

## Higher National Unit Specification

### General information for centres

**Unit title:** Contemporary Sports Policy and Practice

**Unit code:** DP29 35

**Unit purpose:** This Unit introduces candidates to a range of competing theories that seek to explain both the development and contemporary nature of sports policy. By emphasising this, and the socio-economic and political context within which sports policy takes place, the Unit facilitates a thorough analysis of the complexity of sports policy.

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

1. Outline the key turning points in the historical development of sports policy and explain the circumstances that lay behind them.
2. Describe the main agencies involved in sports policy and discuss the opportunities and constraints facing them.
3. Evaluate key contemporary sports policies.

**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:** Candidates should have an interest in sport and possess good written and oral communication skills. Other knowledge, skills or experience relevant to the Unit would also be beneficial. Students who'd already passed the HN unit 'Evaluating the Role of Sport in Society' would find this unit particularly rewarding. Ultimately, entry is at the discretion of the centre.

**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 Sport and Recreation Management.

**Assessment:** This Unit may be assessed by one **integrated assessment** covering all the Unit outcomes. This may take the form of an **assignment of approximately 2500 words** essay – submitted at the end of the Unit by each student. Candidates may be given a choice of three essay titles of which they choose one.

## Higher National Unit specification: statement of standards

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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

Outline the key turning points in the historical development of sports policy and explain the circumstances that lay behind them.

#### Knowledge and/or skills

- ◆ 19<sup>th</sup> Century ‘rational recreation’ and the Victorian legacy
- ◆ Post World War 2 welfarism and the implications for sports policy
- ◆ Late 20<sup>th</sup> Century commercialisation and globalisation of sport and sports policy

#### Evidence requirements

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

- ◆ identify at least three turning points in the historical development of sports policy
- ◆ explain the key factors underpinning the shift in sports policy during these three periods
- ◆ explain and account for, the changing nature of government intervention in sports policy from the 19<sup>th</sup> Century to the present-day

### Outcome 2

Describe the main agencies involved in sports policy and discuss the opportunities and constraints facing them.

#### Knowledge and/or skills

- ◆ The role and impact of Sports Agencies
- ◆ Central government and sports policy
- ◆ Local government and sports policy
- ◆ The voluntary sector of sport and sports policy
- ◆ The commercial sector of sport and sports policy

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

**Unit title:** Contemporary Sports Policy and Practice

### **Evidence requirements**

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

- ◆ outline the roles of at least three key agencies involved in sports policy
- ◆ discuss the opportunities and constraints facing at least three sports policy agencies
- ◆ describe the links between agencies involved in sports policy.

### **Outcome 3**

Evaluate key contemporary sports policies

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

- ◆ The impact of the National Lottery
- ◆ Sports policy in a global world
- ◆ Partnerships in sports policy
- ◆ Sports development: delivering sports equity and high-performance sport
- ◆ Sports professionalism

#### **Evidence requirements**

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

- Describe how at least three contemporary sports policies are linked to wider social, economic and political factors.
- Discuss the impact of at least three contemporary sports policies on sports practice.
- Discuss the possible impact of at least three sports policies on local communities.

The assessment will take the form of one integrated, individual assignment which will be in the region of 2500 words.

Examples of the topics will be found within the support notes although this is not an exhaustive list.

#### **Assessment guidelines for the Unit**

In this Unit, Outcomes 1, 2 and 3 are covered in one assessment task.

For Outcome 1, candidates are expected to demonstrate a clear understanding of the changing nature of government intervention in sport and be able to account for this.

In Outcome 2, it is envisaged that candidates will be able to identify a range of key agencies involved in sports policy and appreciate both the opportunities and challenges they face and the links between agencies.

In Outcome 3, candidates should be able to highlight key contemporary sports policies and demonstrate their link to government preoccupations and wider socio-economic factors.

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

**Unit title:** Contemporary Sports Policy and Practice

For further information on assessment, please refer to the section 'Guidance on delivery and assessment' in the support notes.

## **Administrative Information**

<b>Unit code:</b>	DP29 35
<b>Unit title:</b>	Contemporary Sports Policy and Practice
<b>Superclass category:</b>	EA
<b>Date of publication:</b>	August 2005
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## **Higher National Unit specification: support notes**

### **Unit title: Contemporary Sports Policy and Practice**

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**

The Unit is designed to provide students with an understanding of the politics of sports policy. It seeks to move beyond a mere description of key dates and agencies to a more informed discussion of what lay behind these. This approach allows candidates to appreciate the connections between sports policies and the circumstances from which they arose. Because of its content, candidates would find the Unit most beneficial if they have an interest in the area, although, it is hoped that the topical nature of the subject material also makes it of interest to the non-sporting candidate. The Unit forms part the HND Sport and Recreation Management group award.

