



Unit 34: Sport Development

Delivery guidance

Approaching the unit

This unit gives learners the opportunity to study sport development and the role it plays in creating, supporting and encouraging sport and physical activity opportunities that positively impact on people's lives. Learners will consider key concepts such as the sport development continuum, target groups and barriers to participation.

Learners will investigate the main providers of sport development opportunities, both public and private, as well as the structure and organisation of these bodies. They will investigate the range of job roles that come under the 'sport development' banner, focusing on their roles and responsibilities and evaluating the part they play in facilitating inclusive sporting opportunities.

Learners will also explore the use of initiatives to increase access to and participation in sport and physical activity. They will look at local and national examples, assessing their aims, objectives and effectiveness. Finally, learners will work together to plan a sport development-based project of their own, selecting their own aims and objectives as well as ways to measure the success of their initiative.

You could deliver this unit using a mix of theory (to introduce learners to the topics listed in the unit content) and guest speakers (to enable learners to apply the theoretical concepts they have learned).

You should allow learners to explore the wider sport development concept by looking at case studies of events, initiatives, schemes, facilities and clubs. They should be directed to research looking at the positive and negative impacts of sport development, its relationship with proposal writing and the development of new events, initiatives and projects.

Delivering the learning aims

As this unit is assessed via internal assessment, class notes will be a huge benefit, supporting your learners in achieving success. Reinforcing learning will be extremely important and this should be embedded at all points throughout the delivery of the unit content. Literacy and numeracy skills must be developed, with links made wherever possible to the unit topics and content.

Learning aim A focuses on the principles of sport development. Learners need to know about the purpose of sport development and its aim to increase participation to benefit individuals and society. Teaching methods may include a combination of formal lectures, pair and group research and presentations, as well as independent study and peer teaching. Learners can work individually and in pairs to explore the sport development continuum. They can research, both theoretically online and practically by interviewing peers and/or family members, the benefits and possible barriers to participation as well as suggesting ways that these barriers might be reduced or overcome. Case studies can be used to allow learners to address a range of issues regarding barriers to participation that they may not otherwise have encountered. Learners will also investigate target groups; why they might require specialist intervention and the role that sport development plays in facilitating these specific approaches. This learning aim will require learners to work with others, cooperating and compromising as necessary. They will have to present their findings both visually, by way of mind maps, annotated posters etc. and verbally through the use of presentations to their peers.

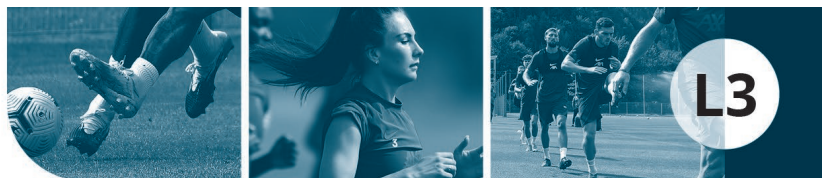
For **learning aim B**, the key providers of sport development could be explored via a learner-centred research approach. Group and individual tasks could be set and information pooled within the group to encourage peer learning and consolidate learners' understanding. An example of a group task could be the identification of a range of different roles within the sport development landscape.



Specific examples could then be used by learners, working as smaller groups, to explore the responsibilities of some of the roles that were identified. Individually, learners could then further investigate a given job role in order to create a job description, with role and responsibilities and desirable and essential criteria.

Guest speakers could be used to good effect in this learning aim, in particular it may be useful for learners to hear first-hand about the realities of working in sport development and/or the responsibilities that specific roles within the sector have. If learners have the chance to prepare for and then ask questions during the guest lecture, the opportunities for expansion of ideas and consolidation of learning are increased.

For **learning aim C**, learners will find themselves involved in the planning of a sport development initiative. This project will require them to work with their peers: cooperating, compromising, discussing and making decisions as a group. The allocation of the various job roles required to carry out their project will require an appreciation of their own and each other's strengths and weaknesses, and the ability to work together for a common aim. Tutor-led presentations may be best suited to fact-based elements of the learning aim, such as the range and structure of organisations responsible for developing sport, whilst learners may appreciate the opportunity to work independently on aspects such as interviewing someone who works in a sport development role.



