

## Unit 1: Sport Development

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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### Approaching the unit

You should allow learners to explore sport development and the diverse work of sport development officers. They should examine the key concepts in sport development, including the sport development continuum, target groups and barriers to participation. They will also explore the cross-cutting agendas in which sport development plays a significant role. Participation in sport and exercise is at the core of the work of any sport development officer. Learners will need to understand what may prevent people from participating in sport, whether it is cultural, financial or for another reason. They 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.

The unit will allow learners to study sport development in practice, including within local authorities, sport national governing bodies, voluntary clubs and other organisations. They will need to develop an understanding of the protocol for designing and delivering a multi-agency project. Learners will investigate these organisations and identify how they can help with funding, sponsorship or even assist in supplying volunteers for events and research.

The unit gives learners the knowledge and skills required to examine key concepts in sport development, explore the key providers of sport development and investigate sport development in practice. Learners will produce a presentation which evaluates the barriers to participation for individuals from different target groups, a report on the roles and responsibilities of professionals working in different types of sport development organisations, finally learners will produce a project plan for a sports development initiative and present their plan justifying their choice of activities and recommending suitable measures of success. This unit will present learners with the employability skills and qualities of planning, organisation and communication.

You could deliver this unit by using a mix of theory (to introduce learners to the topics listed in the unit content) visits and guest speakers (to enable learners to apply the theoretical concepts they have learned). Learners will need to be able to produce a written report and deliver presentations.

## Delivering the learning aims

### Learning aim A

Learners should be introduced to the levels on the sport development continuum. This could be done by referring to Sport England/Sport Wales/Sport NI figures for participation to illustrate the number of people taking part at the different levels. Learners could also look at statistics which show the number of people who do not regularly take part in physical activity, such as CIMSPA who are working to change people attitude towards physical activity. Learners could also carry out research into UK Sport, National Governing Bodies and the number of participants on elite/professional sport development programmes. For example, how many athletes are on a development, Olympic or futures programme for a specific sport. Learners should investigate opportunities for para athletes in sport and could research how disability sport development has changed in recent years. Learners would benefit from a visit (virtual visit) to an elite sports training centre and or an opportunity to discuss elite sport with a professional sports person.

Learners need to know about the purpose of sports development and how it aims to increase participation. Group discussion will enable learners to think about their own performance levels and position in the sports development continuum. A guest speaker, for example a local sports development officer, could be used to explain the purpose of sports development and the work they carry out in communities to promote skills development, progression and participation for all.

Learners need to identify the barriers to participation and their possible solutions for different target groups. They could carry out individual research into the characteristics of target groups and common barriers to participation. Using this information learners could then identify possible solutions for each target group. A visit (virtual visit) to a leisure centre or sports club would be useful for learners to be able to see the range and type of activities on offer for different target groups, and be able to identify any lack of provision. Learners could analyse activity/session timetables and identify areas for further opportunities such as more for a specific target group.

Learners should be encouraged to evaluate the barriers to participation for individuals from different target groups at different levels of the sport development continuum, providing effective and realistic solutions. Learners could interview (face to face or via zoom) a sports coach, activity leader or sports development officer to identify the barriers they see and try to resolve when working within communities. For example, a local football coach might explain that there are too many young children who want to take part in training session but they do not have enough facilities and coaches to be able to run sufficient sessions – the football coach would like to reduce are lack of provision and lack of specialist staff.

### Learning aim B

This LA could be covered via a number of methods including formal lectures, independent research and visits (and virtual visits). Research sessions will enable learners to explore the different organisations, providers and structure of sport development organisations in the UK.

Learners need to know the key providers of sports development in the UK. You must ensure that learners have examples for those who work locally and nationally. Learners must also be aware of the structure of sport development organisations and the purpose

of committees, working groups and forums. Learners should research the structure of sport in their home nation and those that make up the UK. Guest speakers, such as a digital communications officer from Sport Wales or a Sport NI Youth development Officer, can be utilised to explain their role in a sport development organisation and how they work with other personnel and organisations to develop sport.

