



National Unit Specification: general information

UNIT Sports: Investigate Activity Development Opportunities in an Organisation (SCQF level 6)

CODE F7JM 12

SUMMARY

This Unit is one of the mandatory Units of the National Progression Award in Sport Development, however it may also be delivered as a free-standing Unit.

On successful completion of this Unit candidates will have identified recreational physical activities on offer within an organisation. They should have developed a working knowledge of the facilities available, and of the structure of physical activity provision within the organisation. The investigation should introduce candidates to the concept of sports development, and target an appreciation of this through close examination of the resources required for a specific project.

OUTCOMES

- 1 Explain the concept of Sports Development.
- 2 Describe the opportunities and facilities for physical activity currently available to members of an organisation.
- 3 Identify potential development projects to meet the needs of members.
- 4 Describe financial, physical, and human resources required for the development of physical activity.
- 5 Identify systems required to support and sustain a physical activity development plan.

Administrative Information

Superclass: MA

Publication date: August 2009

Source: Scottish Qualifications Authority

Version: 01

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RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ D687 11 *Leading Sporting Activities*
- ◆ any Sporting Activities Unit at SCQF level 5
- ◆ participate regularly in sport and recreation

CREDIT VALUE

2 credits at SCQF level 6 (12 SCQF credit points at SCQF level 6*).

**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.*

CORE SKILLS

There is no automatic certification of Core Skills components in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in Learning and Teaching Approaches for this Unit.

National Unit Specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Explain the concept of Sports Development.

Performance Criteria

- (a) Describe the function of a Sports Development programme.
- (b) Identify systems to support a physical activity development plan.
- (c) Identify systems to sustain a physical activity development plan.

OUTCOME 2

Describe the opportunities and facilities for physical activity currently available to members of an organisation.

Performance Criteria

- (a) Describe the range of recreational activities available to members of the organisation.
- (b) Describe the level of the recreational activities available to members of the organisation.
- (c) Describe the facilities available for the provision of recreational physical activity.

OUTCOME 3

Identify potential development projects to meet the needs of members.

Performance Criteria

- (a) Identify potential development projects.
- (b) Research and analyse potential developments.
- (c) Select an appropriate development project.
- (d) Describe the potential benefits of a project.

OUTCOME 4

Describe financial, physical, and human resources required for the development of physical activity.

Performance Criteria

- (a) Describe financial resources required for the development of physical activity.
- (b) Describe equipment required for the development of physical activity.
- (c) Describe facilities required for the development of physical activity.
- (d) Identify personnel required for the development of physical activity.

National Unit Specification: statement of standards (cont)

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OUTCOME 5

Describes issues which impact on the viability of a selected development project.

Performance Criteria

- (a) Describe how project resources may be sourced and sustained.
- (b) Identify methods to help ensure suitability of officials/participants.
- (c) Identify and initiate methods of generating interest and support.

EVIDENCE REQUIREMENTS FOR THIS UNIT

A portfolio of evidence should be produced, which satisfies all the Performance Criteria. This should be in sufficient detail to allow someone from outwith the group to implement the project, and contain all receipts, bookings, financial, and other relevant information.

Candidates may work individually, in groups, or one large group to implement the requirements of the Unit. (It is strongly recommended that this is done out with timetabled classes). When working in groups individuals should have defined roles. The portfolio should clearly identify these roles and any tasks attributed to them.

Outcome 1

Candidates should clearly identify the concept of Sports/Physical Activity Development in the context of current thinking, government initiatives and policy. Work should reflect the multi-faceted and diverse nature of Sports/Physical Activity Development. Systems and strategies commonly used to ensure support and sustainability for Sports/Physical Activity Development should be clearly identified.

Outcome 2

Candidates should gather information on the current provision for Sports/Physical Activity. If working in groups each candidate must produce an individual submission. Information gathered should make clear the level of activity which is possible, and the age and range of equipment available.

Outcome 3

While candidates may work in groups to gather opinions, evidence produced by each individual should: Explain how methods used ensure that opinions obtained are a true reflection of a cross section of the organisation including target groups/individuals. Candidates should name at least three different projects, identified by members, to improve the provision of physical activity. Candidates should examine the strengths, weaknesses, demands and benefits of all options and give clear cognisance to the analysis in the selection of an appropriate development project.

