



**Arrangements for:**  
**Higher National Certificate**  
**Sport and Recreation Management**  
**Group Award code: G7EA 15**

**and**

**Higher National Diploma**  
**Sport and Recreation Management**  
**Group Award code: G7YD 16**

**HNC validated: 18 March 2004**

**HND validated: 15 March 2005**

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HNC/HND SPORT AND RECREATION MANAGEMENT  
HNC VALIDATED — 18 MARCH 2004  
HND VALIDATED — 15 MARCH 2005

## **Acknowledgement**

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

## History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date
11	<b>Revision of Unit:</b> DV0M 34 Work Experience has been replaced by HJ4W 34 and will finish on 31/07/2019	31/03/17
10	<b>Revision of Unit:</b> DE3N 34 Communication: Analysing and Presenting Complex Communication has been revised by H7TK 34 Communication: Business Communication and will finish on 31/07/2016.	05/02/15
09	<b>Revision of Unit:</b> DE3N 34 Communication: Analysing and Presenting Complex Communication <i>has been revised by</i> H7TK 34 Communication: Business Communication <i>and will finish on</i> 31/07/2016. DP8E 34 Exercise Principles and Programming <i>has been revised by</i> H4TC 34 Exercise Principles and Programming <i>and will finish on</i> 31/07/2015.	December 2014
08	<b>Revision of Unit:</b> DP2E 35 Current Exercise Trends has been revised by H4T8 35. DP8E 34 Exercise Principles and Programming has been revised by H4TC 34. DP2L 34 Health Screening has been revised by H4TE 34. DP2D 34 Physical Activity for Children has been revised by H4TG 34. DP2J 34 Swimming Pool Lifeguard: Skills and Practice has been revised by H4TM 34. Each of the old units will finish on 31/07/2015.	September 2013
07	Revision of Human Resource Management: Performance Management (DN7J 35) (lapse date 31/07/2013, finish date 31/07/2015)	20/11/2012
06	Page 58 removed.	19 February 2009
05	Amendments to Qualification Framework — addition of optional Units.	May 2008
04	Clarification to number of Units required. Addition and revision to options. Removal of link to ISRM due to changes in their structure.	February 2008
03	Addition of DX2K 34 to HNC and HND. Replacement Unit for DD2Y 34 — replaced with DT4V 34 for HNC and HND. Expanded advice on possible routes to ISRM recognition.	August 2006
02	Addition of DVO3 34 to Option in HNC and HND.	January 2005

## Contents

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<b>Rationale.....</b>	<b>1</b>
Design Team Members .....	4
Research.....	5
<b>Aims of the award.....</b>	<b>6</b>
General aims .....	6
Specific aims .....	6
Articulation .....	7
International links .....	7
Job Opportunities and Future Trends.....	8
The Scottish Context for the Workforce Development Plan.....	11
<b>Recommended access for candidates .....</b>	<b>15</b>
HNC Sport and Recreation Management — Core Skills Entry Profile .....	16
HND Sport and Recreation Management — Opportunities for Core Skills Development..	17
<b>Approaches to delivery and assessment.....</b>	<b>30</b>
Guidance on context and content .....	30
Guidance on delivery and assessment.....	30
Guidance on Graded Unit and timing of delivery .....	31
Guidance on Open Learning .....	31
Risk management.....	31
Electronic Learning and Assessment .....	32
Recommendations regarding Disclosure Scotland.....	32
Guidance on tutor and assessor issues .....	32
Guidance on old (predecessor) style Units and current Units .....	32
Future intentions .....	33
Guidance on credit transfer/transition arrangements.....	33
Comparison of HND Leisure Management and HND Sport and Recreation Management frameworks.....	37
<b>Unit and Graded Unit specifications.....</b>	<b>40</b>
<b>Core Skills Opportunities for HNC in Sport and Recreation Management .....</b>	<b>41</b>
<b>Core Skills Opportunities for HND in Sport and Recreation Management .....</b>	<b>50</b>

## Rationale

The Sport and Recreation Management Design Team replaced its predecessor, the Leisure Management Consortium on 21 March 2003, to reflect the broad changes that have occurred within the related education and industry market since the SQA Higher National Leisure Review in 1995. The change of name from Leisure Management to Sport and Recreation Management was made as a result of extensive research. The opinions of industry/employers, graduates, staff, Higher Education establishments and lead bodies was sought and opinions varied on the title. It was clear that the existing title no longer met the needs of industry nor did it reflect the competencies of the revised award. The Design Team concluded that the new title best reflected the new award.

During the academic year 2002–2003 there had been a renewed interest from training providers in being included in the review. There was a general consensus amongst centres approved to deliver the Leisure Management course that it no longer met the needs of either candidates or industry. This view had been supported by a trend of falling enrolments of full and part-time leisure management candidates. Further, between 2000 and 2002, it would seem that there was indeed little interest by colleges in the Leisure Management Consortium as demonstrated at Consortium meetings, where no more than four colleges regularly attended during this period. However, this trend was reversed during the academic year 2002–2003 when several additional colleges joined. In addition, we have renewed commitment from centres that have assisted with the development of the HND award. Glasgow Caledonian University were also actively involved in the development of both the HNC and the HND awards. Notwithstanding this position, the HND award falls within the top 50 SQA HND awards. Interestingly, while other areas of sport show a significant gender imbalance, particularly in the area of part-time employment, the Leisure Management HND shows almost equal numbers. In year 2003 the uptake was 54% male and 46% female. The national average for sport alone (source SFEU) shows (for year 2002–2003) 9,471 male candidates and 5,981 female candidates studying sport in Further Education centres.

With regard to the Graded Unit, the choice of a project based Unit, will build on the competencies developed during the HNC phase. The Design Team now believe that the HND Graded Unit will present a realistic and valid opportunity for candidates to integrate the skills such as research, required by industry in the employment area of sport and recreation. In particular, the design team believe that a close examination of a real case study facility or programme lends itself well to the philosophy behind the Graded Unit. The candidate can be given the opportunity to examine and be assessed on how legal issues, market planning, finance, programming, policy and change management, affect Sports Management on a local and a national level. Further, this investigation could be chosen to reflect the interests and aspirations of the candidate and, if desired, could be undertaken in conjunction with a variety of optional Units.

Glasgow Caledonian University were commissioned to complete Scottish based research for a Workforce Development Plan on behalf of the Sector Skills Council (SSC), SkillsActiveUK, and commented that the skills of those leaving HE and FE do not sufficiently meet the expectations of employers. The design team, through the use of the SQA design principles, strongly believe that the proposed new HND will successfully build on the candidates' skills in a contextualised manner. The nature of the Graded Unit in particular will help to address the problems cited by the Sector Skills Council.

The sport and recreation sector includes both competitive sport and active leisure, and caters for a diverse range of needs across entire communities. The sector has undergone significant changes within recent years that have led to actual and forecasted growth in specific areas. Key Leisure Markets (2003) state that public interest in sport and fitness in the UK has probably never been higher, and that the industry has experienced steady growth in the past twenty years, with most of that growth occurring in the private sector in recent years. According to the Sport Industry Research Centre SIRC (2002) the number of health and fitness clubs within the UK is set to almost double within the period 1996–2006, from 3,350 to 5,964. Over the same period, keep fit, weight training, swimming and tennis are predicted to show steady and continuous growth.

Given that such facilities will require general managers, gym managers, sales and memberships managers, and marketing managers amongst others, if this research is valid and reliable, there is clearly a need for management training for the sector. In relation to this, Key Leisure Markets (2003) argues that the industry needs to improve the level of training and qualifications of fitness staff, especially as the sector has received fierce criticism from the media about excessive membership fees, poor supervision and overcrowding for example. On completion of the HND award, candidates have the opportunity to take up a number of managerial positions, eg Duty Assistant Manager, Sports Leaders, Active Sports Co-ordinators, Sports Development officers etc. A more comprehensive list appears on Page 8. It is recognised that most candidates will have to work towards these positions and in so doing gain the required practical experience.

With regard to the category of other participant sports, SIRC suggest that this sector will experience limited growth that is likely to be boosted in the long-term by favourable Government policy. The limited growth in this sector, they argue, is as a result of the expansion already mentioned that has occurred within the health and fitness sector. SIRC claim that lottery funding has, through various packages, improved sports facilities throughout the UK. Of particular note and significance for the future is the introduction of the New Opportunities fund which will be used to build new sports facilities and fund sports programmes for young people.

Further developments within the sector in recent years include the introduction of the Scottish Institute of Sport and six Area Institutes of Sport, the additional appointment of school sports co-ordinators for every secondary school in Scotland, the development of trust status within some organisations, and statutory changes to the management and provision of outdoor pursuits. Consequently such changes will have implications for the training of managers in each of these areas of provision.

The Sector Skills Development Agency (SSDA), in their labour market projections for Scotland (January 2005) predict the following:

- ◆ modest growth in the number of full-time and permanent jobs
- ◆ considerable demand for employees — half a million to fill jobs that become vacant
- ◆ an increase in the share of part-time and temporary jobs in the economy, requiring higher level skills
- ◆ a continued transfer of jobs from primary and manufacturing to services
- ◆ a slow decline in total population
- ◆ no change in the proportions of the population participating in the labour market

The Foresight survey (see Page 14), shows that there are staff shortages and that this may continue for some time. This award will target this area of shortage.

## **Candidate demand and employment**

The proposed development of the HND will enable candidates to become equipped with the skills to manage the sport and recreation facilities and programmes of the future. The course is designed in such a way as to provide candidates with underpinning knowledge in a range of business-orientated subjects included within the mandatory part of the course. It will be marketed towards full-time candidates who have already made clear and informed choices about their career path, as well as to those who have a general idea as to which direction they want to progress. The latter provision was one of the strengths of the former HND in Leisure Management and this philosophy has been embedded within the new course.

The award has also developed with an eye to those who may wish to follow the Government's Lifelong Learning strategy as full-time or part-time candidates. Candidates lacking clarity in a specific career path may benefit from selected optional Units. The selection of practical Units such as Pool Life-Guard or Swim Teacher may provide the candidate with additional employment opportunities, as employers frequently are demanding both managerial and practical skills. An additional strength of the course is that it is likely to prove attractive to those already working in the industry who have reached a point in their careers where they may wish to become managers. The course can be offered on a part-time basis and candidates should, in many circumstances, be able to gain knowledge and develop skills locally. Similarly, the course is designed in such a way as to enable different centres to offer tailor made programmes to meet the needs of their student population while maintaining the business flavour of the mandatory Units. For example, scope exists with the options available to allow centres to provide a wide variety of options, eg a business with outdoor pursuits, business with football club management, business with general sports facility management, a further study of exercise with children, technology, or developing potential. This kind of approach would reflect recent changes within Higher Education. In both Glasgow Caledonian University and Napier University, leisure management courses have become more specialised to enable candidates to develop expertise in specific areas including, for example, outdoor recreation events and festivals management. Another strength of the HNC/HND is that it can be delivered on a part-time basis.

The Design Team strongly believe that there is room within the current portfolio of HN courses for a programme that is primarily concerned with the management of sport and recreation provision. When the development of the original HNC/HND in Leisure Management began in 1988, it was the only course at this level relating to the sport recreation and leisure industry. Since then, a number of specialised HN courses have been developed including such subject areas as Sports Coaching, Fitness Health and Exercise, and Sports Therapy. However, these courses tend to be focused mainly on the role of practitioners within these disciplines and are less focused on management. Hence, there is a need for a management qualification at this level to enable prospective candidates to gain an appropriate qualification to enable them to progress into the management of their respective discipline.



## **Design Team Members**

The development of the award was led by representatives of Edinburgh's Telford College, James Watt College, Falkirk College, Aberdeen College, Fife College and SQA.