To explore the roles and responsibilities of job roles in sport development, classroom discussions could be used to allow learners to share their career aims and the roles/responsibilities they hope to take on in sport development. Learners could carry out internet research to find information about different roles in sport development and identify common responsibilities. Learners could explore job vacancies and job descriptions for sports organisations and NGB's and analyse the roles requirements, what the organisation does and how the role fits in within that organisation.

## Learning aim C

This LA could be covered via a number of methods including formal lectures, independent research and use of guest speakers. Using group and paired work for research tasks will allow learners to explore sports and activities which are of particular interest to them. Learners can select sports events and initiatives which they may have had direct involvement with or that have inspired them. These could be major sports events such as Olympics and World Championships and local competitions and leagues. Learners need to investigate sport development in practice and the impact of sports development on society and the individuals within society, and the impact of initiatives and events. You must ensure that learners have examples for each a range of local and national sport development initiatives. Such as, StreetGames – set up to enable disadvantaged young people to take part in physical activity, London Youth's Getting Active programme – it aims to provide young people with sport participation and development opportunities and Calderdale's Post-18 disability sport development programme – which works with other sports organisations and sports clubs to provide opportunities for disabled people.

Learners could each select an initiative and research the positive and negative effects it has had on society. For example, what impact did Northern Ireland's Sport Matters strategy have on participation in physical activity, grass roots sports clubs, local people's health, elite sports performance and lifelong involvement?

For Topic C2, learners need to carry out project planning for a sport development initiative. They need to be able to select aims and objectives, a target group and provide detail about their chosen activities – including how the initiative will be staffed and funded.

Learners would benefit from looking at examples used in project planning. A guest speaker, such as a sports coach or sport development officer, could be utilised to explain how sport development initiatives are produced and the detail needed to see a plan through from idea to implementation.

Finally, learners must be able to demonstrate that they can measure the success of their planned initiative. Classroom discussions could be used to explore how success can be measured and the purpose of collecting this information. Learners need to be aware of the need to measure success and collecting useful data such as the importance of meeting the aims of the project, exit route engagement, repeat attendance and life-long participation.

Learners should be given the opportunity to evaluate the activities in the project plan and justify choices of activities by recommending suitable measures of success. Learners would benefit from committee style meetings where they could role play stakeholders – this would enable them to see their project plan with a different perspective.

## Transferable skills

### Preparing for work

- Researching job roles and the key providers of sport development.
- Project planning, knowledge of aims and objectives and measures of success.

### Developing practical and technical skills

- Communicating with colleagues and stakeholders.
- Displaying appropriate skills and behaviours.
- Applying knowledge to real-life situations.
- Job roles, responsibilities and ways of working.

### Legislation, regulations, policies and procedures

- Thinking skills/adaptability.

### Managing information

- Problem solving.
- Management of information.
- Self-management and development.

#### Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> <li>• Communicating with colleagues and stakeholders</li> <li>• Researching job roles and the key providers of sport development</li> <li>• Displaying appropriate skills and behaviours</li> <li>• Applying knowledge to real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• Barrier and benefits of participating</li> <li>• Job roles, responsibilities and ways of working</li> <li>• Sport development providers</li> <li>• Sport development initiatives (local and national)</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Working with others</li> <li>• Thinking skills/adaptability</li> <li>• Problem solving</li> <li>• Management of information</li> <li>• Self-management and development</li> </ul>

## Employer involvement

This unit would benefit from employer involvement in the form of:

- Partnership work with sport development organisations and key projects requiring volunteer effort, such as working alongside a sports coach or sports development officer
- Learners becoming involved in the design, delivery and review of their own project, such as a small sports development initiative to be run in a local school / sports club / leisure centre
- Visits (virtual visits) to centres where sport development officers work, or sport development events take place
- Work placement or shadowing where learners can sit in on zoom calls within the organisation and in meetings with others
- Industry practitioners (face to face or virtually) can be used as expert witnesses who can help with areas of assessment with guidance from the teacher, or can be used to make up a panel of experts when learners deliver presentations
- Industry practitioners (face to face or virtually) could be used to deliver master classes in their areas of expertise

## Assessment guidance

These are only suggestions, and assessor can utilise professional judgment, to support this please consider the selection cited within' key summary of the types of evidence used for BTEC Nationals' in Appendix 1 of the spec. Where unsure on use or considering different method utilise the 'ask the expert service'.

