

Unit 40: Sports Legacy Development

Unit code:	H/600/0022
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to provide learners with a knowledge and understanding of the concept of sports legacy development, focusing on both local and national infrastructure.

● Unit introduction

This unit focuses on the impact a major sporting event like the London 2012 Olympic Games and Paralympic Games has on every aspect of life in the UK; on the economy, housing, employment, tourism, education, and the image that the UK portrays to the rest of the world.

It is important to consider the term 'legacy' and what it means in a sporting context. For example, compare the huge significance to the UK of the Olympic Games with the awarding of funding for improvements to changing facilities for a local sports club. Both have a legacy and benefit for future users, both need planning and foresight and both need the application of a process of project management.

This unit explores the notion of sporting legacy. Once defined, learners will plan a sporting legacy project, the scope and details of which are limited only by the imagination of the project team (the group of learners), and identified local needs. It is intended that a small consortium made up of a group of learners form a project based on local need, for example, a resting area for a bowls club, dance mats for a youth project or football goals for a housing association.

Learners will form a project management team and enter into the planning process for a bid application from a recognised funding source, for example Awards for All.

Learners will either submit a live application, or comment on the process from a role-play context.

This unit also examines the impact that major international sporting events have on UK life, including participation in sport, regeneration, sustainability and the promotion of the UK.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the key principles of sports legacy development
- 2 Understand the planning process involved in sports development programmes
- 3 Be able to plan and review a local sports legacy project
- 4 Know the potential impact of hosting global events.

Unit content

1 Know the key principles of sports legacy development

National legacy: sociological eg housing, social infrastructure, infrastructure and renewables, transport, sports and cultural infrastructure; training and skills eg National Skills Academy for Construction, National Skills Academy for Sport and Active Leisure, Train to Gain, On Your Marks; employment and economic renewal eg hospitality and tourism, construction employment

Local legacy: eg a crèche, disabled training and activities programme, exhibition and trail walk, play and sports facilities, healthy eating promotion, community wildlife garden, improving sports or exercise facilities in a village hall

Role of organisations and individuals: national eg organising committee, Olympic Delivery Authority, Mayor of London, Department of Media Culture and Sport, Nations and Regions Group, National Olympic Committee, official sponsors; local eg local authorities, voluntary organisations, private sector partners

2 Understand the planning process involved in sports development programmes

Planning: aims and objectives eg local, regional, national plans, target markets; stakeholders eg Local Authority, Sport England, UK Sport, politicians, facility management, clients, National Governing Bodies, voluntary sector, education providers, health promotion; human resources; fiscal resources; physical resources; promotion eg, publicity materials, publications, advertising, mail shot, media coverage

Funding sources: eg Awards for All, Barclays Spaces for Sports, Charities Aid Foundation (CAF), Commander Collins Bursary, Dickie Bird Foundation, Football Foundation, Foundation for Sports and Arts, Healthy Heart Grants, Help the Aged, National Sports Foundation, Rotary Club International, Round Table, Sportmatch, Tesco Sport

3 Be able to plan and review a local sports legacy project

Proposal: define a project; organise a structure with defined roles; develop relationships with a small group of key stakeholders; compose a plan; apply for funding

Review: summary of project objectives; achievement of planned benefits; incorrect assumptions that affected realisation of benefits; tasks that exceeded time estimates; costs; quality; lessons learned; recommendations for action

4 Know the potential impact of hosting global events

Positive legacy: eg employment opportunities, community development, promote local business, world-leading sporting nation, urban regeneration, inspiring youth, sustainable living, promotion of UK

Negative legacy: eg increase of national debt, overcrowding during event, detrimental effect if infrastructure is temporary, crime, affordable housing, strain on transport system, unusable facilities and resources

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 sports legacy and provide two national and two local examples [IE1, IE2, IE4]	M1 explain sports legacy providing two national and two local examples	
P2 identify the role of key organisations and individuals for national and local projects	M2 explain the role of key organisations and individuals for national and local projects	D1 evaluate the role of key organisations and individuals for national and local projects
P3 explain the process of planning a sports legacy project [IE1, IE2]		
P4 describe four sources of funding for sports projects		
P5 prepare a proposal for a local sports legacy project [TW1, TW2, TW3, TW4, TW5, TW6, EP1, EP3, EP4, EP5, SM1, SM2, SM3, SM4, SM5, SM6]	M3 describe the strengths and areas for improvement of own proposal for a sports legacy project	D2 evaluate own proposal for a sports legacy project, justifying recommendations for further improvement
P6 review the effectiveness of a local sports legacy project [RL1, RL2, RL3, RL4, RL5, RL6, CT5, CT6]		
P7 describe the impact of a global sporting event.	M4 explain the impact of a global sporting event.	D3 analyse the impact of a global sporting event.

