Level 4 Higher Professional Diploma in Sport and Recreation Management (4443)

Qualification handbook
100/2928/X

City&
Guilds

ISRM
Managing and Developing Sport

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City & Guilds Group

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Level 4 Higher Professional Diploma in Sport and Recreation Management (4443)

Qualification handbook

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Contents

1   About this document

This document contains the information that centres need to offer the following qualification:

Level 4 Higher Professional Diploma in Sport and Recreation Management

City & Guilds qualification number   4443

QCA accreditation number   100/2928/X

Total guided learning hours   480

QCA unit accreditation numbers

QCA unit number	City & Guilds unit number	Unit title
J/102/3032	Unit 1	The sport and recreation environment
Y/101/8000	Unit 2	Marketing in the sport and recreation industry
D/101/8001	Unit 3	Managing sports facilities safely
T/101/8005	Unit 4	Financial management in the sport and recreation industry
A/101/8006	Unit 5	Human resource management in the sport and recreation industry
F/101/8007	Unit 6	Quality and customer care management in the sport and recreation industry
F/101/8010	Unit 7	Event management in the sport and recreation industry
R/102/3034	Unit 8	Design and technical operations in sport
Y/102/3035	Unit 9	Sport development
K/101/8003	Unit 10	Service development and monitoring in sport and recreation
J/101/8011	Unit 11	Managing retail operations in the sport and recreation industry
J/101/8008	Unit 12	Environmental and ethical issues in the sport and recreation industry
L/101/8009	Unit 13	Funding and sponsorship in sport
M/101/8004	Unit 14	Research methods in sport and recreation
Y/501/5302	Unit 15	Wellness management
A/101/8345	Unit 16	Crowd safety and event control
D/501/5303	Unit 17	Outdoor recreation management
H/501/5304	Unit 18	Sport tourism

This document includes details and guidance on:
- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification specifications
- assessment requirements

2   About the qualification

2.1   Background to the development of the Higher Level Qualifications

The Higher Level Qualifications have been developed by City & Guilds in response to:

- government initiatives to increase the numbers participating in higher level education and training and Lifelong learning
- the emergence of QCA design principles for the submission of higher level vocational qualifications (excluding NVQs and degrees) into the National Qualifications Framework
- a need from existing City & Guilds customers for higher level qualifications which offer a progression route from traditional level 3 qualifications
- a City & Guilds initiative to offer its customers the full range of vocational qualifications from the basic to the highest levels.

These qualifications have been designed to:

- combine the development of knowledge, understanding and skills in a variety of vocational areas
- equip the individual with a flexible programme of study which will provide the relevant level of knowledge and skills that are needed in the world of work
- meet the needs of industry and commerce and reflect the knowledge areas expressed in the relevant National Occupational Standards and/or professional standards.

The design of the Level 4 City & Guilds Higher Professional Diplomas (HPDs) reflects an outcomes-based model that meets the requirements for Certificate Level (Level 1 HE) outcomes under the Framework for Higher Education Qualifications. This articulation facilitates the use of the HPD as the first year of a two year Foundation Degree. Please see the City & Guilds publication: Further Education and Higher Education Working together to deliver Foundation Degrees, available from the Higher Level Qualifications Department at City & Guilds.

It is anticipated that potential candidates for these qualifications will currently be in work or have access to work placement but require a mechanism for the acquisition of relevant knowledge. It is expected that many of these individuals will undertake the City & Guilds Higher Level Qualifications on a part-time basis, ie half day and evening, evenings only or as block release. However, there is also potential for these qualifications to be delivered as full-time programmes.

It is likely that these qualifications will be delivered in

- colleges
- training organisations
- higher education institutions

Whilst some of the content covered in the units can contribute to the underpinning knowledge of S/NVQs, the Higher Professional Diploma should be considered an alternative to S/NVQs. Effective delivery mechanisms could connect the delivery of units from both qualifications in a coherent, linked fashion.

2 About the qualification

2.2 The ISRM (Institute of Sport and Recreation Management)

Since 1921, the ISRM has led the way in providing education and training for those employed or seeking employment in Sport and Recreation.

The City & Guilds/ISRM Higher Professional Diploma in Sport and Recreation Management is aimed at managers of facilities, sport development officers, supervisors, aspiring employees and those wishing to enter the profession. The learning programme area focuses on sport development, swimming pools, sports centres, health and fitness suites, community recreation centres, health clubs and small multi-purpose leisure centres – and the management skills required to oversee the administration and operational and human resource aspects of the work.

ISRM education and training is entirely industry-led. Institute members who manage sport and recreation facilities and sport development throughout the UK endorse the content of the ISRM's qualifications to meet the standard that the industry expects.

Benefits of ISRM Membership candidate registration include:
- receipt of 'Recreation' the monthly journal of the ISRM with cutting edge articles about sport and recreation issues of the day
- receipt of fortnightly e-mailings with information updates (technical, managerial and legislative), CPD and training opportunities and publications updates
- attendance at regional branch meetings of the ISRM and opportunities to network with practising Sport and Recreation managers
- receipt of job vacancies information
- technical and educational support from ISRM HQ staff.

The ISRM recognises that the framework of units offered in the City and Guilds Higher Professional Diploma (HPD) in Sport and Recreation Management fully meets the requirements identified by managers in today's sport and recreation industry. In doing so, it also meets the requirements for full membership of the Institute.

The Professional Standards and Education Development Board of the ISRM, consequently, fully endorses the City & Guilds HPD in Sport and Recreation Management. Full members of the Institute can use the designatory letters: **M. Inst. SRM.**

2 About the qualification

2.3 Aims of the qualification

The sport and recreation industry needs effective managers who know their sector, can anticipate and respond to the changes and developments within it and implement strategies to achieve both customer satisfaction and business objectives. The Higher Professional Diploma in Sport and Recreation Management equips individuals with these skills by providing units which focus on key management areas such as Human Resources, Finance and Quality and Customer Care Management as well as sector-specific topics such as Sport Development and Outdoor Recreation Management.

The qualification is industry-led and aimed at facilities managers, sport development officers, duty officers and/or those wishing to take on a management role in the sector.

The Higher Professional Diploma is professionally recognised by ISRM as its full membership qualification. Following achievement of the qualification, individuals can progress to a management role in the industry or alternatively pursue either a Foundation Degree or Honours Degree in a related field, or the City & Guilds Level 7 Master Professional Diploma in Strategy and Development (Sport and Recreation).

The Higher Professional Diploma in Sport and Recreation Management:

- has been accredited by QCA as a Level 4 qualification within the National Qualifications Framework (or Level HE1/QAA Level C in Higher Education contexts)
- qualifies candidates for Institute of Sport and Recreation Management (ISRM) full membership
- offers a progression route for Level 3 candidates and builds on Level 3 awards such as the S/NVQs in Active Leisure and Learning and the ISRM Supervisory Management Certificate
- meets the needs of candidates in work or work placement in a sport and recreation context who are seeking a qualification which provides recognition of highly-skilled professional capability and status
- enables candidates to explore both key management areas and sector-specific knowledge and skills relevant to the sport and recreation industry
- allows candidates to consider their own personal and professional development and identify strengths and areas for development
- reflects the knowledge areas expressed in the relevant National Occupational Standards in Managing Sport and Active Leisure to ensure industry and QCA acceptability
- comprises units which can be accredited separately and have the potential to be tailored to the needs of the individual
- is assessed by means of centre-devised assignments, based on the assessment requirements within each unit
- is externally moderated by City & Guilds

2 About the qualification

2.4 The structure of the qualification

In order to achieve the Higher Professional Diploma, candidates must successfully complete 12 units as indicated in the award structure table on the following page. It has been designed as a 480 guided learning hours programme deliverable most probably part-time, but possibly as a full-time programme. An example of mode of study could be 2 years part-time (6.5 hours/week). The recommended total notional learning hours for this award (including guided learning hours) is 1200 hours (120 credits).

The award has been designed to provide a selection of units which will form the basis of a coherent and targeted course of study, and enable candidates to achieve both a Higher Professional Diploma and full ISRM membership. Please see the award structure table overleaf.

Award structure for Higher Professional Diploma in Sport and Recreation Management

Group A Mandatory units	Group B Mandatory units	Group C Optional units
All seven of:	**Either of:**	**Four of:**
Unit 1 The sport and recreation environment	Unit 8 Design and technical operations in sport	Unit 10 Service development and monitoring in sport and recreation
Unit 2 Marketing in the sport and recreation industry	Unit 9 Sport development	Unit 11 Managing retail operations in the sport and recreation industry
Unit 3 Managing sports facilities safely		Unit 12 Environmental and ethical issues in the sport and recreation industry
Unit 4 Financial management in the sport and recreation industry		Unit 13 Funding and sponsorship in sport
Unit 5 Human resource management in the sport and recreation industry		Unit 14 Research methods in sport and recreation
Unit 6 Quality and customer care management in the sport and recreation industry		Unit 15 Wellness management
Unit 7 Event management in the sport and recreation industry		Unit 16 Crowd safety and event control
		Unit 17 Outdoor management recreation
		Unit 18 Sport tourism

Certificates of unit credit

Certificates of unit credit (CUC) will be issued to candidates for each successfully completed unit, even if the full qualification is not attempted.

Candidates who do complete a full qualification will receive, in addition to their full certificate/diploma, a CUC for each unit achieved.

2   About the qualification

2.5   Sources of information

Other essential City & Guilds documents

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- ***Providing City & Guilds qualifications – a guide to centre and qualification approval***
  contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification.

- ***Ensuring quality***
  contains updates on City & Guilds assessment and policy issues.

- ***Centre toolkit***
  contains additional information on *Providing City & Guilds qualifications*, in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates. The *Centre Toolkit* is sent to centres when they receive approved centre status. It is also available from to order at an additional cost.

- ***Online catalogue***
  contains details of general regulations, registration and certification procedures and fees. This information is also available online.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	**www.cityandguilds.com**	This is the main website for finding out about the City & Guilds group, accessing qualification information and publications. For access to the Higher Professional Diploma in Sport and Recreation Management web page, type into the web browser the following 'URL' **www.cityandguilds.com/uk/centres/sportrecreationandplaywork** then click on the 'sport and leisure' link.
Walled Garden	**www.walled-garden.com**	The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.

Contacting City & Guilds by e-mail

The following e-mail addresses give direct access to our Customer Relations team.

e-mail	Query types
learnersupport@cityandguilds.com	all learner enquiries, including • requesting a replacement certificate • information about our qualification • finding a centre.
centresupport@cityandguilds.com	all centre enquiries
walledgarden@cityandguilds.com	all enquiries relating to the Walled Garden, including • setting up an account • resetting passwords.

3   Candidate entry and progression

Candidate entry requirements

City & Guilds Higher Level Qualifications have been designed primarily for those in work, or with access to work experience as the specifications are vocationally relevant to the needs of the sector. In addition, given the high level of understanding and skills required of the qualification, it is likely that in order for prospective candidates to cope with the demands of the programme and achieve their full potential, they will have acquired one of the following:

- a Level 3 S/NVQ from the range of qualifications available in Active Leisure and Learning e.g. City & Guilds Level 3 S/NVQ in Leisure Management or Sports Development

- AVCE (Advanced Vocational Certificate in Education) in Sport and Recreation at Level 3, or other relevant Level 3 vocational certificate in Sport and Recreation e.g. Progression Award in Sport and Leisure

- a level of expertise commensurate with a Level 3 on the National Qualifications Framework which has been acquired through work experience in the sport and recreation sector and can be demonstrated through the APL procedure and/or appropriate certification. It is expected that individuals in this instance would previously have operated at supervisory level in the work environment in order to be able to progress to the Level 4 qualification and cope with the demands of the course.

In addition, prospective candidates should demonstrate that they are sufficiently mature, capable and motivated to meet the requirements of the programme and should be able to provide evidence of a range of relevant practical skills.

Please note that for funding purposes, candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold. (Information on Funding is provided in Appendix 3).

Age restrictions

This qualification is not approved for use by candidates under the age of 18, and City & Guilds cannot accept any registrations for candidates in this age group.

Progression

On successful completion of this qualification, candidates will have the high level skills and knowledge needed to operate effectively in the sport and recreation industry, and are eligible to apply for full ISRM membership. It also provides a stepping stone for further progression on a Foundation/Honours Degree in sport and recreation management, or onto the City & Guilds Master Professional Diploma in Strategy & Development (Sport and Recreation).

Further Progression with City & Guilds and the Institute of Leadership and Management

In addition, achieving a City & Guilds Higher Level Qualification provides the opportunity to also gain a Senior Award from City & Guilds and/or a grade of membership from the Institute of Leadership & Management.

Senior Awards are available at three levels and are offered under City & Guilds Royal Charter. They recognise a combination of academic achievement and vocational skills

The Institute of Leadership & Management (ILM) is part of the City & Guilds Group. It is a professional body dedicated to raising leadership and management capability through qualifications, learning support, publishing and membership services across all sectors and at all levels.

Higher Level Qualification	Senior Award	ILM Membership grade
Master Professional Diploma + 10 yrs management experience	**Membership (MCGI)** in Management (Masters Degree level)	**ILM Fellow (FInstLM)**
Master Professional Diploma + 5 yrs management experience	**Graduateship (GCGI)** in Management (Honours Degree level)	**ILM Fellow (FInstLM) or ILM Member (MInstLM)**
Higher Professional Diploma + 5 yrs vocational experience	**Licentiateship (LCGI)** in Management (Foundation Degree level)	**ILM Member (MInstLM)**

In order to gain the relevant Senior Award you will need to submit a copy of your Higher Level Qualification certificate, full CV and an endorsement of your vocational experience from a senior manager. All Senior Award holders receive a diploma, post nominal letters, and the opportunity to attend the yearly graduation ceremony.

If you would like more details please contact Senior Awards on 0207 294 8220, email senior@cityandguilds.com, or write to us at City & Guilds, 1 Giltspur Street, London, EC1A 9DD.

For more information about gaining ILM membership or any other ILM services please contact the membership team on 01523 251346 or email membership@i-l-m.com

4   Centre requirements

4.1   Centre and qualification approval

Centres not yet approved by City & Guilds

To offer this qualification, new centres will need to gain both **centre and qualification approval**. Please refer to Appendix 2 for further information.

Existing City & Guilds centres

To offer this qualification, centres already approved to deliver City & Guilds qualifications will need to gain **qualification approval**. Please refer to Appendix 2 for further information.

4 Centre requirements

4.2 Staff requirements

Staff delivering the qualifications

To meet the quality assurance criteria for this qualification, the centre must ensure that the following internal roles are undertaken:

- quality assurance co-ordinator
- tutor
- assessor.

It is important that centre staff involved in delivery, assessment, and internal moderation have appropriate knowledge and skills to ensure effective provision of Higher Level Qualifications. It is a requirement that centre staff have one or more of the following:

- Level 4/5/6/7 qualification eg Degree/HNC/HND/HPD or MPD/NVQ in an appropriate subject with 3 years relevant sector experience

or
- Level 3 qualification in an appropriate subject with 5 years relevant sector experience at senior/managerial level

or
- 7 years proven experience in the sector at a managerial/senior level which could include recognised professional practice at a high level eg running a sector-related business or consultancy. (In certain circumstances this may be negotiable on discussion with the external moderator).

and
- A Cert Ed/equivalent teaching qualification and/or 2 years teaching/training experience

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualification.

Please note: Centre staff may undertake more than one role eg tutor and assessor but must never internally moderate their own assessments.

If additional experts (eg workplace practitioners) involved in the delivery of the programme do not have the necessary teaching qualifications or experience, it is necessary for any assessment they undertake to be second-marked by a qualified member of staff and form part of the internal moderation process.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, training, assessment and moderation remains current, and takes account of any national or legislative developments.

4   Centre requirements
4.3   City & Guilds registration and certification

Administration

Full details of City & Guilds' administrative procedures for this qualification are provided in the *Online Catalogue*. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- claiming certification.

Centres should be aware of time constraints regarding the registration and certification periods for the qualification, as specified in the City & Guilds *Online Catalogue*.

Centres should follow all administrative guidance carefully, particularly noting that fees, registration and certification end dates for the qualification are subject to change.

Please note that the centre should ensure that candidates are registered for this qualification with City & Guilds **within 12 weeks** of enrolling at the centre. The external moderator will be unable to check any evidence from a candidate that has not been registered with City & Guilds for the qualification.

Please also note that final results for the qualification should not be submitted until they have been agreed by the external moderator.

Retaining assessment records

Centres must retain copies of candidate assessment records for at least three years after certification.

Notification of results

After completion of assessment, candidates will receive, via their centre, a 'notification of candidate results', giving details of how they performed. It is not a certificate of achievement.

Certificate of unit credit (CUC)

A certificate of unit credit records the successful completion of a unit. Centres can apply for CUCs on behalf of a candidate at any time after they have achieved the unit. They do not need to wait until the full programme of study has been completed.

Full certificates

Full certificates are only issued to candidates who have met the full requirements of the qualifications, as described in section 2.4 'The structure of the qualification'.

4   Centre requirements

4.4   ISRM registration and professional membership procedures

Upon enrolment on the course, all candidates seeking ISRM recognition and membership must register with the ISRM using the Membership Candidate Application Form (Form E). This is to be completed by candidates and submitted to the course tutor/administrator.

Course tutors/administrators should, at the same time, complete the List of Registered Students Form (Form F) to include the full names and enrolment dates for all students registering with the ISRM.

The course tutor/administrator should collect all the completed ISRM Membership Candidate Application forms (Form E) and forward them together with the List of Registered Students form (Form F) – see Appendix 4 – to the ISRM HQ **at the start of the course**. Following receipt of this information, centres will be invoiced and students will receive their mailings and monthly copies of '*Recreation*' magazine.

Upon successful achievement of the Higher Professional Diploma, candidates will be invited (by letter) to apply for full membership of the ISRM.

Applicants who are subsequently accepted as full members of the Institute will then be notified by post and will be offered the opportunity to be presented with their membership certificate (with the seal of the ISRM) at the next meeting of their Regional Branch. Alternatively, it may be sent directly to their home address, if preferred.

Full members are eligible to use the designatory letters M. Inst. S.R.M. after their names, have full voting rights at ISRM Meetings and enjoy discounted prices for CPD seminars (see the ISRM website for details: www.isrm.co.uk).

4 Centre requirements

4.5 Quality assurance

The following information is a summary of quality assurance requirements.
Providing City & Guilds qualifications and in the *Centre toolkit* provide full details and guidance on:

- internal quality assurance
- external quality assurance
- roles and responsibilities of quality assurance staff.

Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of Higher Level Qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

It is expected that the centre will appoint a Qualification Co-ordinator/Internal Moderator who will ensure that assessment is subject to a suitable and agreed system of internal moderation. The following roles are key to successful implementation and assessment of these qualifications.

The role of the Qualification Co-ordinator/Internal Moderator is to:

- liaise with City & Guilds (including completion of Form APU - Approval Update - to notify City & Guilds of any change in details previously provided)
- ensure that all staff are appropriately qualified to deliver and assess the qualification (see section 4.2 'Staff requirements')
- plan and manage the implementation of the qualification
- ensure there are adequate resources – both staff and materials
- keep staff members who are involved in the delivery of the qualification informed of any changes to the qualification documentation made by City & Guilds
- establish and monitor candidate support systems
- ensure all staff carrying out assessment are familiar with and understand the specifications and assessment requirements
- discuss and ensure the implementation of any action agreed with the external moderator as a result of the outcomes of the approval or any subsequent visits
- ensure that assignments and candidate evidence are available and clearly organised and accessible for the external moderator
- ensure that all City & Guilds documentation is completed when required
- manage the internal moderation process within the centre
- ensure that there is consistent interpretation of the requirements through standardisation procedures and meetings
- ensure that policies for equal opportunities, complaints and appeals are effectively operated
- provide feedback or relevant documentation relating to standardisation procedures to the external moderator.

The **internal moderation** process should provide a sampled check of all aspects of the assessment process and should take account of:

- all candidates for each student group
- all tutors
- all assignments
- all forms of assessed work
- all grades of performance.

In addition, confidence in the validity, reliability, sufficiency and authenticity of the centre's assessment practice must be established by these internal checks. Consequently, they must show that work assessed as satisfactory or better is:

- the candidate's own work
- sufficient and appropriate to meet the requirements of the specification
- at the correct level
- free from assessor bias.

One of the strategies to be included in internal moderation is double marking of a representative sample of candidates for each assignment.

The role of the Tutor is to:

- ensure that each candidate is fully briefed on the characteristics of this qualification (eg approach to assignments, delivery, grading etc)
- design assignments according to City & Guilds requirements which provide opportunities for the assessment requirements and, where applicable, the grading criteria to be met
- assess the extent to which the candidate's work contains evidence demonstrating that the assessment requirements have been met
- exercise judgement on claims for Accreditation of Prior Learning (APL), as appropriate
- provide each candidate with prompt, accurate and constructive written feedback
- keep accurate and legible records
- assist in the centre's internal moderation by carrying out double marking, as required
- meet with the qualification co-ordinator and other tutors to monitor, agree and maintain standards.

External quality assurance

External quality assurance for the qualification will be provided by City & Guilds external moderation process.

City & Guilds appoints a subject-specific External Moderator to approve centres to run the qualification, to monitor the assessment and internal quality assurance carried out by centres, and provide advice and guidance. External moderation is carried out to ensure that assessment is valid and reliable, that there is good assessment practice in centres, and confirm results, as appropriate.

To carry out their quality assurance role, external moderators must have appropriate occupational and verifying/moderating knowledge and expertise. City & Guilds external moderators attend training and development designed to keep them up-to-date, facilitate standardisation between moderators and share good practice.

When carrying out monitoring visits and external moderation visits, the External Moderator will carry out checks to ensure the following:

- continued compliance with centre approval criteria
- effective qualification co-ordination
- effective internal quality assurance systems by sampling assessment activities, methods and records
- consistent interpretation of the specified standards
- appropriate and accurate grading of the completing candidates
- centre documentation meets the specified requirements
- effective appeals, complaints and equal opportunities provision.

The role of the External Moderator in relation to assessment is to ensure that:

- the assignments set by the centre are relevant, meet the specifications and are at the correct level
- centres interpret assessment standards fairly, consistently and accurately
- centres are following the assessment specifications published by City & Guilds
- centre documentation meets the requirements of City & Guilds
- judgements on APL are fair, consistent and appropriate
- centres carry out internal moderation of candidate work .

The External Moderator will:

- independently assess a piece of work from every candidate, against the specifications, and provide feedback
- sample and confirm grading decisions

and will require to see:

- a record of all units completed by candidates
- the assignments (including any candidate guidance and marking criteria) and internally assessed work by all candidates for whom the centre intends to seek certification
- a record of tutors showing their teaching/assessment responsibilities for the units
- evidence of internal moderation and standardisation procedures.

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in *Providing City & Guilds qualifications* and in the Centre toolkit together with full details of the tasks, activities and responsibilities of quality assurance staff.

5 Course design and delivery

Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

During the initial assessment, tutors/lecturers are likely to consider what, if any

- previous educational qualifications the candidates have, what training they have had and in particular what experience they have had in relevant vocational programmes and Key Skills
- previous and current practical work experience the candidate has which is relevant to the aims of the qualification and from which relevant skills and knowledge may have been informally acquired.

The initial assessment should also identify any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Effective communication between the tutor and candidate is a key component of successful delivery. It is important that candidates know for each assignment or activity, its purpose, the knowledge and skills required and the criteria for success. In addition, candidates should receive regular constructive feedback on their progress and achievement and also be provided with the opportunity to provide comments on their progress and course from their own personal perspective.

Some centres use a 'self-directed study' or 'negotiated approach' in terms of assignment design to enable candidates to tailor their response to a particular work opportunity or scenario. Tutors meet with candidates individually to discuss the learning outcomes of the unit and negotiate assignments which will allow the achievement of the criteria and relate to the candidate's work context or experience. Centres have the flexibility to work with candidates in terms of the context of the assignment or the presentation format of the assessment, as long as the specified requirements are met.

Consideration should be given regarding **candidate access to certification for the Higher Level Qualification**. In cases where the HLQ is the first part of a Foundation (or Honours) Degree, the candidate must be made aware of and enabled to gain City & Guilds certification for the HLQ part of the award.

Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

As long as the assessment requirements of units within the Higher Level Qualifications are met tutors/lecturers can design courses of study to meet the needs of their candidates as individuals.

Relationship to other qualifications and the wider curriculum

City & Guilds recommends centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key Skills and other related qualifications:

- Relationship to the NOS/NVQs can be found in the guidance section of each unit.
- Key Skills signposting can be found in the Guidance section of each unit.
- Mapping links to the Skillsactive Leisure Management Foundation Degree Framework can be found in Appendix 5.
- QAA benchmarks for Leisure and Sport can be found in Appendix 6.

Learning and support resources

The qualification specification includes suggested resources for each unit. Please see the Guidance section of each unit for a detailed list.

Academic integrity and plagiarism

On undertaking the Higher Professional Diploma, candidates will be developing professional skills and values which are sought by employers. In order to develop the skills which are essential in the longer term for personal and academic growth, academic integrity must be maintained.

Academic integrity involves candidates conducting all aspects of their learning in a professional manner, including:

- taking responsibility for their own work
- respecting the rights of other scholars
- fully acknowledging the work of others wherever it has contributed to their own (thereby avoiding plagiarism)
- ensuring that their own work is reported honestly
- maintaining the standards of conduct which are appropriate to a skilled practitioner in a professionally-recognised vocational programme
- avoiding actions which seek to give them an unfair advantage over others.

Plagiarism (copying others work without acknowledgement) is a prime example of a candidate failing to act with academic integrity.

Centres delivering the Higher Professional Diploma in Sport and Recreation Management need to ensure that their quality assurance procedures incorporate a plagiarism policy. Centres should maintain a record system which flags up suspected breaches of academic integrity for an individual. This will assist the centre in improving its staff training for recognising and dealing with breaches of academic integrity.

Research and ethical clearance

Research is an important aspect of several of the units within the Higher Professional Diploma in Sport and Recreation Management and it is also the focus of one of the optional units, Unit 14: Research methods in sport and recreation. Centres are advised to ensure that candidates are aware of the need to discuss and seek advice about any ethical issues which need to be addressed - prior to embarking on research projects/tasks. Where ethical clearance/approval is required, centres should provide candidates with clear guidelines which explain the procedures which need to be followed.

Legislative changes

Please note that while legislative details referred to within this qualification were correct at the time of going to print, centres should check for and incorporate any subsequent changes to legislation when delivering units.

Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start the programme.

Should a candidate fail to follow health and safety practice and procedures relating to the learning and assessment of the programme, the candidate should be alerted to and advised on this. In case of any doubt, guidance should be sought from the external moderator.

Data protection and confidentiality

Data protection and confidentiality must not be overlooked when planning the delivery of this qualification.

Centres offering this qualification may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds qualifications.*

Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds qualifications).* The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds qualifications*, in the *Directory of qualifications*, and is also available from the City & Guilds Customer Relations department.

Access to qualifications on the National Qualifications Framework is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

Access to assessment

City & Guilds' *Access to assessment and qualifications guidance and regulations* document is available on the City & Guilds website. It provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external moderator or City & Guilds.

Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.

6 Assessment

6.1 Summary of assessment requirements

Assessment is by means of assignments which provide the opportunity for the assessment requirements of the unit to be achieved. Centres must ensure that assignments relate to the assessment requirements and learning outcomes set out in the unit. To guide centres, the assessment section of each unit suggests how the outcomes could be assessed. For further guidance on assignment design, please refer to section 6.2 'Guidance on assignment design'.

Assessment must reflect the achievement of the candidate in fulfilling the assessment requirements which are related to a consistent national standard. The assessment must therefore be carried out by competent and impartial tutors/assessors and by methods which enable them to assess a student fairly against the set requirements. This process will be monitored by the appointment to each centre of a City & Guilds external moderator who will be responsible for upholding the subject standards to a national level.

Assignment design should take account of opportunities for the Merit and Distinction criteria to be met for those candidates with the potential to achieve a higher grade. For instance, the grading descriptors (please refer to section 6.3 'Grading and marking') reflect the need for candidates to carry out research with increasing degrees of independence and also to take more responsibility for the learning process.

It is important for centres to use an **integrated approach** (ie content which links effectively across two or more units) in relation to at least one assignment. Please see section 6.2 'Guidance on assignment design' for further guidance on integrated assignments.

Assignments (including any candidate guidance and marking criteria) together with candidate evidence must be available for checking by the Higher Level Qualifications external moderator.

Centres must design a selection of assignments **prior to the start of the course**, so that there is an opportunity to obtain some feedback on their suitability from the Higher Level Qualifications external moderator.

In all cases the assessment tools proposed by the centres should take account not only of the intended outcomes of the unit but also of the particular needs, interests and commercial concerns of the candidates themselves and their supporting organisations.

6 Assessment
6.2 Guidance on assignment design

Designing assignments

The purpose of an assignment is to provide candidates with the opportunity to produce work which demonstrates that they have gained the knowledge and skills detailed in the learning outcomes.

Assignments may focus on either a single unit or more than one unit where there are common themes across some of the units.

It is important for centres to use an **integrated approach** (ie content which links across two or more units) in relation to at least one assignment. There are a number of units within the Higher Professional Diploma in Sport and Recreation Management which have links and could potentially form the basis for the development of an integrated assignment. Examples include:

Unit 4 Financial management in the sport and recreation industry **with** Unit 13 Funding and sponsorship in sport

Unit 2 Marketing in the sport and recreation industry **with** Unit 6 Quality and customer care management in the sport and recreation industry

Where it is not possible or practical to cover all of the assessment requirements for each unit linked to the integrated assignment, it will be necessary for candidates to complete additional 'mini' assignments or 'top-up' activities to ensure that all the requirements have been met.

The approach to marking/assessing integrated assignments should enable an individual grade to be allocated to each unit covered, for the purposes of grading calculations.

Regardless of whether the assignment is based on an individual unit or an integrated selection of units, complete familiarity with the specification requirements will allow both tutors and candidates to identify relevant opportunities, content, and topics which can facilitate the development of work-related and challenging assignments. Specifically, the assessment and guidance section of the specifications should be used to generate ideas about possible approaches to assignment design.

In most units the assessment section is quite detailed and provides a strong basis for an assignment. In these cases, the main focus is likely to be on providing further background or a scenario to place the assignment into a meaningful context with a clear vocationally-related purpose. In addition, it is probable that centres will wish to present the assignment in a user-friendly manner for candidates, eg addressing the candidate in the second person, using a different font-size. Other units in the specifications have a less detailed assessment section which provides more scope for centres and candidates to tailor assignments to their specific work roles and experience, bearing in mind the need for the unit outcomes to be met. Although a particular form of assessment may be identified in the assessment section of the unit eg a report, it is possible to select an alternative approach such as a case-study or presentation, as long as candidates produce evidence of comparable quantity and quality and meet the same outcomes.

To aid manageability and clarity, the assignment may be broken down into activities or tasks which relate to each other so that the overall assignment is coherent. In addition, assignments should be vocationally-relevant, realistic and motivating. It is important that each assignment brief provides the following information:

- the purpose of the brief or rationale for the assignment
- intended context
- knowledge and skills to be demonstrated
- the criteria for success.

Assignment design should take account of those candidates who have the potential to achieve a higher grade to meet the Merit and Distinction criteria. For instance, the grading descriptors reflect the need for candidates to carry out research with increasing degrees of independence, apply work-related skills, knowledge and understanding effectively and analyse and reflect on ideas and actions. There should therefore be opportunities for candidates to respond to their assignments in this way.

Assignments can be completed in any order. However, centres will be expected to sequence assignments logically according to the requirements of the candidates, the course, and resources within the centre.

Opportunities for repeating assignments

At this level candidates should be encouraged to take a proactive role in their own self assessment and be encouraged to match their work to the unit requirements. This should be supplemented with tutor feedback on performance. As part of this process, if candidates have not been successful in the assignment, there should be discussion and illustration of why they were not successful. If a candidate is then able to attempt the assignment again and meet the criteria independently, a pass can be achieved.

Safe working

The importance of safe working practices must always be stressed. Candidates have responsibilities for the safety of others as well as themselves. A candidate cannot be allowed to continue working on an assignment if they have contravened health and safety requirements. To complete the unit, the candidate will be allowed to recommence on a different occasion and tutors will closely monitor the achievement of the safety aspects.

Permission & confidentiality

Candidates may need to maintain confidentiality in the use of business data by 'anonymising' sensitive information.

Marking and grading of assignments

To confirm that an outcome is achieved, it is useful to identify the key points or key assignment indicators which one would expect to see in a candidate's response. Reference should be made to the unit content of each outcome as well as the requirements of the brief/task to select the key points.

The content of the assignments and feedback to candidates should take into consideration the importance of

- a formative approach
- candidates being encouraged to reflect on building their achievements throughout the provision of the qualification, rather than only on the final outcome
- indicating clearly and supportively to candidates on a regular basis any gaps there might be in the sufficiency and level of achieving the outcomes.

In order for candidates to achieve a Pass, it is necessary for them to complete all parts of the assignment and produce evidence which clearly shows that the outcomes have been met. The overall quality of the work must be of a satisfactory and reliable standard.

The assignments should be graded: Pass, Merit or Distinction. Candidates who show greater degrees of autonomy in the ways in which they carry out research, approach and evaluate their work, or demonstrate originality and imagination will gain higher grades than those who work completely from tutor prepared material. Please refer to the 'The grading criteria', under section 6.3 'Grading and marking', for full grading descriptors.

Internal and external moderation of assignments

Please refer to the section 4.5 'Quality assurance' for information on how assignments are moderated.

6 Assessment

6.3 Grading and marking

Each unit will be graded with a Pass, Merit or Distinction. In order for candidates to achieve a **Pass**, it is necessary for them to produce evidence which clearly shows that all the assessment requirements (and therefore all the outcomes) have been met. In addition, the overall quality of the work should be of a satisfactory and reliable standard.

To gain a **Merit** grade, candidates will, in addition to meeting the Pass requirements, need to produce work which meets all of the criteria detailed in the Merit section below. To gain a **Distinction** grade, candidates will need to meet both the Pass and Merit requirements and produce a high standard of work as reflected in the Distinction section below.

The criteria for Merit and Distinction focus on the quality of the work, and the way in which candidates have approached it. The criteria have been written to specify the requirements in terms of 'better' (not 'more') work.

The Grading Criteria

Unit grades
Each unit within the qualification should be graded on the following basis:

Pass: Candidates must meet the assessment requirements and outcomes in the unit specifications

Merit: Candidates must achieve a Pass and in addition achieve at least 14 marks from the Merit descriptors in the table below

Undertake research with **minimum** guidance from tutors/assessors **(1)** select and use a wide range of appropriate research resources **(1)**, record and analyse data/information accurately **(1)** to draw valid conclusions **(1)**	4 marks
Present and analyse information and ideas accurately and clearly **(2)**, using a well-structured format and appropriate technical language **(2)**	4 marks
Demonstrate effective and consistent application and development of work-related skills **(2)** knowledge and understanding **(2)**	4 marks
Demonstrate management of time, resources and learning **(2)** and an ability to analyse and reflect upon own ideas and actions **(2)**	4 marks

Distinction: Candidates must achieve a Merit and in addition achieve 16 marks from the Distinction descriptors in the table below

Define the focus and scope of research **(1)**, carry out research independently **(1)**, evaluate the suitability of research sources and methods used **(1)**, analyse and verify data/information **(1)** to develop an appropriate work strategy **(1)**	5 marks
Consolidate and present complex information and concepts fluently and persuasively**(2)** with evidence of an original and imaginative approach**(2)**	4 marks
Evaluate and synthesise relevant work-related skills, knowledge and understanding **(2)** and use these to justify conclusions and recommendations **(2)**	4 marks
Demonstrate consistently good management of time, resources and learning **(2)** and an ability to identify areas for development and improvement by critically reflecting upon own ideas and actions **(2)**, employ appropriate methods to resolve unpredictable problems **(1)**	5 marks

Calculating an overall grade for the qualification

Each unit grade achieved by the candidate should firstly be converted into points as follows:

Pass =1   Merit = 2   Distinction = 3

Then, the points will then be aggregated into an overall score and corresponding grade for the whole qualification as follows:

Pass = 12-17
Merit = 18-27
Distinction = 28-36

NB   Achievement of **all** the designated units is necessary for the full award. It is therefore necessary for candidates to achieve a minimum of 1 point for each unit.

7 Units

7.1 About the units

Availability of units

The units in this qualification may also be obtained from the Higher Professional Diploma in Sport and Recreation Management web page on the City & Guilds website.

Structure of units

As far as possible the units have been expressed in a standard format which fits with QCA Design Principles for Higher Level Vocational Qualifications.

Each unit comprises:

- Unit title

- Unit summary

- Aims

- Guided learning hours

- Learning outcomes – statements of what the candidate is expected to achieve

- Unit content – specifies all the learning the candidates need to apply and draw upon in order to be able to produce evidence indicated in the assessment section which addresses outcomes. In addition, it provides guidance to tutors in the design of their programmes and can be used as a diagnostic tool to identify areas of weakness when candidates have not been able to achieve outcomes

- Suggested assessment approach– suggests how candidates could be assessed to show that they have met the outcomes. A form of evidence, eg a report, is indicated in this section, but different forms of evidence such as a case-study, presentation or a piece of practical work accompanied by appropriate research and information gathering activity are valid as long as they provide the opportunity for candidates to produce evidence of comparable quantity and quality and to meet the same outcomes

- Guidance – on delivery, links with other units/qualifications, resources. Guidance also on Key Skills signposting – suggestions on where evidence could contribute to the Key Skills of Communication, Application of Number, Information Technology, Improving own Learning and Performance, Working with Others, and Problem-Solving at Level 4.

7   Units

7.2   The units

Unit 1   The sport and recreation environment
Unit 2   Marketing in the sport and recreation industry
Unit 3   Managing sports facilities safely
Unit 4   Financial management in the sport and recreation industry
Unit 5   Human resource management in the sport and recreation industry
Unit 6   Quality and customer care management in the sport and recreation industry
Unit 7   Event management in the sport and recreation industry
Unit 8   Design and technical operations in sport
Unit 9   Sport development
Unit 10 Service development and monitoring in sport and recreation
Unit 11 Managing retail operations in the sport and recreation industry
Unit 12 Environmental and ethical issues in the sport and recreation industry
Unit 13 Funding and sponsorship in sport
Unit 14 Research methods in sport and recreation
Unit 15 Wellness management
Unit 16 Crowd safety and event control
Unit 17 Outdoor recreation management
Unit 18 Sport tourism

The units for this qualification follow.

Unit 1   The sport and recreation environment
Overview

Unit summary

The way in which sport in the UK is structured is complex and involves a wide range of organisations each with their own particular focus. The sport and recreation manager needs to be able to understand and utilise this complex network of provision and opportunity in order to be effective. The broader environment of sport is set against a background of politics, economics and social issues, which, over time, change priorities and subsequently the way in which sport is valued and prioritised within society.

There is the opportunity for candidates to explore the benefits of sport to society and investigate the reasons why some members of society participate in sport more than others. This work will inevitably assist the sport and recreation manager in developing strategies to increase sport and activity participation levels.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and learning outcomes, and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- Investigate and report upon the growth and structure of the UK sport and recreation sector
- Examine the influence of our political system, current economic performance and national priorities on the availability of sport opportunity across all of society.
- Recognise the value of sport and recreation to individuals and society and understand the reasons why sport participation is inequitable
- Compile strategies for improving sport and activity across communities

Guided learning hours

This unit should involve approximately 100 hours of study - 40 of which should be through guided learning. This may be on a full time or part time basis.

Learning outcomes

On successful completion of this unit the candidate will be able to:

1. Examine the growth and expansion of the sport and recreation sector over recent years, identifying the factors that have driven this development and forecasting future trends
2. Explain the structure of the sport and recreation sector and the role and functions of the key organisations
3. Assess and comment upon the impact of government policy and socio-economic factors on the sports industry and sport participation levels and suggest strategies to increase sport participation in communities
4. Explain the key benefits of the sport and recreation sector to the UK economy and society and assess the potential role of the sector in tackling contemporary issues

Unit 1 The sport and recreation environment
Unit content

Outcome 1 **Examine the growth and expansion of the sport and recreation sector over recent years, identifying the factors that have driven this development and forecasting future trends**

The candidate knows how to:

- describe how the concepts of sport, recreation and leisure in the UK have changed in recent years
- explain the growth of the leisure sector over the last 10 years and the factors that have contributed to this growth
- use the above information to identify expected changes in the sport market and suggest ways these changes may best be accommodated in the future

Outcome 2 **Explain the structure of the sport and recreation sector and the role and functions of the key organisations**

The candidate knows:

- the roles, functions and interrelationships of different types of provision (including public, private and voluntary)
- the types of organisations which exist in the sector and how each is structured, financed and managed. These should include:
  - o Government organisations (quangos) and local authorities
  - o private and commercial organisations (sole traders through to multi-national public companies)
  - o the range of voluntary sector organisations (Sports Clubs, National Governing Bodies of Sport, CCPR, not-for-profit Trusts etc)
- the purpose of each type of organisation and their and strengths and weaknesses
- the role of the education sector in providing sport opportunity
- the essential component parts of the sport and play sectors and appreciate their common links.
- the essential features of a child protection policy within the sporting context

Outcome 3   **Assess and comment upon the impact of government policy and socio-economic factors on the sports industry and sport participation levels and suggest strategies to increase sport participation in communities**

The candidate knows:
- current government sport strategy and the influences upon it, including the London Olympics, social inclusion and policies to encourage participation and elite sport
- the major macro-economic issues around wealth, poverty, economic activity, interest rates, unemployment levels, GDP, taxation policies and how these affect sport participation and sport opportunities
- the current levels of sport participation in the UK and can critically review the reasons why some groups in society are more (or less) willing to participate in a sporting lifestyle and how this provides opportunities for the sport provider

Outcome 4   **Explain the key benefits of the sport and recreation sector to the UK economy and society and assess the potential role of the sector in tackling contemporary issues and improving sport participation**

The candidate knows how to:
- outline the full range of benefits that sport offers society including, improved individual and community health, social cohesion, community development and economic benefit
- appreciate the significance of sport in addressing such issues as religious and cultural differences, anti-social behaviour and criminal activity, economic poverty and long term unemployment
- suggest methods of programming activities to tackle such issues
- understand the issues that may be perceived by some as the drawbacks of some aspects of sport including competitiveness, violence/aggression, racism, and drug abuse

Unit 1   The sport and recreation environment
Suggested assessment approach

The following suggests how the outcomes of the unit could be assessed:

- A written report that will critically review
    - the growth, structure and role of the UK sport and recreation sector and suggest how the sports market may change in the future
    - the impact of government policy, economics and social influences on the sports industry and sport participation
    - the role of sport in addressing social issues together with pragmatic and realisable suggestions for improving sport participation levels in communities

and

- A presentation which outlines a strategic approach for how a particular under represented group could best be encouraged and supported to take up an active and sporting lifestyle.

The above work should total between 2,500 - 3,000 words.

Unit 1   The sport and recreation environment
Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Application of Number

N4.3 Evaluate your overall strategy and present the outcomes from your work, including the use of charts, graphs and diagrams to illustrate complex data.

Information and Communication Technology

ICT4.3 Evaluate your overall strategy and present the outcomes from your work using at least one presentation, showing integration of text, images and number.

Improving own Learning and Performance

LP4.3 Evaluate your strategy and present the outcomes of your learning

Links with other units/qualifications

This unit has links with the following units within this qualification:
Unit 15 Wellness management
Unit 9   Sport development
Unit 10 Service development and monitoring.

This unit also links with the following unit within the Level 4 National Occupational Standards in Managing Sport and Active Leisure:
A13 Influence, develop and review strategy for sport and active leisure.

This unit provides a good basis for the further study at Honours Degree level. Please refer to Appendix 6 for details of the QAA benchmarking statements for Leisure and Sport.

Delivery advice

When studying this unit, the candidate needs to be well aware of the wider political, social and economic world in which sport takes place. Therefore, reading a regular broadsheet newspaper, following and questioning current affairs and reading regular quality sport magazine articles needs to be encouraged.

Candidates should at all times be encouraged to think about sport not just in the context of a sport facility but in all sport settings across all types of sport providers.

Delivery of course material is best achieved by a mixture of formal lectures, class discussion, case studies, sharing of experience and occasional site visits and invited speakers.

Suggested resources list

Collins, M and Kay, T (2003) *Sport and Social Inclusion* London: Routledge

Torkildsen, G (2005) *Leisure and Recreation Management* London: Routledge

Gratton, C and Taylor, P (2000) *Economics of Sport and Recreation* London: Spon Press

Houlihan, B (2003) *Sport and Society; a student introduction* London: Sage Publications

Department of Culture of Media and Sport, (2002) *Game Plan: a strategy for delivering government's sport and physical activity objectives* London: Cabinet Office

Websites

www.sportenglad.org.uk
www.sportdevelopment.org.uk
www.culture.gov.uk/about_us/sport
www.london2012.com

Unit 2   Marketing in the sport and recreation industry
Overview

Unit summary

This unit introduces the candidate to the topic of marketing and relates the marketing process to the sport and recreation sector. It investigates market research requirements, marketing implementation issues and the need to monitor and review marketing performance. Without such processes it is unlikely that a business will fulfil its potential. Candidates will be encouraged to relate the theory of marketing to their own work environment.

Increasingly all business, private or public sector, needs to be managed with customers in mind. Providing the products and services that customers require is key to business success. Marketing is a process which enables organisations to be responsive to the market place, and this unit will take the candidate through the key stages of the marketing cycle within the context of the sport and recreation sector.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and learning outcomes, and producing work of a satisfactory and reliable standard.

Aims

The unit aims to enable the candidate to:
- Relate the theory of marketing to the practice of the sport and recreation market
- Explore the requirements of effective market research
- Recognise the essential practices required in successfully implementing marketing strategies and techniques
- Undertake an effective review of marketing activities for a sport and recreation organisation
- Appreciate the importance of marketing to all organisations

Guided learning hours

This unit should involve approximately 100 hours of study - 40 of which should be through guided learning. This may be on a full time or part time basis.

Learning outcomes

On successful completion of this unit the candidate will be able to:
1. Understand and apply the theory of the marketing process to sport and recreation settings
2. Undertake effective market research and produce a marketing plan for an organisation
3. Recognise the issues involved in implementing a marketing approach to business success and demonstrate effective measures in achieving this
4. Evaluate the outcome of the marketing process and improve performance by adapting plans and strategies

Unit 2   Marketing in the sport and recreation industry
Unit content

Outcome 1   Understand and apply the theory of the marketing process to sport and recreation settings

The candidate knows:

- the underpinning definitions, models and approaches to marketing theory and their relevance to organisations in all sectors of the economy and can critically compare approaches appropriate to each sector (private, public and voluntary)
- the characteristics of a service sector provider and can analyse its particular important features from a marketing perspective
- how to analyse the current marketing environment and appreciate its historical development
- how to make sensible observations on the development of marketing in the future for the sport and recreation sector taking into account the development of technology and changes in lifestyles (e.g. the evolution of Emarketing, CRM etc).
- how to critically evaluate issues around buyer behaviour and its importance and influence for the marketing process in the sector. This will include the stages of the buyer decision making process and recognising the factors (personal, psychological and social) that influence it

Outcome 2   Undertake effective market research and produce a marketing plan for an organisation

The candidate knows:

- the importance of external factors that affect sport and recreation organisations and can critically evaluate a PESTLE analysis, ethical issues and the importance of competition in the economy
- how to evaluate and analyse internal factors affecting sport and recreation organisations such as, the nature of the business, suppliers and relationships, competitors and other stakeholders
- how to compare and contrast different approaches to the gathering of appropriate information that is essential in compiling a marketing plan/strategy. This includes the use of desk-top and action based research methods, the analysis of customers and competitors to develop targeting and positioning strategies
- how to analyse the range of variables which are important in the sport and recreation sector and can critically evaluate the importance of demography, socio-economic position, geography, lifestyle and profiles in relation to developing effective programmes and services
- the content of a marketing plan/strategy and its essential requirements and can relate this to a sport and recreation organisation (including missions, goals, branding, timescales, product development, marketing strategies, marketing costs and monitoring)

Outcome 3   **Recognise the issues involved in implementing a marketing approach to business success and demonstrate effective measures in achieving this**

The candidate knows how to:
- critically evaluate the importance of the marketing mix (7ps) and how this needs to be constantly managed in order to achieve effective business success
- compare and contrast the implications of operating a total market approach as opposed to a segmented market and can identify the differences from a marketing perspective
- evaluate the importance of the product lifestyle and manage products at different points of their development
- critically evaluate the importance of competitive edge factors within the sport and recreation sector and recognise a variety of approaches that can be introduced into the market place
- discuss the importance of both customer service and quality systems within the marketing framework and critically evaluate their contribution to achieving business goals for sport and recreation providers
- analyse social responsibilities and ethical issues in the context of the sport and recreation sector and their relevance to the marketing process

Outcome 4   **Evaluate the outcome of the marketing process and improve performance by adapting plans and strategies**

The candidate knows:
- the importance of monitoring performance and can critically compare a range of measures and techniques that need to be utilised to measure performance against targets
- how to critically evaluate this information so that it can be incorporated into the marketing planning process to improve business performance and its relevance therefore with the marketing mix
- the value of customer and non-customer opinions and can evaluate and analyse a range of techniques to gain such information

Unit 2 Marketing in the sport and recreation industry
Suggested assessment approach

The following suggests how the outcomes of the unit could be assessed:

- A marketing plan for a sport and recreation service or facility which draws upon the theoretical underpinning knowledge of marketing and which is suitably interpreted for a real work setting.