**This unit is internally assessed. Learners will be required to produce three assignments. There is a maximum number of three summative assignments for this unit.**

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.M2, A.D1)

Learning aim: B (B.P3, B.P4, B.M3, B.D2)

Learning aim: C (C.P5, C.P6, C.M4, C.D3)

### Suggested assessment strategies

Learning aim A - A presentation (face to face or virtual) which evaluates the barriers to participation for individuals from different target groups at different levels of the sport development continuum, providing effective and realistic solutions.

Learning aim B - A report or audio file, evaluating the roles and responsibilities of professionals working in different types of sport development organisations.

Learning aim C - A presentation, a debate or discussion or a role play, which evaluates the activities in the project plan and justifying choices of activities by recommending

suitable measures of success.

Assessment strategies should include a range of activities that demonstrate practical and personal skills. It may be helpful for methods of assessment to mirror sport development in practice. Learners' 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 either a tutor witness statement/observation record or a video or audio recording to confirm criteria met/not met.

Suggested assessment scenarios – working alongside a sports development officer / as a member of a sports club / working alongside a local community leader - you are keen to develop your sport and to investigate how other sports organisations work together to develop sport.

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## Delivering the unit: Example assessment strategies

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Learning aims / topic areas	Example Activity	Suggested time allocation
<p>A1 The sport development continuum</p>	<p>Introduce learners to an image of the sport development continuum, learners can discuss why the continuum is the shape it is and what the image shows in terms of the type of participation in each level.</p> <p>Learners can work in pairs to create a pen portrait of a 'typical' participant who could sit within each of the levels of the continuum. These can be shared with the group and a basic description for each level agreed.</p> <p>Learners can consider the level at which they think they sit based on the way in which they participate.</p> <p>Learners can also think about the ways in which sport development might be involved and the impact they might have at each level. For example:                      At foundation level sport development could include:                      Creating a wide range of different sport and physical activity opportunities, facilitating activities which are fun and focus on participation rather than competition and activities which aim to improve health and fitness and create a positive impression of participation.</p> <p>Discuss with learner's factors that are likely to have an impact on each level of the sport development continuum.</p> <p>Ask learners to compare and contrast two given situations, which represent opportunities at different levels e.g., a children's holiday scheme vs a professional sports team, or a sport specific club that caters for local young people of all abilities vs a selective adult's sports club that competes in a national league. For their given scenarios, learners can consider the likely similarities and differences.</p>	<p>6 hours</p>

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	Learners can be encouraged to think about how each of the factors identified can affect participation and success (how the standard of equipment and facilities might encourage or discourage participation, or the ways support available might impact adherence)	
A2 Purpose of sport development	<p>Learners should understand that some of the aims and objectives of sport development are concerned with the individual and others are to do with wider community benefits.</p> <p>Learners can discuss with a partner the reasons they participate in sport and physical activity. They will probably identify things like: health and fitness, fun, being with friends. Many of these are the same factors as sport development will be aiming to support.</p> <p>For each of the factors, learners can consider the ways in which sport development might support or facilitate, and how individuals can benefit from it.</p> <p>Learners should consider how sport development might be an effective way to tackle these issues:</p> <ul style="list-style-type: none"> <li>• Cross-cutting agenda include elements such as health, education, drugs, crime and regeneration</li> <li>• At risk groups will vary from one area to another but are likely to include NEET, BAME, young people exposed to knife crime, gangs.</li> <li>• Community cohesion is about establishing and strengthening relationships between different groups across the community, these might include between groups from different ethnic backgrounds, races, cultures, religions.</li> </ul> <p>Learners could use this information to produce notes which they can use to help them produce a report on the role of sport development to tackle community issues.</p>	3 hours
A3 Barriers to participation	Learners should discuss the different reasons a person or group of people may not participate or might find regular participation difficult. They can share their thoughts with the group and create a list.	6 hours