The tremendous additional workload placed on the members of the Design Team and the excellent work carried out by a dedicated team of Unit writers is acknowledged. Thanks are due to all for their outstanding contributions.

## **Research**

The Qualifications Design Team carried out research from various sources to ensure that the needs of all involved might be best addressed.

Research was undertaken from:

### **The Leisure and Sports Industry Employers**

### **Higher Education Establishments**

### **Graduates**

### **Delivering Centres**

### **Professional Organisations**

It is inevitable of course that when research is gathered, there will be views expressed which are in contradiction with those of others. The Design Team gave careful consideration to these issues and had to make decisions. The views expressed by the research was taken on board although there were occasions where different views could not be acted upon due to the fact that some views were so divergent, there could be no middle ground. It is also recognised that a compromise route may leave everyone dissatisfied and this route was not always taken for sound reason after much discussion and consideration.

## Aims of the award

### General aims

- ◆ To develop the candidate's knowledge and understanding of current philosophies of sport and recreation and their implications on contemporary provision.
- ◆ To develop the candidate's knowledge and skills in planning, implementing, evaluating, the context of Sport and Recreation.
- ◆ To enhance the candidate's employment prospects.
- ◆ To enable progression within the Scottish Credit and Qualifications Framework (SCQF) and allow candidates to progress to another level of education if so desired.
- ◆ To further develop study and research skills.
- ◆ To further develop transferable skills.
- ◆ To meet the skills needs of the industry.
- ◆ To contribute to Scottish Executive targets regarding Lifelong Learning and Sport 21 (A National Strategy for Sport, 2003–2007).

### Specific aims

- ◆ To prepare the candidate for employment in the field of Sport and Recreation Management.
- ◆ To focus and develop an appropriate range of functional skills in management of sport which reflect the ongoing changes within the industry.
- ◆ To develop options to meet the needs of the industry and allow the candidate to make informed choices regarding possible career paths.
- ◆ To identify links to continued education and continued professional development.

The course has been designed with both the general and specific aims in mind throughout. The general aims, it is suggested, will be overtaken by virtue of the fact that the award complies with Design Principles which incorporates SCQF levels for all Units. This process itself will ensure that a route to progression will exist. The Units within the mandatory section will ensure that the skills proposed will have been acquired by candidates upon exit and, in addition, these have been selected to meet the needs of the industry and expectation of candidates.

To ensure that the specific aims have been achieved, Units have been selected within the mandatory section to cover the essential skills required by the industry:

- ◆ Communication
- ◆ Information Technology
- ◆ Resource Management
- ◆ Personal Development
- ◆ Awareness of legal issues
- ◆ Market Planning
- ◆ Performance Management
- ◆ Finance
- ◆ Programming
- ◆ Policy
- ◆ Event Management and Change Management

These have been selected as a result of research to meet the needs of the various sectors and to allow a more natural link to Higher Education. It must be remembered that while this is not the purpose of an HNC or HND award, it is a legitimate route that some candidates may choose. It would be possible to continue their course of study at degree level either immediately upon completion or some time in the future. The Design Team are aware of the problems that candidates may have in moving to Higher Education as many assessments are exam based, whereas traditionally college assessments have been more in the nature of continuous assessment which has been assignment based. Within this award, the HND Units will have a more rigorous demand in terms of types of assessment (unseen assessments) and will better prepare candidates for articulation with Higher Education. In particular, the Graded Unit(s) will make appropriate demands on candidates in that the skill of Critical Analysis needs to be developed.

## **Articulation**

Research suggested that around 10–15% of candidates (and more in some centres) who completed the HNC/HND award, moved on to Higher Education.

Universities contacted gave their support to this award and indicated that they had indeed, in the past, taken candidates after HNC/HND completion. They also indicated that they hoped that this support would continue.

Discussions with institutions that were offering degree courses, led to the belief that it was desirable and feasible to aid articulation with these courses and it was proposed to do this by allowing centres the flexibility of options. The re-titled course reflects the changes that have occurred in other institutions where the leisure focus has been replaced by a sports orientation in order to attract and retain candidates. It is anticipated that previous articulation routes will continue with other establishments.

A significant number of universities have given their support to the award.

Graduates of the HNC/HND award have, in the past, continued study at these establishments.

Candidates have a variety of options to enter 1st, 2nd and 3rd year provision.

## **International links**

Links with a number of universities in Canada and North America, continue to be explored. One centre already has a link with the Australian Institute of Sport and discussions are continuing, regarding further links. Centres may wish to explore these issues further, independently, if they deem this route to be appropriate.

There are already links with Australia where there is an arrangement which allows selected candidates to further their study (a reciprocal arrangement exists). This is a most valuable marketing opportunity and will encourage uptake of the award and allow candidates to further their studies in an International setting.

The award is also recognised as an acceptable qualification into several other Higher Education institutions and by professional institutes such as the:

**Institute of Sport and Recreation Management (ISRM)**  
**Institute of Leisure and Amenity Management (ILAM)**

## Job Opportunities and Future Trends

### Job Opportunities and other issues (SkillsActiveUK — and the Workforce Development Plan developed)

The largest section of the workforce in sport is actually the voluntary sector. The Sport Council estimated in 1995 that there were 1.2 million volunteers in sport, mostly coaching. SkillsActive currently estimates that there are in the region of 150,000 sports clubs with 400,000 paid jobs and 1.75 million voluntary workers.

The industry does not have standardised job titles, which adds to the confusion when researching material.

### Types of Jobs — practical examples

There are a plethora of job titles within this sector. This is partly due to the lack of regulation or ordering of titles. What may be a senior role title for one company may be a junior role for another, eg Leisure Manager is effectively a Lifeguard position for another company.

<b>Coaches, teachers and instructors</b>	<b>Sport development facilitators</b>	<b>Facility operators and managers</b>	<b>Sports administrators</b>	<b>Other roles</b>
Sports leader	Sport development assistant	Manager	Club secretary	Cleaner
Sports helper	Sport development officer	Assistant/Deputy Manager	National Governing Body secretary	Receptionist
Preliminary coach	Sports officer	Duty Manager/Officer	Chairman	Groundsman/ Groundskeeper
Assistant/deputy coach	Sports assistant manager/manager	Leisure/Recreation/ Sports Assistant	Treasurer	Secretary
Various 'Grade' coaches, eg Grade four Rugby League Coach	Various 'Programme' managers/officers, eg Active Sport Manager	Lifeguard	Committee member	Administrator
Senior coach	School sport co-ordinator	Director of 'various' departments		Book Keeper/ Accountant
Sports facilitator	Coach	Regional manager director		Professionals, eg Golf professional
Coach assistant	Sports facilitator	Chief Officer (generally LA sector)		Sports journalist
Various 'Programme' coaches				Sports media presenter
Coach educator				Physiotherapist
Coach tutor				Sport psychiatrist
Coach mentor				

### Jobs which are increasing include:

- ◆ Schools sports co-ordinators and community sports co-ordinators
- ◆ Sporting excellence coaches and multi-skilling of staff can lead to employment

The increase in fitness has currently raised expectations in other areas of sport and recreation.

A recent report encourages Local Authorities to:

- ◆ encourage social inclusion
- ◆ contribute to community recognition
- ◆ combat criminality
- ◆ support better health

Clear career pathways need to be developed.

### Future employment prospects

There are variations in the estimates of workforce size dependent upon the definition of sport and recreation used. The estimated total number of paid employment posts in 2001 was 400,000. These figures are estimated to be set to grow to around 900,000 by 2008 that is a markedly higher increase at **36%** than the other SkillsActive sectors with a sector profile (SkillsActive).

### Characteristics of current employment

Gender	F/T Male	F/T Female	P/T Male	P/T Female
All sectors	34.71%	23.4%	12.19%	26.54%
Sport, recreation and fitness	36.37%	22.56%	14.97%	22.84%

Source— *SPRITO Foresight Report 1999–2000*

### Age profile

Age	16–19	20–24	25–34	35–44	45–54	55–59	60+
All sectors	5.29%	15.67%	27.04%	22.89%	11.82%	3.73%	1.59%
Sport, recreation and fitness	7.38%	20.72%	30.47%	18.99%	7.76%	2.14%	0.64%

Source — *SPRITO Foresight Report 1999–2000*

It is not easy to give a comprehensive list of job opportunities for candidates achieving the HNC award and to compare this with the opportunities for a candidate achieving the HND award.

Employers will form their own judgements as to the relevant worth of the award and the candidate. It would be anticipated however that a candidate holding the HNC award may gain employment at a lower level compared to an HND candidate. The HND candidate will have demonstrated a higher level of management skills and competencies and may advance to higher levels of employment (eg duty manager) at a faster rate than an HNC candidate.

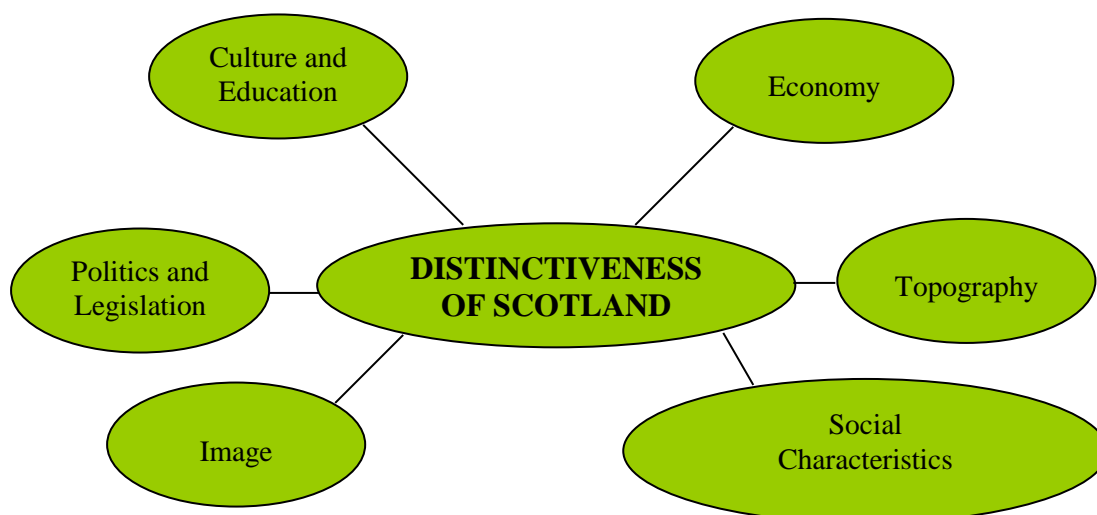
In addition, the HNC candidate may find difficulty in making the transition to Higher Education. The HND candidate will be better prepared for this step if it is selected and may enter Higher Education in year 2 or 3 of the programme. An HNC candidate would be unlikely to receive this advancement and may have to start from scratch.

The HND candidate may become a Sport Development Officer, Sports Co-ordinator/Manager or Duty Manager etc.

## The Scottish Context for the Workforce Development Plan

Figure 1 below depicts the main distinctive features of Scotland which provide the context for the Scottish Workforce Development Plan (SWDP). This section will outline briefly the relevance of each dimension for the industries encompassed within the SkillsActive remit.

Figure 1: The Distinctiveness of Scotland



### Distinctiveness of Scotland

Economy, Social Characteristics, Topography, Politics and Legislation, Image, Culture and Education.

### Social Characteristics

#### (a) Population

Scotland has a population of about 5.1 million. The highest density of population is in the central lowlands, where nearly three quarters of Scots live, and the lowest is in the Highlands, where densities are as low as eight people per sq km. As a result, about two-thirds of the population are urban dwellers. The age and sex structure of Scotland's population is changing.

