

Unit 13: Current Issues in Sport

Unit code:	H/502/5721
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit enables learners to explore the history of sport, the key issues in modern UK sport and the factors that prevent sport and exercise participation.

● Unit introduction

Sport does not exist in a vacuum; the effects of sporting achievements can translate to society at large. At a lower level, most of us have some stake in sport, whether it be physical education lessons, working out at the gym, or owning a season ticket to a sports club.

This unit examines how sport has evolved in the context of the wider society, with the focus on the British experience. The development of sport is explored from the pre-industrial era to the influence of public schools in the nineteenth century, the rationalisation and regulation of sports such as cricket and football, and on to the present day.

The media has a massive influence on modern day sport and this is reflected in the unit. Issues such as the rise of satellite television coverage, sponsorship, and the vast amount of space given to sport in newspapers and television all affect sport.

Technology, similarly has changed the way in which sport is enjoyed, from the point of view of the spectator and the participant. Personal technology has enhanced the enjoyment experience of all kinds of training, while more sophisticated drugs testing equipment is said to be assisting in the battle against the illegal use of drugs in sport.

The use of sport as a tool for alleviating social issues in wider society, such as deprivation and health problems, is explored, as are other contemporary issues such as sport in schools, racism and sexism in sport, and the commercialisation of sport.

The unit will show learners the scale, structure and organisation of the sports industry in the public, private and voluntary sectors. Aspects such as funding, user groups, the aims of different organisations, sporting bodies, and how the sports industry is structured in the UK will be covered. The influence of European and international bodies will also be considered.

Barriers affecting sports participation are explored, such as available resources, travel time and disposable income. The unit also covers the many cultural factors that influence participation in sport, such as gender, ethnic background, and class.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know how sport has developed in the UK
- 2 Know how media and technology influence modern sport
- 3 Know how contemporary issues affect sport
- 4 Understand the cultural influences and barriers that affect participation in sports activities.

Unit content

1 Know how sport has developed in the UK

Development: early British sport eg agricultural society; effects of industrial revolution; influence of public schools; rationalisation and regulation; twentieth century eg better working conditions, outdoor activities, influence of war

Organisation: key organisations, eg Department for Culture, Media and Sport (DCMS), Central Council for Physical Recreation (CCPR), UK Sport, Sport England, Sport Scotland, the Sports Council for Wales, the Sports Council Northern Ireland, National Governing Bodies (NGBs)

2 Know how media and technology influence modern sport

Media: television, eg satellite television, increased participation, event programming, sponsorship, advertising, broadcast rights, presentation of national events, influence on rules of the game, sponsorship, spectatorism, punditry, narrative technique; rule changes; timeouts; local and national press, eg magazines, sensationalism, gender imbalance, jingoism; internet eg chat rooms, fan sites, merchandising

Technology: clothing; personal equipment; cameras eg replay, freeze frame; analysis eg drug testing equipment, video analysis, computer game applications, lactate threshold training, blood lactate testing, hyperbaric chambers, internet linked data transfer from personal products, computer/video analysis

3 Know how contemporary issues affect sport

Contemporary issues: eg deviance (anti-crime initiatives and social exclusion, gamesmanship, drugs and banned substances), education and sport in schools, child protection, health initiatives, racism, commercialisation, globalisation, politics, religion and culture, gender issues

4 Understand the cultural influences and barriers that affect participation in sports activities

Barriers: time; resources; fitness; ability; lifestyles; medical conditions

Cultural influences: eg gender, ethnicity, age, social-economic class

Strategies and initiatives: local and national, eg Game Plan, Every Child Matters, Sporting Equals, TASS, Plan for Sport 2001, Coaching Task Force 2002, Girls First, TOPS, Active Sports, Sportsmark

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the development and organisation of a selected sport in the UK	M1 explain the development and organisation of a selected sport in the UK	
P2 describe the influence of the media on a selected sport in the UK	M2 explain the influence of the media on a selected sport in the UK	
P3 describe the effect that technology has on a selected sport	M3 explain the effect that technology has on a selected sport	
P4 describe the effects of four contemporary issues on a selected sport	M4 explain the effects of four contemporary issues on a selected sport	D1 evaluate the effects of four contemporary issues on a selected sport
P5 explain the barriers to sports participation [CT1, CT3, CT4, IE1, IE2, IE4, IE5]		
P6 explain three cultural influences on sports participation [CT1, CT3, CT4, IE1, IE2, IE4, IE5]		
P7 describe three strategies or initiatives which relate to sports participation.	M5 explain three strategies or initiatives which relate to sports participation.	D2 evaluate three strategies or initiatives which relate to sports participation.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit explores the development of a selected sport in the UK, from pre-industrial to contemporary times. The content covering the influence sports development has had on its present organisation is potentially a huge area of study. Tutors must ensure learners do not become overloaded with the amount of information there is in this area. Learners should focus on the development of a sport of their choice. Learners could benefit from following the development of football or mountaineering, both of which have had important effects on sporting development as a whole.

