

## Higher National Unit Specification

### General information for centres

**Unit title:** Managing Volunteers in Sport and Recreation

**Unit code:** DP27 35

**Unit purpose:** This Unit introduces candidates to the issues surrounding the management of volunteers within voluntary sport and recreation clubs.

On completion of the Unit the candidate should be able to:

1. Define volunteering and describe what motivational factors can attract people to volunteer within sport and recreation.
2. Describe how to manage develop, and retain volunteers.
3. Explain the structure and functions of sport and recreation club constitutions and the roles volunteers can perform in voluntary sport and recreation clubs.

**Credit points and level:** 1 HN Credit at SCQF level 8: (8 SCQF credit points at SCQF level 8\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Access to this Unit is at the discretion of the centre, but it would be beneficial if the candidate had basic understanding and/or involvement of voluntary sport and recreation clubs. Other knowledge, skills or experience relevant to the Unit would also be beneficial.

**Core skills:** There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

**Context for delivery:** If this Unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes. This Unit is included in the framework for the HND Sports and Recreation Management.

## **General information for centres (cont)**

**Unit title:** Managing Volunteers in Sport and Recreation

**Assessment:** This Unit can be assessed by means of four assessments:

Outcome 1 may be assessed by means of an extended response assignment of approximately 700 words. Outcome 2 may be assessed by means of an extended response assignment of approximately 700 words and supported by a role play activity. Outcome 3 may be assessed by an extended response assignment of approximately 700 words, or an individual report of approximately 700 words, or a group report of approximately 1200 words.

Ideally, candidates should progress through Outcomes 1–3 in that order, as each Outcome represents a clearly defined stage in the learning process.

If this Unit is to be delivered via distance learning or online, then it is advisable that all Outcomes are completed using extended responses assessments.

## Higher National Unit specification: statement of standards

**Unit title:** Managing Volunteers in Sport and Recreation

**Unit code:** DP27 35

The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

(If you think holistic assessment is the best assessment strategy for the Unit and you wish to state *Knowledge and/or Skills* and *Evidence requirements* for the Unit as a whole, please add the following statement here: ‘Please refer to *Knowledge and/or skills for the Unit* and *Evidence requirements for the Unit* after the Outcomes.’)

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### Outcome 1

Define volunteering and describe what motivational factors can attract people to volunteer within sport and recreation.

#### Knowledge and/or skills

- ◆ Understanding what volunteering in sport and recreation means
- ◆ Intrinsic motivational factors that can attract people to volunteering
- ◆ Extrinsic motivational factors that can attract people to volunteering
- ◆ Intrinsic and Extrinsic theories of motivation (demotivators)
- ◆ Theories of motivation

#### Evidence requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ define volunteering in sport and recreation referring to contemporary thought
- ◆ identify and describe at least five intrinsic and five extrinsic motivational factors that could be used to attract volunteers to a sport and recreation club
- ◆ describe a minimum of two theories that could be used to attract volunteers to a sport and recreation club

#### Assessment guidelines

To achieve this Outcome each candidate will be required to demonstrate their understanding of all aspects of the knowledge and/or skills section. This evidence will take the form of an extended response assignment of approximately 700 words.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Managing Volunteers in Sport and Recreation

### **Outcome 2**

Describe how to manage develop, and retain volunteers.

#### **Knowledge and/or skills**

- ◆ Developing volunteers
- ◆ Personal development opportunities
- ◆ Objective setting
- ◆ Allocating defined roles and responsibilities
- ◆ Retaining volunteers
- ◆ Support mechanisms
- ◆ Effective communication systems
- ◆ Recognition/reward systems
- ◆ Voluntary personnel management issues
- ◆ Appropriate management styles
- ◆ Conflict
- ◆ Discipline

#### **Evidence requirements**

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ identify and briefly describe at least three techniques of developing volunteers within sport and recreation
- ◆ describe at least three techniques from the above list that may help to retain volunteers within sport and recreation
- ◆ identify three personnel issues within volunteering and explain how these issues can be successfully managed through appropriate communication and management styles
- ◆ identify and evaluate, by taking into account communication barriers, at least three communication techniques to help retain volunteers

#### **Assessment guidelines**

This Outcome may be assessed by the use of an extended response assignment of approximately 700 words. This may be supported by a role play activity where candidates may be asked to identify three personnel issues within volunteering and explain how these issues can be successfully managed through appropriate communication and management styles. Video evidence and observation checklists may be required for evidence of the role play scenario.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Managing Volunteers in Sport and Recreation

### **Outcome 3**

Explain the structure and functions of sport and recreation club constitutions and the roles volunteers can perform in voluntary sport and recreation clubs.