Assessment model

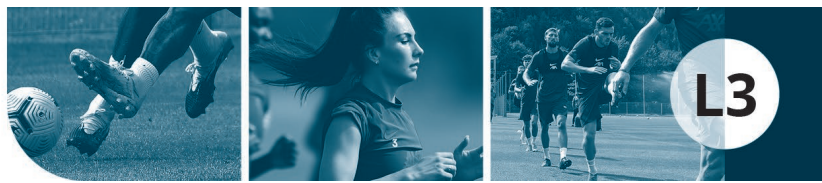
Learning aim	Key content areas	Recommended assessment approach
A Examine key concepts in sport development	A1 The sport development continuum A2 Purpose of sport development A3 Barriers to participation A4 Target groups	A presentation evaluating the barriers to participation for individuals from different target groups at different levels of the sport development continuum, providing effective and realistic solutions.
B Explore the key providers of sport development	B1 The organisation of providers of sport development B2 Providers of sport development B3 Structure of sport development organisations B4 Role and responsibilities of job roles in sport development	A report evaluating the roles and responsibilities of professionals working in different types of sport development organisation.
C Investigate sport development practice	C1 Initiatives C2 Project planning C3 Measures of success	A presentation evaluating the activities in the project plan and justify choices of activities by recommending suitable measures of success.

Assessment guidance

This unit is internally assessed. There is a maximum number of three summative assignments for this unit. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

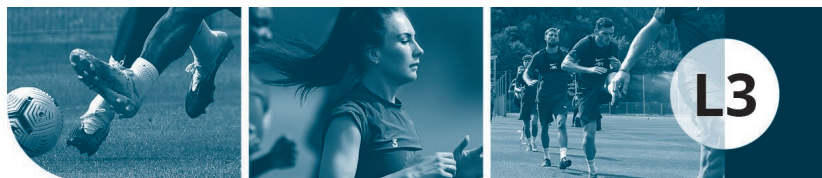
It is suggested that **learning aim A** is assessed via a presentation that evaluates the various barriers to participation for people from different target groups and at different levels of the sport development continuum. Learners must consider the barriers to participation that individuals from three different targets groups, who sit within different levels of the sport development continuum, might face, clearly showing their understanding of the features of the four different levels of the sport development continuum as well as a range of barriers and their effects on participation. Learners must also suggest effective and realistic solutions to minimise or overcome the identified barriers, in order to support or increase participation levels and/or exercise adherence.

Learning aim B will be assessed using a report. Learners will, in their own words, evaluate three different types of sport development organisation. They will pay particular attention to the type, structure and features of each organisation in relation to its stated vision/mission, aims and objectives. Learners will also use their report to evaluate the roles and responsibilities of three different professionals working within these various organisations, focusing on the suitability of each role (and its associated responsibilities) with regard to their place of work.



It is suggested that **learning aim C** is assessed by means of a presentation that will allow the learner to show their knowledge and understanding of two local and two national sport development initiatives. Their presentation should include the aims and objectives of each initiative, along with information about its implementation, before drawing conclusions about its suitability and effectiveness. Learners will, as part of this learning aim, have worked with others to produce a plan for their own sport development initiative. They must include this in their presentation, outlining: the group/s being targeted, the aims and objectives of the initiative and the method/s of implementation, as well as justifying the choices that were made. Learners will also show an understanding of the various ways in which success could be measured, as well as why this process is important.

When presenting the report or presentation, learners should be encouraged to use headings, sub-headings and annotations such as pictures and diagrams to support explanations. Refer to the assessment guidance in the unit specification for specific detail.



Getting started

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

Introduction

Introduce the unit to your learners by using question and answer sessions to establish existing levels of knowledge regarding sport development. Then outline sport development; what it is, its purpose, the nature of its activities, the range of job roles, how it might impact participation in sport and so on, so that all learners are able to start the topic in a similar place to each other. You might also like to outline the assessment requirements and type of evidence learners will be required to produce at the end of the topic.