It should incorporate content that relates to all 4 outcomes and should include sections upon:

  o external and internal factors that impact upon the particular service/facility.
  o the organisational mission and goals and key issues and how these impact on marketing
  o appropriate market research processes that have been used in compiling the plan, including customer and competition-based research
  o marketing initiatives for the duration of the plan
  o the implementation of the plan via the marketing mix
  o how the plan will be monitored and reviewed.

The above work should total between 2,500 - 3,000 words.

Unit 2 Marketing in the sport and recreation industry
Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

Information and Communications Technology
ICT4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving the use of ICT for two different, complex purposes.

Working with Others
WO4.1 Develop a strategy for working with others.
WO4.2 Monitor progress and adapt your strategy to achieve agreed objectives.

Links with other units/qualifications
This unit links with the following units within this qualification:
Unit 6: Quality and customer care management
Unit 10: Service development and monitoring in sport and recreation
Unit 7: Event management in the sport and recreation industry
Unit 11 Managing retail operations in the sport and recreation industry
Unit 14 Research methods in sport and recreation

This unit also links with the following units within the Level 4 National Occupational Standards in Managing Sport and Active Leisure:

B231 Build your organisation's understanding of its market and customers
B232 Develop and review a framework for marketing

This unit provides a good basis for the further study at Honours Degree level. Please refer to Appendix 6 for details of the QAA benchmarking statements for Leisure and Sport.

Delivery advice

Delivery of course material is best achieved by a combination of formal lectures, tutorials, small and large group work, seminar settings and discussion. At all times it would be expected to exemplify the underpinning theories around marketing to the sport and recreation setting.

Candidates need to be up to date in current thinking, activities and strategies in relation to marketing. Therefore, an understanding and appreciation of what is topical, trend setting and influential with regard to the sport and recreation industry is a requirement. This can be achieved by following current affairs, reading quality newspapers and magazine articles and discussion with colleagues. This needs to be encouraged and developed.

Suggested resources list

Ferrnad, A. Torriginai, L. and Camps I Povill, A. (2006) *Routledge Handbook of Sports Sponsorship* London: Routledge

Gibson, H. J. (2006) *Sport Tourism* London: Routledge

Green, A. (2008) *Sports Marketing: A Contemporary Introduction* London: Routledge

Jobber, D. (2006) *Principles and Practice of Marketing,* 5th Edition Maidenhead: McGraw-Hill

Jobber, D. and Fahy, J. (2006) *Foundations of Marketing,* 2nd Edition. Maidenhead: McGraw-Hill.

Kotler, P. and Armstrong, G. (2008) *Principles of Marketing,* 12th International Edition. London: Prentice Hall.

Bowdin, G. (2001) *Events Management* London: Butterworth-Heinemann

Brassington, F. and Pettitt, S. (2002) *Principles of Marketing.* 3rd Edition London: Pitman Publishing

Dibb, S., Simkin, L., Pride, W.M. and Ferrell, O.C. (2001) *Marketing Concepts and Strategies* 2nd Edition London: Thomson

Ferrand, A., Torrigani, L. and Camps i Povill, A. (2006), *Handbook of Sports Sponsorship* London: Routledge

Leonard, R. (2005) *The Administrative Side of Coaching: A Handbook for Applying Business Concepts to Coaching Athletics.* Morgantown, USA: Fitness Information Technology

McDonald, M. (2004) *Marketing Plans – How to Prepare and Use Them.* 5th Edition Butterworth-Heinemann

Palmer, A. (2008) *Principles of Services Marketing,* 5th Edition Maidenhead: McGraw-Hill

Palmer, A (122004) *Introduction to Marketing Oxford:* Oxford University Press

Smith, P. R. and Chaffey, D. (2002) *E-Marketing, E-Excellence, The Heart of eBusiness* Oxford: Butterworth-Heinemann

Torkildsen, G. (2005) *Leisure and Recreation Management.* 5th Edition. London: Routledge

Weed, M. E. (2008) *Sport and Tourism* London: Routledge

Westerbeek, H. and Smith, A. (2003) *Sport Business in the Global Marketplace.* Basingstoke UK: Palgrave MacMillan

Stotlar D K (2001) *Developing Successful Sport Marketing Plans:* Morgantown, WV: Fitness Information Technology, Inc.

Torkildsen, *G (2006) Recreation Management Handbook* 5th Edition London: Routledge

Watt, D C (2003) *Sports Management and Administration* London: Routledge

Beech, J and Chadwick, S ((2004) *The Business of Sport Management* Harlow*:* Pearson Education Limited

Websites

www.cim.co.uk

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Unit 3   Managing sports facilities safely
Overview

Unit summary

This unit focuses on the need to develop and implement safe and efficient working practices which provide staff, visitors and customers with a safe and secure environment which complies with industry best practice, other approved codes of practice and all relevant legislation.

The unit examines the application of current health and safety related legislation to the operation of sport and recreation facilities including indoor/outdoor provision, wetside/dryside facilities, stadia and single sport or recreation centres.

Managers of sport and recreation facilities have to establish and ensure that safe working practices are operated within the workplace in compliance with health, safety and security legislation. A full understanding of the implications of their legal obligations underpins this unit because they will be called to account for their actions, decisions or contingency plans when problems arise.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and learning outcomes, and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- Broadly interpret and apply current health and safety legislation derived from both the EU and UK to the workplace
- Contribute to the development of a 'safety culture' within an organisation including the need to formulate health, safety and security policies, procedures and practices
- Assess how the buildings, equipment, staffing, programme and systems of work are operated and managed safely and securely through effective monitoring mechanisms
- Evaluate systems for identifying and assessing hazards and their associated risks in the workplace, and recommend appropriate control measures

Guided learning hours

This unit should involve approximately 100 hours of study - 40 of which should be through guided learning. This may be on a full time or part time basis.

Learning outcomes

On successful completion of this unit the candidate will be able to:

1   Evaluate and apply an appropriate range of the current health, safety and security related legislation to an indoor or outdoor sport and recreation facility with which they are familiar
2   Devise health, safety and security policies, procedures and practices appropriate to a sport and recreation facility
3   Establish effective monitoring mechanisms to ensure that the components and resources of a facility are operated and managed safely and efficiently
4   Demonstrate the ability to carry out risk assessments in diverse sport and recreation contexts and to interpret findings and propose suitable measures with supporting rationales

Unit 3　　　　Managing sports facilities safely
Unit content

Outcome 1　　**Evaluate and apply an appropriate range of the current health, safety and security related legislation to an indoor or outdoor sport and recreation facility with which they are familiar**

The candidate knows how to:

- draw from, and apply, a range of current EU regulations within a sport and recreation context, including, for example:
  - Management of Health & Safety at Work Regulations 1999 (particularly in respect of safe systems of work, risk assessment, normal operating procedures and emergency action plans)
  - Manual Handling Operations Regulations 1992: (e.g. such as loading and unloading scenarios)
  - Personal Protective Equipment at Work (PPE) Regulations 1992: (for example in relation to plant rooms, engineering applications and sporting activity such as helmets, gloves and padding
  - Provision & Use of Work Equipment (e.g. to cover maintenance and safety checks of plant & machinery
  - Health and Safety (Display Screen Equipment) Regulations 1992
  - Workplace (Health, Safety and Welfare) Regulations 1992
  - Construction (Design and Management) Regulations 2007
- evaluate and apply current UK specific legislation within a sport and recreation context (examples of which are given below):
  - The Health and Safety at Work etc Act 1974
  - The Fire Precautions Act 1971 amended by the Fire Safety and Safety of Places of Sport Act 1987)
  - Disability Discrimination Act 1995 and 2000
  - The Health and Safety (First Aid) Regulations 1981
  - Data Protection Act 1998
  - Occupiers' Liability Act 1984
  - The Food Safety Act 1990 appropriate to sport premises and locations
  - Control of Substances Hazardous to Health (COSHH) 1994 2002
  - Chemicals (Hazard Information and packaging for Supply) Regulations 2002
  - Reporting of Injuries, Diseases & Dangerous Occurrences (RIDDOR) 1995 appropriate to sports premises
- draw from a range of more sport specific legislation for guidance, such as:
  - The Safety at Sports Grounds 1975 (as amended by the Fire Safety & Safety at Sports Grounds act 1987
  - The Children Act 1989 concerning activities and supervision
  - The Adventurous Activities Licensing Regulations 2004
  - Specific codes of practice (eg Play, Diving, etc)

Outcome 2 **Devise health, safety and security policies, procedures and practices appropriate to a sport and recreation facility**

The candidate knows how to:

- develop health, safety and security policies for implementation in sport & recreation contexts
- understand the concept of 'Duty of care'
- develop health, safety and security practices and structure for implementation in sport and recreation contexts (e.g. fire marshals, safety committees, etc
- demonstrate a working knowledge of accident prevention and control in the case of a major incident
- take action to promote safe working practices and secure visiting experiences
- identify training needs and facilitate necessary training for colleagues, staff and external agencies where facilities are contracted out for use by others
- contribute to the writing of and the implication of a child protection policy (including the ban on the use of photography where children are engaged in sporting activities)
- explain the need for child admission policies
- appreciate the need for safe opening up and closing down procedures for sports facilities
- enforce procedure for the safe and secure treatment of cash, takings and valuables in a sports facility
- promote a safe and secure working environment where staff and colleagues are free from harassment and threat
- apply appropriate procedures for staff or colleagues who may be under the influence of drugs or alcohol

Outcome 3 **Establish effective monitoring mechanisms to ensure that the components and resources of a facility are operated and managed safely and efficiently**

The candidate knows how to:

- explain the importance of having effective monitoring mechanisms to ensure that the components and resources of a facility are operated and managed safely and efficiently
- appreciate the consequences of not operating facilities safely and efficiently (eg legal proceedings – liability, fines, closure, imprisonment, closure etc)
- draw upon primary and secondary sources of information on accident, injury, theft and illness prevention (eg HSE publications, RoSPA reports, codes of practice, local authorities, sport governing bodies etc)
- evaluate the costs and benefits to an organisation of establishing effective health, safety and security procedures
- identify the key operations carried out within the facility
- apportion and evaluate costs to individual operational areas
- carry out a facility usage monitoring exercise

Outcome 4 **Demonstrate the ability to carry out risk assessments in diverse sport and recreation contexts and to interpret findings and propose suitable measures with supporting rationales**

The candidate knows how to:

- identify and apply the Risk Assessment model recommended by the Health and Safety Executive
- identify health, safety and security hazards and evaluate the existing control measures in specific sport related facilities such as:
    - o wet zones such as swimming pools, spa pools, lakes, ponds
    - o dry areas such as sports halls, courts and play facilities
    - o indoor areas such as offices, storerooms, corridors and stairs
    - o outdoor areas such as pitches, pathways and parking areas
- explore the use of probability & severity models as a method of controlling risk
- action plan to meet inadequacies identified in line with recommended practice
- propose procedures for major incidents such as crowd disturbances, evacuation, bomb scares, including consideration of resources such as radio communications, control of exits and entrances, electronic devices, surveillance and stewarding

Unit 3   Managing sports facilities safely
Suggested assessment approach

The following suggests how the outcomes of the unit could be assessed:

- A health, safety and security procedural audit on a sport and recreation facility with which the candidate is familiar with (or has access to), and a report addressing the findings.

The report should evaluate:

   o   how well the facility complies with the current health, safety and security legislation as appropriate to a sport and recreation facility

   o   how health, safety and security policies, procedures and practices are developed and managed within the organisation

   o   whether the monitoring mechanisms are effective in ensuring that the components and resources of a facility are operated and managed safely and efficiently

   o   how the organisation demonstrates its ability to carry out risk assessments and how findings are interpreted and how suitable control measures are developed.

Where shortcomings are identified the report should include recommendations on how they could be addressed to remedy the situation. In addition, the report should contain appendices illustrating materials and policies from the facility.

The above work should total 2,500 - 3,000 words.

Unit 3   Managing sports facilities safely
Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Problem Solving
PS4.1   Develop a strategy for problem solving
PS4.2   Monitor progress and adapt your strategy for solving the problem
PS4.3   Evaluate your strategy and present the outcomes of your problem solving skills.

Links with other units/qualifications
This unit links with the following unit within this qualification:
Unit 16 Crowd safety and event control
Unit 8   Design and technical operations in sport

This unit also links with the following unit within the Level 4 National Occupational Standards in Managing Sport and Active Leisure:
C239 Manage health, safety, security and welfare in sport and active leisure

This unit provides a good basis for further study at Honours Degree level. Please refer to Appendix 6 for details of the QAA benchmarking statements for Leisure and Sport.

Delivery advice
The unit must be delivered in the context of sport and recreation and the candidate must be encouraged to use real situations identified from their research.

Risk assessments should not be conducted without the knowledge of those that are affected and the results of any risk assessments must be made known to them. If at any time during the process of gathering evidence for this unit, the candidate comes across a serious problem, immediate action should be taken to bring this to the attention of a responsible person.

It is important that the candidate is in a position to establish communication with others regarding the issues and any actions required.

Suggested resources list

McMahon-Beattie, U. and Yeoman, I. (Eds) (2004), *Sport and Leisure Operations Management*. London: Thomson Learning

Frosdick, S., Walley, L (1997) *Sport and Safety Management*, Oxford: Butterworth-Heinemann

Managing Health and Safety in Swimming Pools HSG 179: Health and Safety Executive

Management of Health and safety at work: Approved code of practice and guidance L21: HSE

The idiots guide to CHIP: Health and Safety Executive

Health and Safety regulation: A short guide…: Health and Safety Executive

Risk assessment: A guide for UNISON safety representatives: Unison

Various technical information notes published by the ISRM

Croner publications e.g. *Health and Safety at Work, Health and Safety Manager*

RoSPA publications

Websites

www.rospa.com
www.hse.gov.uk
www.isrm.co.uk
www.sportengland.org.uk
www.croner.co.uk

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Unit 4   Financial management in the sport and recreation industry

Overview

Unit summary

This unit is concerned with providing the candidate with an overview of the financial management techniques that can be employed within sport and recreation organisations. Whatever their size, structure or sector all sport and recreation organisations need to effectively evaluate, control and monitor their financial resources in order to survive. This unit is designed to enable the sport and recreation manager as to employ appropriate accounting techniques to aid financial decision making and make an assessment of the financial performance of the organisation.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and learning outcomes, and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- Investigate how to evaluate, control and monitor the finances of a sport and recreation organisation in order to make decisions about its financial capability
- Apply practical financial management and accounting skills and techniques
- Understand the financial planning process that sport and recreation organisations need to go through

Guided learning hours

This unit should involve approximately 100 hours of study - 40 of which should be through guided learning. This may be on a full time or part time basis.

Learning outcomes

On successful completion of the unit the candidate will be able to:

1   Explain the nature and uses of financial information by presenting a profit and loss account, balance sheet and cash flow statement
2   Analyse and interpret financial statements through financial ratios and explain the importance of controlling working capital
3   Explain the nature and role of the budgetary process and how budgets can be used to achieve organisational objectives and long term plans
4   Identify, make recommendations and understand the impacts of different sources of finance and auditing on sport and recreation organisations

Unit 4   Financial management in the sport and recreation industry

Unit content

Outcome 1   **Explain the nature and uses of financial information by presenting a profit and loss account, balance sheet and cash flow statement**

The candidate knows how to:
- apply basic principles of the legal and conceptual framework of accounting
    o legal
    o companies act, charities act
    o methodologies
- understand the nature and role of accounts
    o the difference between financial and management accounting
    o accounting and user needs
    o accounting in non-profit organisations
- measure and report the financial position of the organisation
    o the profit and loss account (income and expenditure account depending on sector) and its preparation
    o balance sheet and its preparation
- measure and report cash flow statements
    o the main features of the cash flow statement
    o preparation of the cash flow statement
- calculate and account for indirect taxes (VAT)

Outcome 2   **Analyse and interpret financial statements through financial ratios and explain the importance of controlling working capital**

The candidate knows how to:
- analyse and interpret financial statements
    o make financial decisions based on profitability, efficiency, liquidity and gearing ratios
- define the nature, scale and purpose of working capital by explaining how it is managed through developing effective policies
    o managing inventories (stock)
    o managing receivables (debtors)
    o managing cash
    o managing trade payables (creditors)
- manage and control purchases and the order book

Outcome 3   **Explain the nature and role of the budgetary process and how budgets can be used to achieve organisational objectives and long term plans**

The candidate knows how to:
- understand the uses of budgets
- interlink budgets, strategic plans and strategic objectives
- prepare a budget
- make budgetary control effective
- use budgets to effectively control processes in the organisation
- use incremental and zero based budgeting
- develop non-financial targets in budgeting
- measure budgetary performance against targets

Outcome 4   **Identify, make recommendations and understand the impacts of different sources of finance and auditing on sport and recreation organisations**

The candidate knows how to:
- identify viable sources of finance for the sport and recreation organisation, such as
    - private finance initiative & public private partnerships
    - impacts of tendering e.g. best value
    - adopting trust status
    - 'lease back' schemes
    - partnerships projects
    - commercial loan
    - internal (retained profit) & external sources (ESF, RDA's)
- explain the audit process
    - responsibilities and powers of the auditor
    - key stages
    - legal and professional aspects
    - potential impacts on the organisation

Unit 4 Financial management in the sport and recreation industry

Suggested assessment approach

The following suggests how the outcomes of the unit could be assessed:

- A case study based report that enables the candidate to use a variety of financial accounting techniques, covering all four outcomes (demonstrated through the use of spreadsheets or accountancy IT packages) to make informed decisions about the financial performance of a sport and recreation organisation.

The report should allow candidates to develop their financial skills and techniques, by providing the opportunity for them to produce a budget, profit and loss account, a balance sheet and conduct a ratio analysis.

and

- A 15 - 20 minute presentation that assesses the financial performance of a sport and recreation organisation by performing a comparative analysis of the organisation over a two year period. The presentation could also make use of comparative data, for example a 'like' or benchmark organisation.

The above work should total between 2,500 – 3,000 words.

Unit 4 Financial management in the sport and recreation industry
Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Application of Number

N4.1   Develop a strategy for using application of number skills over an extended period of time

N4.2   Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving deductive and inferential reasoning and algebraic modelling

N4.3   Evaluate your overall strategy and present the outcomes from your work, including use of charts, diagrams and graphs to illustrate complex data

Links with other units/qualifications

This unit has links with the following unit in this qualification:

Unit 13 Funding and sponsorship in sport

This unit also has links with the following unit within the Level 4 National Occupational Standards in Managing Sport and Active Leisure:

A323: Manage finance for your area of responsibility

This unit provides a good basis for the further study at Honours Degree level. Please refer to Appendix 6 for details of the QAA benchmarking statements for Leisure and Sport.

Delivery advice

Lecture and workshops sessions should be developed for the delivery of financial accounting and management theory. The workshop sessions should give the candidates the opportunity to apply their skills and knowledge to practical financial management situations. By practising their financial skills the candidates will develop their understanding of not only calculating financial data, but also as to how financial information can be used to make management decisions about organisations.

In terms of the assessment it would be best practice to allow the candidate to use their place of work. However, if this is not possible or the tutor feels that the candidates' workplace is inappropriate then the tutor can set their own case study.

The candidates should also be encouraged to make use of 'technical' language when writing or presenting their assessment.

Suggested resources list

Atrill, P. & McLaney E. (2005) *Management Accounting for Decision Makers 4th Ed.* Harlow: Prentice Hall

Atrill, P. & McLaney, E. (2006) *Accounting and Finance for Non-Specialists 5th Ed.* Harlow: Prentice Hall

Wilson, R & Joyce, J. (2008) *Finance for Sport and Leisure Managers – An Introduction.* London; New York: Routledge

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Unit 5   Human resource management in the sport and recreation industry

Overview

Unit summary

This unit focuses on a key aspect of management in this very people focused industry. Personnel is the most important resource within sport and recreation organisations. Recruiting, training and retaining good staff is key to business success, however, is a demanding and costly process. It is also strictly regulated by employment legislation and the candidate needs to recognise the implications of failing to comply with these requirements. It is therefore of paramount importance that managers effectively undertake their HR responsibilities and apply best practice within sport and recreation organisations.

The efficiency of staff and their commitment to the objectives of the organisation depend on good human relations at work. Therefore, the promotion of this is an integral part of the manager's role.

Successful achievement of this unit is dependent on candidates meeting the assessment requirements and learning outcomes of the unit and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- Increase awareness of underpinning functions and concepts applicable to HRM in a sport & recreation context
- Understand the aims and components of good HRM planning and strategies plus the consequences of poor practice
- Understand implementation and operational issues in a sport and recreation context
- Evaluate the dynamics of good employee relations and the links with organisational aims

Guided learning hours

This unit should involve approximately 100 hours of study - 40 of which should be through guided learning. This may be on a full time or part time basis.