#### **Knowledge and/or skills**

- ◆ Club Constitutional structure
- ◆ Functions of a club constitution
- ◆ Committee roles within voluntary sport and recreation clubs
- ◆ Legal and ethical considerations

#### **Evidence requirements**

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ identify and describe the functions of at least six key elements that make up the structure of a voluntary club constitution within sport and recreation
- ◆ describe at least three roles volunteers can perform within sport and recreation voluntary club committees
- ◆ describe at least three legal considerations when managing volunteers and forming voluntary club constitutions within sport and recreation
- ◆ explain a minimum of three ethical considerations that volunteers may encounter when developing a constitution within sport and recreation

#### **Assessment guidelines**

This Outcome may be assessed by a number of methods. Firstly, by an extended response assessment for each candidate of approximately 700 words. Secondly, by a role play scenario where small groups of students discuss the information in the evidence requirements and then individual students providing a report of approximately 700 words. Thirdly, by a group exercise culminating in a group report of approximately 1,200 words.

## **Administrative Information**

|                             |   |
|-----------------------------|---|
| <b>Unit code:</b>           | DP27 35                                     |
| <b>Unit title:</b>          | Managing Volunteers in Sport and Recreation |
| <b>Superclass category:</b> | AF  |
| <b>Date of publication:</b> | August 2005                                 |
| <b>Version:</b>             | 01  |
| <b>Source:</b>              | SQA   |

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## **Higher National Unit specification: support notes**

### **Unit title: Managing Volunteers in Sport and Recreation**

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **Guidance on the content and context for this Unit**

On completion of the Unit the candidate should be able to understand the concept of volunteering in sport and recreation and why people volunteer. To be able to understand how to attract, retain and manage volunteers. The candidate should also be able to understand the functions of voluntary club constitutions, what roles volunteers can perform within club committees and understand the legal implications concerning club constitutions and utilising volunteers.

### **Guidance on the delivery and assessment of this Unit**

There is a natural progression through the Outcomes in this Unit. In delivering the Unit it will be possible and desirable to stress the progression between the separate Outcomes.

Ideally, candidates should progress through Outcomes 1–3 in that order, as each Outcome represents a clearly defined stage in the learning process.

#### **Outcome 1**

##### **Examples of Motivational Factors are:**

##### **Intrinsic factors:**

Experience, Satisfaction, Confidence, Enjoyment, Achievement, Education, Self worth, Altruism,

##### **Extrinsic factors:**

Role models, Family involvement, Social contact, Community involvement, Religious beliefs, Career Development, Fringe benefits

##### **Examples of Motivation Theorists:**

|                                    |  |
|------------------------------------|--|
| Abraham Maslow:                    | Heirarchy of Needs                         |
| Elton Mayo:                        | Motivation Theory                          |
| Douglas McGregor:                  | Theory X-Theory Y                          |
| David C McClelland:                | Achievement Motivation                     |
| Frederick Herzberg:                | 2 Factor Hygiene and Motivation Theory     |
| Other Motivation Theory theorists: | Rensis Likert , Fred Luthans, Victor Vroom |

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Managing Volunteers in Sport and Recreation

### **Outcome 2**

#### **Developing volunteers:**

Training, Education, Promotion, Motivation, Responsibility, Personal Development, Goal Setting,

#### **Retaining volunteers:**

Co-ordination, co-operation, Defined workload, Support, Communication, Information, Recognition of effort, Reward, Performance appraisal,

#### **Voluntary personnel management issues:**

##### **Stress management**

Causes: Absenteeism, Commitment, Illness, Overworked, Poor goal setting, Personal Issues, Lack of training, Ambiguity of role, Poor working climate, Poor leadership.

**Conflict management:** Positive and negative effects that conflict has on volunteers and voluntary organisations. Balancing conflict levels. Conflict management options available: Avoidance, Accommodation, Forcing, Compromise, Collaboration,

**Discipline Issues:** Abuse of power, Harassment, Bullying, Dishonesty, Theft, Violence, Absenteeism, Misconduct.

##### **Communication mediums**

Written letter, Email, Telephone, Mobile Phone, Website, Meetings, Magazines, Newsletters, Radio, Television, Pay per view media, Posters, Leaflets, Tele-conferencing.

