



Higher National Unit specification: general information

Unit title: Sports Development: An Introduction

Unit code: FW5T 34

Superclass: MA

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Unit purpose

This Unit will provide the candidate with an introduction to Sports Development. The candidate should gain an understanding of the principles of sports development from beginner to elite performer. The candidate will gain understanding of the wider roles and responsibilities of a sports development team. The candidate should be able to identify current factors that influence sports development and deliver a relevant programme.

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

- 1 Identify the factors that influence sports development.
- 2 Investigate a current and local Sports Development project.
- 3 Plan, deliver and evaluate a sports development programme for a selected sport.

Recommended prior knowledge and skills

Before studying this Unit, students would benefit from theoretical knowledge and/or practical experience of coaching either generically or in a sport specific context.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**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 (cont)

Core Skills

The candidate will have opportunities to develop Core Skills in *Working with Others* and *Communication*. There may be opportunities to develop skills in *Information Communication Technology (ICT)* and *Problem Solving*.

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.

Assessment

Outcome 1 will be assessed by a short answer question paper. Outcome 2 will be assessed by the production of a report. Outcome 3 will be assessed by an individual written report and an observation checklist of the group's activity, covering Planning, Delivery and Evaluating phases of the programme

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.

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

Identify the factors that influence sports development

Knowledge and/or Skills

- ◆ Definition of Sports development.
- ◆ The role of the Sports Development officer.
- ◆ Sports development continuum, foundation, participation, performance and excellence.
- ◆ Target groups that are under-represented in sport.
- ◆ Participation rates.
- ◆ Barriers to participation.
- ◆ Concept of inclusion.
- ◆ Development plans of sport specific governing bodies.
- ◆ Role of sportscotland.

Evidence Requirements

To achieve this Outcome, the student will be required to produce written evidence of their knowledge and understanding of the aspects listed. The assessment will take the form of a short answer paper under controlled conditions.

Assessment Guidelines

The test should be carried out under 'examination conditions' and be appropriately supervised. Candidates would be expected to provide written responses that indicated both knowledge and understanding of the factors listed identified above.

Higher National Unit specification: statement of standards (cont)

Unit title: Sports Development: An Introduction

Outcome 2

Investigate a current and local Sports Development project.

Knowledge and/or Skills

- ◆ Target groups: community, facility, governing body, school, coaching, club, health and fitness, events.
- ◆ Delivery methods including direct delivery, partnerships, facilitation.
- ◆ Range of activities appropriate to different levels depending on the client group and aim.
- ◆ Short and long term benefit of the activity, sustainability and exit routes for the participants.
- ◆ Sources of funding for sports development.

Evidence Requirements

To achieve this Outcome, each candidate will be required to produce evidence of their understanding of the items in the knowledge and skills section. The assessment will be in the form of a report. Within the assignment the student will be required to identify a sports development programme that has taken place in the locality. The student will investigate the type of programme taking place, the officer(s) involved, the delivery methods used and the source of funding to support the activity. The student should evaluate the choice of activity and its suitability to the client group, the short and long-term benefits and the overall sustainability of the activity.

Assessment Guidelines

Candidates may collect the information required for the assignment in small groups provided each candidate produces their own report and adheres to the above requirements.

Higher National Unit specification: statement of standards (cont)

Unit title: Sports Development: An Introduction

Outcome 3

Plan, deliver and evaluate a sports development programme for a selected sport.

Knowledge and/or Skills

- ◆ Sports development theory and delivery methods.
- ◆ Programme planning skills.
- ◆ Resource identification and management.
- ◆ Teamwork skills.
- ◆ Ability to negotiate goals, roles and responsibilities in a complex task.
- ◆ Analytical and evaluative skills.
- ◆ Inform the client about available progression routes, programmes and facilities.

Evidence Requirements

To achieve this Outcome each candidate will be required to demonstrate that they can plan, deliver and evaluate a sports development programme of at least four sessions (240 minutes) analyse with others the possible and essential components of the task. This will include:

- (a) planning the programme
- (b) negotiating the nature and scope of group goals, roles and responsibilities
- (c) using available resources effectively
- (d) effective delivery of a sports development programme
- (e) supporting and contributing to co-operative team working
- (f) fulfilling agreed roles and responsibilities
- (g) evaluating the programme
- (h) delivering information on continuation of the activity

Evidence will include assessor checklists of the sessions and a detailed report produced by each candidate to address all the above aspects.

Assessment Guidelines

The programme chosen should be designed to a minimum of four sessions each of 60 minutes duration (or equivalent). The development aspect of this Unit is the part that will be assessed during the delivery of the programme.

Higher National Unit specification: support notes

Unit title: Sports Development: An Introduction

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

Sports development is a fast evolving area and the Unit is intended to have sufficient flexibility to pick up and investigate new initiatives as they appear. The overall aim for sports development will change as the different national, local and governing body targets are met. An understanding of the development continuum is important to put a context to any sports development programme. Participation rates of some sections of the population against overall numbers in the population as a whole will give the focus to groups under represented in sport, and lead to a discussion of barriers to participation. Good examples might include women in football, disabled athletes in sport in general and the under representation of some ethnic groups in many sports.

Studying sustainability and the establishment of pathways the continuum will help in understanding the integrated nature of sports development. It also needs to be stressed that not all sports development delivery is carried out by the sports development officer. There is extensive use of volunteer coaches, club, partnerships/collaboration with community organisations, local authorities, schools active programmes as well as commercial sport and leisure providers, eg football clubs, and all are important factors in successful sports development. The use of sports and exercise as a vehicle for health and well-being throughout an individual lifetime should also be considered.

National success in international competitions, eg World Championships, Commonwealth and Olympic performances can also be brought into the discussion of funding and the targets set by sports governing bodies to obtain funding.