Learning outcomes

On successful completion of the unit the candidate will be able to:
1   Assess a range of concepts and thinking which underpin current HRM policy and practice
2   Evaluate HRM planning strategies and possible outcomes of good and bad practice
3   Demonstrate an understanding of the key issues, legislative requirements, and operational implications relating to HRM practice in the sport & recreation industry
4   Assess how HRM policy and practice can support the achievement of business objectives through effective employee relations

Unit 5 Human resource management in the sport and recreation industry

Unit content

Outcome 1 Assess a range of concepts and principles which underpin current HRM policy and practice

The candidate knows how to:

- explain the role of HRM with respect to:
    - o needs and expectations at work
    - o equitable treatment
    - o motivation and performance
    - o reward systems
    - o conditions of service and development
    - o conflict resolution
    - o training, promotion and welfare
    - o goal congruency
- recognise how these HRM functions operate within an organisation
- identify the implications of poor performance and explain how these can be redressed

Outcome 2 Evaluate the key factors which influence the development of HRM planning strategies and policies within the sport and recreation industry

The candidate knows how to:

- evaluate the relationship and roles of the line manager, HRM/personnel specialists and senior management
- apply balanced and appropriate HRM planning and policies to include:
    - o recruitment & selection
    - o training and appraisals
    - o promotion of progressive work practices and teamwork
- identify and evaluate external factors, which may have an impact on HRM processes in the sport & recreation industry:
    - P olitical
    - E conomic
    - S ocio/cultural
    - T echnological
    - L egal
    - E nvironmental
- identify and evaluate internal and external factors, which may have an impact on HRM processes in the sport & recreation industry:
    - L ocation
    - O wnership
    - S ize
    - S tructure
- investigate and assess examples of HRM planning and policy within the sport and recreation sector

Outcome 3   **Demonstrate an understanding of the key issues, legislative requirements, and operational implications relating to HRM practice in the sport & recreation industry**

The candidate knows how to:

- evaluate and develop legal and ethical practices in staff planning and tasking
- explain the scope of equal opportunities and discrimination in employment issues and describe the current legislation relating to:
    - o   equal pay
    - o   sex discrimination
    - o   race relations
    - o   disability discrimination
- evaluate the content and intent of equal opportunities policy statements
- demonstrate an understanding of the consequences for management of discrimination in the workplace and employment tribunal structure and procedure, and the role of TU and & ACAS inputs
- identify discrimination in practice - sex, race, age, disability, equality, sexual orientation, gender reassignment, religion, etc
- draw on behavioural and motivational studies to effectively develop staff, relations and organisational change
- demonstrate an understanding of flexible management approaches towards the HRM role to respond to change in employment environment, organisational culture and leadership philosophy e.g. reward, quality & award systems, adaptable leadership styles

Outcome 4   **Assess how HRM policy and practice can support the achievement of business objectives through effective employee relations**

The candidate knows how to:

- assess the relationship between effective employee relations and business success:
    - o   performance evaluation
    - o   developing teams
    - o   gaining a competitive edge through people
    - o   staff welfare
    - o   training needs analysis
    - o   job enhancement, rotation and flexibility
    - o   online training and software opportunities

Unit 5 Human resource management in the sport and recreation industry

Suggested assessment approach

The following suggests how the outcomes of the unit could be assessed:

- An investigation of current practices and procedures relating to HRM in a sport & recreation organisation and report on the following:

    o an appraisal of how HRM planning and strategy is formulated and its basis in good practice
    o an assessment of how key employment and equal opportunities legislation is addressed within organisational policies and procedures, and the potential implications of non-compliance
    o an explanation of the links between effective employee relations (in terms of staff recruitment and development) and the organisation's objectives
    o an assessment of the main implementation issues (current or past) and how they have been successfully resolved (or not)
    o an overall evaluation (with justifications) of the organisation's strengths and weaknesses in terms of the application of HRM strategies and practices, together with any recommendations which could enhance effectiveness.

The above work should total between 2,500 - 3,000 words.

Unit 5   Human resource management in the sport and recreation industry
Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.2   Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

C4.3   Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Application of Number
N4.3   Evaluate your overall strategy and present the outcomes from your work, including the use of charts, graphs and diagrams to illustrate complex data.

Information and Communication Technology
ICT4.3 Evaluate your overall strategy and present the outcomes from your work using at least one presentation, showing integration of text, images and number.

Improving own Learning and Performance
LP4.3   Evaluate your strategy and present the outcomes of your learning

Links with other units/qualifications
Human resource management issues are relevant to any unit which involves "people issues" at work. However, this unit has particular links with the following units within this qualification:

Unit 4   Financial management in the sport and recreation industry
Unit 3   Managing sports facilities safely

 This unit also links with the following units within the Level 4 National Occupational Standards in Managing Sport and Active Leisure:
A327 Manage an effective workforce for sport and active leisure

This unit provides a good basis for the further study at Honours Degree level. Please refer to Appendix 6 for details of the QAA benchmarking statements for Leisure and Sport.

Delivery advice

Management of Health, Safety and Security is also linked with Human Resource management, as often the same managers will undertake these management responsibilities. Whilst all staff have a responsibility for health and safety issues, the need to ensure effective training and development of staff in this area so that they understand their responsibilities from their earliest time as new recruits is closely interwoven with the human resource management function.

This unit does rely on candidate's commitment to undertake self-directed study and research in addition to the formal hours allocated.

Physical, learning and other resources, which should be included for the delivery of this module, are as follows:

- Lecture and seminar facilities
- Powerpoint, OHP, Whiteboards and Flipchart.
- TV and VCR
- Relevant Videos
- Funding for guest speakers
- HRM academic texts and journals.
- Relevant handouts to be given to students at lectures and seminars.

There should be a number of hours designated for formal lectures and visiting speakers where appropriate. It is important that candidates are directed towards the current editions of texts and are encouraged to read HRM journals to appreciate current debates and practice; candidates should also be encouraged to read a quality newspaper on a daily basis to ensure that major changes to current employment legislation are identified at the earliest opportunity.

Allocation of teaching hours for seminar discussion and group activities are important and should be allocated in the same proportion as lectures to develop understanding and oral skills. These sessions are also an ideal opportunity to develop role-play sessions around some of the topics (e.g. interviewing technique).

Suggested resources list

Armstrong, M.B. (2000) *A Handbook of Human Resource Management Practice,* 7th Ed. London: Kogan Page

Badmin, P. (1993) *Leisure and Operational Management,* Harlow: Longman/ILAM

Beardwell, I. and Holden, L. (2001) *Human Resource Management: A contemporary approach,* 3rd Ed. London: Financial Times/Prentice Hall

Bratton, J. and Gold, J. (2003) *Human Resource Management Theory and Practice,* 3rd Ed. Macmillan.

Chelladurai, P. and Madella, A. (2006) *Human Resource Management in Olympic Sport Organisations* Leeds: Human Kinetics

Chelladurai, P. (2006) *Human Resource Management in Sport and Recreation*, 2nd Ed. Leeds: Human Kinetics

Ferris, G.R., Rosen, S.D. and Barnum, D.T (1995) *Handbook of Human Resource Management* Cambridge MA: Blackwell Business

Flannery, T. and Swank, M. (1999) *Personnel Management for Sports Directors* Leeds: Human Kinetics

Frisby, W. and Kikulis, L. (1996) 'Human resource management in sport', in Parkhouse, Ed, *The Management of Sport: Its foundation and application,* 2nd Ed, pp. 102-118

Grainger-Jones, B. (1999) *Managing Leisure* Oxford: Butterworth Heinemann

Grantham, W.C., Patton, R.W., York, T.D. and Winick, M.L. (1998) *Health Fitness Management: A comprehensive resource for managing and operating programs and facilities* Leeds: Human Kinetics

Handy, C. (1993) *Understanding Organisations,* 4th Ed. London: Penguin

Handy, C. (1988) *Understanding Voluntary Organisations* London: Penguin

Legge, K. (1995) *Human Resource Management: Rhetoric's and realities* London: MacMillan

Mac Vicar, A. and Ogden, S.M. (2001) 'Flexible working in sport and recreation: current practices in Scottish public, not-for-profit and private leisure facilities', *Managing Leisure: An international journal,* Vol 6, pp. 125-140.

McCurley, S. and Lynch, R. (1998) *Essential Volunteer Management,* Directory of Social Change, London

McGoldrick, A.E. (1996) *Cases in Human Resource Management* London: Pitman

Malkin; K., Johnston; L. and Brackenridge, C. (2000) 'A critical evaluation of training needs for child protection in UK sport', *Managing leisure: An International Journal,* Vol 5, pp. 151-160

Martin, G. (2006) *Managing People and Organisations in Changing Contexts* London: Butterworth-Heinemann

Porter, K. Smith, P. and Fagg, R. (2006) *Leadership and Management for Human Resource Professionals* London: Butterworth-Heinemann

Slack, T. (1997) *Understanding Sport Organisations: The application of organization theory* Leeds: Human Kinetics.

Sports Council (1996) *Valuing volunteers in UK sport - full report* London: Sports Council

Sport England (2000) *Making a difference: The value of Running Sport* London: Sport England

Sport England (1997) *Getting things don* London: Sport England

Sport England (1999) *Volunteer management - good practice guide* London: Sport England

Storey, J. (1996) *Cases in Human Resource and Change Management* Oxford: Blackwell

Stredwick, J. (2006) *An Introduction to Human Resource Management*, 2nd Ed. London: Butterworth-Heinemann

Swart, J. Mann, C. Brown, S. and Price, A. (2006) *Human Resource Development* London: Butterworth-Heinemann

Torkildsen, G. (2005) *Leisure and Recreation Management,* 5h Ed. London: E&FN Spon

Torrington, D. and Hall, L. (2001) *Human Resource Management,* 5th Ed. London: Prentice Hall Europe

Tourish, D. and Tourish, B. (1996) 'Assessing staff-management relationships in local authority leisure facilities: the communication audit approach', *Managing leisure: An International Journal,* Vol 1, pp. 91-104

Tyson, S. (2006) *Essentials of Human Resource Management*, 5th Ed. London: Butterworth-Heinemann

Watt, D. (1998) *Sports Management and Administration* London: E&FN Spon

Wolsey, C. Abrams, J. Whitrod Brown, H. and Owens, T. (2008) *Human Resource Management in the Sport and Leisure Industry* London: Routledge

Yukl, G.A. (2001) *Leadership in Organisations,* 5th Ed. Upper Saddle River NJ: Prentice Hall

Unit 6 Quality and customer care management in the sport and recreation industry

Overview

Unit summary

This unit explores the use of quality management techniques and practices in the operation of sport and recreation facilities aimed at providing excellence in service delivery and customer care. The concepts of quality management and customer care are inextricably linked and mutually dependent. Managers of sport and recreation facilities must recognise that excellence in customer care and service is a key factor in maintaining their position in what is a very competitive industry. These issues must be addressed through appropriate actions, systems and training. Quality systems have to be able to capture both qualitative and quantitative data and actively encourage improvements in service delivery which addresses, customer satisfaction, complaints, success and failures, value for money and efficient and effective service delivery.

Additionally, excellence in customer care and quality of provision is of growing importance to the governing bodies of sport and the achievement of external accreditation gives competitive advantage to the organisation itself.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and learning outcomes, and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- Understand the history, development and importance of quality management systems and to assess the suitability of such systems for use in the sport & recreation sector.
- Explore concepts of effective customer care and evaluate the correlation between quality management and customer care within the sport and recreation context
- Develop an understanding of qualitative and quantitative approaches to the measurement of quality including the use of statistics, data, key performance indicators and benchmarking
- Make recommendations for improvements in quality of provision and customer care within a sport and recreation facility based on investigations, theory and established good practice

Guided learning hours

This unit should involve approximately 100 hours of study - 40 of which should be through guided learning. This may be on a full time or part time basis.

Learning outcomes

On successful completion of this unit the candidate will be able to:

1   Assess the development and importance of quality management systems in the sport and recreation sector, identifying barriers and problems associated with their implementation
2   Evaluate the correlation between quality management and customer care with specific reference to cultural change, performance criteria and review processes
3   Demonstrate an understanding of qualitative and quantitative approaches to the measurement of quality including the use of statistics, data, key performance indicators and benchmarking
4   Critically evaluate the quality management and customer care initiatives adopted within specific sport and recreation contexts, making recommendations for improvement based on investigations, theory and established best practice

Unit 6   Quality and customer care management in the sport and recreation industry

Unit content

Outcome 1   **Assess the development and importance of quality management systems in the sport and recreation sector, identifying barriers and problems associated with their implementation**

The candidate knows how to:

- investigate the range and suitability of quality management systems for the sport and recreation provision delivered by the public, private and voluntary sectors of the industry
- explore the issues associated with the implementation of quality management systems

Outcome 2   **Evaluate the correlation between quality management and customer care with specific reference to cultural change, performance criteria and review processes**

The candidate knows how to:

- recognise the interrelationship between quality management and customer care
- explain the need to develop a customer focused, quality -based culture within the organisation
- assess the benefits to an organisation of establishing performance criteria in order to set standards, achieve service improvement and develop customer and brand loyalty
- recognise the value of both internal quality management systems and external accreditation models (e.g. ISO, Quest, TAES, ETQM, IiP, Chartermark etc) in the setting and monitoring of performance standards and criteria
- understand the strategic importance of developing effective review processes in order to achieve continuous improvements in service delivery

Outcome 3   **Demonstrate an understanding of qualitative and quantitative approaches to the measurement of quality including the use of statistics, data, key performance indicators and benchmarking**

The candidate knows how to:

- apply qualitative and quantitative approaches to the measurement of quality and customer satisfaction including the use of customer feedback, questionnaires, user and non-user surveys, focus groups, statistics, and the use of primary and secondary data
- set and monitor key performance indicators and set criteria for business excellence
- recognise the value of benchmarking against similar organisations (e.g. APSE benchmarking process), industry standards and competitors

Outcome 4 **Critically evaluate the quality management and customer care initiatives adopted within specific sport and recreation contexts, making recommendations for improvement based on investigations, theory and established best practice**

The candidate knows how to:

- apply customer care and quality management theories and models in order to recognise and establish best practice
- evaluate the quality management and customer care initiatives adopted within specific sport and recreation contexts
- obtain and respond appropriately to customer feedback in relation to complaints and suggestions and to use the information gained to feed into service delivery design.
- evaluate the criteria used for assessment in government led initiatives such as Comprehensive Performance Assessment and the impact of systems such as Best Value
- propose strategies for the subsequent management of the changes necessary to overcome the issues identified

Unit 6 Quality and customer care management in the sport and recreation industry

Suggested assessment approach

The following suggests how the outcomes of the unit could be assessed:

Either:

- A quality-based customer service strategy suitable for a sport and recreation organisation which does not currently have one, or only has a partially developed approach. This should be 2,500 - 3,000 words in total, and include:

    o the rationale for the strategy development
    o the means of identifying barriers and problems associated with implementation of the strategy
    o how the cultural setting of the organisation has been considered when designing the strategy
    o how performance and review processes will impact on the strategy
    o how statistics and data will be collected, key performance indicators set and the method used for benchmarking against similar organisations.

or:

- A comprehensive, critical evaluation of an existing quality management/customer care strategy operating within a sport and recreation organisation in either the public, private or voluntary sector.

    This should be 2,500 - 3,000 words in total, and address the following:

    o how the strategy was developed, its strengths and weaknesses, and how barriers and problems associated with its implementation were overcome
    o an evaluation of how well the quality management and customer care initiatives were integrated, with specific reference to cultural change, performance criteria and review processes
    o how statistics and data were collected, key performance indicators set and the method used for benchmarking against similar organisations
    o recommendations for improvement based on investigations, theory and established best practice.

Unit 6 Quality and customer care management in the sport and recreation industry

Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

Information and Communications Technology

ICT4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving the use of ICT for two different, complex purposes.

Working with Others

WO4.1 Develop a strategy for working with others.

WO4.2 Monitor progress and adapt your strategy to achieve agreed objectives.

Links with other units/qualifications

This unit has strong links with the following units within this qualification:

Unit 10 Service development and monitoring

Unit 4   Financial management in the sport and recreation industry

Unit 2   Marketing in the sport and recreation industry

In addition, it has links with the following Level 4 National Occupational Standards in Managing Sport and Active Leisure:

B231 Builds your organisation's understanding of its market and customers

This unit provides a good basis for the further study at Honours Degree level. Please refer to Appendix 6 for details of the QAA benchmarking statements for Leisure and Sport.

Delivery advice

Deliverers should consider the use of guest speakers to support the curriculum and to demonstrate best practice where quality systems and customer care initiatives have proven to be successful.

Some organisations have well developed quality systems and customer care strategies, but such systems are rarely fully implemented or translated into business excellence and there are often areas where improvements can be made. However, there may be candidates who work in an organisation where there may be difficulties in identifying areas for improvement, in which case an alternative organisation can be used.

Alternatively, the candidate may use the work situation as a case study where they analyse the situation 'before and after' the introduction of quality systems/customer care initiatives, in which case the assessment requirement could be met by proposing an alternative path that could have been taken instead of the one adopted.

Suggested resources list

All the organisations involved in quality management such as the British Quality Foundation, British Standards Council, Investors in People, Audit Commission, CIPFA, Quest, Sport England produce guidance materials. In addition, the following publications will be of use:

Munro-Faure, L; Munro-Faure, M. and Bones, E. (1993) *Achieving Quality Standards A step to step guide to BS5750/ISO 9000* London: Pitman Publishing

Oakland, J S. (2003) *Total Quality Management: Text with Cases 3rd Edition.* Oxford: Elsevier

Cook, S. (2002) *Customer Care Excellence: how to create an effective customer focus 4th ed* London, Kogan Page

Johns, T. (2003) *Perfect Customer Care* London: Random House Business Books

McMahon-Beattie, U. and Yeoman, I. (Eds) (2004), *Sport and Leisure Operations Management* London: Thomson Learning

Oakley, B. and Rhys, M.(2008) *The Sport and Fitness Sector* London: Routledge
Torkildsen, G. (2005) *Leisure and Recreation Management.* 5th Edition. London: Routledge

Websites

www.isrm.co.uk
www.sportengland.org.uk
www.auditcommission.gov.uk
www.questnbs.info
www.deming.org
www.apse.org.uk
www.quality.nist.gov
www.efqm.org
www.quality-foundation.co.uk

Unit 7   Event management in the sport and recreation industry

Overview

Unit summary

This unit addresses the basic concepts and principles of event management including event characteristics, range of contexts, impacts, contingency planning, finance, marketing, resourcing, risk management, evaluation and the nature of special events. The unit goes on to apply these elements of event management to a facility environment, and provides the opportunity for the candidate to propose a viable plan for a sporting event.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and learning outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- Investigate the concepts and principles of event management
- Demonstrate knowledge of the main elements, skills and practices of event management which are required of a successful facility manager
- Apply event planning, management and evaluation techniques in a proposal for a realistic operational plan for a special event

Guided learning hours

This unit should involve approximately 100 hours of study - 40 of which should be through guided learning. This may be on a full time or part time basis.

Learning outcomes

On successful completion of this unit the candidate will be able to:

1   Define the term 'event' and demonstrate an appreciation of the main concepts and principles associated with event management
2   Understand the skills, practice and knowledge required of a successful event manager (whether facility or non-facility based)
3   Explain and assess the stages of event planning, associated problems, and evaluation criteria and techniques
4   Propose a viable plan for a particular event

Unit 7   Event management in the sport and recreation industry

Unit content

Outcome 1   Define the term 'event' and demonstrate an appreciation of the main concepts and principles associated with event management

The candidate knows how to:

- consider definitions of the term 'event' to arrive at a conclusive definition e.g. "specific rituals, presentations, performances or celebrations that are consciously planned and created to mark special occasions or to achieve particular social, cultural or corporate goals and objectives" (Allen, O'Toole, McDonnell & Harris 2002)
- differentiate between different types of events and their characteristics e.g. leagues, tournaments, displays, exhibitions, award ceremonies, entertainment shows (as spectacles or participation events)
- determine the rationale for a wide range of events associated with activities such a business, sport, tourism, politics etc

Outcome 2   Understand the skills, practice and knowledge required of a successful event manager (whether facility or non-facility based)

The candidate knows how to:

- deploy and manage staff to maximum effect through demonstrating appropriate human resource strategies (identifying tasks, determining and deploying staff, motivating and managing effectively)
- adopt appropriate financial management techniques to identify revenue sources, costs; to prepare and monitor a budget
- market and promote the event successfully, through the setting of SMART objectives etc
- undertake a risk management analysis which is practical and realistic

Outcome 3   Explain and assess the stages of event planning, associated problems, and evaluation criteria and techniques

The candidate knows how to:

- explain the relevance of a strategic plan for a given event to encompass mission, aim and objectives, SWOT analysis and strategic direction
- produce suitable operational plans for the main stages central to the achievement of an event's aim and objectives, including
    - o feasibility plans
    - o contingency planning
    - o financial planning
    - o recruiting and training staff
    - o staging the event
- produce action plans, schedules, resource allocation, management, implementation, monitoring and control systems etc for each of these operational plans

- evaluate the outcomes of the event against the original aim and objectives. The debriefing could consist of
  - o a financial appraisal
  - o client/customer feedback
  - o attendance figures
  - o critical incident reports

Outcome 4   Propose a viable plan for a particular event

The candidate knows how to:

- propose a realistic plan for a particular event using relevant event management techniques and tools e.g. GANTT charts, schedules
- demonstrate within this plan the characteristics, considerations, constraints and problems associated with event management
- implement the relevant control, monitoring and evaluation techniques

Unit 7 Event management in the sport and recreation industry

Suggested assessment approach

The following suggests how the outcomes of the unit could be assessed:

- A structured portfolio which is based on the production of a plan for an event for which the candidate has taken/will take an active role. It should comprise:

a)   written evidence (which could be in the form of a report) which should include:
   - o   a theoretical background to the definition of the term 'event
   - o   a discussion of the different types of events and an analysis of the aims and impact of events
   - o   a case for the staging of a particular event, addressing issues such as aims and objectives, feasibility, contingencies, detailed planning, staffing, marketing, finance, risk management, monitoring and evaluation.

and

b)   graphic and photographic evidence which could show:
   - o   site/venue plans, a risk assessment, publicity material, planning models e.g. GANTT, feedback sheets etc.

All documents which are in the portfolio and put forward as supporting evidence should be cross-referenced to and fully reflect the outcome / assessment requirements.

The above work should total between 2,500 - 3,000 words.

Unit 7 Event management in the sport and recreation industry

Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Problem Solving

PS4.1   Develop a strategy for problem solving
PS4.2   Monitor progress and adapt your strategy for solving the problem.
PS4.3   Evaluate your strategy and present the outcomes of your problem solving skills.

Links with other units/qualifications

This unit relates to the following units within this qualification:
Unit 2: Marketing in the sport and recreation industry
Unit 3: Managing sports facilities safely
Unit 4: Financial management in the sport and recreation industry
Unit 16:Crowd safety and event control

This unit also links with the following unit within the Level 4 National Occupational Standards in Managing Sport and Active Leisure:
A512:   Initiate and manage change to improve sport and active leisure structure and services work.

This unit provides a good basis for the further study at Honours Degree level. Please refer to Appendix 6 for details of the QAA benchmarking statements for Leisure and Sport.

Delivery advice

Candidates should consider event management theory from a range of perspectives i.e. the nature and characteristics of events, impact, programming etc. This should be led by the tutor, supported by research and reading by the candidates. Considerable emphasis should also be placed on practical planning of events and the application of theory to practice. Thus it is essential that live case studies, visits, guest lectures from the industry are programmed into the contact time with the candidates. As a major part of the assessment is on the planning of an event and demonstrating the application of theory to practice, support should be given within the contact time to facilitating the staging of an event.

Candidates may already be working in the leisure/events industry and they should be encouraged to use an event which they have been or are involved with as the subject for their assessment portfolio.

Suggested resources list

Bowdin, G. et al (2006) *Events Management* Butterworth Oxford: Heinemann

Allen, J. et al (2002) *Festival and Special Event Management* Australia: Wiley

Long, P. & Robinson, M. (2004) *Festivals and Tourism* Sunderland: BEP

Beech, J. & Chadwick, S. (2004) *The Business of Sport Management* Harlow: Pearson

Unit 8   Design and technical operations in sport
Overview

Unit summary

An integral part of the management of sport and recreation centres is knowledge of the buildings themselves – their design and operation. Such knowledge is paramount in order to provide buildings, fixtures and fittings for customers that are fit for purpose, provide an environment appropriate to withstand the wear and tear of sport and recreation use and above all are safe for all who use them. While it is normal practice to engage contractors to undertake the specialist engineering and maintenance work, the responsibility for overseeing the technical operations remains with the facility manager.

This unit necessarily confines itself to an overview of the design requirements for wet and dry sports facilities that provide for recreation and playing sport as well as environmental conditions (heating, lighting, ventilation, energy conservation etc) and their implications for management intervention.

The technical requirements for treating swimming pool water is not included in this unit as this is a very specialist function for which separate ISRM qualifications exist (in particular the National Pool Plant Operators Certificate at level 3). However it remains an essential function of any manager who has responsibility for a swimming pool to understand the overriding technical issues that can affect the safety of bathers using it as well as other users and staff. This unit does, therefore, explore these key issues in order to provide candidates with sufficient knowledge to be able to take high level decisions such as when a pool should be closed.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and learning outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:
- Investigate the principles of building design for wet and dry sports facilities and their relation to the technical requirements for the relevant sporting activities.
- Explore the environmental, technical, spatial and energy implications relating to the building and equipment 'fit' for Sport and Recreation centres

Guided learning hours

This unit should involve approximately 100 hours of study - 40 of which should be through guided learning. This may be on a full time or part time basis.

