



National Unit Specification: general information

UNIT Sports Development: An Introduction (SCQF level 5)

CODE F40H 11

SUMMARY

This Unit is an optional Unit of the NC Sport and Fitness (SCQF level 5) award, and has been designed to be undertaken as part of that award. However this may be studied as a stand-alone Unit.

The purpose of this Unit is to provide the candidate with the underpinning knowledge and basic understanding of the background to sports development and the role of a sports development officer and the skills required for working in this profession. Furthermore the candidate will also be given the opportunity to gain a basic understanding of strategic planning for sports development within a localised field.

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

OUTCOMES

- 1 Describe sports development and identify the levels of the sports development continuum and relevant client groups.
- 2 Identify and describe the types, role, functions and personal skills of a sports development officer.
- 3 Summarise a sports development plan/strategy for a local area or club.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have an interest in sport and recreation and, preferably, be aware of local sports development provision.

Administrative Information

Superclass: MA

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CREDIT VALUE

1 credit at SQA level 5 (6 SCQF credit points at SCQF level 5*).

**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

Describe sports development and identify the levels of the sports development continuum and relevant client groups.

Performance Criteria

- (a) Describe the term 'sports development'.
- (b) Identify the levels of the sports development continuum.
- (c) Identify specific client groups within a local area that may benefit from sports development.

OUTCOME 2

Identify and briefly describe the types, role, functions and personal skills of a sports development officer.

Performance Criteria

- (a) Identify the main types of sports development officers.
- (b) Briefly describe the main role and functions of a sports development officer.
- (c) Briefly describe the personal skills required of a sports development officer.

OUTCOME 3

Summarise a sports development plan/strategy for a local area or club.

Performance Criteria

- (a) Identify the main aim(s) of the sports development plan/strategy.
- (b) Describe the objectives of the sports development plan/strategy.
- (c) Identify the client group(s) the sports development plan/strategy is targeting.
- (d) Identify the level(s) of the sports development continuum the sports development plan/strategy is targeting.
- (e) Identify the type of sports development officer(s) involved in the implementation of the sports development plan/strategy.
- (f) Describe the functions the sports developments officer(s) will be required to carry out in order for successful implementation the sports development plan/strategy.
- (g) Describe the benefits that successful implementation of the sports development plan/strategy could have on a local area/club.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Outcome 1

This will be assessed to cover the Performance Criteria through short answer questions and/or restricted response, under closed-book, supervised conditions. For successful completion of this Outcome candidates will describe the term 'sports development', correctly identify all four levels of the sports development continuum and identify four specific client groups that may benefit from sports development.

Outcome 2

This will be assessed to cover the Performance Criteria by the means of restricted response questions, under open-book conditions.

For successful completion of this Outcome the candidate will successfully identify at least two types of sports development officers, briefly describe the main role of a sports development officer, at least three role related functions of a sports development officer and briefly describe at least three personal skills required for successful performance of the role.

Outcome 3

This will be assessed to cover the Performance Criteria by the means of extended response, under open-book conditions. For successful completion of this Outcome candidates could complete a report detailing a summarisation of a selected sports development plan/strategy.

Candidates will identify and describe a minimum of one aim, minimum of three aim related objectives, a minimum of three target client groups identified within the plan/strategy and a minimum of three perceived benefits of the successful performance of the plan/strategy to a local area/club.

Information gained in elements of Outcomes 1 and 2 should aid the candidate towards successful completion of Outcome 3.

An Assessment Support Pack has been produced for this Unit. This pack includes a sample of activity plans, a template for the plan, candidate review sheets and an observation checklist. Centres wishing to produce their own instruments of assessment should refer to the Assessment Support Pack to ensure that they are of a comparable standard.

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 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is designed to enable the candidate to develop skills and knowledge related to an elementary approach to sports development.

This Unit would be best suited to candidates who have an active interest in sport. This interest may include the candidate having experience, perhaps in a limited way, of coaching, administering or organizing activity.

The tutor in delivering this Unit may wish to incorporate a class site visit(s) to a sports development dept. This would be particularly useful for Outcomes 2 and 3.

For each Outcome, the following is an advisory list of content that the tutor may utilise in order to satisfy all criterion of this Unit:

Outcome 1

Examples of Sports Development terminology:

- ◆ developing greater public interest in sport
- ◆ improving access and opportunities for everyone to participate in sport
- ◆ promoting societal development through sporting participation
- ◆ developing potential and excellence within sport

Levels of sport development continuum: Foundation; Participation; Performance; Excellence.

Specific client groups: young children; youths; adults; elderly; schools; youth groups; students; talented athletes; sports clubs (amateur and professional); voluntary clubs; prisons, disabled; ethnic minorities; women; unemployed. This list is not exhaustive.

Outcome 2

Types of sports development officers: Generic sports, Sports specific, Disability sports.

Role of a sports development officer: works to increase the number of people playing a sport, by promoting the awareness of sporting opportunities and coordinating the participation of people in sport.

