

## Higher National Unit Specification

### General information for centres

**Unit title:** Sport and Recreation Programming

**Unit code:** DP8C 35

**Unit purpose:** This Unit is designed to provide the candidate with the knowledge and understanding of Sport and Recreation Programming and to be competent in facility/activity/client programming. On completion of the Unit the candidate should be able to programme a range of sport activities and provide a wide range of knowledge of the planning considerations and the process that should be undertaken in order to achieve successful Sport and Recreation Programming. This Unit is aimed at candidates who wish to develop their knowledge of managing the programming of sport and recreation facilities or for those who will work as supervisors, managers or providers in the sport and recreation area.

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

- 1 Describe the function of sport and recreation programming and explain the main forming elements and constraints that affect program planning.
- 2 Explain the directional strategies and approaches that should be considered when developing a sport and recreation programme.
- 3 Develop a balanced programme of sport and recreation activities for a facility, using objective planning techniques.

The general principles in this Unit are about enabling candidates to develop their understanding of the principles of sport and recreation programming. Candidates will gain an understanding of the variations strategies and of approaches that may be utilised within programming, the range of facilities and activities that can be programmed. Candidates will also be able to investigate and describe the impact of demand for a wide range of client groups. The learning is through classroom based delivery, visits, and investigation of progressions made within programming provision available for providers of sport and recreation. This Unit could be delivered through e-learning. It is recommended that delivery and assessment follow the order laid out above.

**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.*

## General information for centres (cont)

**Unit title:** Sport and Recreation Programming

**Recommended prior knowledge and skills:** Access to this Unit will be at the discretion of the centre. It would be useful but not essential if the candidate had completed “Sport and Recreation Resourcing and Promoting 1” as the skills and knowledge gained there are relevant to participation in this Unit. Ultimately, entry is at the discretion of the centre. Candidates should also have good communication skills. These may be demonstrated by the achievement of core skills communication at a higher level or by possession of Higher English and Communication or a suitable NQ communication Unit (SCQF level 5/6).

**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 using different methods of assessment. Outcome 1 may be assessed by means of restricted response questions of totalling no more than 500 words. Outcome 2 may be assessed by an extended response of approximately 500 words. Outcome 3 may be assessed by means of either a case study or research project of approximately 1,500 words.

There is also the possibility that a holistic approach to assessments is adopted combining all outcomes.

## Higher National Unit specification: statement of standards

**Unit title:** Sport and Recreation Programming

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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

Describe the function of sport and recreation programming and explain the main forming elements and constraints that affect program planning

#### Knowledge and/or skills

- ◆ function of programming
- ◆ internal and external benefits of a balanced programme of activities
- ◆ elements that form balanced programming design
- ◆ constraints to programming

#### Evidence requirements

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

- ◆ describe a major function that programming plays in delivering sport and recreation activities
- ◆ identify and explain at least two benefits each of a balanced programme to customers and the facility
- ◆ identify and describe at least three elements that form balanced programming design and describe at least one associated programming constraint within each element

#### Assessment guidelines

It is recommended that this assignment may take the form of restricted response questions of totalling no more than 500 words. However, there is also the possibility that a holistic approach, combining all Outcomes, to assessments may be adopted.

It is recommended that Centres structure the assessment question or refer to the unit exemplar.

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

**Unit title:** Sport and Recreation Programming

### **Outcome 2**

Explain the directional strategies and approaches that should be considered when developing a sport and recreation programme

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

- ◆ strategic directions for programming: social planning and community development
- ◆ specific approaches to programming

#### **Evidence requirements**

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

- ◆ understand and describe the two main directions of planning and providing sport and recreation programmes and explain the difference in roles adopted by a programme manager for each of these directions
- ◆ identify and compare and evaluate at least three specific approaches to planning sport and recreation programmes

#### **Assessment guidelines**

This Outcome may be assessed by an extended response of approximately 500 words. It is also feasible that a case study approach could be used. However, candidates would benefit from visiting an appropriate operational facility if this method of assessment was chosen.

There is also the possibility that a holistic approach to assessments is adopted combining all Outcomes.

### **Outcome 3**

Develop a balanced programme of sport and recreation activities for a facility, using objective planning techniques

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

- ◆ application of the stages of a programme planning process
- ◆ timed access parameters, including peak and off-peak times
- ◆ flexibility of area usage is demonstrated
- ◆ client group consideration is taken into account when programming activities and facilities

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

**Unit title:** Sport and Recreation Programming

### **Evidence requirements**

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

- ◆ describe the stages of objective planning process used in programming and apply them to a sport and recreation programme
- ◆ produce a daily sport and recreation programme for a facility which incorporates at least eight sport and recreation activities and takes into account at least six different user groups
- ◆ describe and justify the design considerations for the programme taking into account programme elements and constraints

### **Assessment guidelines**

This assessment may take the form of a project based upon a case study, on the programming and provision of activities and client groups within a sport and recreation facility. The candidate will formalise a daily programme of sport and recreation activities, detailing the activities and times available within the facility, and identify appropriate client group provision. The candidate will provide a written report (1,500 words) on the formulation of the programme in relation to the stages of the planning process including justification for design considerations.