Videos, such as *Tom Brown's School Days*, are useful to illustrate how public school sport developed out of ideals to do with character building.

In order for learners to fully explore the organisation of the sports industry in the UK, it is important that they understand about the role of key organisations. The internet is the most useful resource here, as this tends to be an ever-changing area. Sports Development Officers (SDOs) would be a good point of contact for information on both local and national sports provision.

Technology continues to develop all aspects of the industry, in particular there has been a growth in personal technology for training and exercise and an expanding market focused on linking gaming technology to sport and exercise. Tutors should embrace this technology as much as possible and incorporate e-learning strategies and resources in the delivery of this unit.

There are often stories in the media concerning gamesmanship of all kinds, for example drug taking, simulation or violence on the pitch. It is worth checking for documentaries about the subjects raised in the content, as well as other forms of media, such as sports stars appearing in 'Hello' magazine, to cover some of the wider issues.

Finally, learners will explore the cultural influences and barriers that affect sports participation. Sports participation is often dictated to by the dominant culture, which is why *Billy Elliot* and *Bend it like Beckham* are interesting films – they go against the norm. Barriers to participation can be explored through group discussions, role play and use of case studies.

The strategies and initiatives which can be introduced to address the issue of participation, lends itself to a variety of research tasks. Information about strategies and initiatives is easily accessible via the internet and in current textbooks. It is useful to create a resource library of relevant sports coverage in the local and national media.

Guest presenters will be useful for providing learners with expert commentary. Useful contacts will include the local authority Sports Development Officer (SDO), the Local Authority and the regional office of Sport England, Sport Scotland or the Sports Council for Wales.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit – tutor led.
Assignment 1: Development and Organisation of Sport (P1, M1). Tutor introduces the assignment brief.
Development of sport prior to industrial revolution – classroom discussion.
Influence of societal factors – eg public school life: videos, such as Tom Brown's School days.
The organisation of UK sport – case study work on key organisations and current projects followed by group presentations focused on the selection of a particular sport.
Local sports organisations – guest speaker: Sports Development Officer (SDO) or Regeneration Officer.
Case study investigation – structure of a relevant NGB. Learner research and short presentations, covering a specific sport.
Assignment 2: Technology and Media (P2, M2, P3, M3). Tutor introduces the assignment brief.
Newspaper research – FOG index, examination of the nature, narrative and content of UK newspapers. Learner activities in small groups.
Internet research – practical research projects to explore the extent and range of coverage for a pre-defined sporting organisation or sport, followed by short classroom discussions.
Assignment research on an area of technological innovation applicable to sport or exercise with summary presentations.
Assignment 3: Contemporary Issues (P4, M4, D1). Tutor introduces the assignment brief.
Contemporary issues – interactive lecture with learner group discussions based on scenarios.
Assignment 4: Barriers to Participation and Cultural Influences (P5, P6). Tutor introduces the assignment brief.
Identify groups that experience barriers, and nature of barriers – classroom discussion.
Barriers to participation – role-play scenarios.
Assignment 5: Strategies and Initiatives (P7, M5, D2). Tutor introduces the assignment brief – includes learner research task and time allocated for private study.
Advocating good practice in equality of provision – case study, research and action plans for improvement (contextualised to settings).
Review of unit and assessment.

Assessment

Assessment of this unit should take a varied approach and reflect the nature of current thinking in sport, particularly where applied to the areas of media and technology.

For P1, learners should select a recognised sport in the UK and research the development and organisation of that sport. For M1, learners need to explain the development and the organisation, demonstrating a knowledge of that sport and how it fits into the UK sports framework.

For P2, learners could produce a web-based article describing the influence and effect of the media on a selected sport in the UK. For M2, learners should offer insight and be able to explain how the media influences the chosen sport.