National Unit Specification: support notes (cont)

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Functions of sports development officers: Sports development officers may perform the following tasks, again, this list is not exhaustive:

- ◆ develop and coordinate the delivery of sport and recreation programs
- ◆ manage a team of sports development assistants/sports coaches/volunteers
- ◆ address equity, health, social justice and community issues
- ◆ research and understand community sport and recreational issues
- ◆ organisational support to schools/clubs/athletes
- ◆ financial management of sports programs/projects
- ◆ conduct coaching clinics/ training camps
- ◆ liaise and communicate with sporting bodies
- ◆ coaching for individuals or teams
- ◆ talent scouting for elite performance organisations/clubs
- ◆ organising and scheduling competitions
- ◆ arranging and allocating venues

Personal skills: Team worker; researcher; understanding; communicator; negotiator; marketer; leadership; personnel management; resource management; organisational skills; monitoring/evaluation; patience/perseverance; flexibility/adaptability. This list is not exhaustive.

Outcome 3

Aim(s): Regarded as the main emphasis of the plan. Examples could be: Development of sporting excellence; Increasing sporting participation; Tackling obesity through sports participation; Crime reduction through sporting participation; Improving sporting access and opportunities; Developing a equitable community through sport. This list is not exhaustive.

Objectives: Regarded as a number of SMART (Specific, Measurable, Achievable, Realistic, Timed) targets designed to achieve the overall aim(s) of the plan/strategy. Examples could be: Increasing the number of qualified coaches; Concentrating on youth development; Improving training access for elite athletes; Promoting participation in identified low activity client groups; Improving working links with specific relevant organisations; Improving success rate in a sport; Applying for accessible funding opportunities. This list is not exhaustive.

Client groups: young children; youths; adults; elderly; schools; youth groups; students; talented athletes; sports clubs (amateur and professional); voluntary clubs; prisons, disabled; ethnic minorities; women; unemployed. This list is not exhaustive.

Benefits of successful sports development: Lower crime rates, Improved community cohesion, Improved community health, Greater awareness of local sports provision, Enhanced funding and or commercial opportunities, Improved sporting facilities, Greater sporting success, Greater identity/reputation of success and opportunity through sport; Improved links with other sporting bodies. This list is not exhaustive.

National Unit Specification: support notes (cont)

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GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

It would also be beneficial to deliver the Outcomes in sequence, due to the nature of the content and progression of the Outcomes. Information gained in elements of Outcomes 1 and 2 should aid the candidate towards successful completion of Outcome 3.

Site visits to sports development departments and/or guest speakers from relevant sports organisations such as local authority sports development departments and national governing bodies would provide valuable input to the understanding of Sports Development and current practices.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

There may be opportunities for Core Skill development within this Unit. The nature of this Unit can allow the candidate to develop *Communication* skills with regards to the centre asking candidates to describe (Outcomes 1 and 2) and summarise (Outcome 3) the criterion within the Outcomes of this Unit. This could further also allow the candidate to develop *IT* skills by utilising computer software for research purposes and presenting information.

Further opportunities may arise for candidates to develop elements of Core Skill *Working with Others* by being involved in small discussion groups. The discussions can range from theory driven workshops to site visits and interviews. *Numeracy* skills are very limited due to the specific subject matter in this Unit.

Opportunities for *Problem Solving* are limited due to the nature of the subject. However *Problem Solving* skills can be developed in all Outcomes due to candidate being able to select relevant information from, texts, tables, charts, graphs and diagrams. The candidate will also be able to draw valid conclusions and give descriptions supported by evidence.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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)*.

In order to achieve this Unit, candidates are required to present sufficient evidence that they have met all the Performance Criteria for each Outcome within the range specified. Details of these requirements are given for each Outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

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Accurate records should be made of the assessment instruments used showing how evidence is generated for each Outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

Outcome 1

This may be assessed to cover the Performance Criteria in a number of ways. It is likely that short answer questions or restricted response would be of most value.

The candidate should be able to accurately describe the term 'sports development', correctly identify all four levels of the sports development continuum and identify four specific client groups that may benefit from sports development. It could be beneficial to the learning and assessment process if the candidate identifies a client group relevant to each of the four levels of the sports development continuum. Word count should be approx 100 words.

Outcome 2

This should be assessed by the means of restricted response questions. For successful completion of this Outcome candidates could complete questions covering all Performance Criteria.

The candidate should be able to successfully identify at least two types of sports development officers, briefly describe the main role of a sports development officer, and with examples, at least role related three functions of a sports development officer and at least three personal skills required for successful performance of the role.

Word count should be approx 150 words.

Outcome 3

This should be assessed by the means of extended response, under open-book conditions. For successful completion of this Outcome candidates could complete a report of approx 350 words, detailing a summarisation of a selected sports development plan/strategy.

Candidates should be able to identify and describe a minimum of one aim, minimum of three aim related objectives, a minimum of three target client groups identified within the plan/strategy and a minimum of three perceived benefits of the successful performance of the plan/strategy to a local area/club.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

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. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).