Through discussion, personal experience and online research, learners should explore the ways in which **culture** may prevent participation in sport or physical activity. These might include:

- Lack of diversity – if existing clubs, sessions and opportunities are not diverse then how could this impact potential members?
- Ethnic differences – in what ways might expectations, stereotypes and historically based perceptions influence the participation of different ethnic groups?
- Cultural expectations – how might tradition, cultural norms, pressure from peers or family to adhere to certain expectations limit participation?

Through discussion, personal experience and online research, learners should explore the ways in which **social factors** may prevent participation in sport or physical activity. These might include:

- Family commitments – How might looking after children, older adults or other family members impact participation?
- Access – this could include availability of relevant opportunities as well as actual physical access e.g., getting to the session.
- Cohesion – if others within your social group don't participate this will impact the likelihood of you participating

Through discussion, personal experience and online research, learners should explore the ways in which **economic factors** may prevent participation in sport or physical activity. These might include:

Cost of activities – this might include club and match fees, travel etc. What impact could the cost of participating have on participation levels or an individual's likelihood of taking part?

Financial considerations – however little it might cost, for some people the vast majority of activities could still be beyond their reach financially.

	<p>Purchasing equipment and sportswear – even activities which require almost no kit or equipment can still cost a lot!</p> <p>Through discussion, personal experience and online research, learners should explore the ways in which <b>historical and educational factors</b> may prevent participation in sport or physical activity. These might include:</p> <ul style="list-style-type: none"> <li>• Male/female stereotypes – are there ‘male’ and ‘female’ sports? What are these and why are they perceived like this?</li> <li>• Role models – In what ways might having role models that you see yourself reflected in affect participation?</li> <li>• Male/female role in society - Do the ways in which men and women are stereotyped effect the sports they might participate in?</li> </ul> <p>Learners could use this information to make a series of posters or a leaflet explaining the factors which can become barriers to participation in sport or physical activities.</p>	
<p>A4 Target groups</p>	<p>Research has shown that some groups are less likely to be physically active than others. These groups are called ‘target groups’. Target groups have similar characteristics such as age.</p> <p>Learners should suggest reasons why identifying specific groups may be an effective way of raising participation levels. Learners should consider a range of reasons, including:</p> <ul style="list-style-type: none"> <li>• Barriers which may be specific to or more prevalent within the group can be identified, and measures can be taken to minimise or remove these barriers</li> <li>• How targeted research and consultation can be carried out specifically with members of the group.</li> <li>• Initiatives that are directed at a specific group, which take into account that group’s needs making them more likely to participate.</li> </ul> <p>Learners could use this information to produce a fact sheet which can be shared with the class.</p>	<p>4 hours</p>
<p>All content in</p>	<p>Revision session - learners should use this lesson to revise the topics covered in topic</p>	<p>2 hours</p>

