports injuries both immediately and through longer-term rehabilitation programmes, the possible psychological impacts of sports injuries and how to minimise the risk of sports injuries occurring in the first instance.

---

---

**Unit 18****Practical Skills in Sport and Physical Activities**

Most people who work in sport and physical activity do so because they are passionate about their particular sport or activity; a passion that is usually borne out of participating themselves. An effective coach or leader is able to demonstrate skills accurately or offer detailed explanations of tactics and strategies because they have experienced them themselves through their own participation.

This unit gives your students the opportunity to participate in a number of different sports and outdoor activities which allows them to experience, first-hand, situations that participants they may later be coaching or leading will come across. In this unit students will learn how to apply skills, tactics, techniques and knowledge in individual sports, team sports and outdoor activities which will allow them to participate effectively, safely and enjoyably.

---

**Unit 19****Sport and Exercise Psychology**

Not only do participants in sport and physical activity need to train their bodies, but it is also increasingly important that they also train their minds. Failing to attend a coaching session through a lack of motivation, a fall out with a team mate or an overly aggressive response to a bad challenge, could mean the difference between winning and losing. Equally as important, participation in sport and physical activity is proven to have positive impacts on mental health and wellbeing and can help improve a person's overall quality of life.

In this unit your students will learn different motivations that people have for participating in sport and physical activity and how performance can be managed through an understanding of attribution theory, stress and group dynamics. Students will also learn the impacts that participation in sport and physical activity can have on a person's mental health and wellbeing, whether an elite performer or a member of the general public.

---

**Unit 20****Sport and Exercise Sociology**

Sociology is the study of humans in society, their values, relationships, beliefs and interactions. It also focuses on institutions and people that dictate how we act and behave. Sport has a huge influence on the lives of millions of people, from activities they participate in, channels they watch on the television or even how they interact with other people.

This unit aims to apply the principles of sociology to sport to explain how sport is shaped by society and how in turn it impacts our behaviour and relationships. Students will learn how different sociological theories apply to sport before looking at the influences and impacts that sport and society can have on each other and the role the media has to play in it all.

---

**Unit 21**  
***The Business of Sport***

Sport is both a sophisticated and complex business, ranging from self-employed individuals such as sports coaches and personal trainers, through to massive global organisations such as Nike and Adidas. The size and objectives of sports businesses vary from one to another, and this will have an impact on their structure and staffing requirements. In this unit your students will learn about the structure and purpose of different sports businesses, who their customers are and how they use staff and volunteers to run their organisation and meet their goals. Students will also learn about Corporate Social Responsibility and businesses obligations to the community and the environment.

This unit also puts emphasis on those issues that the commercialisation of sport has brought along, and therefore prepares students to start thinking about how to manage sport businesses and organisations within this constantly changing business environment.



---

# ***YOUR JOURNEY WITH US...***

---

Our aim is to support you on your journey with us – from initial enquiry right through to results day.

To get you off on the right foot you might want to take advantage of the customer support we provide for Cambridge Technicals.

---

## ***Welcome process***

All brand new Cambridge Technical centres will receive a welcome email to get you off on the right foot.

This will support you with locating on-line resources and training that's right for you, and make sure you have everything you need to start your journey with us.

---

## ***Cambridge Technical introductory welcome videos***

We have a number of support videos you can watch at your leisure. The 2016 Cambridge Technical introductory video provides you with an overarching guide to the suite and our wrap-around resources and customer support offer.

Each of the 2016 Level 3 Cambridge Technicals has a subject introductory video that guides you through each qualification size; including the structure, information on the externally assessed units, and our flexible internal assessment that puts your student at the heart of the process.

---

## ***Advisory support***

If your centre is intending to deliver or has already started delivering Cambridge Technicals, but would like some additional support, you can take advantage of our Advisory Support services.

Advisory Support covers a variety of topics such as: entry and assessment administration, qualification structure, \*assessment methods, teaching and learning materials, and delivery ideas.

We provide our support in a range of different ways. This includes downloadable teaching and assessment materials, support videos, live online Q&A sessions, and face to face CPD.

---

### **CPD Training Events**

We also provide INSET events; these are offered on various dates and locations throughout the UK. On our CPD Hub [www.cpdhub.ocr.org.uk](http://www.cpdhub.ocr.org.uk) you can take a look at the courses, find out what the aims and objectives of the course are, and book your place. For those of you who are new to the qualification we'd suggest attending 'getting to know the specification'. This will provide an introduction to the qualification structure, assessment model, resources, support and guidance on delivery, and assessment requirements for the mandatory units.

On the CPD Hub you can also find all the materials that are provided to delegates on the day. So, if you can't attend a face-to-face event... don't worry, you can still download the materials free of charge.

