

# Unit 6: Sports Development

<b>Unit code:</b>	<b>H/502/5623</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to provide the learner with an overview of the principles of sports development, the key agencies involved and to provide practical examples of current practice.

## ● Unit introduction

Sports development has evolved over the last 20 years and is an important part of today's sports industry.

The effectiveness of sports development has a direct impact on many current issues in sport including the performance of athletes at major events, healthy living and developing key life skills. Sports development is about positive change.

This unit introduces learners to sports development and the diverse work of sports development officers. Learners will explore the key concepts in sports development including the sports development continuum, target groups and barriers to participation. Learners will also explore the cross-cutting agendas in which sports development plays a significant role.

Participation in sport and exercise is at the core of the work of any sports development officer. Learners need to understand what may prevent people from participating in sport, whether it is cultural, financial or for another reason.

Learners will identify the needs of key central and local target groups and what can be done to allow these groups more access to sport and exercise.

Learners will also study sports development in practice including within local authorities, sports National Governing Bodies, voluntary clubs and other organisations.

Learners will examine quality assurance in sports development, studying methods of measuring quality and their advantages and disadvantages.

Sports development is largely about project management. These projects are seldom delivered in isolation, and learners need to develop an understanding not just of other stakeholders or funding sources but also the protocol for designing and delivering a multi-agency project.

Learners will be expected to investigate different organisations involved in sports development. These organisations can help with funding, sponsorship or even assist in supplying volunteers for events and research.

## ● Learning outcomes

### On completion of this unit a learner should:

- 1 Know key concepts in sports development
- 2 Know the key providers of sports development
- 3 Understand how quality is measured in sports development
- 4 Know about sports development in practice.

# Unit content

---

## 1 Know key concepts in sports development

*The sports development continuum:* levels (foundation, participation, performance, excellence); purpose eg show progression; appropriateness eg target groups, communities; cross-cutting agendas eg pro-health, pro-education, anti-drug, anti-crime, regeneration

*Barriers to participation:* eg cultural, social, economic, historical, educational

*Target groups:* eg women, young people, 50+, disabled people, black and minority ethnic groups (BMEs)

## 2 Know the key providers of sports development

*Providers:* eg national organisations (Sport England, SportscoachUK, Youth Sports Trust), local authorities, governing bodies (international, national, regional, local), voluntary organisations, private sector providers, professional providers; associated benefits eg cross-cutting agendas, improving performance, opportunity, healthy lifestyles

*Structure:* eg committees, working groups, forums, consultation groups

*Roles:* providers eg enabling and facilitating, direct delivery, strategic, operational, advisory, participation, performance; sports development officers (sports-specific, non-sports specific, community); volunteers

## 3 Understand how quality is measured in sports development

*Methods:* eg benchmarks and quality schemes (Quest, liP, Customer Service Excellence, Clubmark), internal or self-assessment, external audits, National Governing Body schemes (Swim 21); purpose eg measure improvement, continuous improvement, standardisation; advantages eg benchmarking, accessing funds, quality delivery, recognition; disadvantages eg cost, time, expertise

## 4 Know about sports development in practice

*Initiatives:* eg London 2012 Olympic Games and Paralympic Games, Awards for All, Big Lottery, private sector programmes, local programmes; providers eg local authority sports development, governing body sports development, voluntary clubs, partnerships; areas of work eg target groups, sports-specific; location; effectiveness

## 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:
<b>P1</b> describe three examples of the sports development continuum, from three different sports	<b>M1</b> compare and contrast three examples of the sports development continuum, from three different sports, identifying strengths and areas for improvement	
<b>P2</b> describe barriers to participation for individuals from three different target groups at different levels of the sports development continuum [EP1, EP2, IE1, IE5]	<b>M2</b> explain barriers to participation for individuals from three different target groups at different levels of the sports development continuum	<b>D1</b> analyse the barriers to participation for individuals from three different target groups at different levels of the sports development continuum, providing effective and realistic solutions
<b>P3</b> describe the structures and roles of three sports development providers in the UK		
<b>P4</b> explain two methods of measuring quality in sports development	<b>M3</b> evaluate two methods of measuring quality in sports development	
<b>P5</b> describe two different sports development initiatives.	<b>M4</b> compare and contrast two different sports development initiatives, identifying strengths and areas for improvement.	<b>D2</b> analyse two different sports development initiatives, offering realistic recommendations for improvement.