Learners can work in small groups to further discuss what they think sport development is before working individually to produce a four part mind map that outlines the 'what', 'why', 'who' and 'how' of sport development.

Learning aim A: Examine key concepts in sport development

- Formal delivery of the sport development continuum:
 - The four levels that make up the continuum and the significance of the pyramid shape
 - The key characteristics of participants who make up each level
 - The likely journey along the continuum and how to move from one level to the next.
- Paired activity: learners must populate a blank sport development continuum diagram with relevant pictures, words, photos, descriptions etc. to represent that particular level.
- Learner-led research using the internet. Working individually, learners can select or are allocated a famous sportsperson and must explore the route they took up the levels of the sport development continuum. Learners can present their findings to their peers.
- Small-group activity: groups can each be allocated a specific level of the continuum to focus on. For their level they must discuss the 'external' requirements such as coaching levels, equipment, facilities, finances etc. Learners could complete a worksheet with columns headed 'levels of leadership/coaching', 'equipment/facilities', 'financial cost' and 'other' and one row for each of the levels on the sport development continuum. Learners can then share and compare with the rest of the group once completed.
- Introduce the topic and content of benefits of participation, then have a whole-class discussion: on the topic of 'sport for all', exploring the importance of sport and participation for different community groups, how sport can be inclusive or exclusive.
- Small-group activity: learners can play a version of 'scattergories' to attempt to identify a wide range of diverse benefits of participating in sport and physical activity.
- Formal delivery of the differences between physical, mental and social benefits to ensure learners appreciate that it isn't only physical benefits that are important/result from increased participation.
- Individual activity: learners can consolidate their knowledge from the previous activities by creating a poster, leaflet, vlog or similar to 'advertise' participation in sport or physical activity, including what they consider to be the key physical, mental and social benefits.
- Formal delivery of the role of sport and sport development in cross-cutting agendas such as health, crime reduction, regeneration, education, anti-drug etc.



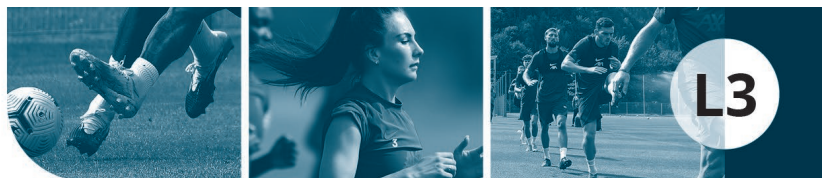
- Learner-led internet research. In pairs or small groups, learners research a sports-based project that has been established and implemented with the direct aim of bringing about social change. They can feed their findings back to the rest of the group.
- Introduce the topic of barriers to participation, using question and answer sessions and group discussion to highlight personal experience and opinions.
- Small-group work
 - Learners work together to mind map possible barriers to participation, using sub-headings such as: cultural, social, economic, historic and educational as identified in the unit content. Completed mind maps can be displayed and shared with peers to compare ideas and opinions.
 - Learners can suggest potential barriers to participation that may prevent or reduce the likelihood of a person taking part in sport or physical activity, based on an allocated case study.
 - Learners can discuss ways in which the identified barriers might be minimised or removed, therefore increasing the chances of/opportunities for the 'person' to participate. Each group can feed back to the whole class, outlining the barriers that were identified and the solutions suggested.
- Individual research task: Learners can create and then use a questionnaire to explore barriers to participation amongst family and friends. They can record the results and display/feed back to the whole class and common themes can be identified.
- Introduce the theme of 'target groups' as identified in the unit content.
- Split the group into six and allocate each group one of the target groups identified in the unit content. Each group must explore the reasons why their allocated group might be thought of as a 'target group' and therefore require specific intervention in order to fully participate. Learners create a slide show to include: each target group, in what way the identified group might benefit from participating in sport or physical activity, why they are identified as being a 'target', what are their main barriers to participation, what can be done and/or is being done (including the role of sport development) to minimise barriers and encourage participation. Learners can present their slide show to the rest of the group.
- Consolidate individual learning by reflecting back on their thoughts on 'what is sport development' at the beginning of this topic area. Have they changed their opinion or expanded their understanding of the role? Is it more (more important, more involved, more varied etc.) than they considered it was?