Learning outcomes

On successful completion of this unit the candidate will be able to:
1   Apply their knowledge of building design to sports halls, swimming pools, health and fitness suites, changing and ancillary facilities
2   Interpret the technical requirements for environmental, spatial, safety and energy considerations for the most common sporting activities
3   Critically compare the building and equipment specifications for different facilities and make recommendations for improvement
4   Demonstrate the managerial interventions required for the continuing safe operation of wet facilities for a range of situations

Unit 8 Design and technical operations in sport
Unit content

Outcome 1 Apply their knowledge of building design to sports halls, swimming pools, health and fitness suites, changing and ancillary facilities

The candidate knows how to:
- describe the design considerations for dry sports areas and the interrelationship between them including: access, egress, equipment storage, customer flow, ancillary facilities, changing accommodation and provision for the disabled
- identify the specific design requirements for different types of pools including: Olympic, competition, community, leisure and diving pools including provision for the disabled
- explain the design implications of health suites (to include sauna, steam, spa and solaria) and fitness facilities in terms of their installation, operation and maintenance

Outcome 2 Interpret the technical requirements for environmental, spatial, safety and energy considerations for the most common sporting activities

The candidate knows how to:
- establish the typical operating requirements for the heating, lighting and ventilation for sports and recreational activities to maintain a healthy environment, stating how these should be modified to suit changes in programmed activities.
- explain the spatial requirements for different indoor sports and outline the implications of siting static equipment (e.g. fitness machines) in terms of access and effective utilisation of space.
- identify the main considerations and priorities when managing the technical operation of facilities

Outcome 3 Critically compare the building and equipment specifications for different facilities and make recommendations for improvement

The candidate knows how to:
- evaluate the specifications for different interior sports surfaces and equipment 'fits' and comment on their suitability for indoor sport and recreation centres.
- critically compare building specifications for two different facilities used for similar purposes
- critically compare equipment fit for two different facilities used for similar purposes

Outcome 4 Demonstrate the managerial interventions required for the continuing safe operation of wet facilities for a range of situations

The candidate knows how to:
- assess a range of swimming pool water conditions that could result from a variety of different pool uses and pool users
- evaluate a range of remedial actions that a manager can take when pool water conditions are not ideal
- identify strategies to ensure optimum pool water conditions are maintained

Unit 8   Design and technical operations in sport
Suggested assessment approach

The following suggests how the outcomes of the unit could be assessed:

- A critical comparison of two indoor sport and recreation centres (ideally the candidate's own workplace and another with which they are familiar) which focuses on the technical design aspects of these buildings, based on any **one** of the following choices:
    - swimming pools
    - sports halls
    - fitness suites
    - health suites

It should include:
- a site plan
- technical drawings (where appropriate)
- brief details of appropriate changing, sanitary, storage and disabled provision
- a brief outline of the technical, environmental, spatial and operational use i.e. programmed activities, type of clientele and user demand.
- a critical analysis of the selection of equipment, materials and/or conditions in which they operate and recommendations for suitable alternatives (where they exist) or modifications to operational conditions to improve the service provided.

The case study should draw on a working knowledge of the centres and, where appropriate, trade literature and technical specifications and journals

and

- A critical review of current practices adopted within a chosen facility which ensures that safe swimming pool water and optimum water quality are achieved, with recommendations for improvement, where appropriate.

The above work should total between 2,500 - 3,000 words.

Unit 8   Design and technical operations in sport
Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Problem Solving
PS4.1   Develop a strategy for problem solving
PS4.2   Monitor progress and adapt your strategy for solving the problem.
PS4.3   Evaluate your strategy and present the outcomes of your problem solving skills.

Links with other units/qualifications

Given the specialised area of study that this unit covers, links with other units within this qualification are limited. However, there are some links with the following unit:
Unit 3: Managing sports facilities safely

In addition, it has links with the following unit within the Level 4 National Occupational Standards in Managing Sport and Active Leisure
Unit C239: Manage health, safety, security and welfare in sport and active leisure

This unit provides a good basis for the further study at Honours Degree level. Please refer to Appendix 6 for details of the QAA benchmarking statements for Leisure and Sport.

Delivery advice

This unit differs from most others within this qualification in that it has a very technical content and in many respects it therefore resembles more of an engineering /technology unit than sport and recreation. It is very important, therefore, that it is delivered in the context of workplace practice and students should draw upon their own practical experience wherever possible. Where this is not possible students should be given access to plant and facilities via site visits guided, ideally, by experienced facility operators. There is also scope for inviting facility managers to address the candidates and pass on their own operational knowledge to supplement the principles and industry standards that underpin the practice.

Delivery of course material is best achieved by a mixture of formal lectures, class discussion (sharing experience), investigation of case studies, site visits, and invited speakers. Guided research is applicable for internet investigations and searches of published technical journals.

It is only appropriate for tutors who have relevant managerial experience and/or technical knowledge (i.e. who have worked in sport and recreation facilities) to deliver this unit.

Suggested resources list

There are many articles and reports published regularly in trade and professional journals and websites.

Geraint, J. and Campbell, K. (1996) *Ice Rinks and Swimming Pools* 2nd edition Oxford: Butterworth

Geraint, J. and Campbell, K. (1995) *Indoor Sports* 2nd Edition Oxford: Butterworth

Perkins, P. (2000) *Swimming Pools* 4th Edition London: E & FN Spon

ACSM's Health/Fitness Facility Standards and Guidelines 2nd Edition, 1997, Human Kinetics (ISBN: 0-87322-957-6)

ISRM Health and Fitness Operators Guide 1999 ISRM (tel 01509) 226474)

HSC Managing Health and Safety in Swimming Pools (HSG 179) (ISBN: 0-7176-1388-7)

ISRM National Pool Plant Operators Guide 2006 ISRM (tel 01509 226474)

ISRM Health and Fitness Operators Guide 1999 ISRM (tel 01509) 226474) (ISBN: 0 9515054 3 2)

ISRM Fitness Management Certificate Manual 2007 (tel 01509 226474)

PWTAG Swimming Pool Water- Treatment and Quality Standards (ISBN: 0 951 7007 6 6)

Journals

Recreation (Journal of the ISRM)
Leisure Management
Health Club Management (official publication of FIA)
Swimming Pool News

Websites

www.isrm.co.uk
www.health-club.co.uk
www.thecarbontrust.org

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Unit 9 Sport development

Overview

Unit summary

Sport development has become increasingly important in recent years as evidenced by the range and number of organisations with an interest and involvement in this particular sporting arena (e.g. Department for Culture, Media and Sport, Sports Council for Wales, Sport England, Sport Scotland, Sport Northern Ireland, Sports Coach UK, Sports Active, Institute of Sport and Recreation Management) This unit will consider these and other key providers and investigate their roles, rationales and contrasting approaches, policies and practices in sport development. The unit will also consider the theoretical assumptions, models and principles which underpin the provision of sport development in these organisations. These theoretical constructs provide an understanding and an insight into the complexity of sporting opportunity encompassed within sport development.

Sport development is about systems, structures and programmes which enable people to progress and achieve in sporting activities and issues of sports equity, such as, access, inclusiveness, age, race gender, disability, are addressed as part of this.

This unit is equally relevant to the sports facility manager as well as the sport development officer as sport development opportunities are both facility and non-facility based.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and learning outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:
- Demonstrate knowledge and understanding of the rationales, sources, models, theories and assumptions associated with the sport development policy process.
- Investigate the roles and interrelationship of the key providers of sport development in the UK.
- Analyse problems associated with equity, social inclusion and the provision of opportunities through sport development.

Guided learning hours

This unit should involve approximately 100 hours of study - 40 of which should be through guided learning. This may be on a full time or part time basis.

Learning outcomes

On successful completion of this unit the candidate will be able to:
1 Critically assess the rationales, sources, theories and assumptions of sport development policy and practice and show how these have changed over the past 30 years
2 Explain the role and policies of central and local government and the voluntary sector as key providers in the provision of sport development in the UK
3 Critically analyse the links between central and local government and other key sectors and agencies and evaluate the complex arrangements for sport development provision
4 Evaluate the effectiveness of key providers in ensuring equality of provision and overcoming barriers to sports participation for all in society

Unit 9 Sport development
Unit content

Outcome 1 **Critically assess the rationales, sources, theories and assumptions of sport development policy and practice and show how these have changed over the past 30 years**

The candidate knows how to:
- define and conceptualise the principles, rationales and ethos of sport development e.g. physical, psychological, social, emotional needs encompassed in given definitions of sport development
- explain the provision of opportunities with an emphasis on their historical development (welfare policy, role of Sports Council, Action Sport, Sport development Continuum etc).
- critically assess the reasons for the various significant changes in sport development theory, policy and practice over the past 30 years

Outcome 2 **Explain the role and policies of central and local government and the voluntary sector as key providers in the provision of sport development in the UK**

The candidate knows how to:
- understand the importance of the role of central government in the provision and financing of sport development both directly and indirectly e.g. Game plan, National Lottery
- analyse sport development policies and objectives as evidenced in different government departments and consider partnership working, particularly with the voluntary sector
- evaluate the implementation of central government policies at regional and/or local authority level

Outcome 3 **Critically analyse the links between central and local government and other key sectors and agencies and evaluate the complex arrangements for sport development provision**

The candidate knows how to:
- identify, investigate and critically appraise the role of a range of organisations involved in the provision and programming of sport development , such as, the Sport Council, Sports Coach UK, Youth Sports Trust, schools, specialist sports colleges, national governing bodies, regional sports boards, primary care trusts, county sports partnerships, sports facilities
- explain the links between central, local government and the organisations highlighted above and discuss their effectiveness in the programming and delivery of sport development
- consider cross cutting agendas for sport development e.g. as a vehicle for tackling crime, urban regeneration, job creation, etc
- analyse the complexity of partnership working between these bodies and cross cutting agendas in enabling, facilitating, programming, delivering and advising on sport development provision

Outcome 4   Evaluate the effectiveness of key providers in ensuring equality of provision and overcoming barriers to sports participation for all in society

The candidate knows how to:

- investigate the extent to which there is inequality of access to sports provision and consider the barriers to participation
- analyse these barriers to participation e.g. finance, lifestyle, disability, equity and determine why they have arisen
- demonstrate how the key providers of sport development opportunities endeavour to overcome these barriers through programming etc
- evaluate the effectiveness of sport development programmes in ensuring equality of access

Unit 9   Sport development

Suggested assessment approach

The following suggests how the outcomes of the unit could be assessed:

- An individual presentation lasting approximately twenty minutes on the significance of sport development in developing access to participation in sport and leisure by specific target groups. It should focus on **both**:

  - a local authority which has a sport development scheme/project currently in operation and include research on various aspects of the sport development activities offered

  - a national governing body of sport and investigate a specific development scheme e.g. the Rugby Football Union.

  The presentation should:

  - compare and contrast four definitions of the term 'sport development' taken from (a) local authority (b) the NGB (c) an academic source (d) central government or local government department. Identify and discuss similarities and differences in the definitions and concepts covered
  - describe the historical development of sport development in the local authority and the NGB selected. Highlight involvement from other key organisations, such as, Sport England, NCF, voluntary clubs etc in the growth and apply a theoretical model to the identified practice
  - analyse the sport development policies adopted by the selected local authority and NGB for specific target groups with particular reference to equality and identify how and where they fit into overarching Government policy
  - describe the two selected sport development programmes and evaluate the effectiveness of the schemes identified, in ensuring equality of access.

The above work should total between 2,500 - 3,000 words.

Unit 9   Sport development
Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Application of Number
N4.3 Evaluate your overall strategy and present the outcomes from your work, including the use of charts, diagrams and graphs to illustrate complex data.

Links with other units/qualifications

This unit links to the following unit within this qualification:

Unit 1: The sport and recreation environment

This unit also has links with the following unit within the Level 4 National Occupational Standards in Managing Sport and Active Leisure:

A512: Initiate and manage change to improve sport and active leisure structure and services work

This unit provides a good basis for the further study at Honours Degree level. Please refer to Appendix 6 for details of the QAA benchmarking statements for Leisure and Sport.

Delivery advice

This unit is best delivered through the application of practice to theory and vice-versa. Site visits to sport development schemes, guest lecturers from sport development officers and other forms of practically based research are recommended. This will enable the candidate to critically interpret data and texts within practical contexts and to reflect on others and own experiences in the field.

Suggested resources list

Green, M. & Houlihan, B. (2005) *Elite Sport development* London: Routledge

Houlihan, B & White, A. (2002) *The Politics of Sport development* London: Routledge

Department for Culture, Media and Sport/Strategy Unit (2002) *Game Plan: A Strategy for Delivering Government Sport and Physical Activity Objectives* London: DCMS/Strategy Unit.

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Unit 10 Service development and monitoring in sport and recreation

Overview

Unit summary

This unit is about reviewing and developing the product and service range which a facility can offer, taking into account market shifts or trends, innovation and customer demand.

The sport and recreation industry is regularly evolving and developing new modes of participation and activity. In the drive for customers, providers need to match these shifts to ensure that what their facility can offer remains as current and competitive as possible.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and learning outcomes, and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:
- Search for and assess product and service developments
- Undertake market, product and service assessments and audits
- Make proposals for product development, diversification or enhancement based on findings with suitable implementation plans
- Evaluate the effectiveness of the new product or service in action

Guided learning hours

This unit should involve approximately 100 hours of study - 40 of which should be through guided learning. This may be on a full time or part time basis.

Learning outcomes

On successful completion of this unit the candidate will be able to:
1 Demonstrate how to select and apply relevant research techniques appropriate to product or service development
2 Demonstrate how to select and apply relevant evaluation techniques appropriate to product or service development
3 Develop a rationale and implementation plan to satisfy customer and facility requirements for the incorporation of the new product or service
4 Undertake adequate monitoring, evaluation and review plans for the new product or service

Unit 10 Service development and monitoring in sport and recreation

Unit content

Outcome 1 Demonstrate how to select and apply relevant research techniques appropriate to product or service development

The candidate knows how to:

- select appropriate areas for research by prioritising, scanning the market, benefit analysis, benchmarking, portfolio analysis
- select from a range of market analysis and assessment techniques such as SWOT,PEST and GAP analysis, Boston and Ansoff matrices for use in research
- identify implications from research outcomes such as urgent innovation needs, capital intensive innovation or diversification, quantitative and qualitative needs, systems changes
- carry out preliminary investigations, consultation exercises, feasibility studies, project appraisal and report on these

Outcome 2 Demonstrate how to select and apply relevant evaluation techniques appropriate to product or service development

The candidate knows how to:

- review current practice in product manufacture or service delivery with, for example, a view to speeding up delivery, cutting costs, enhancement, increased value for money, introducing new technology
- calculate future product and service requirements and life spans allowing for variables such as seasonality, new technology, survey results and attrition rates, competitor innovation, personnel, resources and systems to support
- identify resource implications for new developments or changes such as equipment requirements, staffing needs, contractual and other obligations, costs (direct and indirect) and control of these, point of sale issues, marketing, health and safety, technical support, insurance or contingency needs, organisational 'fit', finance
- evaluate product and service reviews, audits and research, resource implications using appropriate techniques and draw appropriate conclusions

Outcome 3 Develop a rationale and implementation plan to satisfy customer and facility requirements for the incorporation of the new product or service

The candidate knows how to:

- establish an organisational culture with clear priorities and resources for research, development and implementation
- cultivate an innovative approach in staff and effectively brief them on product or service changes
- develop an implementation plan with clear processes to cover:
    - piloting
    - marketing needs
    - policy and procedure implications
    - resources requirements (human, physical, financial)
    - knock-on effects such as scheduling, clashes, competition, distribution
    - review and feedback mechanisms
    - new safety or security arrangements
    - control and reporting mediums

Outcome 4   Undertake adequate monitoring, evaluation and review plans for the new product or service

The candidate knows how to:

- identify measurable targets to demonstrate achievement of objectives such as reduced costs, uptake, and satisfaction levels
- identify and apply a range of measuring methods to capture new service or product development success e.g. sales, repeat bookings/business, surveys, other feedback
- carry out structured reviews 'closing the loop' and feeding recommendations back into the development cycle or quality system
- apply contingency measures to the development cycle or modify the product or service such as rescheduling, refinement, additional resources, re-training, re-launch, re-programming, revamping content or characteristics, re-targeting

Unit 10 Service development and monitoring in sport and recreation

Suggested assessment approach

The following suggests how the outcomes of the unit could be assessed:

- A new product or service proposal for a selected facility which should include:

    o a supporting rationale, based on market research analysis and product/service evaluation, and illustrates the 'fit' of the product or service i.e. congruency with facility objectives
    o a detailed product/service development and implementation plan
    o details of likely barriers and contingency plans and methods of assessing success over time.

The above work should total between 2,500 - 3,000 words.

Unit 10 Service development and monitoring in sport and recreation

Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

C4.1 Develop a strategy for using communication skills over an extended period of time.

C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Problem Solving

PS4.1 Develop a strategy for problem solving

PS4.2 Monitor progress and adapt your strategy for solving the problem

PS4.3 Evaluate your strategy and present the outcomes of your problem solving skills.

Links with other units/qualifications

The unit links to the following units within this qualification:

Unit 14 Research methods in sport and recreation

Unit 2 Marketing in the sport and recreation industry

Unit 3 Managing sports facilities safely

Unit 5 Human resource management in the sport and recreation industry

Unit 4 Financial management in the sport and recreation industry

Unit 12 Environmental and ethical issues in the sport and recreation industry

Unit 13 Funding and sponsorship in sport

Unit 6 Quality and customer care management in the sport and recreation industry

In addition it has links with the following units within the Level 4 National Occupational Standards in Managing Sport and Active Leisure:

Unit A13 Influence, develop and review strategy for sport and active leisure

Unit A45 Manage information and knowledge

Unit A511Develop, implement and review operational plans for sport and active leisure

This unit provides a good basis for the further study at Honours Degree level. Please refer to Appendix 6 for details of the QAA benchmarking statements for Leisure and Sport.

Delivery advice

This unit is very much 'hands on' and has links with several other units. It will therefore be useful for the candidate to refer to other units and incorporate understanding from these where appropriate. For example, marketing is included in the unit and candidates therefore have an opportunity to apply the knowledge gained from Unit 2: Marketing in the sport and recreation industry.

The first outcomes of the unit are heavily based on market analysis and planning which provides a good model for systematically developing a product. In the latter outcomes the candidate needs to take a more pragmatic approach in looking at various constraints and considerations and blending these with the product to get the best possible result. Consultation is referred to in Outcome 1 and it should be remembered that this should be used at all stages of the product process. The key consultees are staff, customers of the new product, customers that may be affected by the product, stakeholders including sponsors, resource providers, authorities such as Environmental Health and neighbours affected by the product or service.

The candidate should also have access to a working environment. Service development is an area that is greatly helped by experience. Candidates are advised to talk to experienced managers or for the latter to be invited to give talks.

Service development in practice is often enhanced by team working and a well-balanced team will be able to see the project from a variety of perspectives and contribute different skills and experience. This approach can be reflected in the way the unit is delivered and teamwork is to be encouraged on developing a new product.

It is possible that the candidate will not be able to implement the product, in which case the tutor may want to devote a session to examining how the candidate or team envisage how the service would run, the problems they would be likely to encounter and how they would be rectified or avoided.

Suggested resources list

There are some standard texts on leisure management and service development, including:

Torkildsen, G (2005) *Leisure and Recreation Management* 5th Edition London: Routledge

Sport England, ILAM and ISRM produce fact sheets that will relate to various components in this unit. These are highly practical and designed to inform and guide working managers in everyday tasks and problems.

Unit 11 Managing retail operations in the sport and recreation industry

Overview

Unit summary

This unit focuses on the retail side of operations found in the sport and recreation industry - a sector which represents a growing source of income for organisations through 'merchandising' and 'secondary spend'. Different sales techniques and management skills are required in a variety of contexts ranging from personal selling to product knowledge and after sales service.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and learning outcomes, and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:
- Investigate the development and forms of retailing found in the sport and recreation industry
- Investigate the theory behind the skills and professional practice
- Understand how to operate within the legal framework protecting customers and traders
- Consider approaches to retailing appropriate to sport and recreation contexts

Guided learning hours

This unit should involve approximately 100 hours of study - 40 of which should be through guided learning. This may be on a full time or part time basis.

Learning outcomes

On successful completion of this unit the candidate will be able to:
1   Assess the growth, role, importance and scope of retail operations in sport and recreation contexts and factors facilitating these
2   Demonstrate an understanding of the principles, skills and responsibilities, involved in retail practice
3   Identify and comply with relevant regulations and legislative requirements
4   Evaluate changes to retail operation techniques in the sport and recreation industry

Unit 11 Managing retail operations in the sport and recreation industry

Unit content

Outcome 1 **Assess the growth, role, importance and scope of retail operations in sport and recreation contexts and factors facilitating these**

The candidate knows how to:

- explain the role of a retailer eg 'breaking down the bulk' of the wholesaler and providing outlets for products and services, locations ie 'place' of the marketing mix, the value chain and 'add on' costs

- discuss the development of modern retailing in the post WW2 period eg the shift away from products to services, the advent and domination of superstores and non-sector specialists, increase in recreation spend and shopping as leisure activity

- evaluate factors causing change in retail practices eg abolition of retail price maintenance, transfer of power, growth of multiple outlets, advent of IT systems giving EPOS, and database information, customer driven practices, developments of malls

- demonstrate an understanding of the scope of retail operations such as sports shops, event ticketing agencies, sports merchandising shops, secondary spend concepts, franchises, mail order, internet trade, sports facilities, SMEs and chains, global operators

Outcome 2 **Demonstrate an understanding of the principles, skills and responsibilities, involved in retail practice**

The candidate knows how to:

- evaluate the staffing levels required and the skills for particular contexts such as peak sales, off peak periods, seasonal fluctuations, range and complexity of products or services, display and customer care skills and any associated training

- apply budget plans, pricing strategies and quality systems, procedures and company policies relevant to organisational objectives, customer and product care, contracts and other agreements

- demonstrate an understanding of product management in terms of:
    - o layout or space allocation
    - o product groups and range planning
    - o atmosphere and visual merchandising
    - o pricing strategies
    - o supply chains and stock control
    - o sales targets and promotions
    - o safety, security and IT systems

- demonstrate an understanding of ECR (Efficient Consumer Response) and QR (Quick Response) principles

Outcome 3   Identify and comply with relevant regulations and legislative requirements

The candidate knows how to:
- explain why policies, regulations and legislation are required
- identify relevant UK and EU legislation such as Consumer Protection Acts, Package Travel Directive, Trades Description Act, Sale of Goods Act and the role of the Office for Fair Trading, Customs and Excise
- recognise the consequences of failing to comply with legislation e.g. licence fines, closure, imprisonment, litigation
- explain 'fit for purpose', 'conditions of return and refund', advertising laws, termination of contracts, the importance of 'relationship marketing' today

Outcome 4   Evaluate changes to retail operation techniques in the sport and recreation industry

The candidate knows how to:
- explain 'category management' as a new organisational factor in retailing particularly for global operators such as Nike, Reebok, or Adidas
- evaluate decision making techniques, product lifecycles, psychographics and their influence on buyer behaviour, the importance of retailer-supplier relationships eg transparency, service levels
- analyse stock control and delivery methods eg Just In Time, on line fashion tracking, supplier selection, economic order quantity (EOQ), product/stock range management
- assess the impact of:
    - the internet on modern purchasing/sales methods
    - Computer Aided Design on design, imaging and promotion
    - the black market and cheap re-productions
    - foreign imports and manufacture
    - the power of branding
    - football merchandising

Unit 11   Managing retail operations in the sport and recreation industry

Suggested assessment approach

The following suggests how the outcomes of the unit could be assessed:

- A profile of a sport and recreation organisation's (medium to large) retailing practices. This report should include four main sections on:
    - its growth and scope in a retail context
    - current practice and retail operations
    - regulations and legislation complied with (and non-compliance)
    - factors impacting on operations or contributing to operational changes

The above work should total between 2,500 – 3,000 words.