The planning, delivery and evaluation of a sports development programme should offer an opportunity for development of personal competences, including working with others. The candidates should work in groups to achieve this Outcome, and should demonstrate skills in working to the strengths of the group, and seeking ways to move action forward and enhance group performance by co-operative input. Each group should meet to discuss the choice of programme and all aspects of the planning. These group meetings should be chaired by a member of the group, with the minutes which record the negotiated individual tasks, responsibility and actions. Planning should show working methods which take account of available resources (physical, human, financial) possible resources of funding (sponsorship, grants, lottery, public/private) promotional/marketing(publicity material, application forms, freebies, awards, media, celebrities) timetable including application, confirmations, planned activities, evaluations and report. Risk assessment of the activities and current health and safety guidelines of the venue must be taken into account.

Higher National Unit specification: support notes (cont)

Unit title: Sports Development: An Introduction

The groups should decide on a client group and a programme. Questions that could be answered in this activity might include:

- ◆ who is the target group and why?
- ◆ how many, and how are they to be contacted? How do we know if they will turn up?
- ◆ what is the activity going to be?
- ◆ how many coaches are needed, abilities, qualifications, roles and responsibilities?
- ◆ what other staff are needed, eg scorers, officials, first-aiders?
- ◆ which venue will be used, why is it chosen and for how long is it needed?
- ◆ who will book it and how much will it cost?
- ◆ what equipment is needed and how can it be obtained?
- ◆ is the activity to be advertised, if so when and at what cost?
- ◆ is a celebrity going to take part, if so when and at what cost?
- ◆ how much is it going to cost, is any support available, how is the cost going to be recouped, eg charges? (sponsorship, grants etc)?

This list is not exhaustive or prescriptive but it is likely that many of the issues will be considered if the programme is planned and delivered effectively.

Evidence of planning should include minutes of meetings, identification and justification of choice of client group and activity programme. Choice of dates, application forms (potential staff and participants) marketing and promotion, physical resources issues, eg choice of venue, equipment, etc, human resource issues, eg job specifications and person specifications, number of staff needed, roles and responsibilities, financial resource issues, eg costs, possible sources of funding, proposed budget, coaching timetable or programme for the activity identifying staff needed, group size, activity, etc

There should also be some evidence of risk assessment of the activities involved and of the Health and safety guidelines of the venue used.

Evaluation should examine all aspects planned, and questions might include:

- ◆ how did the programme go?
- ◆ how did the participants rate the contribution of themselves and each other?
- ◆ how successful was the coaching activity? (Use some feedback sheets)
- ◆ could any improvements have been made?
- ◆ what opportunities are there for the participants to take the activity further, eg routes into clubs, leisure centre sessions etc?

Higher National Unit specification: support notes (cont)

Unit title: Sports Development: An Introduction

Guidance on the delivery and assessment of this Unit

Outcome 1 is likely to be delivered by tutor led classes. Outcome 2 may be best delivered while working in groups of peers. Accessing the internet will give a substantial amount of material that gives information on a wide variety of sports development initiatives. Input by a sports development officer would be beneficial in setting the scene and identifying the current initiatives. Suggested partnership with sports development unit/officers, would allow an opportunity to observe the delivery of a sports development programme.

Outcome 1 is assessed by a short answer paper under controlled conditions.

Outcome 2 is assessed by the submission of a report.

Outcome 3 is assessed by an individual report and observation checklists.

Candidates are expected to contribute to all phases of development programme. It is anticipated that the assessor will witness much of the activity in order to be able to complete a detailed checklist on the co-operative group process and confirm the accuracy of the individual written programme.

Open learning

Open learning implies that, while candidates study out with the centres using materials provided, it would be necessary to attend the centre for assessment purposes. As the Unit assessment includes the assessment of processes, it would be necessary for the assessor to see the candidates' performance to make judgements.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Opportunities for developing Core Skills

As candidates are required to be able to work in groups (although assessments will be individually submitted), there will be a number of opportunities to develop skills in *Working with Others*.

Again, this process of being required to work with colleagues and other people, means that the candidate will be required to communicate with those involved in the planning and the development of the programme and will therefore have the opportunity to develop skills in Communication. These may be oral, written and interpretative skills.

Higher National Unit specification: support notes (cont)

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If the candidate elects to use the internet to conduct research into the factors covered in Outcome 1, and/or the investigation needed for Outcome 2, there will be opportunities to develop skills in *ICT* and also *Problem Solving*. If the candidate elects to use other methods to carry out their research, there will still be the opportunity to develop skills in *Problem Solving* and perhaps further develop skills in the interpretation of data (*Numeracy* and *Problem Solving*) and *Communication*.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date

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General information for candidates

Unit title: Sports Development: An Introduction

This Unit introduces you to the theory behind Sports Development and gives you the opportunity to be involved in the design, delivery and evaluation of a sports development programme.

The Unit looks at the different levels of sport and identifies routes through sport from first learning a skill to competition on the international stage. Central to the Unit is the concept that everyone should have an opportunity to develop through sport and that preconception and barriers to participation should be challenged.

Assessment will be based on the information gathered from a range of sources and be specific to the Unit Outcomes.

Assessment evidence will be based on current sports development ethos, working practise and observed delivery of a sports development activity

On completion of the Unit you should be able to:

- ◆ understand the principles of sports development
- ◆ understand current sports development in the local area
- ◆ identify factors that influence sports development
- ◆ deliver a sports development programme.

While you will at times be required to work with other people and colleagues, you will be assessed on your own contribution to the process. You will not be assessed on the work that others do even if you work with them to complete the task. Your ability to carry out your role and contribute to the work will however be part of the assessment process.