

## Higher National Unit Specification

### General information for centres

**Unit title:** Evaluating the Role of Sport and Recreation in Society

**Unit code:** DF89 34

**Unit purpose:** This Unit introduces Candidates to the various social, cultural, economic and political roles played by sport in society. It reviews evidence for the social impact of sport and questions the status of sport as an appropriate vehicle for dealing with wider social problems.

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

1. Describe the roles played by sport in society both historically and in contemporary contexts.
2. Evaluate the benefits of sport and recreation.
3. Examine factors which prevent some members of society from experiencing the benefits of sport and recreation.

**Credit value:** 1 HN 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.*

**Recommended prior knowledge and skills:** 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 options list for the HNC/D in Sport and Recreation Management

**Assessment:** The Unit may be assessed by a single assessment covering all 3 Outcomes or separately. There may be a single question or several questions. Question papers will be unseen but candidates may be directed to bring specific text(s) to the assessment which will be coordinated in a supervised environment.

## **Higher National Unit specification: statement of standards**

**Unit title:** Evaluating the Role of Sport and Recreation in Society

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

Please refer to *Knowledge and/or skills for the Unit* and *Evidence requirements for the Unit* after the Outcomes.

### **Outcome 1**

Describe the roles played by sport in society both historically and in contemporary contexts

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

- ◆ Sport and political ideology
- ◆ Sport and National Identity
- ◆ The commodification of sport
- ◆ Contemporary significance of sport
- ◆ Economic
- ◆ Research of historical and contemporary roles of sport

#### **Evidence Requirements**

To achieve Outcome 1 each Candidate will need evidence to demonstrate his/her knowledge and/or skills. Each candidate must provide written or oral evidence that s/he can:

- ◆ Identify and describe three of the above roles and explain their significance. Both historical and contemporary contexts must be included within the three roles selected. Candidates must also provide evidence and acknowledgement of research from accepted reference sources.

Candidates will be set a question or questions to cover this Outcome. The assessment will be held under supervised conditions and will be 'open-book'. Candidates will know the general nature of the task(s) but will not be aware of the actual question(s) set until the assessment begins. Candidates will be allowed not more than 2 hours to complete this submission.

### **Outcome 2**

Evaluate the benefits of sport and recreation

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

- ◆ Sport and Recreation and social policy
- ◆ Awareness of methods to evaluate the Outcomes of sport

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

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### **Evidence Requirements**

To achieve Outcome 2 each candidate will need written/oral evidence to demonstrate his/her knowledge and/or skills. Each candidate must provide evidence that s/he can:

- ◆ Within the context of social policy, describe three benefits of sport and recreation
- ◆ Describe different methods for evaluating the benefits of sport

Candidates will be set a question or questions to cover this Outcome. The assessment will be held under supervised conditions and will be 'open-book'. Candidates will know the general nature of the task(s) but will not be aware of the actual question(s) set until the assessment begins. Candidates will be allowed not more than 2 hours to complete this submission.

### **Outcome 3**

Examine factors which prevent some members of society from experiencing the benefits of sport and recreation

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

- ◆ Inequality and exclusion in sport and recreation
- ◆ Structural and personal factors
- ◆ Policies to remove constraints
- ◆ Low participation groups

#### **Evidence Requirements**

To achieve Outcome 3 each candidate will need written or oral evidence to demonstrate his/her knowledge and/or skills. Each candidate must provide evidence that s/he can:

- ◆ Discuss three groups within contemporary society who can experience differential access to sport and recreation opportunities. Discussion should relate to low participation groups and/or inequality and exclusion.
- ◆ Explain operational responses to sport and recreation participation barriers

Candidates will be set a question or questions to cover this Outcome. The assessment will be held under supervised conditions and will be 'open-book'. Candidates will know the general nature of the task(s) but will not be aware of the actual question(s) set until the assessment begins. Candidates will be allowed not more than 2 hours to complete this submission.

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

**Unit title:** Evaluating the Role of Sport and Recreation in Society

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

Candidates may be directed to bring with them specific texts or notes. Assessors must be satisfied that any materials brought to the assessment are appropriate and not a partly prepared response.