Compared with nine years ago there are now:

- ◆ 16% fewer people in the 15–29 age group
- ◆ 10% more people in the 30–44 age group
- ◆ 12% more people in the 45–59 age group; and
- ◆ 6% more people aged 75 or over

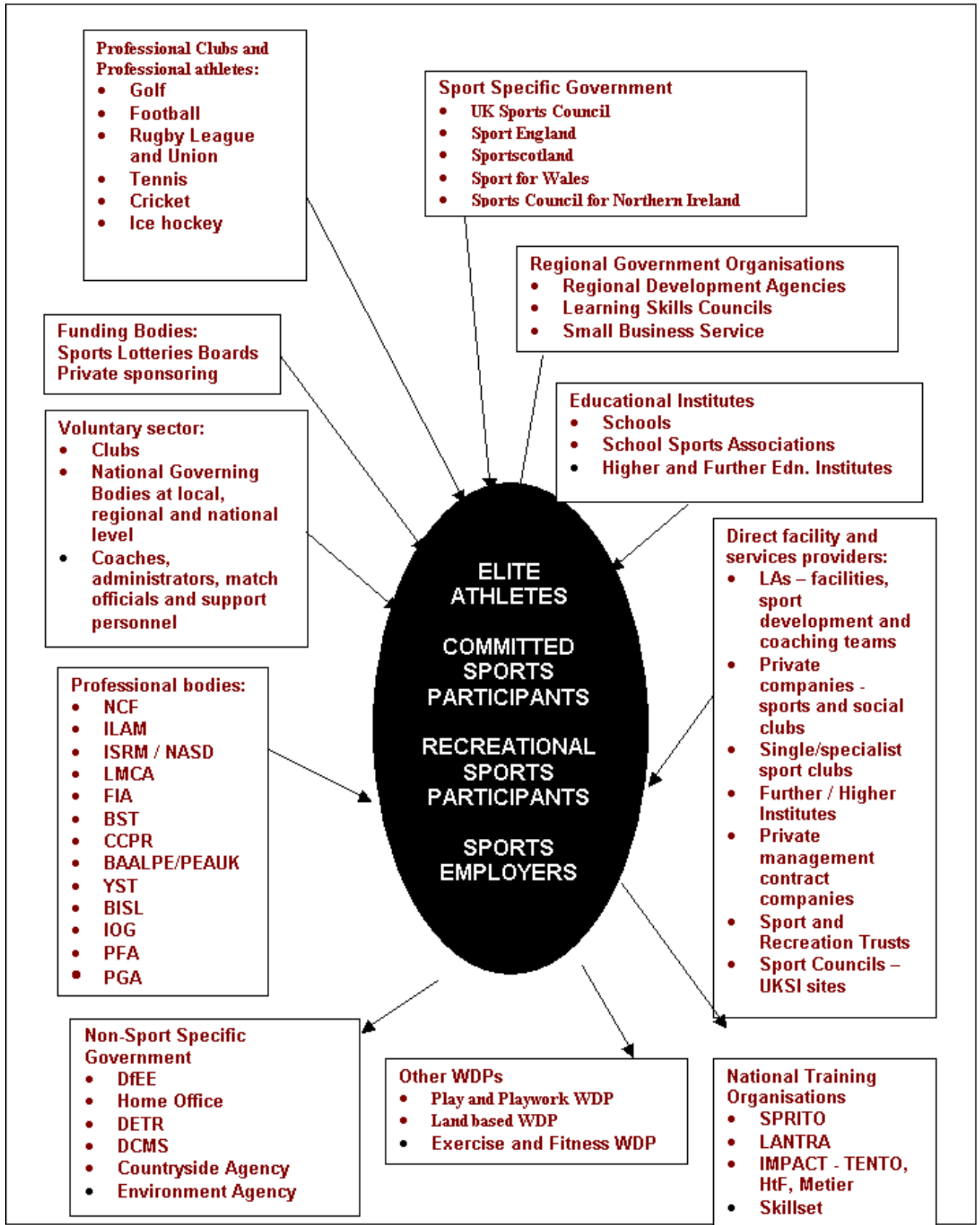
(Source: *General Register Office for Scotland, 2000*)

Scotland's population is expected to fall to 5.06 million by 2021. Within this population, the age structure is projected to change considerably with:

- ◆ a 15% fall in the number of children aged under 15
- ◆ a 30% rise in the number of people aged over 75



*The Stakeholders map developed by SPRITO shows clearly the position of the many agencies involved in sport. The changes to Sector Skills Councils are not reflected within this diagram.*



There is a tendency for the industry to be dominated with an image of it being a young person's industry which is supported by the above statistics. However, this is an image that some say needs to be changed, with the customer base for its services spanning later age. The benefit of later age role models to encourage participation in the older age group is accepted.

There is a tendency for fewer females to reach higher levels of management or coaching than males. There are also fewer black and ethnic minority personnel achieving the more senior positions of management and coaching. Disabled personnel are significantly under represented in this sector and there is inadequate statistical information to establish the extent of these shortfalls. A number of initiatives are being undertaken by SPRITO, NCF and professional organisations to encourage the inclusion and progress of females, disabled and black and ethnic minority personnel in this sector. This needs ongoing attention and further information to target meaningful work in the future.

There is a tendency for higher levels of female employees within the sector due to a relatively high level of part-time employment opportunities, and within the volunteer sector, the tendency for volunteer hours to clash with childcare responsibilities that fall disproportionately to females.

There is little research information about the employment of disabled personnel within the industry, the barriers to employment and opportunities that it offers as an employment sector. There is research to suggest that appropriate role models in the black and ethnic minority target groups and females in coaching and management or operational roles can encourage others to enter the industry and coaching.  
(SPRITO)

**The Foresight Skills Report produced the following report:**

- ◆ skills requirements are deepening and broadening
- ◆ technical skills are changing due to new technology and products
- ◆ softer interpersonal skills are increasingly important
- ◆ customer service and marketing skills are growing

**The most important skills were identified as:**

- ◆ communication – 87%
- ◆ maintenance of safety – 80%
- ◆ team working – 80%
- ◆ customer service skills and a willingness to learn were also identified as having significant importance

The aforementioned issues are addressed by all centres and training providers who will have policies in relations to Social Inclusion, Equal Opportunities, Disabilities Discrimination Act and other relevant legislative requirements.

The purpose is to remove barriers to educational opportunities in order that all may be included.

## Staff shortages

The Foresight survey showed that more than 25% of organisations had staff shortages comprising:

Local Authority	34%
Private Sector	26%
Not for profit	22%

Some areas had real difficulties in employing staff who HAD to have additional qualifications (eg lifeguard). Many employers offered free staff training as required:

Local Authority	65%
Private Sector	60%
Not for profit	75%

Many employers stated they had real problems in recruiting staff:

	<b>P/T</b>	<b>F/T</b>
Local Authority	16%	16%
Private Sector	14%	27%
Not for Profit	10%	10%

Possible factors leading to above difficulties:

- ◆ lack of qualified staff
- ◆ poor pay
- ◆ lack of applicants (38% cited this as a reason)

## Conclusion

There are a number of skill shortages where Further Education and Higher Education are in a position to assist. These are likely to continue for the immediate future.

Over the next six years, it is anticipated that there will be a 36% increase in the number of job opportunities in the area of sports, which is higher than many, if not most other areas of possible employment.

The possible increase of **36%** is a considerable number. Colleges of Further Education are in an ideal position to help fill this gap. To do so, there should be good networking and the continued development of closer links with lead bodies for the benefit of all concerned.

## Recommended access for candidates

Centres will wish to consider the advice offered regarding *Disclosure Scotland* on Page 30, when interviewing prospective candidates.

Entry to the qualification will ultimately be at the discretion of the presenting centre.

### **For entry to the HNC/HND award, the following advice is offered to centres:**

It is anticipated that the award could be delivered through a full-time or a part-time course of study. The possibility of delivering through an open learning route is not discounted although some aspects of that may present a challenge for centres involved.

The following are recommendations regarding minimum levels of interest, skill and competence required by a prospective candidate for entry to the course:

- (a) A strong interest in Sport and Recreation and the management of this.
- (b) SQA Higher level pass in English (or language based subject such as Economics, History or Modern Studies, etc would be acceptable) along with three standard grade passes or equivalent.
- (c) An appropriate programme of study at National Qualification level in Business Studies, Leisure and Recreation, Media Studies or other fitness or sports related areas.
- (d) An existing HNC/HND award gained in the above areas.
- (e) Qualifications comparable to the above gained from other awarding bodies (eg another associated HNC/HND — Sport Coaching, Fitness Health and Exercise, Sports Therapy, Sports Science. These may have been awarded by SQA or other UK or European awarding bodies. There are also a number of Professional Awards which may be appropriate such as ISRM, ILAM or Governing Body awards).
- (f) Mature candidates may bring other qualities and qualifications which may be appropriate. Prior or experiential learning may also be considered appropriate in some circumstances.

## HNC Sport and Recreation Management — Core Skills Entry Profile

The five Core Skills recognised by SQA are at levels from Access 3 to Higher (SCQF 3–SCQF 6).

The minimum recommended Core Skill entry profiles for the HNC/HND Sport and Recreation Management award are:

- ◆ Communication SCQF level 5
- ◆ Information Technology SCQF level 4
- ◆ Numeracy SCQF level 4
- ◆ Problem Solving SCQF level 5
- ◆ Working with Others SCQF level 5

Many candidates will have entry profiles beyond the minimum requirements, and selection interviews for the award will additionally focus on a high level of personal qualities essential to success in the vocational area.

The general aims of the award include developing a range of personal and key skills which will improve analytical and critical thinking, self awareness and employability. Team working, achieving personal targets and time management are attributes essential to success in the Sport and Recreation Management industries.

Additional qualities recognised as critical by employers and Higher Education, such as meeting targets and deadlines, personal management skills, and the ability to learn from sports professionals, are not precisely reflected in the SQA Core Skill specifications. Awareness and development of these skills is also incorporated into the award by the requirement for candidates, supported by tutors, to take responsibility for their learning programmes, and to work with a range of others on a variety of projects. The Graded Units of the award also integrate and apply knowledge and skills developed during the HNC/HND awards, and provide further opportunities for candidates to demonstrate transferable key skills and a high level of achievement.

All practical teaching and learning activities of the course provide a context for developing Core Skills to a significant level beyond those recommended at entry. The Core Skills of *Oral Communication* and *Information Technology* are formally assessed and accredited in the mandatory Units of the HNC award. Candidates who achieve the HNC award will develop Core Skills to the following levels as a minimum:

- ◆ Communication SCQF level 6
- ◆ Information Technology SCQF level 5
- ◆ Numeracy SCQF level 5
- ◆ Problem Solving SCQF level 6
- ◆ Working with Others SCQF level 6

The guide focuses on signposting areas in the mandatory section of the award which offer specific opportunities for skills development, although further enhancement of skills will occur in the context of the wide range of Units offering options, which will be selected to meet individual vocational and personal needs.

## HND Sport and Recreation Management — Opportunities for Core Skills Development

The Core Skills recognised by SQA are:

- ◆ Communication
- ◆ Working with Others
- ◆ Problem Solving
- ◆ Information Technology
- ◆ Numeracy

Research for the HND Award in Sport and Recreation Management has indicated that key skills critical for the industry include professional and personal qualities which enable and enhance communication with a wide range of people. Team working, setting and achieving personal targets as well as effective time and resource management are attributes essential to success in Sport and Recreation Management.

Critical analytical thinking and on-going evaluation of financial, ethical and health issues are also essential. All practical activities in the award will, therefore, provide a context for developing and tailoring relevant elements of the Core Skills in *Communication*, *Working with Others* and *Problem Solving* to meet the specific demands of the vocational area. Skills in using Technology and Numerical Analysis underpin the competences developed in the award, both in researching current industry information, and in producing reports and maintaining appropriate records to a professional standard.