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topic A	A. They should independently research and prepare notes for the assessment on this topic.	
All content in topics A	Assessment - learners should be given an assigned assessment for the content in topic A. They should use this lesson to produce the assessment - A presentation evaluating the barriers to participation for individuals from different target groups at different levels of the sport development continuum, providing effective and realistic solutions.	2 hours
B1 The organisation of providers of sport development in the UK	<p>Most public sector sport development is centrally funded by the government, some of this funding gets disseminated out to other organisations, such as national governing bodies of sport and local sports councils.</p> <p>Learners should identify and discuss organisations and facilities they know that are 'public sector'. Why is the public sector important to participation?</p> <p>Learners should discuss why and how sport development can health providers can work together to benefit individuals and communities. Learners should think of health providers that support the development of sport as a way to improve health-based outcomes. Learners could research an allocated public health provider and feedback to the rest of the group, so that the range of different organisations and ways in which they support can be shared.</p> <p>Private sector organisations exist to make a profit, without making money they will cease to exist. Ask learners to list local (or national) private providers that they are aware of. Internet research should be used to produce a comprehensive list of local or national providers. Learners can then suggest ways in which the private sector supports sport development.</p> <p>The voluntary sector is made up of non-profit making organisations which are run by and for their members, on a voluntary basis. Ask learners to identify sports clubs and initiatives they are aware of, that are run or supported by volunteers.</p> <p>Learners could discuss the different ways they have benefited from volunteers in their sports experiences. Learners could also interview a volunteer to find out about their role and responsibilities, as well as their opinions on volunteering.</p>	6 hours

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<p>B2 Providers of sport development</p>	<p>Introduce learners to National organisations (Sport England, Scotland, Wales, Northern Ireland and Department for Digital, Culture, Media and Sport, Youth Sport Trust). Learners need to understand their structure and function within sport development.</p> <p>Learners could discuss and identify how their local authority works to deliver sport development, they should identify initiatives and explore links with sports clubs and NGB's.</p> <p>Learners could discuss what they think is the role of a NGB. They should consider what this looks like in practice, why this may be the job of an NGB and how it supports the further development of the sport.</p> <p>Learners should select a sport and carry out internet research to explore how the sport's governing bodies are represented internationally, nationally, regionally and locally, and their different roles in sport development at these levels. For their chosen sport, learners should identify a range of initiatives offered by the governing bodies and investigate who these are for and any target groups which may be underrepresented.</p> <p>Ask learners to discuss the role of Voluntary organisations, Private sector providers and Professional providers. Learners should consider these bodies role in sport development. What types of initiatives do they promote? Which target groups do they focus on? What is the aim of their initiatives and how does this sit within sport development? For example, do the initiatives aim to benefit the organisation/provider itself? Do their initiatives focus on community or individuals? Do the initiatives benefit those at the bottom of the sport development continuum or only those towards the top?</p>	<p>2 hours</p>
<p>B3 Structure of sport development organisations</p>	<p>Ask learners if they have heard any of these terms before? Committees, Working groups, Forums, Consultation groups, Community groups and Personnel. As a class produce a definition for each term, learners should be able to give an example of each with a relevant sport example.</p>	<p>3 hours</p>

	<p>Ask learners to discuss why they think each type of group (committee, working group etc) and its structure might be necessary or best – what are the pros and cons of each and under what circumstances might they be used?</p> <p>A visit to a sports club would allow learners to see how an organisation is structured and the roles and responsibilities those personnel hold.</p> <p>Learners could research how other sports organisations are organised and the groups the use to run different areas of sports development. Learners could compare different organisations to identify similar and different structures.</p> <p>Visit (or virtual visit) to a sports club</p>	
<p>B4 Roles and responsibilities of job roles in sport development</p>	<p>Learners should discuss the different job roles and responsibilities that a sport development officer would undertake. Learners could use job websites to help them find relevant job descriptions if they need help.</p> <p>Learners should identify the roles of people/personnel, apart from a sport development officer, who might have a part to play in developing sport and sporting opportunities. Learners can discuss the ways in which the identified roles might support the development of sport.</p> <p>Not all sport development roles are concerned with direct delivery, but this doesn't make them any less important. Learners should think about the roles needed to develop and deliver sport programmes, sessions and initiatives. Learners should discuss how the roles identified might support the development of sport.</p> <p>Learners should consider the roles identified and consider where their responsibilities sit. Do some roles cover more than one area? Are some areas more important than others? Are there specific skills and behaviours which are needed by the various areas of responsibility? Including: enabling and facilitating, direct delivery, strategic, operational, advisory, participation, performance and child protection.</p>	<p>4 hours</p>