Unit 11 Managing retail operations in the sport and recreation industry

Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

C4.1 Develop a strategy for using communication skills over an extended period of time

C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject

C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Problem Solving

PS4.1 Develop a strategy for problem solving

PS4.2 Monitor progress and adapt your strategy for solving the problem

PS4.3 Evaluate your strategy and present the outcomes of your problem solving skills

Links with other units/qualifications

This unit links particularly with the following units within this qualification:

Unit 6 Quality and customer care management in the sport and recreation industry

Unit10 Service development and monitoring in sport and recreation

In addition, it has links with the following units within the Level 4 National Occupational Standards:

In Managing Sport and Active Leisure:

Unit A212 Manage physical resources for sport and active leisure

Unit C314 Manage the achievement of customer satisfaction

This unit provides a good basis for the further study at Honours Degree level. Please refer to Appendix 6 for details of the QAA benchmarking statements for Leisure and Sport.

Delivery advice

There should be a number of designated hours devoted to the theories surrounding sales operations management. At all times candidates will be asked to take these theories back into their work place situations and investigate the utilisation of these theories in practice. The difference between the two will be the subject of practical work based seminars.

Wherever possible visits to retail operations should be integrated into unit delivery and should be supplemented by guest lectures and seminars from retail operation practitioners

Physical, learning and other resources required are as follows:

- lecture/seminar facilities equipped with presentation capabilities (power
- point/OHP/whiteboards/flipcharts)
- funding for visits and guest speakers
- retail operation academic texts

Suggested resources list

McGoldrick, P. (2002) *Retail Marketing* 2nd Edition Maidenhead: McGraw Hill

Alexander, N. (1997) *International Retailing* Blackwell: Oxford

Diamond, J. and Pintel, G. (1997) *Retail Buying* (5th edition London: Prentice Hall

Rice, C (1997) Understanding Customers, 2nd edition Oxford: Butterworth-Heinemann Cox, R. and Bolton, G.(1997) *Sales and Sales Management* Oxford: Butterworth Heinemann

Unit 12 Environmental and ethical issues in the sport and recreation industry

Overview

Unit summary

This unit is concerned with the relationship between sport & recreation operations, and responsibility in terms of the environment, ethical practices and social responsibility.

Sustainable and responsible approaches are preferred in many aspects of sport and recreation practice and this presents challenges for organisations in meeting these standards. There are advantages to be gained in adopting sustainable and ethical methods of delivery and the unit will explore how responses these are developed and applied.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and learning outcomes, and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:
- Understand the principles of developing sustainable environmental, ethical and socially responsible approaches
- Recognise the benefits and costs of adopting socially responsible, ethical and environmentally sensitive practices
- Develop approaches and skills for the application of sustainable and ethical practices
- Evaluate difficulties and barriers in sport and recreation contexts and make appropriate proposals

Guided learning hours

This unit should involve approximately 100 hours of study - 40 of which should be through guided learning. This may be on a full time or part time basis.

Learning outcomes

On successful completion of this unit the candidate will be able to:
1. Analyse the opinions, arguments and facts which underpin sustainable, ethical and socially responsible approaches and guide policy development
2. Evaluate the benefits and costs of implementing sustainable, ethical and socially responsible approaches in the sport and recreation sector
3. Make and justify recommendations for adopting sustainable, ethical and responsible practices in the sport and recreation sector
4. Assess potential barriers in adopting sustainable, ethical and responsible approaches in sport and recreation contexts

Unit 12 Environmental and ethical issues in the sport and recreation industry

Unit content

Outcome 1 Analyse the opinions, arguments and facts which underpin sustainable, ethical and socially responsible approaches and guide policy development

The candidate knows how to:

- evaluate views and opinions from organisations active in the debate on ethics, social responsibility and sustainable approaches such as the Environment Agency, Department of Trade & Industry, Green Peace, Friends of the Earth
- explain the role in policy development of organisations such as the United Nations, European Union and UK government and other agencies
- gather and analyse information on current best practice (policy) in all three areas from diverse sources such as public sector reports, web site and journal articles
- identify the main areas of conflict, which arise through sport & recreation interactions in all three areas, such as, outdoor pursuits, large events, litter, behaviour

Outcome 2 Evaluate the benefits and costs of implementing sustainable, ethical and socially responsible approaches in the sport and recreation sector

The candidate knows how to:

- evaluate the potential benefits which might accrue to a sport and recreation organisation by adopting best practice in all three areas e.g. improved image, communication, achievement of targets
- evaluate the costs which might incurred by to a sport and recreation organisation by adopting best practice in all three areas e.g. physical resources, staffing, time and training

Outcome 3 Make and justify recommendations for adopting sustainable, ethical and responsible practices in the sport and recreation sector

The candidate knows how to:

- assess areas where improvements could be applied e.g. waste disposal, community links, corporate policy formulation, customer relations, litter controls and cleaning, product and service lifecycles
- suggest new approaches and associated processes such as training, review of practice, revision of targets, standards and use of resources, widening participation
- justify how these new approaches would create more sustainable, ethical and/or socially responsible policies

Outcome 4 Assess potential barriers in adopting sustainable, ethical and responsible approaches in sport and recreation contexts

The candidate knows how to:

- identify achievable objectives which could be set in adopting sustainable, ethical and/or socially responsible approaches to work practices and operations
- assess the constraints or barriers to achievement of objectives in adopting sustainable, ethical and responsible approaches
- form a 'best fit' strategy to overcome these constraints and barriers

Unit 12 Environmental and ethical issues in the sport and recreation industry

Suggested assessment approach

The following suggests how the outcomes of the unit could be assessed:

TWO pieces of work, covering **both** an environmental approach **and** a socially responsible/ethical approach. One piece of work will be the main focus of study, a report covering **one approach**, whilst the other piece will be a summary critique on **the other approach**.

- A report, of 2,000 - 2,500 words, should critically assess the approaches that are currently undertaken in a selected sport and recreation facility to address either:

    o environmental issues
  or
    o social responsibility and ethical issues.

The report should include recommendations as to how these approaches could be improved and monitored in the future in line with 'best practice'.

and:

- A summary critique, of approximately 500 words, of a selected sport and recreation facility's approach to either:

    o environmental issues
  or
    o social responsibility and ethical issues.

Unit 12 Environmental and ethical issues in the sport and recreation industry

Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Problem Solving

PS4.1 Develop a strategy for problem solving.
PS4.2 Monitor progress and adapt your strategy for solving the problem.
PS4.3 Evaluate your strategy and present the outcomes of your problem solving skills.

Links with other units/qualifications

This unit has links with the following units within this qualification:
Unit 10 Service development and monitoring in sport & recreation
Unit 3   Managing facility safely

The principles of theory and practice covered within this unit integrate with many other areas of study, particularly those where management skills are involved. An increasing number and variety of courses at both undergraduate and postgraduate level include environmental management components to a greater or lesser degree.

This unit provides a good basis for the further study at Honours Degree level. Please refer to Appendix 6 for details of the QAA benchmarking statements for Leisure and Sport.

Delivery advice

The theoretical aspects of environmental, ethical and socially responsible approaches should receive sufficient designated class-contact hours. Candidates should be encouraged to assess the relevance of the unit content to their workplace situations and to investigate the potential to apply environmental management techniques in practice.

Reference should be made to relevant case studies and examples of good practice in this sector. The links between theory and practice can be further elucidated and consolidated through visits to appropriate facilities and the use of sector practitioners as guest speakers.

Physical, learning and other resources required are as follows:

*   lecture/seminar facilities equipped with presentation capabilities (OHP, whiteboard etc.)
*   funding for visits and guest speakers
*   access to environment-related texts and journals

Suggested resources list

Welford, R. (1998) *Corporate Environmental Management: Systems and Strategies*. London: Earthscan.

Eden, S. (1996) *Environmental Issues and Business* Chichester:John Wiley & Sons.

O'Riordan, T. & Voisey, H. (1998) *The Transition to Sustainability: The Politics of Agenda 21 in Europe.* London: Earthscan.

Welford, R. (1995). *Environmental Strategy and Sustainable Development: The Corporate Challenge for the 21st Century* London: Routledge.

Sheldon, C. & Yoxon, M. (1998). *Installing Environmental Management Systems* London: Earthscan.

Tribe, J., Font, X., Griffiths, N., Vickery, R. & Yale, K. (2000). *Environmental Management for Rural Tourism and Recreation.* London: Cassell.

James, P., Bennet, M. & Klinkers, L. (Eds.) (1998) *Evaluating and Reporting Environmental Performance* Sheffield: Greenleaf Publishing

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Unit 13   Funding and sponsorship in sport
Overview

Unit summary

Within the sport and recreation industry, sponsorship is becoming more and more important in terms of funding. By developing an effective sponsorship programme, a sport and recreation organisation can secure funding, goods, services or even know-how from the sponsor. In return, the sponsor will expect exposure and promotion of their own products or services.

This unit will seek to build on the theory that was delivered in Unit 2: Marketing in the sport and recreation industry and Unit 4: Financial management in the sport and recreation industry, and enable the candidate to seek out internal and external sources of finance, develop a financial bid, write a sponsorship programme and understand how to achieve effective sponsorship management.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and learning outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- Investigate sources of possible finance in developing a financial proposal
- Acquire the skills and knowledge needed to develop, write and implement an effective sponsorship programme
- Evaluate effective sponsorship management

Guided learning hours

This unit should involve approximately 100 hours of study - 40 of which should be through guided learning. This may be on a full time or part time basis.

Learning outcomes

On successful completion of this unit the candidate will be able to:

1   Explain the main sources of finance available to a specific organisation/event and explain the advantages and disadvantages of each source
2   Understand how a sport and recreation organisation can negotiate, develop, write and implement a successful funding bid
3   Identify the key stages in the development of an effective sport sponsorship programme and draft a sponsorship bid
4   Demonstrate an ability to understand how sponsorship programmes can be effectively managed and short, medium and long-term benefits measured

Unit 13　　　Funding and sponsorship in sport
Unit content

Outcome 1　**Explain the main sources of finance available to a specific organisation/event and explain the advantages and disadvantages of each source**

The candidate knows how to:
- understand the different sources of finance available to the public, private and voluntary sectors
- analyse long term and short term sources of internal finance available to a sport and recreation organisation
- analyse long term and short term sources of external finance available to a sport and recreation organisation
- evaluate the strengths and weaknesses of internal and external sources, by making a decision as to how appropriate they are for the sport and recreation organisation

Outcome 2　**Understand how a sport and recreation organisation can negotiate, develop, write and implement a successful funding bid**

The candidate knows how to:
- prepare an effective funding bid that meets the criteria set by the sports and recreation organisation
- write the bid using a specific structure
    - o aims and objectives
    - o project plan
    - o project costings
    - o how success will be measured
    - o risk analysis
    - o monitoring and evaluation

Outcome 3　**Identify the key stages in the development of an effective sport sponsorship programme and draft a sponsorship bid**

The candidate knows how to:
- identify the unique selling points to gain sponsorship
- identify potential sponsors within the public, private and voluntary sectors, and how these potential sponsors should be approached
- understand the methods used to gain sponsorship and the ethical considerations
- design a structured sports sponsorship programme that meets both the organisation's and the sponsor's objectives
    - o sponsorship objectives
    - o image rights, branding and media selection
    - o sponsorship budgeting
    - o choosing the right sponsorship opportunity
    - o sponsorship implementation
    - o sponsorship evaluation
    - o following up the sponsorship
- negotiate a contract, clearly explaining the rights and responsibilities of all the parties involved within the sponsorship bid

Outcome 4   **Demonstrate an ability to understand how sponsorship programmes can be effectively managed and short, medium and long-term benefits measured**

The candidate knows how to:

- communicate sponsorship through effective advertising
- get the most out of the economic impacts of sponsorship
- effectively manage the relationship between the sponsor and the organisation being sponsored
- maximise the benefits and limit the negative aspects of sponsorship

Unit 13　　　Funding and sponsorship in sport
Suggested assessment approach

The following suggests how the outcomes of the unit could be assessed:

- A funding bid which will secure sources of finance for a sport and recreation business.

and

- A bid for sponsorship from a company, agency, or other source.

These bids could be presented in the form of a word-processed report comprising two sections. The report should include:

Section 1
- o　an explanation of how a sport and recreation organisation can secure appropriate sources of finance
- o　a structured proposal for a funding bid

Section 2
- o　a structured proposal that is designed to secure sponsorship for a sport and recreation organisation. This should be written in manner that identifies the main stages of a sponsorship programme.
- o　a discussion on how the programme could be effectively managed to maximise mutually beneficial opportunities.

The above work should total between 2,500 - 3,000 words.

Unit 13   Funding and sponsorship in sport
Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication

C4.1   Develop a strategy for using communication skills over an extended period of time.

C4.2   Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

C4.3   Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Links with other units/qualifications

This unit relates to the following units within this qualification:

Unit 4   Financial management in sport and recreation industry

Unit 2   Marketing in the sport and recreation industry

This unit also has links with the following unit within the Level 4 National Occupational Standards in Managing Sport and Active Leisure:

A511: Develop, implement and review operational plans for sport and active leisure

This unit provides a good basis for the further study at Honours Degree level. Please refer to Appendix 6 for details of the QAA benchmarking statements for Leisure and Sport.

Delivery advice

Theory is important to this unit as candidates may not have experienced the concepts of sponsorship or funding before. It is important that the amount of theory delivered is balanced with the use of case studies, classroom activities and opportunities for the candidates to work on their proposals. It would also be helpful if the delivering lecturer made use of guest speakers, to try and conceptualise the theory. Visits would also be a useful learning tool.

Suggested resources list

Beech, J & Chadwick, S. (2006) *The Marketing of Sport* Harlow: Prentice Hall

Eastwood, N. (2000) *The Sports Funding Guide* London: Directory of Social Change

Ferrand, A et al (2005) *Handbook of Sports Sponsorship.* London: Routledge

Grey, A and Skildum-Reid, A. (2002) *The Sponsorship Seeker's Toolkit (2nd Ed).* Sydney: Mc-Graw-Hill

Lagae, W. (2005) *Sports Sponsorship and Marketing Communications: A European Perspective.* Harlow: Prentice Hall

Sargeant, A & Jay, E. (2005) *Fundraising Management: Analysis, Planning and Practice* London: Routledge

Stewart, B. (2006) *Sport Funding and Finance* Oxford: Butterworth-Heinnemann

Stotlar, D. (2004) *Developing Successful Sport Sponsorship Plans.* Morgantown: Fitness Information technology

Unit 14   Research methods in sport and recreation

Overview

Unit summary

It is becoming increasingly important for the sport and recreation manager to be able to undertake research. This could range from conducting customer satisfaction surveys to completing a needs assessment as to whether the local community requires a new leisure facility. The manager needs the skills and knowledge to be able to manage the research in a valid and reliable manner.

This unit has been devised to help candidates undertake a sustained piece of independent research. It introduces candidates to a range of approaches, strategies and methods which can be employed whilst undertaking research.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and learning outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- Plan and undertake self-directed research
- Evaluate and use a range of data collection methods
- Present research findings using standard academic conventions

Guided learning hours

This unit should involve approximately 100 hours of study - 40 of which should be through guided learning. This may be on a full time or part time basis.

Learning outcomes

On successful completion of this unit the candidate will be able to:

1   Demonstrate an understanding of how to plan and formulate a successful research project
2   Assess the qualities, merits and uses of qualitative and quantitative research methods and utilise the most appropriate data collection methods
3   Employ a range of techniques to analyse and present qualitative and quantitative data effectively
4   Implement appropriate academic writing conventions and presentation techniques in the development of a research project

Unit 14   Research methods in sport and recreation
Unit content

Outcome 1   **Demonstrate an understanding of how to plan and formulate a successful research project**

The candidate knows how to:
- generate and refine research ideas
- develop a rationale for the research
- develop coherent aims and objectives of research
- consider ethical issues and legal responsibilities
- critically review the literature in the area that is being researched
- successfully plan the research project

Outcome 2   **Assess the qualities, merits and uses of qualitative and quantitative research methods and utilise the most appropriate data collection methods**

The candidate knows how to:
- explain the qualities, uses and merits of qualitative methods of research and the qualitative research process
- choose the most appropriate qualitative method
  - interviews (structured, semi-structured and unstructured)
  - focus groups
  - participant observation
  - ethnography
- explain the qualities, uses and merits of quantitative methods of research and the quantitative research process
- choose the most appropriate quantitative method
  - surveys
  - questionnaires

Outcome 3   Employ a range of techniques to analyse and present qualitative and quantitative data effectively

The candidate knows how to:
- prepare qualitative data for analysis e.g., transcribing information
- analyse qualitative data :
    o descriptive accounts
    o coding and categorisation of data
    o identification of themes, relationships and trends
    o computer analysis e.g. NVIVO, SPSS (Statistical Package for the Social Sciences)
- prepare quantitative data for analysis e.g., tallying information
- analyse quantitative data
    o descriptive statistics
        - the distribution e.g. frequency distribution, percentages
        - central tendency e.g. mean, median, mode
        - dispersion e.g. range standard deviation
- present qualitative and quantitative data
    o quantitative data
        - bar chart, Histogram, Pictogram, line graph, pie chart, tables
    o qualitative data
        - natural, theory guided, most simple to most complex, most important to least important

Outcome 4   Implement appropriate academic writing conventions and presentation techniques in the development of a research project

The candidate knows how to:
- understand the structure and components of the research project
    o structure
        - introduction, review of literature, methods, analysis, discussion
- apply technical aspects of writing to the report project
    o Harvard referencing system
    o avoiding plagiarism
    o developing an academic argument

- present effective conclusions and recommendations

Unit 14 Research methods in sport and recreation
Suggested assessment approach

The following suggests how the outcomes of the unit could be assessed:

- A single piece of work designed to research a contemporary issue within the field of sport and recreation (e.g. the move to trust status within public sector provision) and take account of any ethical considerations.

  The research report should follow standard academic guidelines in terms of the structure and content, as set out in the Unit content, with regard to:

  - introduction
  - review of literature
  - methods
  - analysis
  - discussion, recommendations and conclusions

The above work should total 2,500 - 3,000 words.

Unit 14   Research methods in sport and recreation
Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.1 Develop a strategy for using communication skills over an extended period of time.

C4.2   Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Application of Number
N4.1 Develop a strategy for using application of number skills over an extended period of time.

N4.3 Evaluate your overall strategy and present the outcomes from your work, including the use of charts, graphs and diagrams to illustrate complex data.

Links with other units/qualifications
This unit links to the following unit within this qualification:

Unit 2   Marketing in the sport and recreation industry

This unit also has links with the following unit within the Level 4 National Occupational Standards in Managing Sport and Active Leisure:

Unit A45 Manage Information and Knowledge

This unit provides a good basis for further study at Honours Degree level. Please refer to Appendix 6 for details of the QAA benchmarking statements for Leisure and Sport.

Delivery advice

Prior to embarking on their research project, candidates should discuss with tutors any ethical issues which may need to be addressed. An important feature of research is careful consideration of ethics and an appreciation of the ethical principles of research. Where ethical clearance/ approval is required, candidates should be provided with full details of the procedures which need to be followed.

The delivery of this unit should be split between theory input and the candidates' research project. It is important that the candidate understands the difficulties of producing a research project and guidance should be given where necessary. Candidates may require advice during the data collection and analysis stages, for instance.

The actual 'issue' investigated by the candidate is important. The candidate should conduct independent, primary research into an issue that is having an impact on the sport and recreation industry and relevant to their place of work. This will help candidates to draw on their own experiences. If this is not possible they should be guided in a direction that is linked to sport and recreation, but is not too complicated or un-realistic. It is advisable for the candidate to consult with their tutor before starting their research in order to make sure that it is appropriate.

The presentation of the research will be enhanced through the effective use of computer packages such as Word, Excel and other statistical packages. If may be a sound idea to timetable this unit within a computer room

Delivery of course material is best achieved by using formal lectures to input the theory of the research project. Workshops are a good idea to give the candidates time to work on their research projects independently, or to ask the tutor specific questions about their research. Guided research is applicable for internet investigations and searches of published journals and books.

Suggested resources list

Gratton, C and Jones, I. (2003) *Research Methods for Sports Studies*. London, Routledge

Oakshott, L. (2006) *Essential Quantitative Methods for Business Management and Finance (3rd Ed)*. New York, Palgrave

Saunders, M. Lewis, P and Thornhill, A. (2007) *Research Methods for Business Students (4th Ed)*. London, Prentice Hall

Veal, A, J. (2006) *Research Methods for Leisure and Tourism (3rd Ed)*. London, Prentice Hall

Unit 15   Wellness management

Overview

Unit summary

The sport and recreation industry is inextricably linked with the health of the nation. Maintaining positive health and living a healthy lifestyle is increasingly high on both individuals' and government agendas. Good health invariably improves the quality of life and productivity of individuals, while good health of the community is essential to the future viability of the NHS, the economy as a whole and the overall well being of society

Within this huge framework the sport and recreation provider plays a pivotal role. The industry is the vehicle to provide the opportunity for activity, exercise, sport, and a whole raft of health connected services. The sport and recreation manager therefore is integral to the wellness of the nation and needs to have a clear understanding of what good health is, how it can be achieved and sustained, the importance of good health in the context of the Government and Health Service agenda, and how services around good health can best be promoted.

This unit will provide the opportunity to explore these issues and allow candidates to appreciate fully the importance of the sport and recreation sector in achieving and maintaining the health of individuals and society.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and learning outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- Understand and report upon the benefits of an active lifestyle on the individual and society
- Interpret the Government's health promotion messages and build these into the sport and activity services that are on offer across the sport and recreation sector
- Manage and operate a wide range of 'health' related services in the sport and recreation sector
- Develop, implement and manage health improvement / activity schemes to meet the needs of different groups in society
- Work in partnership with other health promoting agencies to achieve an improvement in community health

Guided learning hours

This unit should involve approximately 100 hours of study - 40 of which should be through guided learning. This may be on a full time or part time basis.

Learning outcomes

On successful completion of this unit the candidate will be able to:

1. Identify the key psychological and physiological benefits of an active lifestyle on the individual and society and assess the role of sport and recreation providers in achieving these benefits
2. Review current health promotion messages and suggest how they can be built into the services offered by sport and recreation providers
3. Evaluate the effectiveness of health-related services in the sport and recreation sector
4. Make recommendations for developing partnerships with other agencies involved in health promotion

Unit 15   Wellness management

Unit content

Outcome 1   **Identify the key psychological and physiological benefits of an active lifestyle on the individual and society and assess the role of sport and recreation providers in achieving these benefits**

The candidate knows how to:

- explain the physiological and psychological benefits of an active lifestyle
- identify how different fitness training regimes can best be managed for a range of customers with differing objectives
- evaluate the effectiveness of training programmes or activities in terms of improvement in health and fitness
- compare and contrast activity level recommendations for different categories of people against those recommended by government, (according to age, health, fitness level, gender and ability/disability, etc)

Outcome 2   **Review current health promotion messages and suggest how they can be built into the services offered by sport and recreation providers**

The candidate knows how to:

- critically review the role of the government in health promotion
- investigate the range of government-led health promotion messages that are currently in place (on activity, eating, smoking, alcohol etc)
- identify how health promotion messages can be actively implemented into a programme of sport and activity services

Outcome 3   **Evaluate the effectiveness of health-related services in the sport and recreation sector**

The candidate knows how to:

- critically evaluate the effectiveness of a particular sport and recreation facility in delivering a health related service e.g. 'dry' services (gymnasium, studios, sport halls) and 'wet' provision (swimming pools, saunas, steam rooms and spas etc.)
- evaluate the range of opportunities available to improve individuals' health and well being by utilising outdoor activities
- make recommendations for additional services that may further contribute to health improvement including dietary advice, aromatherapy, reflexology, massage, beauty therapy in a sport and recreation facility
- identify how sport and activity programmes can be best promoted to encourage non-participants to take up an active lifestyle

Outcome 4   Make recommendations for developing partnerships with other agencies involved in health promotion

The candidate knows how to:

- critically evaluate the management skills needed to successfully work in partnership with other agencies and organisations
- analyse a range of activities and services that contribute to the wellbeing of specific target groups e.g. G. P. referral schemes, obesity classes, over-50 groups etc.
- identify the role that other agencies play in the promotion of health such as Primary Care Trusts, GPs, education services, day centres etc. and evaluate how the sport and activity provider can best work in partnership with such groups
- critically evaluate a range of local sport and recreation services that are offered in partnership with other agencies to promote good health, identifying their strengths and areas for possible improvement

Unit 15   Wellness management
Suggested assessment approach

The following suggests how the outcomes of the unit could be assessed:

- A report that will critically review a local sport and recreation service and its contribution to the 'wellness' of its community.