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 CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

The unit lends itself to practical delivery and assessment. Tutors are reminded of the need to complete witness statements/observation records to support achievement of practically-assessed criteria.

Learners should first study the components of national and local legacy, with particular emphasis on the impact these have on all aspects of UK life such as social infrastructure, training and skills, employment and economic renewal. To explore the key concept of legacy, it would be useful for learners to review case studies of former international, national and local events/projects. Learners should examine the perceived usefulness of an event or resource to the wider community. Local projects should be linked to personal experiences and established contacts.

If time and resources permit, it would be beneficial to allow learners to form an organisation, and establish a working party with appropriate steering groups. This could lead to a 'live' bid application, perhaps for the Awards for All scheme. In this way learners can experience the structure of typical bid organisations, the notion of a feasibility study, and in this case a local legacy project. The nature of the project could be derived from an established local need such as coaching for a local junior cricket club, play facilities for toddlers or a scoreboard for a local bowls club.

When learners come to review this project, their reflections, observations and the way in which they have tackled the inevitable challenges should form an integral part of the assessment for the unit.

Developing links with local sports development organisations and visits to significant sites will enhance learning. It would be useful to involve organisations that have successfully delivered projects and look at what the benefits to the community have been.

The unit also looks at the potential impact of hosting a global event. Learners could be encouraged to form a parliament of sorts, to include an organising government and an opposition. In this way, learners could form roles as politicians, organising committees, and lobbyists for and against the hosting of an imaginary (or real) event. This would give learners the opportunity to consider potential benefits and disadvantages and rationalise the potential legacy of such an event.

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
Assignment 1: Sports Legacy (P1, P2, M1, M2, D1). Tutor introduces the assignment brief
Define sports legacy – tutor to provide local legacy ideas in the form of case studies from communities in the UK. Learners to formulate the potential for local projects
Identify the role of key organisations and individuals – learner research and presentation task focused on the provision landscape, national and local
Assignment 2: Legacy Project (P3, P4, P5, P6, M3, D2). Tutor introduces the assignment brief
Planning a local legacy project: scope, potential stakeholders, funding partners, formation of a learner organisation committee
Learner planning meetings, roles of officers (learners), research and presentation of a sport or exercise legacy project bid
Learner review meetings: organisation committee to review status throughout scope of project, including consultation and feasibility
Funding sources for sports projects: key research on potential funding, simulated (possibly real) bids submitted following organisational guidelines
Review the effectiveness of a local sports legacy project: classroom discussions on every aspect of the delivery and effectiveness of the process, small group presentations, and structured classroom debate
Assignment 3: What Now? (P7, M4, D3). Tutor introduces the assignment brief
The impact of a global sporting event: use of case studies from recent events based on regeneration, local legacy, housing employment etc.
Impact of Olympics: learners debate the benefits and hazards of the Olympic Games and Paralympic Games, informed by their own project experience and media articles
Review of unit and assessment activities

Assessment

Assessment strategies should include a range of activities that demonstrate practical and academic review skills. Evidence can be in the form of presentations, work sheets, projects, logbooks, displays, personal statements and reports.

For P1, learners need to describe sports legacy and provide two national and two local examples. Every effort should be made to ensure that the legacies identified are genuine and current. Assessment evidence could be provided in the form of a presentation, poster or leaflet.

For M1, learners must extend their evidence of understanding from P1 and rather than provide straightforward accounts of the local and national projects, they will need to provide a full explanation for each example.

For P2, learners need to identify the role of key organisations and individuals for national and local projects. Assessment evidence could take the form of a leaflet or training video that briefly outlines the role of these organisations in ensuring legacy. Learners need to explain (M2) and evaluate (D1) the role of these key organisations and individuals to meet the higher grading criteria.

For P3, learners must explain the sports development project planning process which could be in the form of a guidance document for a school/college legacy project. Learners need to describe four potential sources of available funding for projects (P4).

As with any project, a formal proposal should be presented, and this could take the form of the application process for existing funding sources, such as Awards for All. For P5, learners could complete the appropriate application form, ensuring evidence covers the relevant areas of the *Unit content*. For M3, learners need to describe the strengths and areas for improvement of their proposal. For D2, learners need to evaluate their proposal, justifying recommendations for further improvement. In their evaluation, learners will need to provide evidence to support their views or statements.