	<p>The following websites may be useful for identifying job roles and responsibilities within sport development: <a href="http://www.careers-in-sport.co.uk">www.careers-in-sport.co.uk</a> – Careers in sport</p> <p><a href="http://www.totaljobs.com">www.totaljobs.com</a> – Total Jobs</p> <p><a href="http://www.uksport.gov.uk/jobs">www.uksport.gov.uk/jobs</a> – UK Sport</p> <p><a href="http://www.cimspa.co.uk">www.cimspa.co.uk</a> – occupations, job roles and specialisms</p> <p><a href="http://www.sport.wales">www.sport.wales</a> – Career vacancies at Sport Wales</p> <p><a href="http://www.sportni.net">www.sportni.net</a> – job opportunities.</p>	
<p><b>All content in topic B</b></p>	<p>Revision session - learners should use this lesson to revise the topics covered in topic B. They should independently research and prepare notes for the assessment on this topic.</p>	<p>2 hours</p>
<p><b>All content in topics B</b></p>	<p>Assessment - learners should be given an assigned assessment for the content in topic B. They should use this lesson to produce the assessment - A report evaluating the roles and responsibilities of professionals working in different types of sport development organisations.</p>	<p>2 hours</p>
<p>C1 Initiatives</p>	<p>Learners should consider a specific local initiative, this could be given by the teacher, identified from a class discussion or internet research, they should discuss the following about the initiative:</p> <ul style="list-style-type: none"> <li>• What? – what format does the initiative take? Is it a one-off event, a competition or tournament, a programme of activities or events, a reward scheme?</li> <li>• Who? – who is running it? Who is it for? Who else is involved in the design, delivery and participation?</li> <li>• Why? – what are the aims and objectives? Why is it this type of initiative targeting this particular group of people?</li> </ul>	<p>6 hours</p>

	<p>NGB initiatives may be 'top down' or 'bottom up' - sometimes that are rolled out nationally (or internationally) and delivered locally (top down), sometimes they may be devised at a local level with the support (expertise, funding, resources etc.) of the wider organisation (bottom up). NGB's often follow a similar participation structure to the sport development continuum, recognising grassroots/foundation participation at the bottom, moving up through performance to elite/professional level.</p> <p>Learners should carry out internet research to find a participation continuum or structure for their chosen NGB?</p> <p>Further internet research on their NGB will allow learners to identify initiatives that are applicable to different levels of participation? For example, taster programmes or adapted versions of the game for grassroots, development camps for performance. Learners could research initiatives which target specific groups.</p> <p>At both national and local level there are initiatives which aim to increase participation in sport and physical activity, that are spearheaded by other agencies, or which involve a multi-agency approach. Ask learners to discuss sport development initiatives which have been developed by organisations which are not solely sport or physical activity based?</p> <p>Ask learners to suggest what they think are the main aims of school physical education – they can share their thoughts with the group. The discussion should conclude that some of the obvious aims (getting children fitter, helping to keep them healthy) are difficult to achieve, and that a more achievable aims is to give young people range of different opportunities and positive experiences, in order to set them up for lifelong participation.</p> <p>Learners should think of any school-based initiatives they have been involved in. Have they ever gained any awards or badges? Have they taken part in any clubs, groups, initiatives of programmes that have had a positive impact on their school PE experience? Learners can share their thoughts and experiences with the group.</p>	
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	<p>Learners could discuss performance pathways, have they themselves or do they know of anyone who has been involved in one?</p> <p>Learners could use internet research to find out the route that a famous sports person has taken, to reach the top of their profession.</p>	
<p>C2 project planning</p>	<p>Ask learners to discuss when they have been involved in planning a project of any sort. What were the key things they had to consider? How did they get from having a blank piece of paper at the start to a complete plan?</p> <p>Every project or initiative needs aims and objectives. Discuss the difference between an aim and an objective.</p> <ul style="list-style-type: none"> <li>• Aims tell others what you are going to do</li> <li>• Objectives are the steps you are going to take achieve your aims</li> </ul> <p>Learners can discuss aims and objectives, including: why they are necessary, what they might look like.</p> <p>Discuss types of sports initiatives, and explain that sport development initiatives come in all sorts of different shapes and sizes – it doesn't just have to be a tournament with winners and losers or a number of weeks playing a certain sport. Support learners' understanding of each of the types of initiative identified.</p> <p>Learners could be given a number of imagined initiatives, each with hypothetical aims and objectives. For each one, they can consider:</p> <ul style="list-style-type: none"> <li>• What might the format of the initiative or programme be? What equipment might be needed? What are the facility needs?</li> <li>• Depending on the style, format and content of the initiative, there may be a range of staffing needs.</li> <li>• The different personnel and roles that may need to be fulfilled?</li> <li>• Backroom staff refers to non-participant facing roles such as finance, media etc.</li> </ul>	<p>6 hours</p>