Selection interviews for the award will focus on a high level of personal qualities essential to management positions in the industry.

All practical teaching and learning activities of the course provide a context for developing all Core Skills to a significant level. The Graded Unit integrates and applies knowledge and skills developed during the award, and provides further opportunities for candidates to demonstrate transferable skills and a high level of achievement in a practical assignment. Candidates who achieve the HND award will have opportunities to develop Core Skills to the following levels as a minimum:

- |                          |              |
|--------------------------|--------------|
| ◆ Communication          | SCQF level 6 |
| ◆ Information Technology | SCQF level 6 |
| ◆ Numeracy               | SCQF level 6 |
| ◆ Problem Solving        | SCQF level 6 |
| ◆ Working with Others    | SCQF level 6 |

The following guide focuses on signposting areas in the mandatory Units of the HND award which offer all candidates specific opportunities for skills development. Further enhancement of skills will also occur in the context of the wide range of optional Units which will be selected to meet individual vocational and personal needs.

## **Award Structure for HNC (Validated — March 2004)**

### **Course Structure Design Principles require 12 Unit credits for HNC**

The HNC Award is 12 Unit credits at SCQF level 7.

The Graded Unit is at level 7 and a further 11 Unit credits is required to total 96 SCQF credit points at level 7. Each 40 hour Unit is allocated 8 SCQF points on the basis that there are 40 hours of centre delivery time and an additional 40 hours of candidate study time. (One point is equivalent to 10 hours or work). The minimum of points at SCQF level 7 required is 48. The remainder may be at a different level if this is supported by research.

This HNC award has a mandatory core section, including the Graded Unit comprising 9 Unit credits. This leaves a further 3 Unit credits to be gained from the options. (Only one of the language Units may be chosen.)

## HNC Group Award: Sport and Recreation Management — G7EA 15

**12 credits needed in total**

**Structure (Mandatory): 12 credits needed**

**Mandatory (Mandatory): 9 credits needed**

**Selected Units (Mandatory): 9 credits needed**

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Communication: Business Communication*	H7TK 34*	8	7	1
Using Software Application Packages	D85F 34	8	7	1
Human Resource Management 1	D46K 34	8	7	1
Understanding and Managing Financial Resources: An Introduction	D7MH 34	8	7	1
Health and Safety Legislation: An Introduction	DF87 34	8	7	1
Sport and Recreation Resourcing and Promoting 1	DF8H 34	8	7	1
Quality Service Operations for Sport and Recreation Organisations	DF8F 34	8	7	1
Evaluating the Role of Sport and Recreation in Society	DF89 34	8	7	1
Sport and Recreation Management: Graded Unit 1	DG2P 34	8	7	1

\*Refer to History of Changes for revision details.

**Options (Optional): 3 credits needed**

**Selected Units (Optional): up to 3 credits needed**

Managing Sport	D51G 35	8	8	1
Personal Development Planning	DE3R 34	8	7	1
Contemporary and Comparative Studies in Sport	DF88 34	8	7	1
Sport Sponsorship and Public Relations	DF8K 34	8	7	1
Fitness Testing and Assessment	DA8N 34	8	7	1
Exercise to Music	D50F 34	12	7	1.5
Exercise for Children Through Sports Related Activity	DA8L 34	8	7	1
Sports Coaching Theory and Practice	DD39 34	8	7	1
Organisation of Current Exercise Trends	DA8J 34	8	7	1



First Aid for Sport	DD30 34	4	7	0.5
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Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Foundations of Outdoor Activities	DF8D 34	8	7	1
Management, Organising and Practice of Outdoor Activities	DF8V 34	16	7	2
Golf Facility Management: An Introduction	DF9H 34	8	7	1
Football Management: Social Issues in Crowd Behaviour and Safety	DF8C 34	8	7	1
Physical Activity and Health in Contemporary Society	DA8T 34	8	7	1
Community Education and Sports Provision in Scotland	DD2K 35	8	8	1
Sport and Recreation Facility Operations	DV03 34	16	7	2
Design and Technical Operations	DX2K 34	8	7	1
Health Screening*	H4TE 34	4	7	0.5

**Communication (Optional): up to 1 credit needed**

Basic Communication in Danish 1	A5FE 33	8	6	1
Basic Communication in Danish 2	A5JX 33	8	6	1
Basic Communication in Danish 3	A5KD 33	8	6	1
Basic Communication in Dutch 1	A5FF 33	8	6	1
Basic Communication in Dutch 2	A5JY 33	8	6	1
Basic Communication in Dutch 3	A5KE 33	8	6	1
Basic Communication in English as a Foreign Language 1	A5FG 33	8	6	1
Basic Communication in English as a Foreign Language 2	A5K0 33	8	6	1
Basic Communication in English as a Foreign Language 3	A5KF 33	8	6	1
Basic Communication in Finnish 1	A5FH 33	8	6	1
Basic Communication in Finnish 2	A5K1 33	8	6	1
Basic Communication in Finnish 3	A5KG 33	8	6	1
Basic Communication in French 1	A5FW 33	8	6	1
Basic Communication in French 2	A5K2 33	8	6	1
Communication in French: Basic Operational Reading and Writing Skills	F2F9 33	8	6	1
Communication in French: Listening Skills	F20P 33	8	6	1
Basic Communication in French 3	A5KH 33	8	6	1
Basic Communication in Gaelic 1	A5FJ 33	8	6	1
Basic Communication in Gaelic 2	A5KC 33	8	6	1
Communication in Gaelic: Basic Operational Reading and Writing Skills	F2FA 33	8	6	1
Communication in Gaelic: Listening Skills	F20R 33	8	6	1
Basic Communication in Gaelic 3	A5KJ 33	8	6	1

**Communication (Optional): up to 1 credit needed (continued)**

<b>Unit title</b>	<b>Code</b>	<b>SCQF credit points</b>	<b>SCQF level</b>	<b>SQA credit value</b>
Basic Communication in German 1	A5FK 33	8	6	1
Basic Communication in German 2	A5K4 33	8	6	1
Communication in German: Basic Operational Reading and Writing Skills	F2FB 33	8	6	1
Communication in German: Listening Skills	F20S 33	8	6	1
Basic Communication in German 3	A5KK 33	8	6	1
Basic Communication in Italian 1	A5FL 33	8	6	1
Basic Communication in Italian 2	A5K5 33	8	6	1
Communication in Italian: Basic Operational Reading and Writing Skills	F2FC 33	8	6	1
Communication in Italian: Listening Skills	F20T 33	8	6	1
Basic Communication in Italian 3	A5KL 33	8	6	1
Basic Communication in Japanese 1	D4WR 33	8	6	1
Basic Communication in Japanese 2	D4WS 33	8	6	1
Basic Communication in Japanese 3	D4WT 33	8	6	1
Basic Communication in Modern Greek 1	A5FM 33	8	6	1
Basic Communication in Modern Greek 2	A5K6 33	8	6	1
Basic Communication in Modern Greek 3	A5KM 33	8	6	1
Basic Communication in Norwegian 1	A5FN 33	8	6	1
Basic Communication in Norwegian 2	A5K7 33	8	6	1
Basic Communication in Norwegian 3	A5FD 33	8	6	1
Basic Communication in Polish 1	A5FP 33	8	6	1
Basic Communication in Polish 2	A5K8 33	8	6	1
Communication in Polish: Basic Operational Reading and Writing Skills	F2FD 33	8	6	1
Communication in Polish: Listening Skills	F20V 33	8	6	1
Basic Communication in Polish 3	A5KN 33	8	6	1
Basic Communication in Portuguese 1	A5FR 33	8	6	1
Basic Communication in Portuguese 2	A5K9 33	8	6	1
Basic Communication in Portuguese 3	A5KP 33	8	6	1

**Communication (Optional): up to 1 credit needed (continued)**

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Basic Communication in Russian 1	A5FS 33	8	6	1
Basic Communication in Russian 2	A5KA 33	8	6	1
Basic Communication in Russian 3	A5KR 33	8	6	1
Basic Communication in Spanish 1	A5FT 33	8	6	1
Basic Communication in Spanish 2	A5KB 33	8	6	1
Communication in Spanish: Basic Operational Reading and Writing Skills	F2FE 33	8	6	1
Communication in Spanish: Listening Skills	F20W 33	8	6	1
Basic Communication in Spanish 3	A5KS 33	8	6	1
Basic Communication in Swedish 1	A5FV 33	8	6	1
Basic Communication in Swedish 2	A5K3 33	8	6	1
Basic Communication in Swedish 3	A5KT 33	8	6	1

**Workplace Experience (Optional): Up to 2 credits needed**

Workplace Experience	A6T1 34	16	7	2
Work Placement	HJ4W 34*	8	7	1

**Development of Sport (Optional): Up to 1.5 credits needed**

Development of Sport	DD2Y 34	12	7	1.5
Development of Sport	DT4V 34	8	7	1

**Exercise Principles and Programming (Optional): up to 2 credits needed**

Exercise Principles and Programming	DA8P 34	12	7	1.5
Exercise Principles and Programming	H4TC 34*	16	7	2

\*Refer to History of Changes for revision details.

## **Award Structure for HND (Validated — March 2005)**

### **HND achievement**

Candidates will be awarded an HND on successful achievement of 240 SCQF credit points, which will include successful achievement of all Units and the Graded Units in the mandatory sections.

The 240 SCQF credit points should incorporate at least 64 SCQF credit points at SCQF level 8. There are no other specifications regarding the minimum or maximum SCQF level for the remaining SCQF credit points.

Please note that for both the HNC and the HND, the minimum number of SCQF points at SCQF levels 7 and 8 can be achieved through attainment of HN Units and Graded Units.

By way of further explanation this means that for the HNC award, candidates will need to achieve **ALL** of the mandatory Units for HNC including the Graded Unit. This totals 9 Unit credits plus 3 Unit credits from the options list. This totals 12 Unit credits for HNC.

To achieve the HND award, the candidate will require to achieve the 12 HNC Units described above (which includes the HNC Graded Unit), along with 18 additional Unit credits. This will represent 11 Unit credits (including the double Graded Unit) which is **ALL** of the HND mandatory Units and an additional 7 Unit credits from the options list. (Only one of the language Units may be chosen.) This in effect totals 30 Unit credits for the HND.

Although centres must of course ensure that the required number of SCQF points are achieved at the required levels as detailed above, it should be noted that the mandatory section contains sufficient level 8 points to meet the minimum (64) points at level 8, and this allows an unrestricted choice of optional Units.