There is also the possibility that a holistic approach to assessments is adopted combining all Outcomes.

## **Administrative Information**

<b>Unit code:</b>	DP8C 35
<b>Unit title:</b>	Sport and Recreation Programming
<b>Superclass category:</b>	CH
<b>Date of publication:</b>	August 2005
<b>Version:</b>	01
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## **Higher National Unit specification: support notes**

### **Unit title: Sport and Recreation Programming**

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**

This Unit is designed to highlight the important aspects of programming within the area of sport and recreation.

#### **Outcome 1**

This Outcome provides the candidate with an understanding of the principles and functions of programming sport and recreation activities. It also highlights the benefits that successful programming can provide for both customer and facility alike. Factors such as programme elements and constraints are also highlighted to the candidate, enabling them to understand the importance of designing a balanced programme.

#### **Outcome 2**

This will allow the candidate to understand the different combination of strategies and approaches that may be employed to successfully programme for sport and recreation activities.

#### **Outcome 3**

The candidate will be provided with the opportunity to produce a programme of activities within a facility for various client groups and also be able to express justification to programme design. Candidates should become familiar with the stages of the objective planning process of programming within sport and recreation.

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

#### **Outcome 1**

This Outcome provides an opportunity to investigate both manual and computerised systems available for programming sport and recreation activities.

Candidates will have the opportunity to increase their understanding of the main functions of programming in sport and recreation and also the benefits that balanced programming can have for both customer and organisation. Also, the candidates will have the opportunity to understand what elements and associated constraints exist and ultimately form the programming process.

Functions of programming could include:

- ◆ promoting equity within sport and recreation provision
- ◆ maximising facility and resource usage
- ◆ increasing customer turnover and return custom
- ◆ satisfying wants and needs
- ◆ providing choice and new opportunities
- ◆ creating profit
- ◆ improving health and activity levels

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

### Unit title: Sport and Recreation Programming

Elements of programming could include:

- ◆ activities
- ◆ facilities
- ◆ services

Constraints could include:

- ◆ staff
- ◆ maintenance
- ◆ time
- ◆ space
- ◆ season
- ◆ weather

A balance programme would take in account considerations such as:

- ◆ variety
- ◆ flexibility
- ◆ equity
- ◆ reliability
- ◆ continuity

### Outcome 2

This will allow the candidate to understand the importance of adopting and combining strategic directions and utilising specific approaches to programming for the purpose of facilitating suitable programming for a variety of client groups within a sport and recreation environment.

Such strategic directions could include:

- ◆ social planning (also known as “other directed”)
- ◆ community development (also known as “community initiated”)

Managerial roles associated with strategic directions:

- ◆ social planner
- ◆ community developer

Examples of specific programming approaches could include:

- ◆ Traditional, Current trends, Expressed desires, Authoritarian, Political/Social, Action-Investigation-Creation plan, External Requirements, Cafeteria Style, Demand, Community Orientation, Community Leadership.

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

**Unit title:** Sport and Recreation Programming

### Outcome 3

The candidate will be provided with the opportunity to produce a programme of activities within a facility for various client groups and also be able to express justification to programme design. Candidates should become familiar with the stages of the objective planning process of programming within sport and recreation.

Client groups could include:

- ◆ Women, Children, Disabled, Unemployed, Ethnic minorities, teenagers, Employed, Students, Elderly, Competitive sports teams, School groups, Pre-school, Single parents, irregular hours workers, staff.

Stages of the planning process should include:

- ◆ interpret
- ◆ assess
- ◆ set objectives
- ◆ plan
- ◆ implement
- ◆ evaluate
- ◆ modify

### 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 on 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: Sport and Recreation Programming**

This Unit introduces you to programming of a range of sport and recreation facilities that deliver a wide range of activities for various client groups.

Few people have a clear understanding of the actual amount of planned programming required to enable client participation of various activities within sport and recreation facilities. This Unit will introduce you to sport and recreation programming.

This Unit aims to provide the student with the knowledge and techniques required to create balanced programming sport and recreation activities within a facility allowing diverse client access and maximum usage turnover.

On completion of this Unit you will be able to understand the stages of programming relevant to sport and recreation.

Outcomes 1 and 2 may be assessed by written submissions totalling in the region of 1,000 words and Outcome 3 may be assessed by written submission of 1,500 words. It is also possible that a holistic approach be adopted combining all three outcomes.

### **Bibliography:**

Saipe R. (1999) "Programming" in: *ibid* "Working in Sport & Recreation: A Practical Approach", Stanley Thornes, Chap. 7 isbn: 0-7487-3899-1

Torkildsen, G. (1992) 'Programming leisure and recreation services and facilities', in: *ibid.*, 'Leisure and Recreation Management'. London: E & F N Spon, Chap.14. isbn: 0-419-16760-9

Rossman, R.J. and Schlatter, B.E. (2003) 'Recreation Programming: Designing Leisure Experiences 4th ed' Champaign, Illinois: Sagamore Publishing isbn: 1-57167-551-5