



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN SPORT

SPORTS DEVELOPMENT

H/502/5623

LEVEL 3 UNIT 24

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



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LEVEL 3

AIM OF THE UNIT

The effective implementation of sports development practice continues to directly impact on sports participation, talent identification and healthy living in the UK. Although sports policies and the organisations that implement them have evolved significantly over the years, the effective and targeted implementation of sports development policy remains a vital part of the sports sector. The unit introduces learners to the diverse nature of sports development whilst exploring fundamental principles such as the sports development continuum and barriers to participation.

PURPOSE OF THE UNIT

Learners will understand the role of sports development officers at grass root level and the initiatives used to target groups in overcoming barriers to participation. They will consider the role sports development plays in meeting agendas in other areas including healthcare and crime prevention. This will aid the learner in comprehending the barriers to sports participation for different groups and the initiatives that can be used to help increase participation. Understanding of the target groups and barriers in sport allows learners to understand the role of different organisations in implementing initiatives and driving positive change. They will look at the structure of sport in the UK and the conflicting demands placed on different sports bodies within the larger structure of sports development. Learners will explore the roles these individual organisations play in the delivery of sports policy and the effectiveness and success of sports development initiatives.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass The assessment criteria are the pass requirements for this unit. The learner will:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
	The learner can:		
1 Know key concepts in sports development	P1 describe three examples of the sports development continuum, from three different sports	M1 identify examples from the sports development continuum of cross-cutting agendas including the target group and the barriers to participation	
	P2 describe barriers to participation for individuals from three different target groups at different levels of the sports development continuum		
2 Know the key providers of sports development	P3 describe the structures and roles of three sports development providers in the UK	M2 describe the structures and roles of a range of sports development providers outside of the UK	
3 Understand how quality is measured in sports development	P4 explain two methods of measuring quality in sports development	M3 explain the purpose of a range of methods of measuring quality in sport development	D1 evaluate a range of methods of measuring quality in sport development
4 Know about sports development in practice	P5 describe two different sports development initiatives	M4 give examples of successful sports development initiatives	D2 critically compare a range of successful sports development initiatives

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

LO1 Know key concepts in sports development

The sports development continuum levels (e.g. foundation, participation, performance, excellence), purpose (e.g. demonstrates progression), participation levels (e.g. target groups), agendas (e.g. crime reduction, health initiatives, pro-education, regeneration).

Target groups: (e.g. under representation; females, disabilities, ethnic minorities, 50+, 11-16 year olds).

Barriers to participation: (e.g. economic, cultural, social, historical).

LO2 Know the key providers of sports development

Providers: i.e. national organisations (e.g. Sport England, UK Sport, Youth Sports Trust), governing bodies (e.g. local, regional, national, international), local authorities, voluntary and private sector providers, professional providers, educational institutes, objectives (e.g. agendas, increase participation, develop elite performers, provide opportunity), providers of sports development in countries outside of the UK (e.g. America, Australia, France, Germany).

Structure: i.e. of providers; collaboration (e.g. working groups, consultation groups), influence, power.

Roles: i.e. of providers (e.g. facilitate, deliver, develop strategic direction, advise, policy development, increase participation, elite performance), specific roles (e.g. sports development officers, volunteers, teachers).

LO3 Understand how quality is measured in sports development

Methods: i.e. benchmarks and quality schemes (e.g. Quest, Clubmark), self-assessment, external assessment, NGB schemes (e.g. Swim 21), purpose (e.g. standardisation of output, measure improvement, insure continuous improvement), advantages (e.g. benchmarking, accessing funds, quality delivery, recognition), disadvantages (e.g. cost, time, expertise).

LO4 Know about sports development in practice

Initiatives: i.e. purpose and aim (e.g. London 2012 Olympic Games and Paralympic Games, Awards for All), scale (high profile, national, regional, local), providers (e.g. local authority, regional governing bodies, voluntary sports clubs, partnerships), specific target areas (e.g. specified target groups, sport-specific, participation), effectiveness (meeting aims and objectives, purpose, data).

DELIVERY GUIDANCE

Unit delivery is most effective when following the order of the learning objectives with the concepts and detail becoming more detailed as the unit progresses. The continual changes and developments in sports policy over recent years requires tutors to set the scene for learners and provide relevant context for which the unit can build upon. Background knowledge and information of key initiatives and the drivers of change in sports development would be particularly beneficial.

LO1 The sports development continuum provides a key concept for sports development and is therefore the ideal starting point for the unit. Learners can share their own personal experiences of sports participation and identify where this features on the sports development continuum. Tutors should encourage learners to consider the different levels of provision and access to sport for all when considering barriers to participation and specific target groups. Tutors should facilitate discussions regarding what a barrier may consist of and the different barriers to participation for different target groups; over 50's, 11-16 year olds, females, people with disabilities and different ethnic groups.

LO2 The structure and role of sports development providers builds on LO1 and introduces learners to the complex organisation of sport in the UK and the different organisations that are involved. Learners should consider the role of individual organisations within sports development and their individual role and purpose but also the collaboration of organisations when working towards a common goal. The role of National Governing Bodies and local authorities should be discussed alongside other organisations and departments including Sport England, UK Sport and the DCMS. Tutors can then facilitate a comparative study with learners exploring the development of sport in countries outside of the UK. Learners should widen their knowledge of the structure and role of sports development providers in other countries (e.g. Australia, America and France) and this could provide an ideal research opportunity and a starting point for further classroom discussion.

LO3 An understanding of the role and structure of sports development providers within the UK and the reasons for investing in sport leads onto the measurement of quality. Guest speakers would be beneficial within the unit and building links with local sports development agencies would enable learners to gain further insight into initiatives and measuring quality. Learners should be introduced to the different methods of quality measurement and, where possible, it would be beneficial for learners to assess an organisation such as a local voluntary sports club to look specifically at the value that provision brings to the area in a similar way to Quest in terms of identifying good practice and describing the purpose of provision and whether the needs of users are met.

LO4 The unit's delivery provides an opportunity to reflect on the success of the London 2012 Olympic and Paralympic Games and learners should consider the impact and legacy of the games. In exploring initiatives within sports development including local, regional and national initiatives learners should consider the provider and areas of provision targeted as well the purpose and effectiveness of initiatives in driving change.

GUIDANCE ON ASSESSING THE SUGGESTED TASKS

The table below shows suggested scenarios that cover the pass, merit and distinction criteria in the assessment and grading grid.

Criteria	Assignment title	Scenario	Assessment
P1, P2 and M1	Sports development	Learners have been asked to consider how they can increase sports participation within their school/college.	Poster Presentation
P3, P4, M2, M3 and D1	Sports providers	Learners have been asked to review the structure of sport in the UK	Written assessment
P5, M4 and D2	Sports development initiatives	Learners are required to review current sports initiatives and evaluate effectiveness. Learners are required to identify additional areas regarding target groups and suggest initiatives for further development.	Presentation

RESOURCES

Books

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

Trimble L et al – Sport in the UK (Learning Matters, 2010) ISBN
1844453839

Websites

www.olympics.org

www.nasd.uk.com

www.sportengland.org

www.uk sport.gov.uk

www.thefa.com

www.thequestnbs.org/quest-home

www.clubmark.org.uk

www.culture.gov.uk

www.yourschoolgames.com

MAPPING WITHIN THE QUALIFICATION TO OTHER UNITS

Unit 3: Current Issues in Sport



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