The report should:

- o   assess how well the government's promotion message is being delivered locally
- o   suggest how the local sport service could be adapted to encourage a more active and healthy community
- o   evaluate the role of partnerships in the provision of services offered.

and

- A 15-minute presentation to the local sport service management team on the main findings of the report.

The above work should total 2,500 - 3,000 words.

Unit 15 Wellness management
Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

Information and Communication Technology
ICT4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving the use of ICT for two different, complex purposes.

ICT4.3 Evaluate your overall strategy and present the outcomes from your work using at least one presentation, showing integration of text, images and number.

Links with other units/qualifications
This unit links with the following units within this qualification:
Unit 1 The sport and recreation environment
Unit 3 Managing facilities safely
Unit 9 Sport development
Unit 8 Design and technical operations in sport

This unit also links with the following unit within the Level 4 National Occupational Standards in Managing Sport and Active Leisure:
A512 Initiate and manage change to improve sport and active leisure structures and services

This unit provides a good basis for the further study at Honours Degree level. Please refer to Appendix 6 for details of the QAA benchmarking statements for Leisure and Sport.

Delivery advice
Delivery of course material is best achieved by a mixture of formal lectures, class discussion, case studies, sharing of experiences, supported by visiting presenters from the health sector.

There needs to be a close connection between the candidate and a local sport service in order to identify not only the theory behind the unit but to be able to see the theory being put into practice.

The health message is never static therefore the regular reading of a quality broadsheet paper is highly recommended as is the reading of a range of health and fitness magazines.

The contribution to the process of learning from selected health practitioners is seen as very important in order to gain a holistic overview of the topic of 'wellness'.

Suggested resources list

Keleher H, et al (2007) *Understanding Health Promotion* Melbourne: Oxford University Press

Scriven, A. and Orme, J. (eds) *Health Promotion: Professional Perspectives (2nd ed)* London: Palgrave in association with the Open University.

Department of Health (2001) *Exercise Referral System 'A National Quality Assurance Framework'*

Marcus, B. H., & Forsyth, L. H. (2002). *Motivating people to be physically active.* Champaign, IL: Human Kinetics.

NHS Development Agency (2005) *Health Development Today*

Department of Health 'A Strategy For Health in England'

Naidoo, J and Wills, J. (2000) *Health Promotion; Foundations for Practice (2nd ed)* London: Baillière Tindall:

Davis, Bull Roscoe (2001) *Physical Education and the Study of Sport* : London: Harcourt Publishers

Hardman A and Stensel D (2003) *Physical Activity and Health – The evidence explained*: London: Routledge

Davis, Bull Roscoe (2001) *Physical Education and the Study of Sport* London: Harcourt Publishers

Websites

www.doh.gov.uk
www.isrm.co.uk
www.dcms.gov.uk
www.sportengland.org.uk

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Unit 16 Crowd safety and event control

Overview

Unit summary

This unit is about crowd management and provides the opportunity to assess risks presented by large-scale crowd gatherings. There are many situations where knowledge of crowd control techniques, current legislation and theoretical principles are necessary. These include leisure, entertainment and sports events at both permanent and temporary sites. This unit will encompass the role of the safety officer at such events along with assessing risks associated with large-crowd gatherings and statutory and non-statutory requirements for managing these groups.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and learning outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- Research the development of crowd management principles and practice
- Investigate professional crowd management practice within the sport and recreation industry
- Understand and comply with relevant legislative requirements for crowd management and safety planning
- Critically evaluate crowd management techniques

Guided learning hours

This unit should involve approximately 100 hours of study - 40 of which should be through guided learning. This may be on a full time or part time basis.

Learning outcomes

On successful completion of this unit the candidate will be able to:

1   Explain the origins of crowd management theories and statutes
2   Review the agencies involved in crowd management and safety planning
3   Assess and apply current statutory and non-statutory health and safety requirements to crowd management and safety planning within sport and recreation
4   Demonstrate an understanding of the role of police and security organisations at events
5   Apply and evaluate crowd management techniques associated with event organisation

Unit 16   Crowd safety and event control
Unit content

Outcome 1   Explain the origins of crowd management theories and statutes

The candidate knows how to:
- discuss the impacts of historical crowd management events including:
    - historical events
    - Wembley 1923
    - Bradford 1985
    - Heysel (Brussels) 1985
    - Hillsborough 1989
- demonstrate an understanding of the origins of official published guidance and statutes
    - 1974 GLC Pop Code
    - Safety at Sports Grounds Act 1975
    - The Popplewell Reports 1985 and 1986
    - Taylor Report 1989
    - 1992 Home Office/HSE Guide to Safety at Concerts and Events

Outcome 2   Review the agencies involved in crowd management and safety planning

The candidate knows how to:
- recognise the roles and responsibilities of those involved in crowd management and safety planning, including:
    - local authority
        - Fire Brigade
        - building control departments
        - planning departments
        - environmental health departments
    - medical organisations
        - local health authority (Ambulance Service)
        - voluntary services (St Johns, Red Cross)
    - government bodies
        - Department of the Environment
        - Health and Safety Executive (HSE)
    - sports/recreation bodies eg
        - Football Licensing Authority
        - Football Stadia Development Committee
        - governing bodies
    - security organisations
        - police forces
        - stewards
        - British Security Industry Association
- demonstrate an understanding of the complex interactions of the above, and other, organisations

Outcome 3   Assess and apply current statutory and non-statutory health and safety requirements to crowd management and safety planning within sport and recreation

The candidate knows how to:

- recognise duty of care concepts
- understand risk analysis methodologies
- identify the statutes to be taken into consideration when planning an event:
    - o Health and Safety at Work Act 1974
    - o Health and Safety at Work Review 1992
    - o Safety at Sports Grounds Act 1975
    - o Football Spectators Act 1989
- keep up to date with new statutes or any which supersede those listed above
- state the other issues to be taken into consideration when considering planning an event
    - o public entertainment licence procedures
    - o hazard identification
    - o risk analysis
    - o threat assessment construction

Outcome 4   Demonstrate an understanding of the role of police and security organisations at events

The candidate knows how to:

- recognise the difference between crowd management and crowd control
- evaluate police involvement in events
    - o role and responsibilities of the police (Police Act -special services)
    - o police role in a public safety context
- evaluate the roles of private security organisations at events
    - o use of private security
    - o current training for private security
    - o insurance, public liability, employer liability and civil action
    - o VIP protection for artistes and other celebrities
- assess the need for combinations of both police and private security organisations

Outcome 5   Apply and evaluate crowd management techniques associated with event organisation

The candidate knows how to:

- establish quantitative measurements of permanent and temporary sites and temporary accommodation (tents)
    - o establishing capacity levels
    - o calculating a safe density level
    - o entry and exit systems
    - o facilities for the disabled
    - o emergency evacuation considerations
    - o topography
    - o use and design of temporary structures
    - o role of Safety Officer and Emergency Liaison Team
    - o pre-event preparations
    - o communications (command and control systems)
- establish qualitative assessments of venue/site use
    - o crowd dynamics/psychology
    - o cultural behaviour
    - o event monitoring

Unit 16   Crowd safety and event control
Suggested assessment approach

The following suggests how the outcomes of the unit could be assessed:

- A word-processed report which includes:
    - the design of an event including description of site layout, (use report produced for Unit 7: Event management in the sport and recreation industry, if applicable)
    - an analysis of practical crowd management issues and considerations associated with the event (which applies learning from all 5 outcome areas)
    - the application of necessary crowd control procedures
    - resource implications, both human and physical
    - appropriate recommendations for successful crowd management and safety

The above work should total between 2,500 - 3,000 words.

Unit 16   Crowd safety and event control
Guidance

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Problem Solving
PS4.1   Develop a strategy for problem solving
PS4.2   Monitor progress and adapt your strategy for solving the problem.
PS4.3   Evaluate your strategy and present the outcomes of your problem solving skills

Links with other units/qualifications

This unit relates to the following units within this qualification:

Unit 3   Managing sports facilities safely

Unit 7   Event management in the sport and recreation industry

This unit also links with the following units within the Level 4 National Occupational Standards in Managing Sport and Active Leisure:
C239 Manage health, safety, security and welfare in sport and active leisure

This unit provides a good basis for the further study at Honours Degree level. Please refer to Appendix 6 for details of the QAA benchmarking statements for Leisure and Sport.

Delivery advice

There should be a number of designated classroom hours devoted to the theories surrounding crowd management. At all times candidates will be asked to take these theories back into their work place situations and investigate the practical application of these theories.

Wherever possible visits to sport and leisure event sites should be integrated into unit delivery and should be supplemented by guest lectures and seminars from crowd management practitioners.

Suggested resources list

Frosdick, S., Walley, L (1997) *Sport and Safety Management*, Oxford: Butterworth-Heinemann

Toft, B., Reynolds, S. (1994) *Learning from Disasters* Oxford: Butterworth-Heinemann

Au, S.Y.Z., Ryan, M.C, Carey, M.S., Whalley, S.P. (1993), *Managing Crowd Safety in Public Venues: A Study to Generate Guidance for Venue Owners and Enforcing Authority Inspectors* London: HMSO

Health and Safety Commission and Home Office – *Guide to Health, Safety and Welfare at Pop Concerts and Similar Events* (HMSO, 1993)

Posen, I. (1995) *Home Office Review of Police Core and Ancillary Tasks*. London: HMSO.

Taylor, P. (1989/1990), *The Hillsborough Stadium Disaster*: Inquiry by Rt. Hon. Lord Justice Taylor London: HMSO, Home Office

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Unit 17   Outdoor recreation management

Overview

Unit summary

Outdoor recreation management continues to evolve into a sophisticated area of sport and recreation provision, offering a vast range of formal and informal recreation opportunities for people in society. These opportunities are increasingly recognised by government as a means to encourage people in society to pursue more active leisure lifestyles. This area of leisure also supports the economic regeneration of communities through capitalising on the natural resources on their doorstep. The leisure retail and hospitality market in outdoor is buoyant in economic terms. Outdoor recreation also encompasses a diverse range of sports with many demanding specialist, purpose built centres and equipment. The planning and management of these centres and all other forms of participation is a challenge, and often governed by complex legislation and licensing arrangements.

The unit primarily focuses on inland-based outdoor recreation rather than offshore-based recreation, and both formal and informal types of outdoor recreation. A range of outdoor activities, or sports, can be showcased in the spectrum of sports that make-up the outdoor recreation mixes. Sports that could be featured are abseiling, caving, climbing, canoeing, mountain walking, orienteering, rambling, skiing, trekking, that are offered in specialist activity centres. The activities to be featured are ultimately the decision of the centre delivering the unit based on its inland-based outdoor recreation expertise. Technical Guidance of the National Governing Bodies of selected activities and Outdoor Recreation Authority Licensing Act is critical to analyzing provision of selected activities.

The unit commences by positioning outdoor recreation in the wider context of the leisure and tourism product. Key concepts are introduced alongside the history and current outdoor recreation participation trends. Key providers of outdoor recreation opportunities are then discussed in-detail and the partnership arrangements that need to be in place to offer a range of outdoor recreation opportunities to society. Key approaches to managing outdoor recreation opportunities are then critically analysed along with the legal and licensing requirements. Finally, the impacts of providing outdoor recreation opportunities are also examined and the effectiveness of land use policies for the provision of such opportunities.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and learning outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:
- Demonstrate a knowledge and understanding of the foundations and background for the provision of outdoor recreation opportunities in the UK
- Investigate the range of outdoor recreation resources and compare and contrast the different types of providers
- Analyse the problems associated with planning and managing outdoor recreation opportunities in relation to legal and licensing arrangements to ensure compliance and improve quality of provision
- Identify a range of impacts that result from providing outdoor recreation opportunities and different approaches to maximising positive, and limiting negative, impacts

Guided learning hours

This unit should involve approximately 100 hours of study - 40 of which should be through guided learning. This may be on a full time or part time basis.

Learning outcomes

On successful completion of this unit the candidate will be able to:

1   Demonstrate an understanding of the history and development, scope and key concepts of outdoor recreation management in the UK, and explain its position in relation to the wider UK leisure product

2   Investigate the range and scope of land and water resources for outdoor recreation in the UK, the roles and modes of operation of the different types of providers, agencies and national governing bodies (NGBs), and the effectiveness of partnership arrangements

3   Explain the key planning and operational processes for the management of outdoor recreation provision and assess the implications of the legal and licensing requirements, technical guidance and current policy

4   Analyse critically the economic and environmental impacts of providing outdoor recreation opportunities, identifying possible future trends and their likely impacts on land use and society

Unit 17   Outdoor recreation management
Unit content

Outcome 1   Demonstrate an understanding of the history and development, scope and key concepts of outdoor recreation management in the UK, and explain its position in relation to the wider UK leisure product

The candidate knows how to:
- Describe the key concepts and scope of outdoor recreation management in the UK
- Position outdoor recreation opportunities in the wider UK leisure product, and illustrate the benefits of recreation and leisure products/services to society
- Explain the history, evolution and current trends of outdoor recreation participation in the UK
- Describe the unique PESTLE factors that are shaping the provision of outdoor recreation opportunities in the UK

Outcome 2   Investigate the range and scope of land and water resources for outdoor recreation in the UK, the roles and modes of operation of the different types of providers, agencies and national governing bodies (NGBs), and the effectiveness of partnership arrangements

The candidate knows how to:
- Describe the range of land and water resources available for outdoor recreation in the UK, access to and control of those resources, and agencies who have a vested interest in protecting the resources
- Differentiate between public, private and non-profit sector providers of recreation activities in the UK, and similarities and differences between provides such as funding, styles and modes of operation
- Explain the purpose of different partnership arrangements between providers, assessing their effectiveness in terms of cost and quality can be maximised in the interest of providing sustainable outdoor recreation opportunities
- Outline the key outdoor recreation sports in the UK, their NGBs, their organisation, specialist outdoor recreation centres often necessary for their delivery, and key forms of formal and informal recreation activities

Outcome 3   Explain the key planning and operational processes for the management of outdoor recreation provision and assess the implications of the legal and licensing requirements, technical guidance and current policy

The candidate knows how to:
- Describe the key policy and planning development processes that shape provision in the UK, evolution of planning approaches, and effective management of outdoor recreation opportunities
- Explain the main operating systems for outdoor recreation provision in the UK, and how they comply with legal and licensing requirements, such as, health and safety
- Identify the programming, resources, marketing and business planning processes needed for the viable provision of outdoor recreation activities in the UK
- Outline key processes to measure the quality of outdoor recreation provision in the UK, methods to gather data on recreation participation, and how these might impact on future provision

Outcome 4   **Analyse critically the economic and environmental impacts of providing outdoor recreation opportunities, identifying possible future trends and their likely impacts on land use and society**

The candidate knows how to:

- Describe the key positive and negative impacts of outdoor recreation provision in the UK, particularly the impacts on the environment and over-exploitation of land and water resources
- Analyse the behaviour of outdoor recreation participants in shaping future opportunity, and economic impact of collaborative planning and management arrangements between providers of outdoor recreation opportunities
- Explain the impacts on special outdoor recreation resources such as forests, wilderness, trails, areas of outstanding natural beauty and range of bye-laws that protect such resources
- Describe the economics of outdoor recreation opportunities in the UK, the industries it supports such as travel, tourism and hospitality, and the future of outdoor recreation including its potential threats

Unit 17   Outdoor recreation management
Suggested assessment approach

The following suggests how the outcomes of the unit could be assessed:

- Produce a feasibility study for an outdoor recreation centre, or activity, appraising its requirement for land and water resource, its rationale for provision in terms of history, current trends and key concepts. Links with policy frameworks and development plans, type of provider and why, licensing and other safety requirements. Partnerships with other agencies and NGBs, and analysis of its key operations, economic and environmental impacts and how they could be measured.

The above piece of work should total between 2,500 - 3,000 words.

or

- An individual 20 minute presentation that focuses on a specific outdoor activity, its requirement for land or water resource and its evolution over the last decade addressing issues such as: relevant concepts, key trends, policy frameworks, development plans, types of providers and agencies, access for participation, legal and licensing issues, resources, economic issues, environmental impact, and potential threats.

Unit 17 Outdoor recreation management
Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Application of Number
N4.3 Evaluate your overall strategy and present the outcomes from your work, including the use of charts, graphs and diagrams to illustrate complex data.

Links with other units/qualifications
This unit relates to the following units within this qualification:
Unit 1 The sport and recreation environment
Unit 3 Managing sports facilities safely
Unit 7 Event management in the sport and recreation industry
Unit 9 Sport development
Unit 18 Sport tourism
Unit 12 Environmental and ethical issues of management

This unit also links with the following units within the Level 4 National Occupational Standards in Managing Sport and Active Leisure:
Unit A45 Manage information and knowledge
Unit A511 Develop, implement and review operational plans for sport and active leisure
Unit C240 Manage health safety security and welfare in sport and active leisure

This unit provides a good basis for the further study at Honours Degree level. Please refer to Appendix 6 for details of the QAA benchmarking statements for Leisure and Sport.

Delivery advice

This unit is more effectively delivered via critically reviewing its key concepts in relation to outdoor recreation management practice. It will need to draw on a range of guidance materials, reports and policies that provide for the delivery of outdoor recreation opportunities. It will also need to draw on relevant licensing and legal frameworks that protect not only those participating in outdoor recreation, but the physical environment itself. It is therefore recommended that, outdoor recreation and adventure centres are showcased that offer a range of sports and recreation opportunities. These should be augmented by presentations by guest speakers who have extensive experience in running such opportunities to enable candidates to critically evaluate the best practice methods, and appropriateness of espoused concepts.

The references for this unit do offer a range of key concepts, with examples of outdoor recreation management practice from many different countries. However, a limitation of these references is that they do not cover relevant legal frameworks in detail, or licensing arrangements, or operational complexities of providing outdoor recreation opportunities. Thus references will have to be supplemented by UK legislation and licensing requirements and materials from National Governing Bodies.

It is for these reasons that delivery of the unit is best achieved via a mixture of formal lectures, outdoor recreation showcases, policy and planning critiques, syndicate exercises that allow experiences to be shared, critically reviewing guidance materials, centre visits and presentations by guest speakers. Candidates will also undertake guided web-searches linked to their selected assessment.

Where possible, It is recommended that the unit is delivered by tutors with experience or interests in outdoor recreation management , and that guest speakers also offer demonstrable experience in the delivery of outdoor recreation opportunities.

Suggested resources list

Driver, B. L., Dustin, D., Baltic, T., Elsner, G. and Peterson, G. (1996) *Nature and the Human Spirit: Toward an Expanded Land Management Ethic* State College, Pennsylvania: Venture Publishing

Hall, C. M. and Page, S. J. (2007) *The Geography of Tourism and Recreation*, 3rd Edn. London Routledge

Keirle, I. (2002) *Countryside Recreation Site Management* London: Routledge

McNamee, M. (2007) *Philosophy, Risk and Adventure Sports* London: Routledge

Pigram, J. and Jenkins, J. (2006) *Outdoor Recreation Management*, 2nd Edn. London: Routledge

Moore, R. L. and Driver, B. L. (2005) *Introduction to Outdoor Recreation: Providing and Managing Natural Resource Based Opportunities* State College, Pennsylvania: Venture Publishing

Plummer, R. (2008) *Outdoor Recreation: An Interdisciplinary Approach* London: Routledge

Torkildsen, G. (2005) *Leisure and Recreation Management*, 5th Edn. London: Routledge

Journals
E-materials of relevant agencies and National Governing Bodies

Websites

Department of Agriculture and Rural Development (DARD)
www.dard.gov.uk

Environment Agency
www.environment-agency.gov.uk

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Unit 18   Sport tourism

Overview

Unit summary

Sport tourism is a relatively new field within the sector, dating back only 30 years according to some commentators. It is argued that interest in sport tourism has come about due to the switch from amateur to professional sport, mass commercialisation of sport, consumerism, enhanced infrastructure for travel, tourism and hospitality, and advances in media technology that amplifies global interest. It is claimed sport tourism is a vibrant micro economy of the travel and tourism macro economy, with millions of sport tourists travelling domestically, or internationally, on a regular basis as spectators of major multi-sport events, professional sports, small-scale and outdoor adventure events, and sport heritage and nostalgia historical visits. The needs of such tourists do differ from those of the traditional tourist and require careful planning and consideration.

The unit primarily focuses on UK national sports such as football, cricket and athletics; outdoor sports such as climbing. It commences by examining the early history of sport tourism, factors that have shaped it over time, and its current characteristics. The unit goes on to consider the growth factors associated with sport tourism such as the switch from amateur to professional sport, benefits of visitors to major and small-scale sport events, strategies to overcome sport tourism problems, winning the support of local businesses, and the marketing of UK national sports that stimulate sport tourism interest. The target markets for sport tourism are then analysed along with the factors that motivate the sport tourist, the influence of these determinants on policies and strategies for sport tourism, and the impact also on travel and hospitality arrangements of sport tourism providers. The roles and responsibilities of a range of sport tourism providers are finally investigated in conjunction with the social, economic and environmental impacts of providing sport tourism opportunities.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and learning outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:

- Demonstrate a knowledge and understanding of the history and development of sport tourism
- Identify the key factors associated with the growth of sport tourism
- Analyse the impact of consumer behaviour in the development of sport tourism policy
- Evaluate the roles and responsibilities of a range of sport tourism providers

Guided learning hours

This unit should involve approximately 100 hours of study - 40 of which should be through guided learning. This may be on a full time or part time basis.

Learning outcomes

On successful completion of this unit the candidate will be able to:

1   Demonstrate a knowledge and understanding of the early history of sport tourism and its development and influences over recent years
2   Critically assess the key concepts and factors which have led to the growth in sport tourism and the resulting benefits
3   Investigate the motivations and needs of the sport tourist and how these influence the development of policies and public strategies for sport tourism
4   Critically assess the roles and responsibilities of sport tourism providers, and the social, economic and environmental impacts of sport tourism

Unit 18   Sport tourism
Unit content

Outcome 1 **Demonstrate a knowledge and understanding of the early history of sport tourism and its development and influences over recent years**

The candidate knows how to:

- describe sports tourism in Greek and Roman times focussing on festivals, games and athletic contests
- explain the development of sports tourism in recent years with a particular emphasis on UK national sports such as football, cricket and athletics; outdoor sports such as climbing
- examine contemporary sports tourism and assess the influence of determining factors, such as, increased leisure time, reduction in the working week, developments in transport
- discuss current characteristics and trends of sport tourism in the UK

Outcome 2 **Critically assess the key concepts and factors which have led to the growth in sport tourism and the resulting benefits**

The candidate knows how to:
- consider the factors contributing to the growth of sport tourism, including:
    - o   the shift from amateur to professional status for UK national sports
    - o   the emergence of outdoor sports such as climbing
    - o   the commercialisation and consumerism of sport, and its technological advances
- evaluate the strategies for overcoming the seasonality and participation constraints of sport tourism in the UK
- review strategies for securing support from businesses to provide sport tourism opportunities for economic benefit and regeneration of communities
- describe the benefits of visitors to major multi-sport events in the UK, as well as small-scale events that attract fans as tourists
- assess the benefits generated by the marketing of UK national sports, and role of sponsors in this

Outcome 3 **Investigate the motivations and needs of the sport tourist and how these influence the development of policies and public strategies for sport tourism**

The candidate knows how to:
- explain the target markets for sport tourism in the UK and consumer behaviour relating to UK national sports
- investigate the factors which motivate sport tourists in the UK, such, as socio-economic and demography patterns, life history and sub-culture
- analyse how such needs and motivations influence policies for sport tourism in the UK, and public strategies for the local development of sport tourism opportunities
- describe how determinants also influence travel and hospitality arrangements provided by sport tourism providers reflect the needs of the sports tourist

Outcome 4   Critically assess the roles and responsibilities of sport tourism providers, and the social, economic and environmental impacts of sport tourism

The candidate knows how to:

- critically evaluate the roles and responsibilities of sport tourism providers in the delivery of integrated sport tourism opportunities in the UK
- examine the positive and negative impacts of policies for sport tourism in the UK, and public plans for the local development of such opportunities
- discuss how the effectiveness and efficiency of sport tourism travel and hospitality arrangements can be assessed, and overall tourist satisfaction
- describe the positive and negative impacts of sport tourism in terms of social, economic and environmental factors on UK society

Unit 18   Sport tourism
Suggested assessment approach

The following suggests how the outcomes of the unit could be assessed:

- An economic and environmental impact analysis of a sport tourism opportunity that investigates the history of the opportunity, its key characteristics and concepts, and factors that influenced the justification for the sport tourism opportunity. The key policy and strategy for the opportunity should be analysed in conjunction with tourist satisfaction. Where possible, relevant performance indicator data should be used.