Learning aim B: Explore the key providers of sport development

- Introduce the topic: organisation of sport development providers as per the unit content.
- Small-group activity: working as four separate groups, each is given one of the four sectors (public, health provider, private and voluntary) and must explore the groups/types of organisation for their allocated sector as well as how the sector supports or facilitates sport development. Each group produces a visual representation of their findings.
- Individual activity
 - Learners must research a local sports provider (they can select or be allocated to stop repetition) and complete a pro forma that which requires them to find out: where the facility is, what kind of facility it is (private, local authority etc.), what kind of activities are held there, contact details, opening times etc.
 - Pro can be compiled and displayed as an information board for other members of the organisation/ community to access.

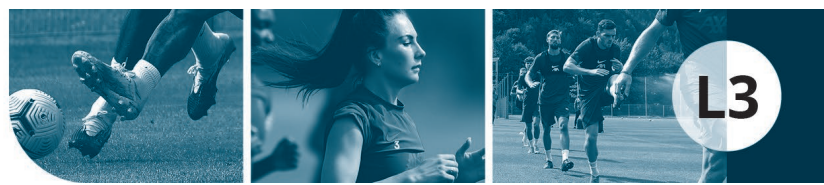


- Learners can individually gather information about local opportunities to display and share with others, however this time they could find out about the provision of a specific sport or activity.
- Presentation by external agency: a relevant professional could be invited to speak to the group in person or remotely. This could be someone from the local council, health authority, sports development unit, leisure facility etc.
- Formal presentation regarding national sporting organisations relevant to the home country, including an overview of their role, the scope and range, funding streams etc.
- Whole-class activity: learners could list as many sports as they can think of. Once a reasonably comprehensive list has been compiled, learners can add the names of the relevant National Governing Body against each one, with any gaps being filled by the tutor or researching online. Learners can discuss what are the roles and responsibilities of NGBs? How important are they to the uptake and continued success of a sport?
- Individual task: allocate one (or more) sport to each learner and ask them to find out the performance pathway: what is available and how is it organised at grassroots level, right through to performance and professional/podium levels. Learners can present their findings to a partner who must pay sufficient attention to be able to report back to the rest of the group on what their partner found.
- Introduction to the structure of organisations, using information from the unit content.
- Individual task: learners could be given the six elements identified in the unit content (B3) plus a definition of each one and they must match the word to its correct definition. Learners can research the key personnel who are likely to sit on a committee and/or be involved in the structure of an organisation. For each, outline the role and responsibilities.
- Working in pairs or small groups, explore the structure of a local sports club, organisation, facility, department or other body that which works within the sport and physical activity landscape. Learners can also explore the reason/s for the organisation having the personnel and structure that it does.
- Individual/small-group activity: learners can write down the job roles of people who have helped them in their sporting endeavours. Learners then discuss the responsibilities associated with the roles that have been identified, as well as suggesting the kind of environment (sector, organisation, facility etc.) that the role may be relevant within.
- Presentation by external agency: a sport development officer or similar could be invited to speak to learners (face to face or remotely) to explain their role and responsibilities. They could also cover their route into the role – qualifications etc. – as well as the kinds of character traits, skills and behaviours that they feel are necessary/useful as an SDO.
- Individual task: learners could be allocated a specific job role and they must write an imaginary job description for that role. They should include the main responsibilities as well as necessary qualifications and/or experience and essential and desirable skills.
- Working in pairs, learners could role play a job interview for a specific role. The interviewer and interviewee can ask and answer relevant questions that show they understand the requirements of the job role.
- Individual task: learners could interview someone who works (paid or unpaid) in sport development to find out what their role and responsibilities are, what they bring to the role/get out of the role etc.