National Unit Specification: statement of standards (cont)

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Outcome 4

Candidates should describe the viability of the selected project. This should establish whether there are adequate resources to make the project worthwhile, and include descriptions of:

- ◆ how all facility and equipment requirements, personnel (including office holders, officials, participant numbers), and any transport requirements may be met.
- ◆ methods of raising the required finances, and a minimum of three different fund raising methods should be considered.
- ◆ a prediction of potential participant of numbers involved.

Outcome 5

A structure is identified that will aid the physical activity provision in attracting support from the organisation and other bodies. This should include:

- ◆ detailing the requirements of an activity for it to be recognised by a variety of organisations.
- ◆ at least two methods of generating support should be detailed. (this may be from other members of the organisation, the organisation itself, a governing body or other appropriate source).
- ◆ Documentation demonstrating that adequate insurance will be provided for participants.
- ◆ Identify at least one procedure, to ensure the suitability of those involved. Suitability will be judged in any of the following ways; healthy enough to participate, adequately qualified to undertake role, satisfactory background check.

National Unit Specification: support notes

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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 80 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit should introduce some of the ideas associated with Sports Development and direct the candidates to applying these within an organisation. For example; the 'Development Continuum' and 'Participation rates' may be examined prior to conducting some research. Discussing under represented target groups may be relevant prior to sampling the people's opinion.

The skills required for research should start to be appreciated. Candidates may be involved in conducting interviews using/designing questionnaires or observation schedules. Due to the potentially large numbers that may be involved in gathering and collating data, it is important to clarify all candidate roles at an early stage.

Content will move from a generalised theoretical introduction to a practical and focussed delivery specific to the project that has been selected, and should relate directly to the needs of the candidates. Many of the topics will have roots in other disciplines but in recent years branches that specialise in sport have developed. Examples of these might include marketing, fund-raising and sponsorship, management etc.

The context for learning should be a real setting with candidates organising genuine projects. It is not necessary that students implement the project as part of the Unit.

The Unit has been designed to allow as wide a scope as possible for developing physical activity provision. Options may include: further development of existing provision by improving equipment, increasing access to funding, increasing competition, raising performance standards, or improving coaching, or the introduction of an activity that does not currently exist and is new to the area in question. This is not an exhaustive list.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The Unit offers candidates the opportunity to learn from undertaking the process of trying to develop physical activity provision. The delivery approach should reflect this. Candidates should be encouraged to learn through practical experience, with appropriate guidance from staff. For example a member of staff may chair meetings and shape the candidates discussions to direct them towards a successful approach. Working in groups will develop candidate's ability to take more responsibility for completing tasks.

National Unit Specification: support notes (cont)

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OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

There is a wide range of opportunity for development of Core Skills. Organising a complex task like is required in this Unit clearly required many *Core Skills including: Problem Solving, Working with Others, Communication Skills, Numeracy skills and ICT.*

Candidates are required to investigate existing provision and its use in order to consider future developments. This may involve liaising with others in order to carry out the task and the sharing of information. It may also involve use of the internet and other published materials. This may give rise to additional opportunities in Core Skill development depending on how this research is carried out. Due to the nature of the task, there will be opportunities to develop Core Skills in *Problem Solving* and as the tasks required others to be involved. The Core Skill of *Working with Others* may be also developed.

As there is an investigative aspect to the Unit, Core Skills in *Communication*, both written and oral, may also be developed.

As candidates are required to present financial data and other numerical data to support their argument and plan, there will be many opportunities to develop skills in *Numeracy*.

Candidates are likely to make use of *ICT* to both research and record data and where this route is selected, there will be opportunities to develop Core Skills in *Information and Communication Technology (ICT)*.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The 'Evidence Requirements' provides guidance on the approach that is recommended for the Unit. Due to the wide variation and extensive requirements for evidence collection, the use of e-portfolios can be considered.

It is expected that where students are working in groups, use may be made of a 'wiki' approach in order to ensure that all candidates have equal access to assessment opportunities.

Assessment tasks are likely to present themselves in a naturally occurring order however this may be influenced by the environment in which the Unit is delivered.

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 communications 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)*.

National Unit Specification: support notes (cont)

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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