The assessment of this unit does not require learners to deliver the project, though this would clearly be advantageous in terms of demonstrating the whole process from start to finish. The next stage of assessment should include a full review of the project. In the case of a delivered project, then a review of this. If the project is not delivered then a review should be undertaken of an existing sports legacy project (P6).

For P7, learners need to describe and explain (M4) the impact of a global sporting event. For D3, learners need to analyse the impact that the event has had, presenting a wide range of negative and positive legacy examples to support their analysis. Assessment of criteria P7, M4 and D3 could take the form or style of a feasibility study for an imaginary global event presented on behalf of the organising committee. Alternatively, assessment evidence to meet these criteria could take the form of a presentation, supported by a tutor witness statement to confirm the criteria met/not met.

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, P2, M1, M2, D1	Sports Legacy	Having gained a work placement with a team of local Sports Development Officers, you discuss the notion of national and local legacy.	Presentation Witness statement
P3, P4, P5, P6, M3, D2	Legacy Project	The team take you through the process of planning a local sports legacy project.	Report
P7, M4, D3	What Now?	You have been asked to produce an information leaflet detailing the potential advantages and disadvantages of hosting a large scale sporting event.	Public information leaflet

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. 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	Sports Development	Current Issues in Sport
Planning and Running a Sports Event	Organising Sports Events	
	Current Issues in Sport	

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

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

Essential resources

Effective delivery of this unit will require access to the internet and government documents. Access to the internet is essential, as the political landscape is in constant flux, and the emphasis and sources of funding need constant review. The submission of any 'real' bid for funding is far simpler when following an online process. Access to printed media to gauge current opinion would also be helpful.

Employer engagement and vocational contexts

This unit focuses on the impact of major international events, and the planning and review of local legacy projects. Learners will need to develop team working skills that include development project planning. Centres are encouraged to develop links with local sports development teams, perhaps via visits, guest lectures, and/or a working project partnership.

Indicative reading for learners

Textbooks

Cashman R – *The Bitter-Sweet Awakening: The Legacy of the Sydney 2000 Olympic Games* (Walla Walla Press, 2006) ISBN 9781876718909

Government response to the Culture, Media and Sport Select Committee report on 'London 2012 Olympic Games and Paralympic Games': funding and legacy (HC 69), session 2006-07 (Department for Culture and Media and Sport, 2007) ISBN 9780101707121

HMSO – *London 2012 Olympic Games and Paralympic Games: Funding and Legacy* (Stationery Office, 2007) ISBN 9780215032140

Hylton K and Bramham P – *Sports Development: Policy, Process and Practice* (Routledge, 2007) ISBN 9780415421836

Ryan-Collins J et al – *Fools Gold: How the 2012 Olympics is Selling East London Short and a 10 Point Plan for a More Positive Local Legacy* (New Economics Foundation, 2008) ISBN 9781904882275

Journals

International Journal of Sport Management and Marketing

Journal of Sport, Education and Society

Sociology of Sport Journal

Websites

Department of Culture, Media and Sport

www.culture.gov.uk

London 2012 Organising Committee

www.london2012.com

Sports City (Information portal)

www.sports-city.org

Sport Development

www.sportdevelopment.org.uk

Sport England

www.sportengland.org

UK Sport

www.uk sport.gov.uk

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	describing sports legacy and providing two national and two local examples explaining the process of planning a sports legacy project
Creative thinkers	reviewing the effectiveness of a local sports legacy project
Reflective learners	reviewing the effectiveness of a local sports legacy project
Team workers	preparing a proposal for a local sports legacy project
Self-managers	preparing a proposal for a local sports legacy project
Effective participators	preparing a proposal for a local sports legacy project.

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	analysing and researching documents relating to the legacy and the potential benefits of events/projects
Creative thinkers	designing a project that will meet a specific local need, arising from discussion, research and subsequent planning
Reflective learners	reviewing the advantages and disadvantages of local and national legacy projects reviewing the impact of a major event
Team workers	working in an identified role within a framework for the project design
Effective participators	engaging in the group planning process.

● 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	producing presentations and reports for assessment
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	using templates for planning timelines of the project using templates for planning meetings
Manage information storage to enable efficient retrieval	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	browsing the internet for relevant and current research documents
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	accessing online sports funding application software
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 multimedia presentations for assessment
Bring together information to suit content and purpose	making multimedia presentations for assessment
Present information in ways that are fit for purpose and audience	making multimedia presentations for assessment
Evaluate the selection and use of ICT tools and facilities used to present information	making multimedia presentations for assessment
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	researching government sources of data
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing the nature, scope and timeline of the project presenting their definitions of sporting legacy
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	presenting their definitions of sporting legacy debating the relative merits of the project
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing a final draft of the written project report.