<p>C3</p>	<p>Ask learners, what is meant by 'measures of success'. Hopefully they understand that it's important to know if the programme/initiative they delivered has worked or not. If they met their original aims or not.</p> <p>Learners can discuss – why it's important that success is measured, how they might do this and what they will then do with their findings.</p> <p>Learners should consider 'who' measures of success might be shared with, 'why' it might be beneficial to share these findings and 'how' they might do this. Learners should consider:</p> <ul style="list-style-type: none"> <li>• Who: this could include the participants, the organising committee, other stakeholders such as the NGB or people who have provided any funding or given support in terms of facilities, equipment.</li> <li>• Why: the future sustainability of the project may hinge on its success over an initial period, so reporting back to those with the power to approve or cancel the initiative will be important.</li> <li>• How: measures of success could be shared by telling those involved face to face, during meetings or sessions, publicly over social media, in newsletters, on websites and formally at committee meetings, through presentations to relevant stakeholders.</li> </ul> <p>Ask learners to define 'sustainability' and 'exit routes' – what is the difference between them. Learners should discuss how they are important for a sport development initiative?</p>	<p>2 hours</p>
<p><b>All content in topic C</b></p>	<p><b>Revision session (2 hours):</b> learners should use this lesson to revise the topics covered in topic C. They should independently research and prepare notes for the assessment on this topic.</p>	<p>2 hours</p>
<p><b>All content in topics C</b></p>	<p><b>Assessment (2 hours):</b> learners should be given an assigned assessment for the content in topic C. They should use this lesson to produce the assessment - A presentation evaluating the activities in the project plan and justifying choices of activities by recommending suitable measures of success.</p>	<p>2 hours</p>

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## Details of links to other BTEC units and qualifications

Several other units from this qualification complement this unit. These include:

- Unit B: Health, Wellbeing and Sport
- Unit E: Research Project in Sport
- Unit 15: Ethical and Current Issues in Sport
- Unit 17: Corporate Social Responsibility in Sport
- Unit 19: Sports Tourism
- Unit 21: Business and Technology in Personal Training

## Resources

The 2019 qualifications are industry-focussed and it is key that learners maintain up to date understanding and also visibility of key developments and influences within the market.

## Social Media

Add here named examples and types of individuals/bodies to follow. Collate under platform headings (i.e. twitter, Instagram, podcasts etc)

### Twitter

@cimspa  
@sportanddev  
@Sport\_England  
@FA  
@Lionesses  
@uk\_sport  
@TeamGB

### Instagram

cim\_spa  
sportsdevelopmentldc – Lichfield District Councils sports development page  
uk\_sport  
officialsportengland

## Websites

[www.cimspa.co.uk](http://www.cimspa.co.uk) – The Chartered Institute for the Management of Sport and Physical Activity  
[www.careers-in-sport.co.uk](http://www.careers-in-sport.co.uk) – Careers in sport  
[www.livingsport.co.uk](http://www.livingsport.co.uk) - Information about funding and writing proposals