## HND Group Award: Sport and Recreation Management — G7YD 16

**30 credits needed in total**

**Structure (Mandatory): 30 credits needed**

**Mandatory (Mandatory): 20 credits needed**

**Selected Units (Mandatory): 20 credits needed**

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Communication: Business Communication*	H7TK 34*	8	7	1
Using Software Application Packages	D85F 34	8	7	1
Human Resource Management 1	D46K 34	8	7	1
Understanding and Managing Financial Resources: An Introduction	D7MH 34	8	7	1
Health and Safety Legislation: An Introduction	DF87 34	8	7	1
Sport and Recreation Resourcing and Promoting 1	DF8H 34	8	7	1
Quality Service Operations for Sport and Recreation Organisations	DF8F 34	8	7	1
Evaluating the Role of Sport and Recreation in Society	DF89 34	8	7	1
Employment Law	D4XD 34	8	7	1
Marketing Planning for a Domestic Market	DG6P 35	16	8	2
*Human Resource Management: Performance Management	H1XR 35	8	8	1
Preparing Financial Forecasts	DE3J 35	8	8	1
Sport and Recreation Programming	DP8C 35	8	8	1
Contemporary Sports Policy and Practice	DP29 35	8	8	1
Event Management in Sport	DA8X 35	8	8	1
Organisational Change and Leadership in Sport and Recreation Management	DP2A 35	8	8	1
Sport and Recreation Management: Graded Unit 1	DG2P 34	8	7	1
Sport and Recreation Management: Graded Unit 2	DP9W 35	16	8	2

\*Refer to history of changes for revision details

**Options (Optional): 10 credits needed**

**Selected Units (Optional): from 3.5 to 10 credits needed**

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Managing Sport	D51G 35	8	8	1
Personal Development Planning	DE3R 34	8	7	1
Contemporary and Comparative Studies in Sport	DF88 34	8	7	1
Sport Sponsorship and Public Relations	DF8K 34	8	7	1
Fitness Testing and Assessment	DA8N 34	8	7	1
Exercise to Music	D50F 34	12	7	1.5
Exercise for Children Through Sports Related Activity	DA8L 34	8	7	1
Sports Coaching Theory and Practice	DD39 34	8	7	1
Organisation of Current Exercise Trends	DA8J 34	8	7	1
First Aid for Sport	DD30 34	4	7	0.5
Foundations of Outdoor Activities	DF8D 34	8	7	1
Management, Organising and Practice of Outdoor Activities	DF8V 34	16	7	2
Golf Facility Management: An Introduction	DF9H 34	8	7	1
Football Management: Social Issues in Crowd Behaviour and Safety	DF8C 34	8	7	1
Physical Activity and Health in Contemporary Society	DA8T 34	8	7	1
Community Education and Sports Provision in Scotland	DD2K 35	8	8	1
Sports Coaching in Europe	DD2R 35	8	8	1
Countryside Sport and Recreation in Scotland	DP2C 35	8	8	1
Stress Management	DH3Y 35	4	8	0.5
Physical Activity for Children*	H4TG 34	8	7	1
Operational Technologies in Sport and Recreation Facility Management	DP28 35	8	8	1
Food Science: Theory and Practice	DH9Y 35	8	8	1
Audio Visual Presentation 2: Creating Audio and Audio Visual Programmes	D7XN 35	16	8	2
Developing Potential in Sport: An Introduction	DD2G 35	8	8	1
Research Investigation in Sport	DD2P 35	8	8	1
Managing Volunteers in Sport and Recreation	DP27 35	8	8	1
Application of Management and Organisational Skills in Outdoor Activities	DP26 35	16	8	2

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Dynamic Recreational Management and Teambuilding	DP2H 35	8	8	1
Assisting Sports for Disability	DD2H 35	8	8	1
Working as an Exercise and Fitness Professional in Europe	DP2K 35	16	8	2
Current Exercise Trends*	H4T8 35	16	8	2
Swimming Pool Lifeguard: Skills and Practice*	H4TM 34	8	7	1
Swimming Teachers: An Introduction	DP2G 34	8	7	1
Resort Management: An Introduction	D39X 34	8	7	1
Human Resource Management: Employee Reward	DN7H 35	8	8	1
Psychology of Sports Coaching	DD35 34	8	7	1
Psychology of Sports Performance	DD2N 35	8	8	1
Managing Stress through Exercise and Therapy	DP2M 35	12	8	1.5
Sport and Recreation Facility Operations	DV03 34	16	7	2
Design and Technical Operations	DX2K 34	8	7	1

**Communication (Optional): up to 1 credit needed**

Basic Communication in Danish 1	A5FE 33	8	6	1
Basic Communication in Danish 2	A5JX 33	8	6	1
Basic Communication in Danish 3	A5KD 33	8	6	1
Basic Communication in Dutch 1	A5FF 33	8	6	1
Basic Communication in Dutch 2	A5JY 33	8	6	1
Basic Communication in Dutch 3	A5KE 33	8	6	1
Basic Communication in English as a Foreign Language 1	A5FG 33	8	6	1
Basic Communication in English as a Foreign Language 2	A5K0 33	8	6	1
Basic Communication in English as a Foreign Language 3	A5KF 33	8	6	1
Basic Communication in Finnish 1	A5FH 33	8	6	1
Basic Communication in Finnish 2	A5K1 33	8	6	1
Basic Communication in Finnish 3	A5KG 33	8	6	1
Basic Communication in French 1	A5FW 33	8	6	1
Basic Communication in French 2	A5K2 33	8	6	1
Communication in French: Basic Operational Reading and Writing Skills	F2F9 33	8	6	1
Communication in French: Listening Skills	F20P 33	8	6	1
Basic Communication in French 3	A5KH 33	8	6	1



**Communication (Optional): up to 1 credit needed (continued)**

<b>Unit title</b>	<b>Code</b>	<b>SCQF credit points</b>	<b>SCQF level</b>	<b>SQA credit value</b>
Basic Communication in Gaelic 1	A5FJ 33	8	6	1
Basic Communication in Gaelic 2	A5KC 33	8	6	1
Communication in Gaelic: Basic Operational Reading and Writing Skills	F2FA 33	8	6	1
Communication in Gaelic: Listening Skills	F20R 33	8	6	1
Basic Communication in Gaelic 3	A5KJ 33	8	6	1
Basic Communication in German 1	A5FK 33	8	6	1
Basic Communication in German 2	A5K4 33	8	6	1
Communication in German: Basic Operational Reading and Writing Skills	F2FB 33	8	6	1
Communication in German: Listening Skills	F20S 33	8	6	1
Basic Communication in German 3	A5KK 33	8	6	1
Basic Communication in Italian 1	A5FL 33		6	1
Basic Communication in Italian 2	A5K5 33		6	1
Communication in Italian: Basic Operational Reading and Writing Skills	F2FC 33	8	6	1
Communication in Italian: Listening Skills	F20T 33	8	6	1
Basic Communication in Italian 3	A5KL 33	8	6	1
Basic Communication in Japanese 1	D4WR 33	8	6	1
Basic Communication in Japanese 2	D4WS 33	8	6	1
Basic Communication in Japanese 3	D4WT 33	8	6	1
Basic Communication in Modern Greek 1	A5FM 33	8	6	1
Basic Communication in Modern Greek 2	A5K6 33	8	6	1
Basic Communication in Modern Greek 3	A5KM 33	8	6	1
Basic Communication in Norwegian 1	A5FN 33	8	6	1
Basic Communication in Norwegian 2	A5K7 33	8	6	1
Basic Communication in Norwegian 3	A5FD 33	8	6	1
Basic Communication in Polish 1	A5FP 33	8	6	1
Basic Communication in Polish 2	A5K8 33	8	6	1
Communication in Polish: Basic Operational Reading and Writing Skills	F2FD 33	8	6	1
Communication in Polish: Listening Skills	F20V 33	8	6	1
Basic Communication in Polish 3	A5KN 33		6	1

**Communication (Optional): up to 1 credit needed (continued)**

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Basic Communication in Portuguese 1	A5FR 33	8	6	1
Basic Communication in Portuguese 2	A5K9 33	8	6	1
Basic Communication in Portuguese 3	A5KP 33	8	6	1
Basic Communication in Russian 1	A5FS 33	8	6	1
Basic Communication in Russian 2	A5KA 33	8	6	1
Basic Communication in Russian 3	A5KR 33	8	6	1
Basic Communication in Spanish 1	A5FT 33	8	6	1
Basic Communication in Spanish 2	A5KB 33	8	6	1
Communication in Spanish: Basic Operational Reading and Writing Skills	F2FE 33	8	6	1
Communication in Spanish: Listening Skills	F20W 33	8	6	1
Basic Communication in Spanish 3	A5KS 33	8	6	1
Basic Communication in Swedish 1	A5FV 33	8	6	1
Basic Communication in Swedish 2	A5K3 33	8	6	1
Basic Communication in Swedish 3	A5KT 33	8	6	1

**Workplace Experience (Optional): Up to 2 credits needed**

Workplace Experience	A6T1 34	16	7	2
Work Experience	DV0M 34	8	7	1

**Development of Sport (Optional): Up to 1.5 credits needed**

Development of Sport	DD2Y 34	12	7	1.5
Development of Sport	DT4V 34	8	7	1

**Exercise Principles and Programming (Optional): up to 2 credits needed**

Exercise Principles and Programming	DA8P 34	12	7	1.5
Exercise Principles and Programming*	HT4C 34	16	7	2

## **Approaches to delivery and assessment**

### **Guidance on context and content**

The purpose of the award is to prepare candidates for employment in the management area of the sports industry. As sport and leisure are fast changing areas of employment, candidates may undertake the course from a variety of backgrounds. Some may begin straight from school while others may choose the route as a new career path. Others may be experienced in the sports coaching or fitness side of the industry and wish to further their development by studying and acquiring management skills. For some candidates, therefore, it is anticipated that the award will serve as a stepping-stone to continue their education and study. The award is designed to make these links accessible. There are links with number of Higher Educational Establishments and candidates may move directly to the second or third year of some courses. This will vary from place to place and will not necessarily be a constant factor.

There are, at present, links with Higher Education establishments in the areas of Coaching, Sports Science and Sport/Leisure Management — all at degree level.

It may also possible for candidates to transfer to other sports awards at HNC/HND level although the candidate's profile would need to be audited as these awards have been revised or are under revision.

Candidates entering the course would be expected to have a strong interest in sport, recreation, leisure and management. A high level of interpersonal skills is required and centres will wish to consider these issues when selecting candidates. Prospective candidates will of course also wish to consider these matters when selecting possible career paths.

Many of the Units incorporated will provide a substantial base for candidates wishing to further specialise in the workplace — through National/Scottish Governing Body awards or SVQ routes. These awards are also under revision at this time. A number of employers have placed employees on existing HN awards to gain both practical and theoretical knowledge.

The practical application of the management skills being learned, and the practical application of theory being studied, underpin the philosophy of the award and are central to its delivery.

### **Guidance on delivery and assessment**

It is expected that all Units will be applied in the context of Sport and Recreation Management. It is a central theme that Units will be delivered in contexts appropriate to the award purpose. For core Units, exemplar material will contextualise each Unit.

Candidate placements (where applicable) must meet the design intentions of the individual Units although it is possible for centres to consider a degree of integration with Units. In this event, it is important that centres manage this so as to allow candidates to overtake the Outcomes for individual Units and meet all the requirements. The management of this is the responsibility of the centre. The evidence gathered must be available for verification of each Unit.

A number of Units within the option choices are focused on management skills. Many other Units are more focused on the practical side of management (eg Swimming Teaching or Life-guarding skills). This may be significant for prospective employers and if these or similar Units are selected as options, it may enhance the job prospect for candidates.

Candidates who select the *Stress Management* Unit should be aware that the Unit on *Stress Management* (0.5) is concerned with the management of stress and its avoidance and consequences. The Unit on *Managing Stress Through Exercise and Therapy* (1.5) is concerned with the treatment of stress, and together they total 2 Unit credits and may form a useful combination.

### **Guidance on Graded Unit and timing of delivery**

Individual Units contain advice regarding the knowledge and skill a candidate may require to benefit from that Unit. This may influence a centre regarding the order of delivery of Units and the timing of the Graded Unit(s). These Units bring together many of the competencies gained by the candidate while undertaking the individual mandatory Units. It is also designed to reflect the award title. In other words, as the Graded Unit draws heavily upon the skills being gained within other Units, it is recommended that delivery takes place after some or most of the supporting Units have been completed.

Centres will manage this at their discretion.

There are real possibilities of integrating assessments within Units and even on placements. Evidence to establish competence in individual Units must be available, as integration does not mean a reduction of the demand level.

### **Guidance on Open Learning**

It is considered that there is a real possibility of delivering the award by a variety of routes. It may be delivered on a full-time or part-time basis or by an open learning route. Centres will make their own decisions in the matter. Again however, regardless of the mode of delivery, Evidence Requirements will be as described and required by the Units' specifications.