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

A possible approach to this Unit would be develop an 'issues based' structure whereby lectures and seminars cover a range of topics that are both relevant to contemporary sports policy debates and likely to be of interest to candidates. Sessions could thus cover areas such as: the historical development of sports policy; political parties and sports policy; sports policy and the public sector; sports policy and the voluntary and commercial sector; sports professionalism; sports development (themes and issues); the role of partnerships in sports policy; sport and social inclusion; sports policy and the National Lottery; the globalisation of sports policy; the influence of Best Value and leisure trusts on sports policy. The subject's high-profile lends itself to debate and argument that can be stimulated by use of contemporary material from video and newspapers. The issues lend themselves to class debates and constructive argument which aids students' theoretical thinking the development of critical thinking, whether it be (say) the arguments 'for' and 'against', the National Lottery; allocating public monies to attract global sports events; the Scottish Executive's approach to sport; funding elite sport over community sport.

The assessment is designed to offer candidates an element of choice and the opportunity to demonstrate their ability to link key issues in the Unit. For example, at the start of the Unit they should be asked to choose one of three essay topics presented covering areas such as:

1. Critically discuss, using examples, the extent to which the sports policies of the New Labour government differ from those of the previous Conservative administrations.
2. Critically discuss, using examples, the contention that a thorough understanding of contemporary sports policy cannot be grasped without locating it within a global context.
3. Critically discuss, using examples, the argument that, increasingly, the success or otherwise of contemporary sports policies rests on the construction of meaningful partnerships.

The student would then be required to use relevant books, journals, newspapers articles and web material to construct an essay that adequately theorises the topic.

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

### Unit title: Contemporary Sports Policy and Practice

Their individual essay allows them to: demonstrate their ability to construct a coherent written answer; collect and synthesise relevant information; and debate key module issues. It is suggested that students submit the essay at the end of the Unit as this allows them to highlight how their chosen area is influenced by a range of issues studied in the Unit.

In the assessment candidates should be discouraged from thinking that the provision of examples equals theorising. The emphasis of class debates can help this process as competing arguments over a particular subject can be highlighted. Also, in order to provide students with a range of different perspectives it would be advantageous if they had access to a range of academic books and journals (see list below) from the politics of sports policy and practice. A useful set text for this Unit is: Hylton, K. et al (2001) Sports Development: Policy, Process and Practice, London: Routledge

#### Books

- Adams, I. and MacMillan, A. (2000) Leisure and Government (3<sup>rd</sup> edition), Gateshead: Business Education Publishers Ltd.
- Bull, C. et al (2003) An Introduction to Leisure Studies, Harlow: Pearson Education Ltd.
- Houlihan, B. (1991) The Government and Politics of Sport, London: Routledge.
- Houlihan, B. (1997) Sport, Policy and Politics: A Comparative Analysis, London: Routledge
- Houlihan, B. and White, A. (2002) The Politics of Sports Development: Development of Sport or Development Through Sport?, London: Routledge.
- Hylton, K. (2001) Sports Development: Policy, Process and Practice, London: Routledge.
- Kremer, J. et al (1997) Young People's Involvement in Sport, London: Routledge.
- Roberts, K. (2004) The Leisure Industries, Basingstoke: Palgrave Macmillan.
- Torkildsen, G. (1999) Leisure and Recreation Management (4<sup>th</sup> edition) London: E and FN Spon.
- Watt, D.C. (1998) Sports Management and Administration, London: E and FN Spon.
- Wolsey, C. and Abrams, J. (2001) Understanding the Leisure and Sport Industry, Harlow: Pearson Education Ltd.

#### Journals

- Managing Leisure: An International Journal
- Leisure Studies
- European Journal of Sports Management
- World Leisure

#### Trade Press

- Leisure Manager
- Leisure Management

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

**Unit title:** Contemporary Sports Policy and Practice

### **Open learning**

Open learning implies that, while candidates study outwith the centres using materials provided, it would be necessary to attend the centre for assessment purposes. For further information on Open and Distance Learning, please refer to the SQA publication, Assessment and Quality Assurance of Open and Distance Learning (SQA, 2000).

### **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:** Contemporary Sports Policy and Practice

This Unit introduces you to competing theories that seek to explain both the development and contemporary nature of sports policy and practice. By emphasising this, and the social, economic and political context within which sports policy takes place, the Unit facilitates a thorough analysis of the complexity of sports policy.

On completion of the Unit you will be able to: describe, and account for, the key turning points in the historical development of sports policy; outline the main agencies involved in sports policy and discuss their current concerns; and discuss a range of key contemporary sports policies.

The Unit will be assessed by way of an integrated assignment of approximately 2,500 words.