In the event of a candidates being required to be re-assessed, the assessor may use professional judgement and consider whether the reasons for re-assessment were sufficiently compelling as to require an entirely different instrument to be used, or a simple addition or extended correction or additional piece of work etc, to be used.

## Administrative Information

<b>Unit code:</b>	DF89 34
<b>Unit title:</b>	Evaluating the Role of Sport and Recreation in Society
<b>Superclass category:</b>	ED
<b>Original date of publication:</b>	May 2004
<b>Version:</b>	02

### History of Changes:

Version	Description of change	Date
02	Clarification to time allocation for each Outcome	09/01/07

**Source:** SQA

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## Higher National Unit specification: support notes

**Unit title:** Evaluating the Role of Sport and Recreation in Society

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 likely to form part of a Group Award and is primarily designed to provide candidates with knowledge of the role that sport and recreation plays within society and ways of evaluating this role. As such, this Unit introduces a social science approach to understanding sport and recreation and its relationship to wider societal factors. It introduces candidates to a variety of social, cultural, economic and political influences of sport and recreation in society. This Unit is delivered as an option within the HNC/D Sports and Recreation Management Group Award. As such, candidates will benefit from studying relevant subject based Units prior to studying this Unit.

In order to provide candidates with a comprehensive knowledge and understanding of the role that sport and recreation plays within society, the following indicative reading list is applicable for this Unit:

The Unit forms part of a Group Award in Sport and Recreation Management.

**Outcome 1** looks at roles played by sport in society, both historically and in contemporary contexts. Candidates need to be familiar with, and be able to explain the significance of, at least three roles that sport plays in society. For illustrative purposes, these might include:

Sport used as a political tool (eg. South Africa, Olympic movement)

Sport as an economic generator (e.g. Sport Tourism, Sports Events as Regenerators – Manchester, Glasgow)

Sport as a means of fostering a particular National

Identity (e.g. West Indies – Cricket, East Germany – Athletics)

Candidates should be encouraged to discuss case study examples of sport occupying different roles in different countries and contexts. Student presentation should form part of the learning for this Outcome.

**Outcome 2** looks at ways of evaluating the benefits of sport and recreation. Candidates need to be familiar with the perceived benefits of sport and different methods for evaluating these. In demonstrating their knowledge of the benefits of sport and recreation, candidates should be encouraged to consult a range of sport and recreation policy documents and report back on the benefits professed within these. Candidates should also be made aware of different ways of measuring the benefits of sport and recreation, including those associated with:

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- Economic benefits
- Health benefits
- Educational benefits
- Community benefits

**Outcome 3** examines the factors which prevent some members of society from experiencing the benefits of sport and recreation. Candidates need to be familiar with what these factors are and the operational responses utilised to overcome these barriers. In delivering this Outcome, candidates should be encouraged to consider examples of initiatives designed to reduce barriers drawn from the sport and recreation industry (e.g. women's only provision, ethnic minority sports development officers).

### Suggested Reading

- Kew, F. (1997) *Sport: Social Problems and Issues* Butterworth/Heinemann
- Horne, J. et al (1999) *Understanding Sport: An Introduction to the Sociological and Cultural Analysis of Sport* E & F N Spon.
- Coakley, J. (1998) *Sport in Society: Issues and Controversies* (6<sup>th</sup> ed) McGraw Hill.
- Allison, L. (1995) *The Changing Politics of Sport* Manchester University Press
- Jarvie, G & McGuire, J (1994) *Sport and Leisure in Social Thought*, London, Routledge
- Brailsford, D (1992) *British Sport: a Social History*, Cambridge, Lutterworth Press
- Collins, M (2003) *Sport and Social Exclusion*, London, Routledge
- Torkildsen, G (1999) *Leisure and Recreation Management*, London, Routledge
- Haywood, L et al (1995) *Understanding Leisure*, Stanley Thornes
- Bull, C et al (2003) *An Introduction to Leisure Studies*, Harlow, Prentice Hall
- Gratton, C & Taylor, P (1999) *The Economics of Sport and Recreation*, London, Routledge
- Tannsjo, T & Tamburrini, C (eds) (2000) *Values in Sport*, E & F Spon, London
- Coakley, J and Donnelly P (1999) (Eds) *Inside Sports* Routledge