If assignments are completed outwith the centre, it will be the responsibility of the centre to ensure the authentication of a candidate's work. This will not often be a problem. If a candidate's duty log accurately reflects the work assessed, then this would be strong evidence of authenticity. It would be good practice to have the candidates sign or initial work that had been completed outside the centre. There are many ways to support this process, mentor reports being signed, a written record of oral questions and responses being signed and dated as accurate, to name a few. Experienced centres will often devise valid and imaginative ways to do this.

At present, work is being carried out in conjunction with the SFEU and SQA to develop an on-line learning facility called 'Information Gateway.' A purpose of this facility is to provide candidates access to electronic information resources directly related to the Units with the HNC/HND Sport and Recreation Management course. This facility is in current development, with HNC resources due to be available in 2005, with HND resources thereafter.

Also, in development, is another SQA funded project called 'Solar'. The aim of this project is to develop online assessment resources for HND courses.

### **Risk management**

A number of Units contain either a reference or a need for the candidate to be able to be aware of the management of risk. This is in fact inherent within a number of both mandatory and optional Units (eg *Preparing Financial Forecast*, *Sport and Recreation Programmes*, *Countryside Sport and Recreation*, *Event Management*, *Market Planning* and many others). The exemplar material will expand on this issue.

## Electronic Learning and Assessment

A number of Units may lend themselves to on-line learning at least in part, and some also lend themselves to Electronic Assessment. This may include marking or may only be submitted in this way and marked off-line. Developments on this are currently well under way in conjunction with both SQA and SFEU with this award in mind.

## Recommendations regarding Disclosure Scotland

An important point is made regarding the fact that in order to work in a sport environment, staff will inevitably be required to work with children, there is a need for colleges and employers to ensure that candidates have an appropriate certificate from (currently) Disclosure Scotland.

While it is not practical for this to be a mandatory requirement for entry to the award, it is never the less a strong recommendation to awarding centres and may be a requirement of employers and centres where a workplace Unit is to be completed.

Before a candidate is accepted and begins this course, it is **strongly recommended** that an Enhanced Disclosure check is completed. Centres will wish to consider whether it is appropriate to allow a candidate who does not have a satisfactory certificate to complete the award and then be refused entry to the industry. Centres will of course adopt their own policies in this respect having reflected on the issues. Most centres adopt this practice at present to ensure that current legislation is met.

## Guidance on tutor and assessor issues

Centres with SQA approval to use this award will have been judged competent to deliver it. One of these requirements is that there is no unnecessary barrier to achievement. However, it remains the responsibility of each centre to ensure that current SQA requirements are met regarding the competence of assessors, and centres will of course be aware of the legal implications of these issues. This is particularly significant when delivering Units which have a high technical demand and/or a real risk factor.

It is the responsibility of each centre to ensure that staff hold appropriate qualifications whether they are delivering and/or assessing. This would be particularly significant where speciality Units are being delivered — such as *First Aid, Pool Lifeguard, Swimming Teachers, Golf Facility Management, Outdoor Education* Units etc. These may be legal requirements in addition to a recognised teaching/lecturing qualification.

## Guidance on old (predecessor) style Units and current Units

It will be noted that this award includes Units written in the current format along with Units written in the predecessor format. Where Units with the predecessor format are included in the framework, the levels applied to these Units are noted. Where a Merit Statement appears it does not apply in the new framework.

## Future intentions

A helpful design feature of the current award structure will be the ability to modify the award where it is considered necessary. This will allow the award to more accurately reflect the requirements of industry and the needs of candidates. It will also allow Units to be replaced when the time comes to revise them. All Units in the predecessor style are currently being phased out and replaced with Units in the new format. The intention is to grasp this opportunity and substitute the new, validated Units as and when they become available. As with many awards, this award draws from Units belonging to a variety of occupational areas and over the next year or two, all Units will be required to meet design principles. This is current SQA policy and will result in an overall reduction in specific Units which will be replaced with generic Units. These will, therefore, require to be delivered in the context of the occupational sector for the award. In the case of this award, Units will be delivered in the context of the Sport and Recreation industry.

## Guidance on credit transfer/transition arrangements

**The following arrangements show an alternative route to certification, which will ONLY be available to candidates who have already completed the predecessor HNC/first year HND of Leisure Management and should NOT be offered to any new candidates.**

- ◆ Some candidates may wish to achieve an HND and use Units obtained from the Leisure Management HNC/first year HND as credit transfer to the Sport and Recreation Management HND award.
- ◆ Centres should use this information to give credit transfer between the Units achieved in the old award and enter the credit transfer candidates for the Units in this HND.
- ◆ Candidates must, however, satisfy all other conditions of the HND award including the exit Core Skills profile and the appropriate number of credits at the required SCQF level.
- ◆ Core Skills may be achieved through completion of National Units containing Core Skill or by being assessed in the normal way against the Unit specifications in this award, which contains the Core Skill.

Alternative route for candidates transferring from the predecessor HNC/year one of the Leisure Management course to second year of the Sport and Recreation Management HND.

<b>New Unit from Sport and Recreation Management</b>	Predecessor Unit for Leisure Management
<b>Using Software Application Packages</b> 1 Unit credit	Information Technology Applications 1 (A6AM 04)
<b>Credit Transfer: Not automatically awarded to candidates who have gained (A6AM 04) Outcome 1-1</b> <b>This leaves evidence to be gathered for Outcomes 2/3</b>	
<b>Communication: Analysing and Presenting Complex Communication</b> 1 Unit credit	Communication: Selecting and Presenting Complex Information (A0X9 04)
<b>Credit Transfer: Not automatically awarded to candidates who have gained (A0X9 04) Outcome 1-1 (A0X9 04) Outcome 2-2</b> <b>Additional evidence required for Outcome 3</b>	
<b>Human Resource Management 1</b> 1 Unit credit	Managing Staff in Leisure Organisations (D4VN 04)
<b>Credit Transfer: Not automatically awarded to candidates who have gained (D4VN 04) 01-1</b> <b>Additional evidence required for Outcome 2, Outcome 3 and Outcome 4</b>	
<b>Understanding and Managing Financial Resources: An Introduction</b> 1 Unit credit	Managing Finance in the Leisure Industry (D4VP 04)
<b>Credit Transfer: Not automatically awarded to candidates who have gained (D4VP 04) 03-3 (D4VP 04)</b> <b>Additional evidence required for Outcome 2 and Outcome 3</b>	
<b>Health and Safety Legislation: An Introduction</b> 1 Unit credit	Health and Safety in Leisure Environments (D4VR 04)
<b>Credit Transfer: Not automatically awarded to candidates who have gained (D4VR 04) Outcome 2-2 Outcome 3-3 (D4VR 04);</b> <b>Additional evidence required for Outcome 1-1</b>	
<b>Sport and Recreation Resourcing and Promoting 1</b> 1 Unit credit	Not included in predecessor framework
<b>Credit transfer: Not awarded</b> No credit transfer is appropriate as this Unit is new to the framework	
<b>Quality Service Operations for Sport and Recreation Organisations</b> 1 Unit credit	Quality Services in the Leisure Industry (D4VS 04)
<b>Credit Transfer: Not automatically awarded to candidates who have gained (D4VS 04) Outcome 1-1 (D4VS 04);</b> <b>Additional evidence required for Outcome 2-2 and Outcome 3-2</b>	

<b>New Unit from Sport and Recreation Management</b>	Predecessor Unit for Leisure Management
<b>Evaluating the Role of Sport and Recreation in Society</b> 1 Unit credit	Evaluating the Role of Leisure in Society (D4VM 04)
<b>Credit Transfer: Not awarded</b> There is no credit transfer available for this Unit	
<b>Managing Sport</b> 1 Unit credit	Not included in predecessor framework
<b>Credit transfer: Not awarded</b> No credit transfer is appropriate as this Unit is new to the framework	
<b>Contemporary and Comparative Studies in Sport</b> 1 Unit credit	Not included in predecessor framework
<b>Credit transfer: Not awarded</b> No credit transfer is appropriate as this Unit is new to the framework	
<b>Sport Sponsorship and Public Relations</b> 1 Unit credit	Not included in predecessor framework
<b>Credit transfer: Not awarded</b> No credit transfer is appropriate as this Unit is new to the framework	
<b>Development of Sport</b> 1.5 Unit credit	Sports Development (D4X1 04)
<b>Credit Transfer: Awarded to candidates who have gained (D4X1 04)</b> <b>Outcome 1-1 (D4X1 04); Outcome 2-2 (D4X1 04); Outcome 3-4 and 5 (D4X1 04)</b>	
<b>Exercise Principles and Programming</b> 1.5 Unit credit	Not included in predecessor framework
<b>Credit transfer: Not awarded</b> No credit transfer is appropriate as this Unit is new to the framework	
<b>Fitness Testing and Assessment</b> 1 Unit credit	Fitness Testing and Assessment (DA8N 04)
<b>Credit Transfer: Awarded to candidates who have gained (DA8N 34)</b> <b>Outcome 1-1 (DA8N 04); Outcome 2-2 (DA8N 04); Outcome 3-3 (DA8N 04)</b>	
<b>Exercise to Music</b> 1.5 Unit credit	Not included in predecessor framework
<b>Credit transfer: Not awarded</b> No credit transfer is appropriate as this Unit is new to the framework	
<b>Exercise for Children through Sports Related Activity</b> 1 Unit credit	Not included in predecessor framework
<b>Credit transfer: Not awarded</b> No credit transfer is appropriate as this Unit is new to the framework	
<b>Sports Coaching Theory and Practice</b> 1 Unit credit	Not included in predecessor framework
<b>Credit Transfer: Not awarded</b> No credit transfer is appropriate as this Unit is new to the framework	
<b>Organisation of current exercise trends</b> 1 Unit credit	Not included in predecessor framework
<b>Credit Transfer: Not awarded</b> No credit transfer is appropriate as this Unit is new to the framework	
<b>First Aid For Sport</b> 0.5 Unit credit	First Aid (D4VV 04)



<b>New Unit from Sport and Recreation Management</b>	Predecessor Unit for Leisure Management
<b>Credit Transfer: Awarded to candidates who have gained (D4VV 04) Outcome 1-1 (D4VV 04); Outcome 2-3 and 5 (D4VV 04); Outcome 3-4 and 5 (D4VV 04)</b>	
<b>Foundations of Outdoor Activities 1 Unit credit</b>	Outdoor Pursuits: Management and Practice 1 (D4W4 04)
<b>Credit Transfer Not automatically awarded to candidates who have gained (D4W4 04) Outcome 1-1 (D4W4 04); Outcome 2-2 (D4W4 04); Outcome 3-3 (D4W4 04) Outcome 4-4 additional evidence required</b>	
<b>Management, Organising and Practice of Outdoor Activities 2 Unit credit</b>	Outdoor Pursuits: Management and Practice 2 (D4W5 04)
<b>Credit Transfer: Not automatically awarded to candidates who have gained (D4W5 04) O2-2 (D4W5 04); O4-3 (D4W5 04) Outcome 1 and Outcome 3 requires additional evidence</b>	
<b>Golf Facility Management — An Introduction 1 Unit credit</b>	Not included in predecessor framework
<b>Credit transfer: Not awarded</b> No credit transfer is appropriate as this Unit is new to the framework	
<b>Football Management: Social Issues in Crowd Behaviour and Safety 1 Unit credit</b>	Not included in predecessor framework
<b>Credit transfer: Not awarded</b> No credit transfer is appropriate as this Unit is new to the framework	

### **Implementing Credit Transfer**

Centres should:

- ◆ Use the guidance published in the HNC/HND Arrangements Document to give credit transfer for the previously achieved Units within the current HNC/first year HND, where appropriate.
- ◆ Agree with the candidates, which Units within the new HND award structure require to be undertaken to meet the conditions of the new award. This must include the level 8 Graded Unit (double credit).
- ◆ Enter or transfer the candidate to the new HND.
- ◆ Assess the candidate for the remaining Units including the level 8 Graded Unit.
- ◆ Process the results as normal, listing the Units of the new award which have been achieved or credited.

