

Cambridge **TECHNICALS LEVEL 3**

SPORT AND PHYSICAL ACTIVITY



Unit 17

Sports injuries and rehabilitation

Model Assignment

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Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how sports therapist would use injury and rehabilitation to know the different causes, types, signs and symptoms of sports injuries to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

Resources to complete the tasks

There are resource requirements for this assignment. Every learner will need access to the following resources:

For task 1 and 3 there are no specific resources that you need to make available to learners when they are taking this assignment. You'll need to give them a copy of the scenario and the tasks.

For task 2, learners will need to have access to video recording equipment and be able to edit their finished product.

Time

You should plan for learners to have 25-30 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

We do require that evidence **must** take a specific format for some of the tasks in this assignment. We have made that clear in the tasks. Where we prescribe the format, we state this as 'You must produce an video' or 'Your evidence must include supporting literature'. When we do not prescribe the format, we say 'You could include a presentation on...'. Please look out for this and make sure learners realise that we have prescribed the format for some/all of the tasks. The evidence does not have to follow any specific reporting conventions. You can modify the format of the evidence but you must make sure the format does not prevent the learner from accessing the grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

Group work

This assignment has not been written to include group work. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together.

You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our

information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you will need to complete an individual statement for each learner.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

If you're using this model assignment and delivering the Foundation Diploma or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify

General information for learners

Q What do I need to do to pass this assignment?

A You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q What do I need to do if I want to get a merit or distinction for this assignment?

A For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q What help will I get?

A Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

Q What if I don't understand something?

A It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q I've been told I must not plagiarise. What does this mean?

A Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q What is referencing and where can I find out more information about it?

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in the [The OCR Guide to Referencing](http://www.ocr.org.uk/i-want-to/skills-guides/) available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

Q Can I work in a group?

A Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q Does my work for each task need to be in a particular format?

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we say use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q Can I ask my tutor for feedback on my work?

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q When I have finished, what do I need to do?

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q How will my work be assessed?

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

Assignment for learners

Unit 17: Sports injuries and rehabilitation

Scenario

SICTherapy.Ltd

SICTherapy.Ltd is a private sport therapy team comprising of experienced advanced clinical sports therapists who operate at the very top level of sport. They work with international athletes, national sports teams and sporting institutes and are consultants to a number of elite sports organisations. Their mission at SICTherapy.Ltd is to facilitate a safe, effective and swift rehabilitation from injury.

The company is currently looking to expand their clinics and offer their services to a wider range of clients including working in partnership with some leisure centres, one of which you work at. They are looking for up and coming sports therapists to work with sport and exercise participants to help prevent injuries, and recognise, manage and treat them should they occur, and then rehabilitate the participant back to full fitness. Your line manager would like this service can be offered within your leisure centre and has recommended you for a secondment to train with SICTherapy.Ltd.

Introduction to the tasks

In these tasks you will be asked to demonstrate your knowledge of common sports injuries as well as their physiological and psychological effects. You will also be required to explain how appropriate warm-ups and cool-downs can reduce the risk of sports injuries and analyse how player safety within sport is optimised and legislated for. You will need to describe the roles that different agencies have within the treatment and rehabilitation of sports injuries and explain how different professionals may be involved at different stages of injury management.

You will be required to plan a rehabilitation programme for a specific sports injury. You must describe the types of treatment within the different phases of injury, justify related exercises and recommend adaptations where possible.

Evidence for these tasks can include:

- Presentations and notes
- Video recordings
- Written reports
- Written programme
- Demonstrations and observation records
- Witness statements

The tasks

Task 1: Reducing the risk of injury

(This task should take between 6 and 8 hours.)

Learning Outcome 1: *Know common sports injuries and their effects, and*

Learning Outcome 2: *Be able to minimise the risk of sports injuries, are assessed in this task.*

To complete your probationary period with SiCTherapy.Ltd they have asked you to produce a presentation that informs their clients of how they can reduce the risk of common sporting injuries within their activities. You will need to link injuries to physiological and psychological responses and explain what preventative measures are needed to reduce the risk of injury, including how player safety is optimised and how this is legislated for in a specific sport.