For P3, learners should present a description of the effect of technology on the chosen sport. For M3, learners should extend this description to fully explain the effects and include examples to support their explanation.

For P4, learners should describe four contemporary issues, and how these affect the selected sport. A written report could be presented, perhaps using web or video technology. For M4, learners should offer considered reasons for the issues and their effects on the selected sport. An evaluation of the four contemporary issues and their effects on the chosen sport is required for D1, and this could be assessed via production of a leaflet.

For P5, learners must explain barriers to participation for specific target groups which could be completed as a series of leaflets or presentations.

For P6, learners should provide an explanation of three cultural influences on sport. Criteria P5 and P6 are best assessed together through a presentation or written report. For P7, learners could produce a multimedia presentation detailing three current government or commercial initiatives related to sports participation. Extension of this work to include fuller explanations with rationale could provide evidence for M5. A considered evaluation and a balanced critique of the three strategies or initiatives will provide learners with suitable evidence for D2.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	Development and Organisation of Sport	You are working as a sports-specific SDO and are preparing research information focusing on the development of a particular sport in the UK.	Multimedia presentation. Witness statement.
P2, P3, M2, M3	Technology and Media	Use technology to outline developments and present the influence of the media in sport.	Poster presentation or video blog/podcast. Observation record.
P4, M4, D1	Contemporary Issues	You prepare a leaflet outlining four contemporary issues in sport.	Leaflet.
P5, P6	Barriers to Participation and Cultural Influences	Prepare a poster that targets participation and cultural influences in specified groups.	Poster presentation. Witness statement/observation record.
P7, M5, D2	Strategies and Initiatives	Your final research report will focus on current national and local government initiatives.	Written report.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Sport sector suite and the BTEC Sport and Exercise Sciences sector suite. This unit has particular links with the following unit titles in the BTEC Sport suite and the BTEC Sport and Exercise Sciences suite:

Level 2 Sport	Level 3 Sport	Level 3 Sport and Exercise Sciences
Sports Development	Exercise for Specific Groups	Exercise for Specific Groups
Lifestyle and the Sports Performer	Sports Development	
	Talent Identification and Development in Sport	
	Sport as a Business	
	Impact and Sustainability in Outdoor Adventure	

This unit links to the National Occupational Standards (NOS) for:

- Sports Development at Level 3
- Leisure Management at Level 3.

Essential resources

This unit is largely theoretical, and thus the resource requirements will reflect that. Learners will need access to research facilities, and use of visiting speakers to support unit delivery would be beneficial.

Employer engagement and vocational contexts

This unit offers learners an insight into contemporary sport and leisure, providing opportunities for partnership work with sports development organisations.

Forming links with the local authority sports development team would be an advantage, enabling learners to make best use of local knowledge about gaps in sports provision. Every effort should be made to attract sports development officers as guest speakers or provide the basis for stimulating visits.

Indicative reading for learners

Textbooks

Collins M – *Examining Sports Development* (Routledge, 2006) ISBN 9780415339902

Houlihan B and White A – *The Politics of Sport Development* (Routledge, 2002) ISBN 9780415277495

Hylton K et al – *Sports Development: Policy, Process and Practice* (Routledge, 2001) ISBN 9780419260103

Journals

International Journal of Sport Management and Marketing

Journal of Sport, Education and Society

Peak Performance

Sociology of Sport Journal

SportsCoach

Websites

The British Olympic Association www.olympics.org

Institute of Leisure and Amenities Management www.ilam.org.uk

Institute of Sport and Recreation Management www.isrm.org.uk

National Association for Sports Development www.nasd.uk.com

Quest www.quest-uk.org

Sport England www.sportengland.org

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	explaining the barriers to sports participation explaining three cultural influences on sports participation
Creative thinkers	explaining the barriers to sports participation explaining three cultural influences on sports participation.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	considering barriers to sports participation
Creative thinkers	reviewing and discussing local initiatives and developing ideas
Team workers	designing a small group presentation for delivery
Effective participators	reviewing and discussing local initiatives and developing ideas.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using templates for planning timelines of assignment work
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	storing data for report analysis/evaluation
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	using the internet to browse for relevant and current research on barriers to participation and cultural influences
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	making a multimedia presentation for assessment
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	debating current issues in sport
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching a variety of government documents to collate information on current schemes.