**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.

<b>Key</b>	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 is delivered most effectively by following the order of the *Unit content*. Learners should first study the key concepts in sports development. This field has evolved over recent years and formal tutor input is required to 'set the scene'. For example, the notion of inclusion is now seen as more important than segmenting society into target groups. An understanding of the major initiatives since the early 1980s (such as 'Ever Thought of Sport', 'Sport for All', and 'Into the Nineties') would give learners some background knowledge.

An understanding of the barriers to participation could be linked to personal experiences. Learners should also explore, with examples, the difference between direct provision as a service and enablement which looks to sustained change. The role of National Governing Bodies, other organisations and local authorities builds on these key concepts and introduces an understanding of the diversity of the providers of sports development. Through discussing which organisations are best placed to provide sports development, learners could develop their understanding of this diversity.

It is important that learners at this level understand why organisations such as local authorities invest in sports development. This links closely to measuring quality in sports development. A mini 'quest assessment' exercise on a local sports development organisation might be useful. Learners could also compare the work and performance of another sports development organisation such as a voluntary sector club, explaining the value to the local area, challenging purpose and consulting users, if time permits.

Teaching should allow sufficient rehearsal time for all the assessment activities. Throughout this unit, forming links with local sports development organisations and the use of guest speakers would be beneficial. A visit to centres where sports development officers work, or sports development events take place, would also be of great value.

Throughout this unit learners should be encouraged to focus on their areas of interest including topical issues. During the lifetime of this qualification there will be a build up to the London 2012 Olympic Games and Paralympic Games followed by the legacy of the games. This will involve many sports development initiatives ranging from the local, regional, national and high profile. Learners could be encouraged to explore these initiatives as they are likely to be accessible, interesting and motivating. It is possible that learners may be actively involved in them as participants, providers or volunteers.

## 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
<b>Assignment 1: UK Sports Provision (P1, M1).</b> Tutor introduces the assignment brief
The sports development continuum: presentation with pyramid contextualised to local landscape – classroom discussion
Barriers to participation: scenario-based case studies, classroom debate/discussions
<b>Assignment 2: What's Stopping You? (P2, M2, D1).</b> Tutor introduces the assignment brief
Providers: research and present national and local providers for specific sports or area remits (local authorities or regional deliverers) – learner activity
National Governing Bodies: strategic assessment of the effectiveness of a NGB – learners to analyse data and present the effectiveness and recommendations for improved national and local provision
Structure and role: the formation of a group with identified officers. Learners form a management committee and steering groups for an imaginary organisation or project
<b>Assignment 3: Project Effectiveness (P3, P4, M3).</b> Tutor introduces the assignment brief
Interactive lecture – tools of analysis explored. Learners to examine measurement reports and produce a SWOT analysis of the measurement type commenting on suitability. Includes time allocated to learner-initiated private study
<b>Assignment 4: Current Initiatives (P5, M4, D2).</b> Tutor introduces the assignment brief
Current initiatives: research and present a range of current local and national initiatives in small groups – learner activity. Includes time allocated to learner-initiated private study
Evaluation of the unit

## Assessment

Assessment strategies should include a range of activities that demonstrate practical and personal skills. It may be helpful for methods of assessment to mirror sports development in practice. Learner evidence may be in the form of presentations, work sheets, projects, logbooks, displays, personal statements and reports. Practical/verbal assessments will need to be supported by a tutor witness statement/observation record to confirm criteria met/not met.

For P1, learners need to describe three examples of the sports development continuum, from three different sports. This could be assessed as a multimedia presentation. An extension of the same activity, with local and national examples on each tier of the pyramid could be used to provide evidence for M1.