Learning aim C: Investigate sport development in practice

- Formal presentation about sport development initiatives: include question and answer sessions to establish learners' baseline understanding of the topic.
- Individual task: learners can consider any local or national initiatives they are already aware of.
- Small-group activity: learners can discuss and answer questions on a pre-prepared worksheet to consolidate their understanding of initiatives.
- Individual task: learners can explore local sport development initiatives.
- Working in pairs or small groups, learners could be tasked with finding one initiative from a range of different types.
- Individual/pair/small-group activity: learners can be allocated a specific NGB. They must find out about the initiatives employed by their given sport to support grass roots involvement, development pathways, performance etc.
- Presentation by external agency: to speak to learners (face to face or remotely) about initiatives that they are/have been involved in. This may be someone from an NGB, sport development organisation, local sport facility etc. Learners can pre-prepare questions to ask their guest in a Q&A session at the end of their talk.
- Small-group activity: learners can look at a specific national initiative, exploring its aims and objectives, campaign strategy, advertising and marketing etc. Each group can nominate an envoy to visit the other groups in turn presenting their group's findings.
- Whole-class activity: the group could be split into two to debate the statement 'sport and health initiatives don't work and are a waste of public money'. Each side can be given time to research and prepare their arguments before the debate is held.
- Formal presentation: share with learners that they will be working in small groups to plan a sport development initiative of their choice. Identify parameters within which their project must stay (in terms of timescales, costs, available resources, appropriateness of the activities etc.).
- Small-group task: learners work together to plan an initiative designed to encourage, support and/or increase participation in sport or physical activity. Learners can present their project plan to the rest of the group. If the project is going to be implemented for real, it may be necessary to seek approval from senior managers or similar.
- Introduce the concept of measuring success of sport development initiatives.
- Whole-class activity: learners can take part in an open discussion regarding the importance of measuring success. Learners can discuss the different ways in which the success of an initiative can be shared.
- Working in pairs, learners can explore the success of a local or national initiative.
- Individual activity: learners can take the results of their previous research into the achievement/s of a local or national initiative and display them.
- Working in the same groups as for their project planning, learners can explore the ways in which they might measure the success of their project. If the learner's planned initiative was implemented for real, measures of success can be used and findings recorded and shared as appropriate.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 1: Health, Wellbeing and Sport
- Unit 3: Research Project in Sport
- Unit 4: Ethics, Behaviours and Values
- Unit 10: Business and Technology in Personal Training
- Unit 12: Sports Tourism.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L3 Qualifications in Sport. Check the Pearson website at: (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Hylton K, *Sport Development: Policy, Process and Practice*, Third Edition (Routledge, 2013) ISBN: 9780415675802 – this book examines the roles of the personnel in and around sport development and explains the most effective methods used to develop sport.

Barrie Houlihan and Mick Green, *Routledge Handbook of Sports Development* (Routledge International Handbooks, 2013) ISBN: 9780415479950 – the book includes studies of sport development from around the world, and explores the link between sport development and education, coaching, community welfare and policy.

Journals

Journal of Sport for Development (JSFD) www.jsfd.org is an online sport development journal whose mission is to 'advance, examine and disseminate evidence and best practices for programs and interventions that use sport to promote development, health and/or peace'.

International Journal of Sport Policy and Politics, volume 12, issue 3 (2020) an online journal including a range of articles regarding sport, policy and politics. www.tandfonline.com/toc/risp20/current

Websites

www.nationalcareers.service.gov.uk/jobprofiles/sports-development-officer – overview of the role of a sport development officer, including entry requirements and career progression.

www.sportanddev.org – a wealth of information regarding the use of sport as a tool for development and peace.

www.sportdevelopment.org.uk – academic resources for sport, physical activity and health development.

www.sportengland.org.uk – organisation that supports communities and people by creating sporting opportunities.

www.ukcoaching.org – includes an explanation of the sport development continuum pyramid.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.