##### **Barriers to communication:**

Distribution costs, One way/Two way communication, Available media formats (Text, Images, Audio, Video, Electronic), Passive/Active communication, Risk of misinterpretation.

### **Outcome 3**

#### **Club constitution structural elements:**

Name, Objects, Colours, Membership, Committee Structure, Meetings, Notices, Quorum, Voting, Finance and Accounts, Alterations to constitution, Dissolution, Financial accountability.

#### **Roles within voluntary club committees:**

Executive committee: Chairman, Treasurer, Secretary, Office bearers

#### **Legal and ethical considerations:**

Duty of care and Negligence, Liability and Insurance, Criminal records, Harassment, Equity, Child Protection, Disability discrimination, Racial Equality, Copyright, Fraud,



## **Higher National Unit specification: support notes (cont)**

**Unit title:** Managing Volunteers in Sport and Recreation

### **Open learning**

This Unit could be delivered by open or distance learning. However, it will require planning by the centre to ensure sufficiency and authenticity of candidate evidence. For further information and advice on Open and Distance Learning, please see *Assessment and Quality Assurance for Open and Distance Learning* (SQA, February 2001 — publication code A1030).

### **Candidates with additional support needs**

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website [www.sqa.org.uk](http://www.sqa.org.uk)

## General information for candidates

### Unit title: Managing Volunteers in Sport and Recreation

On completion of the Unit you will be able to understand the concept of volunteering in sport and recreation and the reasons why people volunteer. You will also be able to understand how to attract, retain and manage volunteers. You will also understand and describe the functions of voluntary club constitutions, what roles volunteers can perform within club committees and explain the legal and ethical implications concerning club constitutions and utilising volunteers.

This Unit may be assessed by two extended response assignments of 500 words and 700 respectively. Outcome 3 may be assessed by an individual report of 700 words or a group assignment of approximately 1,200 words.

### Bibliography

#### Outcome 1

George Norwood, *Maslow's Hierarchy of Needs*,  
Abraham Maslow, *Motivation and Personality*, 2<sup>nd</sup> ed., Harper and Row, 1970

#### Emotional Education Literacy

<http://emotionalliteracyeducation.com/index.shtml>

#### Psychology.org

[http://www.psychology.org/links/Environment\\_Behavior\\_Relationships/Motivation/](http://www.psychology.org/links/Environment_Behavior_Relationships/Motivation/)

#### The manager.org

<http://www.themanager.org/Knowledgebase/HR/Motivation.htm>

#### Outcome 2 and Outcome 3

**Title:** Australia Volunteer Management program  
**Author: Publisher:** Australian Sports Commission  
**Published:** 2000  
**ISBN:** 1-74013-027-B

#### Volunteer Development Scotland

<http://www.vds.org.uk/>

#### Scottish Council for Voluntary Organisations

<http://www.scvo.org.uk/>

#### SportScotland

<http://www.sportscotland.org.uk/>

#### SportEngland

<http://www.sportengland.org/>

#### Volunteering England

<http://www.volunteering.org.uk/>

## **General information for candidates (cont)**

**Unit title:** Managing Volunteers in Sport and Recreation

### **Outcome 3**

Sex Discrimination Act 1975

Race Relations Act 1976

Disability Discrimination Act 1995

Race Relations Act 1976

Employment Equality (Sexual Orientation) Regulations 2003

Employment Equality (Religion or Belief) Regulations 2003

The Protection of Children Act 1999

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| <b>Department of Trade and Industry</b> | <a href="http://www.dti.gov.uk/">http://www.dti.gov.uk/</a>   |
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| <b>Dept of Health</b>                   | <a href="http://www.dh.gov.uk">http://www.dh.gov.uk</a>   |
| <b>Child protection in sport Unit</b>   | <a href="http://www.thecpsu.org.uk/">http://www.thecpsu.org.uk/</a>                                 |
| <b>Australian Sports Commission</b>     | <a href="http://www.ausport.gov.au/ethics/index.asp">http://www.ausport.gov.au/ethics/index.asp</a> |

### **Clubmark**

[http://www.sportengland.org/index/get\\_resources/developing\\_sport/clubs/clubmark.htm](http://www.sportengland.org/index/get_resources/developing_sport/clubs/clubmark.htm)