For P2, learners must describe barriers to participation, for individuals from three different target groups, at different levels of the sports development continuum. Assessment could take the form of a series of awareness leaflets for a local authority sports development team. For M2, which builds on P2, learners must explain barriers to participation. Once again, understanding could be demonstrated by providing local and national examples. An analysis of existing provision, concluding with learners offering effective and realistic solutions to barriers could provide evidence for D1.

For P3, learners must examine different sports development providers in the United Kingdom, describing their structures and roles.

For P4, learners must explain two methods of measuring quality in sports development; explanations must include the purpose of the method, along with associated advantages and disadvantages. Further evaluation, including recommended action could provide evidence for M3. For P5, learners need to describe two different sports development initiatives. Descriptions should include details of the providers associated with the initiatives, the areas of work that they are associated with, their location and effectiveness.

For M4, which builds on P5, learners must compare and contrast two different sports development initiatives, identifying strengths and areas for improvement.

For D2, which builds on M4, learners must analyse two different sports development initiatives, offering realistic recommendations for improvement.

### 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	UK Sports Provision	Having gained a work placement with a local team of Sports Development Officers (SDOs), you are asked to prepare a presentation covering sports provision in the UK.	Presentation Witness statement
P2, M2, D1	What's Stopping You?	Your next task is to explore barriers to sports participation. Produce a series of leaflets aimed at groups with poor participation rates.	Leaflets
P3, P4, M3	Project Effectiveness	You have a discussion with one of the SDOs about the structure and role of sports development providers and how quality can be measured.	Written research report
P5, M4, D2	Current Initiatives	You've been asked to produce a news report on two current initiatives.	Video presentation Witness statement/ observation record

### 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	Current Issues in Sport	Current Issues in Sport
	Sports Legacy Development	Exercise for Specific Groups
	Exercise for Specific Groups	
	Sport as a Business	

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

- Sports Development at Level 3.

## Essential resources

Access to research facilities and visiting speakers would support delivery of this unit.

## Employer engagement and vocational contexts

This unit gives learners an insight into an established sport and leisure profession, and there are opportunities for partnership work with sports development organisations and key projects requiring volunteer effort. Learners could even become involved in the design, delivery and review of their own project. A visit to centres where sports development officers work, or sports development events take place, would also be of great value.

## Indicative reading for learners

### Textbooks

Adams M et al – *BTEC Level 3 National Sport (Development, Coaching and Fitness) Student Book* (Pearson, 2010) ISBN 9781846906503

Adams M et al – *BTEC Level 3 National Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846906541

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*

*Sociology of Sport Journal*

### Websites

British Olympic Association [www.olympics.org](http://www.olympics.org)

Institute of Leisure and Amenities Management [www.ilam.org.uk](http://www.ilam.org.uk)

Institute of Sport and Recreation Management [www.isrm.org.uk](http://www.isrm.org.uk)

National Association for Sports Development [www.nasd.uk.com](http://www.nasd.uk.com)

Quest [www.quest-uk.org](http://www.quest-uk.org)

Sport England [www.sportengland.org](http://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 ...
<b>Independent enquirers</b>	describing barriers to participation for individuals from three different target groups at different levels of the sports development continuum
<b>Effective participators</b>	describing barriers to participation for individuals from three different target groups at different levels of the sports development continuum.

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 ...
<b>Independent enquirers</b>	considering the levels and barriers to sports participation
<b>Creative thinkers</b>	reviewing and discussing local initiatives and developing project ideas
<b>Team workers</b>	designing a small project for delivery in groups.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using templates for planning timelines of a project
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	storing data for report analysis/evaluation
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	internet browsing for relevant and current sports development research
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	designing a multimedia presentation
Bring together information to suit content and purpose	designing a multimedia presentation
Present information in ways that are fit for purpose and audience	designing a multimedia presentation
<b>Mathematics</b>	
Select and apply a range of skills to find solutions	carrying out calculations related to quality measurement in sports development
Use appropriate checking procedures and evaluate their effectiveness at each stage	carrying out calculations related to quality measurement in sports development
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	carrying out calculations related to quality measurement in sports development
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting their definitions of sports development debating the relative merits of local and national projects
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching using a variety of government documents and compiling current information on schemes.