Pass	Merit	Distinction
P1: Describe the signs and symptoms of common chronic and acute sports injuries	M1: Analyse the link between the way in which a sports injury occurs and the physiological and psychological affect it may have on the sports person	D1: Analyse how measures to optimise player safety are recognised and legislated for in a specific sport
P2: Describe possible psychological effects of suffering a sports injury	M2: Explain how appropriate warm-ups and cool-downs can reduce the risk of sports injuries	
P3: Explain intrinsic and extrinsic factors which influence the risk of sports injuries		
P4: Take steps to minimise the risk of sports injuries occurring during a sports activity		
Evidence		
A presentation to the senior sports therapists with follow up questions could be organised for you to demonstrate your understanding of common sporting injuries and how to reduce the risk of injuries by optimising player safety within a specific sport. You must include the effects of psychological responses to injury and how this impacts on performance. This could be evidenced by recording the presentation, preparatory notes and a supporting witness statement.		

Task 2: Responding to injury

(This task should take between 10 and 12 hours.)

Learning Outcome 3: *Be able to respond to acute sports injuries when they occur, and*
Learning Outcome 4: *Know the role of different agencies in the treatment and rehabilitation of sports injuries, are assessed in this task.*

After completing your probationary period, SICTherapy.Ltd have asked you to produce a resource which promotes awareness of how to respond to acute sports injuries. They have also asked you to provide an example of an Emergency Action Plan (EAP) for a leisure facility and to highlight the importance of the different agencies involved in treatment and rehabilitation of sports injuries.

Pass	Merit	Distinction
P5: Respond appropriately to acute sports injuries	M3: Explain how different agencies and professionals may be involved in the rehabilitation of different types of short, medium and long-term sports injuries	
P6: Create an Emergency Action Plan for a specified organisation		
P7: Describe the roles of different agencies and professionals involved in the rehabilitation of a sports injury		
Evidence		
A role play with supporting literature that demonstrates your knowledge of appropriate courses of action following acute sports injuries could be part of the evidence for this task. You should include an emergency action plan and explain the roles and responsibilities of key personnel and agencies involved at different stages of treatment and rehabilitation. This could be evidenced by recording a video with a supporting instruction booklet.		

Task 3: Rehabilitation Programme

(This task should take between 8 and 10 hours.)

Learning Outcome 5: *Be able to plan a rehabilitation programme for a specific sports injury is assessed in this task.*

Under the supervision of the senior sports therapist, you have been assigned a client with a recent sports injury. Your client competes at a national level and is under pressure from their coach to get back to full fitness before their next competition. You have been tasked with discussing different types and phases of treatment with the client and designing a well-structured rehabilitation programme for your client which they will then follow, including treatments, exercises and adaptations.

Pass	Merit	Distinction
P8: Describe the different types of treatment that can be used to support the rehabilitation of sports injuries	M4: Justify the types and phases of treatment and related exercises within the rehabilitation programme planned with clear reference to SMART principles	D2: Anticipate and explain possible adaptations that may be required to the planned rehabilitation programme if progress is not as expected
P9: Describe the different phases of treatment of common sports injuries		
P10: Plan a rehabilitation programme which is designed to support a client in their recovery from a specified sports injury		
Evidence		
Design a rehabilitation programme in any format which describes the type of treatments and phases of injury management. You must be able to demonstrate your knowledge of how to plan in accordance with your clients' individual needs. This could be evidenced in a variety of ways: • Presentation with a report • Booklet with supporting documentation • Video or voice recording		

Evidence Checklist

OCR Level 3 Cambridge Technicals in Sport and Physical Activity

Unit 17: Sports injuries and rehabilitation

LEARNER NAME:

For PASS have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
P1: Described the signs and symptoms of common chronic and acute sports injuries	
P2: Described possible psychological effects of suffering a sports injury	
P3: Explained intrinsic and extrinsic factors which influence the risk of sports injuries	
P4: Taken steps to minimise the risk of sports injuries occurring during a sports activity	
P5: Responded appropriately to acute sports injuries	
P6: Created an Emergency Action Plan for a specified organisation	
P7: Described the roles of different agencies and professionals involved in the rehabilitation of a sports injury	
P8: Described the different types of treatment that can be used to support the rehabilitation of sports injuries	
P9: Described the different phases of treatment of common sports injuries	
P10: Planned a rehabilitation programme which is designed to support a client in their recovery from a specified sports injury	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
M1: Analysed the link between the way in which a sports injury occurs and the physiological and psychological affect it may have on the sports person	
M2: Explained how appropriate warm-ups and cool-downs can reduce the risk of sports injuries	
M3: Explained how different agencies and professionals may be involved in the rehabilitation of different types of short, medium and long-term sports injuries	
M4: Justified the types and phases of treatment and related exercises within the rehabilitation programme planned with clear reference to SMART principles	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
D1: Analysed how measures to optimise player safety are recognised and legislated for in a specific sport	
D2: Anticipated and explain possible adaptations that may be required to the planned rehabilitation programme if progress is not as expected	

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