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

It is envisaged that an integrated approach to teaching the Unit will be adopted. One possible approach may be to encourage candidates to compare their perception of the role of sport in society with explanations offered from the key theoretical positions found in the indicative reading list. For example, candidates should be encouraged to adopt a critical eye to the perceived benefits of sport to society. The qualities and contribution of sport to society are contested and candidates should be made aware of the debates and arguments surrounding these issues. As such, candidates should be made aware of the differing sources of evidence available to evaluate the role of sport in society, ranging from personal evaluations to specialised evaluation techniques (e.g. sports programme monitoring and evaluation). A range of sports policy documents would be one possible way of making candidates aware of the various ways sport has been used in the social, economic and political realms.

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

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### **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).

### **Special needs**

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).



## **General information for candidates**

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The Unit is designed to provide candidates with knowledge of the role that sport plays within society and ways of evaluating this role. As such, this Unit introduces a social science approach to understanding sport and its relationship to wider societal factors. It introduces candidates to a variety of social, cultural, economic and political influences of sport in society. This Unit is delivered as an option within the HNC/D Sports and Recreation Management Group Award. As such, candidates will benefit from studying relevant subject based Units prior to studying this Unit. On completion of the Unit you will be able to describe at least three roles played by sport in society both historically and in contemporary contexts, evaluate the benefits of sport and recreation in economic, environmental, health and other social terms and examine at least three of the social, cultural and economic barriers which prevent the social benefits of sport from being achieved equally by all members of society.

The Unit will be assessed by open-book assessments of structured questions. Candidates will consider an appropriate sports policy document and reflect upon its implications for the role of sport in society. The assessment will be conducted under supervision.

In order to provide candidates with a comprehensive knowledge and understanding of the role that sport plays within society, the following indicative reading list is applicable for this Unit:

### **Bibliography**

Sport: Social Problems and Issues

Frank Kew

1997

Butterworth Heinemann

ISBN: 0750628928

Understanding Sport: An Introduction to the Sociological and Cultural Analysis of Sport

John Horne *et al*

1999

E & F N Spon.

ISBN: 0419136401

Sport in Society: Issues and Controversies

Jay Coakley

2003 (8<sup>th</sup> Ed)

McGraw Hill

ISBN: 0071232346

The Changing Politics of Sport

Lincoln Allison

1995

Manchester University Press.

## General information for candidates (cont)

**Unit title:** Evaluating the Role of Sport and Recreation in Society

Sport and Leisure in Social Thought

Grant Jarvie and Joseph McGuire

1994

Routledge, London

ISBN: 0415077044

British Sport: a Social History

D. Brailsford

1992

Lutterworth Press, Cambridge

ISBN: 0718828089

Sport and Social Exclusion

Michael Collins

2003

Routledge, London

ISBN: 0415259592

Leisure and Recreation Management

George Torkildsen

1999 (4<sup>th</sup> Edition)

Routledge, London

ISBN: 041922940X

Understanding Leisure

Les Haywood *et al*

1995

Stanley Thornes

ISBN: 0748720596

An Introduction to Leisure Studies

Chris Bull *et al*

2003

Prentice Hall, Harlow

ISBN: 058232502X

The Economics of Sport and Recreation

Chris Gratton and Peter Taylor

2000

Routledge, London

ISBN: 0419189602

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Values in Sport

T. Tannsjo and C. Tamburrini (eds)

2000

E and F Spon, London

ISBN: 041925370X

Inside Sports

Jay Coakley and Peter Donnelly (eds)

1999

Routledge, London

ISBN: 0415170893

### **Journals**

Culture, Sport and Society

Managing Leisure

Sport, Education and Society

Leisure Studies

European Sport Management

International review for the sociology of sport

### **Other sources of information**

Department of Culture, Media and Sport publications found at

<http://www.culture.gov.uk/sport/>

Scottish Executive publications on the role of sport in society, including proceedings of the Parliament's Education, Culture and Sport committee.