[www.olympic.org](http://www.olympic.org) - London 2012 and Olympic information  
[www.sportanddev.org](http://www.sportanddev.org) - International platform for sports development  
[www.sportsdevelopment.org.uk](http://www.sportsdevelopment.org.uk) - Sports Development in the UK resources  
[www.sportengland.org](http://www.sportengland.org) - Organisation which helps communities and people by creating sporting opportunities in England  
[www.sportni.net](http://www.sportni.net) - Organisation which helps communities and people by creating sporting opportunities in Northern Ireland  
[www.sport.wales](http://www.sport.wales) - Organisation which helps communities and people by creating sporting opportunities in Wales  
[www.totaljobs.com](http://www.totaljobs.com) - Total Jobs  
[www.uk sport.gov.uk/jobs](http://www.uk sport.gov.uk/jobs) - UK Sport

## Textbooks

Auld C, Cuskelly G and Hoye R, *Working with Volunteers in Sport*, Routledge, 2006 ISBN 9780415384537

Dixon B, *Sport and Fitness Uncovered*, Trotman, 2007 ISBN 9781844551217

Furlong C, *Careers in Sport*, Kogan Page, 2005 ISBN 9780749442484

Hylton, K. *Sport Development: Policy, Process and Practice*, third edition, Routledge; 3rd Revised edition, 18 Mar. 2013 (ISBN-10: 0415675804)

## Definition of key terms

**Awards for all initiatives** – The National Lottery's Awards for All offers grants to grassroots and community activity which aims to bring the community together, improve places and spaces and enable more people to fulfil their potential. They offer grants of between £300 and £10000 to fund activities such as transport costs, setting up a pilot project and running training courses.

**Consultation groups** – these are made up of a wide range of people who have an interest in or specialist or relevant knowledge. This can include members of the public, local community leaders, local councillors, government advisers and members of organisations such as UK Sport and NGB's. The number and type of people asked to join the consultation group will depend on the nature of the project.

**Cross cutting agendas** – this is where a project, initiative or event aims to address more than one agenda or aim. For example, sports development projects often aim to increase peoples participation in sport and improve community cohesion. Other aims or agendas which are commonly included with sports development include: crime reduction, health improvement, local economy, education, eliminating discrimination and improving the natural environment.

**Diversity of participants** – includes peoples race, ethnicity, gender and age. It is important that all participants have equal opportunities to participate in physical activities and that no-one is discriminated because of their background.

**Exit route engagement** - it is important for participants to be able to move on up the sport continuum. If a foundation participant shows interest and enthusiasm to move on to the participation level there should be an opportunity for them to receive information and advice about how to do this, there should be a clear path for them. For example, a local cricket club has run a summer course for under 8 year old boys. At the end of the

course the children are given information about local cricket clubs, future courses and information about where they can take part in cricket in their local area. The information is sport specific, age specific and relates to their local area.

**Sports development** - the purpose of sport development is to increase the numbers of people taking part in sport from the recreational level up to the elite level and to be inclusive for all.

**Sport development continuum** - a pictorial way of showing the different levels of participation that sport development can target. Foundation level, introduces people to sport and physical activity using play. Participation level, often takes place in grassroots sport specific clubs (clubs at the start of the continuum where most people get their first experience of playing or taking part in a specific sport), Performance level, often takes place in a sport specific club environment. Excellence level – this final level of the continuum includes those who participate at a high-level performance at a national or international level.

**Sport development initiatives** – these include projects, events and ideas. Their aim is usually to reduce barriers to participation in physical activity and to address areas where target groups are without provision or opportunity.

**Stakeholders** – people who have an interest or concern about a project or development. They are often from businesses and sports organisations, but can include members of the public, community leaders, local councillors, members of government bodies and investors. Stakeholders have a vested interest in the project or development going ahead, it being adapted or it being stopped.

**Target groups** – share common characteristics, such as age (young people, older people, children), gender, social background, ethnicity, disability, ability (elite athletes). These groups all face specific barriers to regular participation in physical activity.