**These arrangements have been found acceptable by External Verifiers for this award.**

**The following is for information only.**

## **Comparison of HND Leisure Management and HND Sport and Recreation Management frameworks**

During the life of the HND in Leisure Management, the industry and the competencies required by entrants, has moved on. This is presented as an indication of the development of the new award and shows links with the old award. While there are obvious links between a new and old Unit, the content of Units may vary greatly to take on board the changes required by the Sport and Recreation industry.

A number of new Units had no equivalent and also reflect changes in skills required by the sector and the workforce. There are 12 additional options in the revised award.

<b>HND Leisure Management</b>	<b>HND Sport and Recreation Management</b>
<b>Core Units</b> <b>Credit ()</b>	<b>Core Units</b> <b>Credit ()</b>
Leisure Policy and Practice (1)	Contemporary Sports Policy and Practice (1)
Managing Operations in the Leisure Industry (1)	Sport and Recreation Programming (1)
Managing Legal issues in the Leisure Industry (1)	Employment Law (1)
Managing an Event (2)	Event Management in Sport (1)
Financial Appraisal in the Leisure Industry (1)	Preparing Financial Forecasts (1)
Marketing Services in the Leisure Industry (1)	Market Planning for a Domestic Market (2)
Developing the Individual Within a Team (1)	No specific Unit. Many Units contain elements of team-work, ie in collecting assessment material, eg Dynamic Recreation Management and Team Building
<b>Total core credits (8)</b>	Human Resource Management: Performance Management (1)
No comparable Unit	Organisational Change and Leadership in Sport and Recreational Management (1)
No comparable Unit	Graded Unit (2)
	<b>Total core credits (11)</b>
<b>Options</b>	<b>Options</b>
Macro Economic Environment (1)	No comparative Unit
Operation of Indoor Leisure Technology and Building Services (2)	Operational Technologies in Sport and Recreation Facility Management (2)
Managing Hospitality in the Leisure Industry (2)	Food Science: Theory and Practice (1)
Managing the Development of Coaches and Coaching (2)	Sports Coaching Theory and Practice (1)
The Structure and Function of Sport and Physical Recreation (1)	Contemporary and Comparative Studies in Sport (1)
Swimming Pool Lifeguard: Skills and Practice(1)	Swimming Pool Lifeguard: Skills and Practice (1)
Designing Play Experiences for Children's Leisure (2)	Exercise for Children Through Sports Related Activity (1)
Managing Sport and Physical Recreation for People with Disabilities (2)	Assisting Sports For Disability (1)
Evaluating Recreation in the Countryside (2)	

<b>HND leisure Management</b>		<b>HND Sport and Recreation Management</b>	
<b>Core Units</b>	<b>Credit ()</b>	<b>Core Units</b>	<b>Credit ()</b>
Providing Leisure in the Natural Environment (2)		No comparative Unit	
Outdoor pursuits: Management and Practice 1 (2)		Foundations of Outdoor Activities (1)	
Outdoor pursuits: Management and Practice 2 (2)		Application of Management and Organisational Skills in Outdoor Activities (2)	
Assessing Health Related Fitness and Prescribing Exercise (2)		Working as an Exercise and Fitness Professional in Europe (2)	
International Leisure Practice (2)		No comparative Unit	
New Facility Development in the Leisure Industry (1)		No comparative Unit	
Integrated Tourism and Leisure (2)		Resort Management: an Introduction (1)	
An Introduction to Local Government (2)		No Comparative Unit	
Introduction to Self Employment and Small Business (1)		No comparative Unit	
Developing Entrepreneurial Skills (1)		No comparative Unit	
Investigating, Analysing and Reporting on a Research Topic (2)		Research Investigation in Sport (1)	
First Aid (0.5)		First Aid (0.5)	
The Arts in Context (1)		No comparative Unit	
Languages (1); (2); (3)		Languages (1); (2); (3)	
Audio Visual Presentation Skills for the Leisure Manager (1)		Audio Visual Presentation 2: Creating Audio and Audio Visual Programmes (2)	
Workplace Experience (2)		Workplace Experience (2)	
Fitness Testing and Assessment (1)		Fitness Testing and Assessment (1)	
Circuit and Resistance Training (1)		Current Exercise Trends (2) Organisation of Current Exercise Trends (1)	
Live Performance Management (1)		No comparative Unit	
Conference and Exhibition Management: An Introduction (1)		No comparative Unit	
Sports Development (1)		Development of Sport (1.5)	
No comparative Unit		Managing Sport (1)	
No comparative Unit		Sports Sponsorship and Public Relations (1)	
No comparative Unit		Exercise Principles and Programming (1.5)	
No comparative Unit		Exercise to Music (1.5)	
No comparative Unit		Golf Facility Management: An Introduction (1)	
No comparative Unit		Football Management: Social Issues in Crowd Behaviour and Safety (1)	
No comparative Unit		Physical Activity and Health in Contemporary Society (1)	
No comparative Unit		Community Education and Sports Provision in Scotland (1)	
No comparative Unit		Sports Coaching in Europe (1)	
No comparative Unit		Stress Management (0.5)	
No comparative Unit		Physical Activity for Children (1)	
No comparative Unit		Developing Potential in Sport: An Introduction (1)	

<b>HND Leisure Management</b>		<b>HND Sport and Recreation Management</b>	
<b>Core Units</b>	<b>Credit ()</b>	<b>Core Units</b>	<b>Credit ()</b>
No comparative Unit		Operations and Control of Health and Fitness Suites (1)	
No comparative Unit		Sport and Recreation Voluntary Sector Management (1)	
No comparative Unit		Dynamic Recreation: Management and Teambuilding (1)	
Physical Activity and Health in Contemporary society (1)		Activity Intervention and Health (1)	
No comparative Unit		Swimming Teachers: An Introduction (1)	
No comparative Unit		Human Resource Management: Employee Reward (1)	
No comparative Unit		Managing Stress Through Exercise and Therapy (1.5)	
No comparative Unit		Psychology of Sports Coaching (1)	
No comparative Unit		Psychology of Sports Performance (1)	

## **Unit and Graded Unit specifications**

The Graded Units along with Unit specifications for both the HNC and the HND awards are to be found on the SQA website:

**[www.sqa.org.uk](http://www.sqa.org.uk)**

Some old style Units may have to be ordered from SQA as they were centre devised and are not available in Electronic Format.

These will be replaced with new Units as and when they are revised, in line with SQA policy.

## **Core Skills Opportunities for HNC in Sport and Recreation Management**

**The Core Skills for the HNC are given below:**

## Communication (SCQF level 6)

### Skill component Written Communication (Reading)

Read and understand complex written communication.

- a Identify and summarise significant information, ideas and supporting detail.
- b Evaluate effectiveness in meeting purpose and needs of readership.

Core Units	Knowledge and Skills/Evidence	Developed/ Assessed	a	b
Sport and Recreation Resourcing and Promoting 1	<i>Outcomes 3/4 Analysis and evaluation of marketing materials/portfolio mix for a programme or event of a selected sports organisation. Evaluation of marketing mix.</i>	Developed	√	√
Quality Service Operations for Sport and Recreation Organisations	<i>Outcome 2 — analysis and review of a case study of complex information on quality service operations.</i>	Developed	√	√
Health and Safety Legislation: An Introduction	<i>Outcome 1 — identifying relevant legislation impacting on workplace safety systems and procedures.</i>	Developed	√	
Using Software Application Packages	<i>Outcome 3 — extracting and presenting information from electronic data sources including the internet.</i>	Developed	√	
Communication: Analysing and Presenting Complex Information	<i>Outcome 1 — analysis, summary and detailed evaluation of a complex business information.</i>	Developed/ Assessed	√	√

## Written Communication (Writing)

Produce well-structured Written Communication on complex topics.

- a Present essential ideas/information in a logical and effective order.
- b Use a structure which takes account of purpose/links points for clarity and impact.
- c Use conventions which are effectively adapted for audience.
- d Use accurate spelling, punctuation, sentence structures.
- e Vary sentence structure, paragraphing, vocabulary to suit purpose and target audience.

Unit	Knowledge/Skills/Evidence	Developed/ Assessed	a	b	c	d	e
Sports and Recreation Resourcing and Planning 1	<i>Outcomes 3/4 — extended written responses of 800 words to case studies.</i>	Developed	√	√	√	√	√
Quality Service Operations for Sport and Recreation Organisations	<i>Outcome 2 — 1,000 word report analysing and reviewing methods of co-ordinating service operations to meet quality standards.</i>	Developed	√	√	√	√	√
Communication: Analysing and Presenting Complex Information	<i>Outcome 2 Portfolio (minimum 1,500 words) of structured complex written business communication.</i>	Developed/assessed	√	√	√	√	√



## Oral Communication

Produce and respond to oral Communication on a complex topic.

- a Use vocabulary and a range of spoken language structures consistently and effectively with appropriate formality.
- b Convey all essential ideas/information/opinions accurately and coherently with appropriate varied emphasis.
- c Structure to take full account of purpose and audience.
- d Take account of situation and audience during delivery.
- e Respond to others taking account of their contribution.

Unit	Knowledge/Skills/Evidence	Developed/ Assessed	a	b	c	d	e
Communication: Analysing and Presenting Complex Information	<i>Outcome 3 Plan organise and take part in a formal business meeting.</i>	Developed/Assessed	√	√		√	√
Graded Unit	<i>Evaluation — oral presentation of evaluation report.</i>	Developed	√	√	√	√	√
All Units	<i>Teaching and learning for all Units will involve group discussion analysing and evaluating practical activities and theoretical and ethical sports related issues and information. Personal interviews and guidance from assessors will encourage verbal exploration of a range of personal and vocational complex issues.</i>	Developed	√	√	√	√	√

## Using an Information Technology (SCQF level 5)

### Use an IT system effectively and responsibly to process a range of information

- a Make effective and responsible use of the range of IT equipment in everyday use.
- b Carry out straightforward processing in two types of software application.
- c Carry out complex processes for one further in depth application.
- d Integrate data.
- e Carry out searches to extract and present information from electronic sources.

Unit	Knowledge/Skills/Evidence	Developed/ Assessed	a	b	c	d	e
Using Software Application Packages	<i>Outcomes 1–3 — using IT equipment securely, resolving any problems, using software to output a range of information; accessing and selecting from a range of electronic sources.</i>	Assessed at SCQF level 5 — Developed to SCQF level 6	√	√	√	√	√
Understanding and Managing Financial Resources: An Introduction	<i>Analysing financial data, recording and presenting financial data in an appropriate format.</i>	Developed	√	√		√	√
Graded Unit	<i>Internet research on current issues, events and management practice — essential underpinning knowledge for application to case study.</i>	Developed	√		√	√	√

## Numeracy (SCQF level 5)

### Skill component Using Number

Apply a wide range of numerical skills

- a Work confidently with a numerical concept.
- b Decide on numerical operations.
- c Carry out complex or sustained calculations.

Unit	Knowledge/Skills/Evidence	Developed/ Assessed	a	b	c
Sport and Recreation: Resourcing and Promoting 1	<i>Theoretical and underpinning knowledge for the Unit requires an understanding of marketing concepts and analysis, including costing, price and promotion.</i>	Developed	√		
Understanding and Managing Financial Resources	<i>Outcomes 1–4 — assessing financial position of an organisation business, including calculating profitability and financial safety and liquidity, preparing project budgets, reporting on financial progress.</i>	Developed	√	√	√

## Numeracy (SCQF level 5)

### Skill component using graphical information

Interpret and communicate graphical information in everyday and generalised contexts

- a Interpret information from tables, charts or diagrams.
- b Select an appropriate format and communicate information.