---

### **Assignment Checking Service**

To support your internal assessment we'll provide a model assignment for every mandatory unit in the specification. You can use these with your students, adapt it to meet your local environment, or use it as a basis to create your own assignment.

Because of the vocational nature of Cambridge Technicals, we believe that allowing you to create assignments that meet your students' needs and interests will benefit them more and give them greater success. Your assessment assignments should reflect the practical nature of the units, and your students should really feel what it's like to work in the sector.

But... if you're unsure, an Assignment Checking Service is available, and can be accessed through the CPD hub on our website; however it's not mandatory for assignments to be endorsed by OCR. We'll check your centre set assignment for you and provide feedback before you use it with your students.

---

### **Online Community**

If you want to interact with other tutors you could try our online community.

Of course, online communities are only as good as the members who contribute to them. Within a virtual professional development community you can share and swap ideas for delivery, post questions, support others, suggest ideas for employer engagement, and share links to other teaching and learning resources.

---

---

# ***TEACHING, LEARNING AND ASSESSMENT SUPPORT***

---



**Teaching and Learning Materials**

In addition to our face-to-face support, we also provide a range of materials to assist you in your teaching and assessment. This will include:

---

**Rule of Combination Calculator**

An Excel based tool to help you make sure students select the right number and combination of units for their chosen qualification.

---

**Progress Tracker**

An Excel based tracking tool to help you monitor students' progress throughout the qualification.

---

**Delivery Guide**

A range of lesson ideas with associated activities you can use with students to deliver the content of the unit.

---

**Lesson Elements**

Task sheets and accompanying instructions for some of the activities within the unit Delivery Guide.

---

**Resource Link**

An e-resource providing you with a range of links to teaching and learning websites and materials.

---

**Project Delivery Resources**

Whole projects designed to ensure holistic teaching coverage of the content of each vocational pathway.

---

**Skills Guide**

A range of generic skills guides covering topics such as Communication, Research Skills, and Exam Techniques.

---

---

### **Internal Assessment**

The majority of the qualification content will be internally assessed through centre-set assignments created by you. We'll provide you with a range of model assignments across the qualification for you to use or adapt where necessary. Alternatively, you can create your own assignment to reflect your local area and needs that are relevant to your centre; plus you can use our Assignment Checking Service to make sure you're on the right lines.

---

### **Visiting Moderation**

For the internally assessed units we provide two free visiting moderation visits per academic year. At these visits we will be able to provide you with supportive feedback, advice and guidance.

---

### **Sample Learner Work**

We know that you like to make sure your students are on the right track and working towards gaining the best possible outcome they can.

We can't look at your students' live work, but the CPD Hub has a range of sample learner work for Cambridge Technicals.

Sample learner work is just that... a sample – it's not exemplary or a 'gold standard'. The work has been looked at by our Lead Moderator and in many cases they've provided a commentary on how the work stacks up against the assessment criteria, or have annotated the script to show which assessment criteria have been met. This should help you get a feeling for what is expected, and how your students are getting on – you may also find the command verb resource useful too, this can be found on the qualification page of the OCR website.

---

### **External Assessment**

We're working with subject experts to make sure that for externally assessed units we create assessment solutions that retain the vocational nature of the qualification and be relevant for the sector. External assessment across the Cambridge Technicals suite could involve written examinations including case studies, pre-release materials, controlled projects or tasks, or computer based tests relating to the subject which students will need to apply their knowledge and understanding to.

More information about each units external assessment can be found in the qualification Centre Handbook.

External assessment will be set and marked by us; there will be two opportunities for your students to take them, in January and June, so you can decide when they are ready to take their assessment.

---

### **Sample Assessment Materials**

We have produced Sample Assessment Materials for each externally assessed unit. This will provide you with an idea of the type of assessment for each unit and give the opportunity for your students to practice.

---

### **Combined Past Paper**

This resource is a combination of:

- Past Paper
- Mark Scheme
- Examiner Comments

Following each exam series we'll produce a Combined Past Paper so you can see the paper, alongside the mark scheme and examiner comments to demonstrate how students responded and where improvements could have been made.

---

### **Student Textbooks**

Support your teaching of the new Cambridge Technicals 2016 suite with textbooks, developed in partnership between OCR and Hodder Education; the resources cover each specialist pathway for every subject and ensure your ability to deliver a flexible course that is both vocationally focused and academically thorough.



Working in partnership to deliver quality resources





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)**



**Cambridge  
Assessment**

**OCR**  
Oxford Cambridge and RSA

OCR is part of the Cambridge Assessment Group, 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 2017 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.