Unit	Knowledge/Skills/Evidence	Developed/ Assessed	a	b
Sport and Recreation: Resourcing and Promoting 1	<i>Theoretical and underpinning knowledge for the Unit requires an understanding of marketing concepts and analysis, including demographic information and participation trends.</i>	Developed	√	
Understanding and Managing Financial Resources	<i>Outcome 4 — report on project progress, including table of data against budget.</i>	Developed	√	√
Using Software Applications Packages	<i>Analysing and recording financial data in a range of business formats.</i>	Developed	√	√

## Problem Solving

### Skill components

#### Critical Thinking

- ◆ Analyse a complex situation or issue

#### Planning and Organising

- ◆ Plan organise and complete a complex task

#### Reviewing and Evaluating

- ◆ Review and evaluate a complex problem solving activity

Unit	Knowledge/Skills/Evidence	Developed/ Assessed	CT	PO	RE
Evaluating the Role of Sport and Recreation in Society	<i>Outcomes 2 and 3 involve an evaluation of the benefits of sport and an explanation of responses which would be taken to overcome any personal, practical or social barriers which prevented individuals from accessing such benefits.</i>	Developed	√	√	√
Human Resource Management 1	<i>Outcome 1 — evaluate HR Resource activities within organisations.</i>	Developed	√		√
Health and Safety Legislation: An Introduction	<i>Applying management principles to practical Workplace Health and Safety issues.</i>	Developed	√	√	
Sport and Recreation Resourcing and Promoting 1	<i>Outcomes 2–4 — analysis and evaluation of product mix and portfolio of an organisation.</i>	Developed	√		√
Understanding and Managing Financial Resources	<i>Outcomes 1–4 — analysis of performance and financial position of a business, preparation of budget and report on progress.</i>	Developed	√	√	√
Communication: Analysing and Presenting Complex Information	<i>Outcome 3 — plan and take part in a formal business meeting. Formative work will involve the review and evaluation of performance.</i>	Developed	√	√	√

## Working with Others (SCQF level 6)

### Work with Others in a group to analyse, plan and complete an activity

- a Analyse the activity and identify component tasks and roles.
- b Agree allocation of activities taking account of group strengths and weaknesses.
- c Support co-operative working.
- d Evaluate and draw conclusions about own contribution, justifying with evidence.

Unit	Knowledge/Skills/Evidence	Developed/ Assessed	a	b	c	d
Human Resource Management 1	<i>Outcome 3 — requires examination of motivation theories underpinning knowledge on elements of communications team working practices.</i>	Developed	√			
Quality Service Operations for Sport and Recreation Organisations	<i>Outcome 2 — analysis and review of methods of co-ordinating service operations to meet quality standards.</i>	Developed	√			
Communication: Analysing and Presenting Complex Information	<i>Outcome 3 Planning, organising and taking part in a formal business meeting. Formative work will cover all aspects of the skill including evaluation of approaches to improving own and group performance. Minutes involve evaluative skill. Formative work will cover all aspects of the skill including evaluation of approaches to improving own and group performance.</i>	Developed	√	√	√	√
All Units	<i>All elements of the Core Skill and the concept of effective working with others in practical ways is critical to the whole award. The PDP will encourage an analytical and evaluative approach to enhancing all aspects of team working.</i>	Developed	√	√	√	√

## **Core Skills Opportunities for HND in Sport and Recreation Management**

**The Core Skills for the HND will include all of those for HNC with the additions below:**

## Communication (SCQF level 6)

### Skill component Written Communication (Reading)

#### Read and understand complex written communication.

- a Identify and summarise significant information, ideas and supporting detail.
- b Evaluate effectiveness in meeting purpose and needs of readership.

Unit	Knowledge and Skills/Evidence	Developed/ Assessed	a	b
Contemporary Sports Policy and Practice	<i>Outcomes 1/2 — research into historical development of policy. Outcome 3 in depth evaluation of socio-economic issues and impact of contemporary policy.</i>	Developed	√	√
Event Management in Sport	<i>Outcomes 1–4 — research into international developments in sport. Analysis and evaluation of marketing materials/portfolio mix for a programme or event of a selected sports organisation.</i>	Developed	√	√
Employment Law	<i>Underpinning knowledge for all Outcomes — reading complex relevant legislation impacting on industry systems and procedures.</i>	Developed	√	√
Organisational Change and Leadership in Sport and Recreation Management	<i>Outcome 1–3 — background reading on theories of motivation and leadership in organisations.</i>	Developed	√	



## Written Communication (Writing)

**Produce well-structured written communication on complex topics.**

- a Present essential ideas/information in a logical and effective order.
- b Use a structure which takes account of purpose/links points for clarity and impact.
- c Use conventions which are effectively adapted for audience.
- d Use accurate spelling, punctuation, sentence structures.
- e Vary sentence structure, paragraphing, vocabulary to suit purpose and target audience.

Unit	Knowledge and Skills/Evidence	Developed/ Assessed	a	b	c	d	e
Contemporary Sports Policy and Practice	<i>Outcomes 1–3 — extended 2,500 word research report on the history, development and current application and impact of policy affecting sports issues.</i>	Developed	√	√	√	√	√
Organisational Change and Leadership in Sport and Recreation Management	<i>Outcomes 1–3 — extended written responses to case studies totalling 2,500 words.</i>	Developed	√	√	√	√	√
Event Management in Sport	<i>Production of a range of marketing and support materials to professional standards.</i>	Developed	√	√	√	√	√
Human Resource Management: Performance Management	<i>Outcome 3 — preparation of appropriate structured complex written business communication to support appraisal review.</i>	Developed	√	√	√	√	√

## Oral Communication

### Produce and respond to oral communication on a complex topic.

- a Use vocabulary and a range of spoken language structures consistently and effectively with appropriate formality.
- b Convey all essential ideas/information/opinions accurately and coherently with appropriate varied emphasis.
- c Structure to take full account of purpose and audience.
- d Take account of situation and audience during delivery.
- e Respond to others taking account of their contribution.

Unit	Knowledge and Skills/Evidence	Developed/ Assessed	a	b	c	d	e
Event Management in Sport	<i>Outcome 3 — plan manage and market a sports event to a specific brief — discussion and direction of a range of others requiring diplomacy and assertiveness.</i>	Developed	√	√	√	√	√
Human Resource Management: Performance Management	<i>Outcome 3 — professional review interview role play.</i>	Developed	√	√	√	√	√
All Units	<i>Teaching and learning for all Units will involve group discussion and personal interviews with assessors analysing and evaluating practical activities and theoretical and ethical sports related issues and information. Research interviews with a range of professionals and experts will underpin personal and vocational information gathering.</i>	Developed	√	√	√	√	√

## Using Information Technology (SCQF level 6)

### Use an IT system independently to process a range of information.

- a Use a range of IT equipment paying attention to security.
- b Resolve a hardware or software problem.
- c Use software in a situation requiring analysis and design, integration of data and decision on output format.
- d Carry out searches to extract and present information from electronic sources.

Unit	Knowledge and Skills/Evidence	Developed/ Assessed	a	b	c	d
Contemporary Sports Policy and Practice	<i>In depth on-line research on the history and socio-economic and political issues impacting on current policy. Contemporary effects on communities.</i>	Developed	√	√	√	√
Preparing Financial Forecasts	<i>Use of appropriate software for analysis of financial data, recording and presenting financial data in an appropriate format.</i>	Developed	√	√	√	√
Market Planning for a Domestic Market	<i>Outcomes 1–3 using IT equipment securely and using software to output a range of information; accessing and selecting from a range of electronic sources.</i>	Developed	√	√	√	√
Event Management in Sport	<i>Production of professional quality marketing materials. Underpinning knowledge requires internet research on current issues, events and management practice essential underpinning knowledge for application to planning.</i>	Developed	√	√	√	√

## Numeracy (SCQF level 6)

### Skill component Using Number

**Apply a wide range of numerical statistical and other mathematical skills to process complex information.**

- a Work confidently with a numerical concept.
- b Decide on numerical operations.
- c Carry out sustained complex calculations.

Unit	Knowledge and Skills/Evidence	Developed/ Assessed	a	b	c
Event Management in Sport	<i>Theoretical and underpinning knowledge for the Unit requires an understanding of marketing concepts and analysis, including costing, price and promotion.</i>	Developed	√	√	√
Preparing Financial Forecasts	<i>Outcomes 1–4 — assessing financial position of an organisation, including calculating profitability and financial safety and liquidity, preparing project budgets, reporting on financial progress.</i>	Developed	√	√	√

## Numeracy (SCQF level 6)

### Skill component Using graphical information

#### Apply a wide range of skills to interpret and present complex information.

- a Analyse and interpret complex graphical information from tables, charts or diagrams.
- b Select an appropriate format and communicate information.

Unit	Knowledge and Skills/Evidence	Developed/ Assessed	a	b
Event Management in Sport	<i>Theoretical and underpinning knowledge for the Unit requires an understanding of marketing concepts and analysis, including international trends.</i>	Developed	√	√
Managing Performance and Reward	<i>Outcome 4 — interpretation of results to underpin appraisal of performance.</i>	Developed	√	√
Preparing Financial Forecasts	<i>Analysing and recording financial data in a range of business formats.</i>	Developed	√	√

## Problem Solving (SCQF level 6)

### Skill components

#### Critical Thinking

- ◆ Analyse a complex situation or issue

#### Planning and Organising

- ◆ Plan organise and complete a complex task

#### Reviewing and Evaluating

- ◆ Review and evaluate a complex problem solving activity

Unit	Knowledge/Skills/Evidence	Developed/ Assessed	CT	PO	RE
Organisational Change and Leadership in Sport and Recreation Management	<i>Underpinning knowledge on theories of accomplishing change. Outcome 2/3 — applying management principles to facilitate and manage change.</i>	Developed	√	√	√
Human Resource Management: Performance Management	<i>Devising and applying strategies to manage individuals. Knowledge of legal implications. Practical application in performance review interview, with accompanying evaluation documentation.</i>	Developed	√	√	√
Event Management in Sport	<i>Outcomes 1–4 — planning, undertaking and analysis in a major task management, solving non-standard problems and adopting an integrated approach to problem solving, maximising resources.</i>	Developed	√	√	√
Graded Unit	<i>The Unit is in three stages involving planning, undertaking and Evaluating a major practical assignment.</i>	Assessed	√	√	√

## Working with Others (SCQF level 6)

### Work with others in a group to analyse, plan and complete an activity.

- a Analyse the activity and identify component tasks and roles.
- b Agree allocation of activities taking account of group strengths and weaknesses.
- c Support co-operative working.
- d Evaluate and draw conclusions about own contribution, justifying with evidence.

Unit	Knowledge and Skills/Evidence	Developed/ Assessed	a	b	c	d
Organisational Change and Leadership in Sport and Recreation Management	<i>Outcome 1–3 — requires detailed knowledge of motivation and reward theories underpinning knowledge on elements of communications team working practices.</i>	Developed	√			√
Event Management in Sport	<i>Planning, organising and marketing a major event to a specific brief. Formative work will cover all aspects of the skill including evaluation of approaches to improving own and group performance. Team leadership and appraisal of own performance is required.</i>	Developed	√	√	√	√
Graded Unit	<i>All elements of the Core Skill and the concept of effective working with others in practical ways is critical to the whole award which will encourage an analytical and evaluative approach to enhancing all aspects of team working.</i>	Developed	√	√	√	√