The above piece of work should total between 2,500 - 3,000 words.

or

- An individual 20-minute presentation of a sport tourism opportunity that will attract mass spectator numbers. The presentation will include an historical account of the sport as part of its justification for provision, its current characteristics, its key concepts and other factors that have shaped its growth. The key policies and public strategies should be analysed including how sport tourists have influenced their development. Key roles and responsibilities should also be analysed alongside tourist satisfaction.

Unit 18 Sport tourism
Guidance

Key Skills signposting
As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least one group discussion about a complex subject and one document of 1,000 words or more about a complex subject.

C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

Application of Number
N4.3 Evaluate your overall strategy and present the outcomes from your work, including the use of charts, graphs and diagrams to illustrate complex data.

Links with other units/qualifications
This unit relates to the following units within this qualification:
Unit 1   The sport and recreation environment
Unit 2   Marketing in the sport and recreation industry
Unit 17 Outdoor recreation management
Unit 7   Event management in the sport and recreation industry
Unit 9   Sport development
Unit 12 Environmental and ethical issues of management

This unit also links with the following units within the Level 4 National Occupational Standards in Managing Sport and Active Leisure:
Unit A45: Manage information and knowledge

This unit provides a good basis for the further study at Honours Degree level. Please refer to Appendix 6 for details of the QAA benchmarking statements for Leisure and Sport.

Delivery advice
Sport, adventure and nostalgia tourism continue to evolve as subject fields for research and study. To understand this evolution, delivery needs to critically review the key concepts and theories that are used to explain their growth thus far. Delivery will also need to position such tourism in the wider tourism, leisure and cultural product markets. It is recommended that, sport tourism be investigated from a point of view of UK national sports such as football, cricket and athletics; and outdoor sports such as climbing, to understand the history of sport tourism, its main concepts, buyer behaviour in the development of policies and strategies for sport tourism, and the roles and responsibilities of sport tourism providers.

The unit could be delivered via a combination of formal lectures, workshops and presentations by specialist speakers who can offer unique in-sights into the organisation and management of such tourism opportunities to enable candidates to critically evaluate their effectiveness. Delivery will also need to draw on a range of journal articles, economic impact studies, leisure and tourism reports and key government policies to understand current and future trends. Candidates will also undertake a range of web-based directed studies.

Where possible, it is recommended that this unit be delivered by tutors with experience or a particular interest in sport, adventure and nostalgia tourism, or travel and tourism in general and that specialist speakers also offer relevant experience in organising sport, adventure and nostalgia tourism events.

It is important that the unit offers flexibility in terms of assessment approach, given the nature of the subject area and its history and evolution to date.

Suggested resources list

Church, A. and Coles, T. (2006) *Tourism, Power and Space* London: Routledge

Coles, T. and Hall, C. M. (2007) *International Business and Tourism: Global Issues, Contemporary Interactions* London: Routledge

Green, A. G. (2008) *Sport Marketing: A Contemporary Introduction* London: Routledge

Hall, C. M. and Williams, A. M. (2007) *Tourism and Innovation* London: Routledge

Hall, C. M. and Page, S. J. (2005) *The Geography of Tourism and Recreation: Environment, Place and Space (3rd Ed).* London: Routledge

Gibson, H. J. (2006) *Sport Tourism* London: Routledge

Jones, I. and Mason, P. (2006) *Dictionary of Leisure and Tourism* London: Routledge

Taylor, P. and Gratton, C. (2000) *The Economics of Sport and Recreation (2nd Ed).* London: Routledge

Weed, E. W (2008) *Sport and Tourism* London: Routledge

Journals

Journal of Sport and Tourism
European Sport Management Quarterly
Managing Leisure

Websites

www.britishtourismassociation.org.uk

Appendix 1   Accreditation, national frameworks and qualification level descriptors

Please visit the following websites to find information on accreditation, national frameworks and qualification level descriptors in each country.

Nation	Who to contact	Website
England	The Qualifications and Curriculum Authority	**www.qca.org.uk**
Scotland	The Scottish Qualifications Authority	**www.sqa.org.uk**
Wales	The Department for Education, Lifelong Learning and Skills Wales (DELLS)	**www.wales.gov.uk**
Northern Ireland	The Council for Curriculum, Examinations and Assessment	**www.ccea.org.uk**

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Appendix 2   Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:
- provision of adequate physical and human resources
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process** (**CAP**). Centres also need approval to offer a specific qualification. This is known as the **qualification approval process** (**QAP**), (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for the particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds qualifications - a guide to centre and qualification approval*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Approval applications for this qualification should be sent to the **HLQ Department at City & Guilds, 1 Giltspur Street, London EC1A 9DD**. The HLQ Department will support new centres and appoint an External Moderator to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds qualifications.*

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Appendix 3   Funding

City & Guilds does not provide details on funding as this may vary between regions.

Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for where to find out more about the funding arrangements.

Nation	Who to contact	For higher level qualifications
England	The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning. Further information on funding is available on the Learning and Skills Council website at **www.lsc.gov.uk** and, for funding for a specific qualification, on the Learning Aims Database **http://providers.lsc.gov.uk/lad**.	Contact the Higher Education Funding Council for England at **www.hefce.ac.uk**.
Scotland	Colleges should contact the Scottish Further Education Funding Council, at **www.sfc.co.uk**. Training providers should contact Scottish Enterprise at **www.scottish-enterprise.com** or one of the Local Enterprise Companies.	Contact the Scottish Higher Education Funding Council at **www.shefc.ac.uk**.
Wales	Centres should contact the Centres should contact the Welsh Assembly Government **www.learning.wales.gov.uk** 0845 010 3300 – bilingual greeting, or 0845 010 4400 – Welsh language greeting	Centres should contact the Welsh Assembly Government **www.learning.wales.gov.uk** 0845 010 3300 – bilingual greeting, or 0845 010 4400 – Welsh language greeting
Northern Ireland	Please contact the Department for Employment and Learning at **www.delni.gov.uk**.	Please contact the Department for Employment and Learning at **www.delni.gov.uk**.

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Appendix 4   ISRM membership

City & Guilds/ISRM Higher Professional Diploma in Sport and Recreation Management (4443)

The ISRM Membership Candidate Application Form (Form E) overleaf must be completed by all candidates who wish to undertake the above qualification with ISRM recognition and membership. (Please photocopy this page for candidates, as necessary.)

About ISRM

Since 1921, ISRM has led the way in providing education and training for those employed or seeking employment in sport and recreation.

The City & Guilds/ISRM Higher Professional Diploma in Sport and Recreation Management is aimed at managers of facilities, sport development officers, duty officers, supervisors, aspiring employees and those wishing to enter the profession. The learning programme area focuses on swimming pools, sports centres, health and fitness gymnasiums, community recreation centres and small multi-purpose leisure centres.

ISRM education and training is entirely industry-led. Institute members who manage sport and recreation facilities throughout the UK endorse the content of ISRM's qualifications to meet the standard that the industry expects.

The ISRM recognises that the framework of units offered in the City and Guilds Higher Professional Diploma (HPD) in Sport and Recreation Management fully meets the requirements identified by managers in today's sport and recreation industry. In doing so, it also meets the requirements for full membership of the Institute.

The Education, Professional Standards and Development Board of the ISRM, consequently, fully endorses the City & Guilds HPD in Sport and Recreation Management as its main qualification route to full membership, for which successful candidates are invited to apply . Full members of the Institute can use the designatory letters: M. Inst. SRM.

Remember: You **must** register as an ISRM membership candidate or be an ISRM associate member

Benefits of ISRM membership candidate registration
- 'Recreation' journal (10 issues per annum)
- Job vacancies information
- Bi-weekly e-mailings on membership issues, topical information and advice on management, technical and legislative matters
- Entitlement to attend ISRM regional meetings giving networking opportunities. Membership candidates are automatically allocated to a region upon acceptance and will be sent details of meetings
- Access to free technical advice directly from ISRM and via the 'Members' area of the ISRM website **www.ISRM.co.uk**

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Appendix 4   ISRM membership

ISRM membership candidate application form (Form E)

Please photocopy this form for candidates, as necessary

Personal information

Surname		Title
Forename(s)		Date of birth
Home address		
		Post code
Tel	Email	
Employer		
Position		
Business address		
		Post code
Tel	Email	

Correspondence address (please tick one): Home ☐   Business ☐

Equality of opportunity

We are keen to make our services accessible to everyone. It would therefore be helpful if you could answer the following:

Gender (please tick): Male ☐   Female ☐

Do you consider that you have a disability which affects your normal day to day activities? Yes / No

If yes, how does this disability affect your ability to benefit from the services provided by ISRM?

_____

ISRM, its members and those associated with it are committed to promoting equality of opportunity in all areas of the sport and recreation industry and in all aspects of the Institute's business. The following information regarding ethnic origin is required for monitoring purposes.

White	☐	Black Caribbean	☐	Pakistani	☐	Indian	☐
Black African	☐	Black Other	☐	Bangladeshi	☐	Chinese	☐

Other (please specify): _____

Please return the completed form to your course tutor/administrator – NOT TO ISRM

ISRM, Sir John Beckwith Centre for Sport, Loughborough University, Loughborough, LE11 3TU
Tel: 01509 226474 Fax: 01509 226475 info@isrm.co.uk **www.isrm.co.uk**
Charity registration number: 250902

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Appendix 4   ISRM membership
List of candidates registered on City & Guilds/ISRM HPD
in Sport and Recreation Management (Form F)

Please photocopy this form for candidates, as necessary

College	Academic year
Course tutor	Telephone no
Email	Contact

(to whom invoice should be sent)

Candidate name	Enrolment date

Please direct any queries to: **Trisha Robinson** (email trish@isrm.co.uk or Tel 01509 226476)

Please return the completed form to: Institute of Sport and Recreation Management, Sir John Beckwith Centre for Sport, Loughborough University, Loughborough, Leics. LE11 3TU.
Tel: 01509 226474   Fax: 01509 226475

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Appendix 5   Mapping links between the HPD in Sport and Recreation Management and the SkillsActive Framework for Foundation Degrees in Leisure Management

1. Knowledge and understanding

HPD in Sport and Recreation Management	SkillsActive Foundation Degree Framework Indicative Content
Unit 1: The sport and recreation environment Unit 2: Marketing in the sport and recreation industry Unit 10: Service development and Monitoring in Sport and Recreation Unit 17: Outdoor recreation management Unit 18: Sport tourism	**Sport, Recreation and Leisure in Modern Society** • The concepts of sport, recreation and leisure in the UK • The nature, extent and structure of the leisure industry and key factors in past and present developments • The structure of sport in the UK • The key benefits of the sport, recreation and leisure industry to the UK economy and society • The roles and functions of the main sectors of the industry (including the public, private and voluntary dimensions) • The objectives and operations of a range of types of sport, recreation and leisure organisations and their stakeholders • The service concept, product/service mix and the role and importance of product development • Contemporary issues in sport, recreation and leisure, including the impact of government policies. • Policy contexts at local, regional and national level

Unit 1: The sport and recreation environment
Unit 2: Marketing in the sport and recreation industry
Unit 3: Managing sports facilities safely
Unit 8:Design and technical operations in sport
Unit 9: Sport development
Unit 11: Managing retail operations in the sport and recreation industry
Unit 12: Environmental and ethical issues in the sport and recreation industry
Unit 17: Outdoor recreation management
Unit 18: Sport tourism
	Relevant Legislation and Ethical Considerations
	• The legal and ethical framework within which sport, recreation and leisure organisations operate, including:
	   – health, safety and security
	   – duty of care, including child protection
	   – employment
	   – equality and diversity
	   – marketing and sales
	   – the environment
	• Sources of law
	• Legislative controls as applied to the provision of sport, recreation and leisure services

2. Intellectual skills

HPD in Sport and Recreation Management	SkillsActive Foundation Degree Framework Indicative Content
Unit 14: Research Methods in sport and recreation	• Research and assess subject specific facts, theories, paradigms, principles and concepts • Critically assess and evaluate evidence • Critically interpret data and text • Describe and analyse information • Evaluate professional leisure management practices
All units	• Apply knowledge to a range of Leisure Management contexts • Take responsibility for own lifelong learning and continuing professional development

3. Professional Skills

HPD in Sport and Recreation Management	SkillsActive Foundation Degree Framework Indicative Content
Unit 3: Managing sports facilities safely Unit 10: Service development and monitoring in sport and recreation	**Managing Facilities, Equipment and Supplies** • Managing facilities, equipment and supplies efficiently and in a sustainable way • Co-ordinating the use of facilities, equipment and supplies and operations for effective service delivery • Obtaining equipment and supplies, including working with internal and external suppliers • Maintaining facilities, equipment and operational areas, including working with contractors
Unit 4: Financial Management in the sport and recreation industry Unit 13: Funding and sponsorship in sport	**Managing Finance** • Financial management techniques as they apply to facilities in the public, private and voluntary sectors • Basic accounting practices and financial statements • Principal sources of funding for sport, recreation and leisure operations and how funding is obtained and management
Unit 2: Marketing in the sport and recreation industry	**Marketing** • Using and developing marketing planning and control frameworks, for example segmentation, targeting and positioning • Using marketing information systems, market research and communications • Innovating and continuously improving service development, branding and relationship marketing

Unit 10: Service development and monitoring in sport and recreation	**Service Planning and Quality Management**
	• Planning and providing an integrated mix of services for customers
Unit 6: Quality and customer care management in the sport and recreation industry	• Scheduling services to customers, making most effective use of available resources
	• Monitoring, evaluating and improving the quality of service provision
Unit 7: Event management in the sport and recreation industry	**Event and Project Management**
	• Scoping the nature, aims and objectives of an event or other project
	• Developing event and project plans
	• Assessing risks and contingency planning
	• Co-ordinating events and other projects
Unit 2: Managing facilities safely	**Managing Information**
Unit 4: Financial Management in the sport and recreation industry	• Using and developing management information systems
Unit 6: Quality and customer care management in the sport and recreation industry	• Researching, collating, storing, analysing and retrieving information
Unit 14:Research methods in sport and recreation	
Units 1, 3, 4, 12,14,15,16	• Report writing
Units 1, 4, 9, 15, 17, 18	• Making presentations
Unit 5: Human resource management in the sport and recreation industry	**Recruitment and Retention**
	• Identifying human resource needs
	• Advertising for, recruiting and selecting staff
	• Rewarding and motivating staff
Unit 5: Human resource management in the sport and recreation industry	**Leading and Developing Staff**
Unit 9: Sport development	• Selecting and applying appropriate leadership styles
	• Team building
	• Objective setting, monitoring, assessing and giving feedback
	• Taking account of legal, organisational and ethical requirements
	• Identifying the learning and development needs
	• Coaching, mentoring and training people at work
Unit 1: The sport and recreation environment	**Health, Safety and Security**
Unit 3 :Managing sports facilities safely	• Identifying the needs of different types of customers, staff and visitors in relation to health, safety and security
Unit 7: Event Management in the sport and recreation industry	
Unit 8: Design and technical operations in sport	• Implementing and developing child protection procedures
Unit 10: Service development and monitoring in sport and recreation	• Carrying out risk assessments and interpreting findings

Unit 11: Managing retail operations in the sport and recreation industry Unit 16: Crowd safety and event control Unit 17: Outdoor recreation management	• Developing, promoting and implementing procedures to minimise health, safety and security risks • Following normal and emergency operating procedures.
Unit 1: The sport and recreation environment Unit 2: Marketing in the sport and recreation industry Unit 3: Managing sports facilities safely Unit 6: Quality and customer care management in the sport and recreation industry Unit 10: Service development and monitoring in sport and recreation Unit 11: Managing retail operations in the sport and recreation industry	**Customer Care** • Identifying different customer needs and expectations in relation to sport, recreation and leisure provision • Using and developing systems for monitoring customer needs, expectations and levels of satisfaction • Applying and developing diversity and equality policies and legal requirements • Managing customer relations and customer satisfaction • Identifying and responding to customer problems in the short and medium term.

4. Key Skills

HPD in Sport and Recreation Management	SkillsActive Foundation Degree Framework Indicative Content
All Units	*Communication
Unit 1: The sport and recreation environment Unit 3: Managing sports facilities safely Unit 4: Financial Management in the sport and recreation industry Unit 8:Design and technical operations in sport Unit 9:Sport Development Unit 10: Service development and monitoring in sport and recreation Unit 13: Funding and sponsorship in sport Unit 14: Research methods in sport and recreation	*Using Number
Unit 4: Financial Management in the sport and recreation industry Unit 5:Human resource management in the sport and recreation industry Unit 6: Quality and customer care management in the sport and recreation industry Unit 10: Service development and monitoring in sport and recreation Unit 14: Research Methods in sport and recreation	*Information and Communications Technology

Unit 3: Managing sports facilities safely

Unit 5: Human resource management in the sport and recreation industry

Unit 6:Quality and customer care management in the sport and recreation industry

Unit 7: Event Management in the sport and recreation industry

Unit 10: Service development and monitoring in sport and recreation

Unit 11:Managing retail operations in the sport and recreation industry

Unit 16: Crowd safety and event control

*Working with others

All units

*Problem-solving

*In addition, please refer to individual units for Key Skills Signposting.

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Appendix 6   QAA benchmark statements for Leisure and Sport

Subject benchmark statements

Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of programmes in a specific subject. They also represent general expectations about the standards for the award of qualifications at a given level and articulate the attributes and capabilities that those possessing such qualifications should be able to demonstrate.

This subject benchmark statement, together with the others published concurrently, refers to the bachelors degree with honours.

Subject benchmark statements are used for a variety of purposes. Primarily, they are an important external source of reference for higher education institutions when new programmes are being designed and developed in a subject area. They provide general guidance for articulating the learning outcomes associated with the programme but are not a specification of a detailed curriculum in the subject. Benchmark statements provide for variety and flexibility in the design of programmes and encourage innovation within an agreed overall framework.

Subject benchmark statements also provide support to institutions in pursuit of internal quality assurance. They enable the learning outcomes specified for a particular programme to be reviewed and evaluated against agreed general expectations about standards.

Finally, subject benchmark statements are one of a number of external sources of information that are drawn upon for the purposes of academic review and for making judgements about threshold standards being met. Reviewers do not use subject benchmark statements as a crude checklist for these purposes however. Rather, they are used in conjunction with the relevant programme specifications, the institution's own internal evaluation documentation, together with primary data in order to enable reviewers to come to a rounded judgement based on a broad range of evidence.

The benchmarking of academic standards for this subject area has been undertaken by a group of subject specialists drawn from and acting on behalf of the subject community. The group's work was facilitated by the Quality Assurance Agency for Higher Education, which publishes and distributes this statement and other benchmarking statements developed by similar subject-specific groups.

The statement represents the first attempt to make explicit the general academic characteristics and standards of an honours degree in this subject area, in the UK.

In due course, but not before July 2003, the statement will be revised to reflect developments in the subject and the experiences of institutions and academic reviewers who are working with it. The Agency will initiate revision and, in collaboration with the subject community, will establish a group to consider and make any necessary modifications to the statement.

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It may be reproduced by educational institutions solely for educational purposes, without permission. Excerpts may be reproduced for the purpose of research, private study, or review without permission, provided full acknowledgement is given to the subject benchmarking group for this subject area and to the copyright of the Quality Assurance Agency for Higher Education.

Academic standards – Leisure and Sport

1. Introduction

1.1 All of the subjects in this unit share a concern for enriching the life experiences of people, both as consumers, participants and providers, of Leisure and Sport. The industry sector itself is characterised by growth, diversity, vitality and volatility. The scale of provision in higher education is significant, in the UK there are 146 providers of higher education in these subjects, ranging from Certificates in Higher Education to Research Degrees. This document deals only with named single honours degrees.

1.2 Both subjects within Unit 25 display the characteristics of substantive domains of study that are worthy of intellectual pursuit in their own right. Distinct academic communities are engaged in building bodies of knowledge through scholarship and research. A valuable by-product of this exercise has been the bringing together of a number of subject associations for the first time. The creation and development of knowledge in these subjects is typically achieved both inductively through the development of theory and deductively through an engagement with practice. All programmes are multi-disciplinary with most having an applied and inter-disciplinary focus. There are active links with professional bodies and associations, with employers, and also with National Training Organisations (NTOs). Where appropriate national occupational standards exist they have helped to inform the subject specific guidelines (Section 6).

1.3 The Unit is characterised by a breadth of subject matter ranging from the Natural Sciences, through Business Management, to aspects of Geography and Cultural Studies. Despite this diversity, there are many areas of common knowledge and understanding and it is these areas of congruence that are addressed in the statement of knowledge and skills (Section 3). Section 6 offers subject specific guidelines to assist in the development of programme specifications. Institutions will find sufficient flexibility in this benchmark to facilitate the design and provision of programmes of study.

2. Mapping the territory
2.1 Introduction

In this section we identify, in general terms, what programmes will typically involve (Sections 3 and 4). It is expected that these benchmark statements will be used for programmes which have as a substantive core, Sport and Leisure, as set out in sections 2.2 and 2.3.

Common to all programmes is the opportunity to learn through the integration of theory with practice. Although students are expected to engage with a challenging and suitable range of theories, concepts and principles, the applied context within which a student learns is a driver for many programmes of study in this Unit. It is this focus on the specific context of study that makes programmes in Unit 25 distinctive. Degree titles may include the terms 'management', 'science' 'studies' (Section 3.6). However they all share application to a particular context or industry. Programmes within Unit 25 may include more than one of the below areas described in Sections 2.2 and 2.3 and will reflect one of the three approaches in 3.6.

2.2 Programmes broadly concerned with Leisure

Programmes of study with leisure in the title can, but may not necessarily, encompass recreation, countryside activities, popular leisure, play, tourism, sport and the arts. In the context of these benchmarking statements, the nature of leisure is taken to mean the full range of activities, processes and meanings associated with non-work time, although not exclusively so, recognizing that the boundaries between work and leisure are blurred. This would specifically include both rational recreation forms as well as forms of cultural consumption often connected with the popular and commercial sectors. While some aspects of the study of leisure will focus upon, or around, purpose-built facilities these are not the only resources or practices that may be associated with leisure programmes. Thus, the term "leisure" refers to a broad range of cultural and recreational activities and experiences by which people through engagement in a variety of formal or informal modes of participation, seek to enhance the quality of their lives.

The growth of degree programmes in leisure reflects the present organisation of work and the attendant implications for societies. Programmes have rapidly increased in number over the past fifteen years in response to structural changes in society, including the decline of manufacturing, the growth of the leisure industries and a parallel expansion in applied leisure research. The outcome has been diversity and a wide ranging number of programmes which cover a variety of areas including the public, private and voluntary organised sector of this fast growing industry.

Leisure has grown into a flourishing inter-disciplinary field of academic endeavour underpinned by a number of academic associations, internationally recognised journals and a substantive literature. Many programmes reflect this inter-disciplinary perspective and consequently leisure is studied for its inherent contribution to an understanding of contemporary society, as well as because this will contribute to the student's employability and career preparation.

While most programmes include some consideration of all of the areas of study below, different courses have different emphases. Many programmes have management in the title. Some of these focus particularly on business or organisational management. Others with management in the title are more concerned with the management of leisure resources through concepts of planning and policy. The honours graduate will satisfy the characteristics of one of the two principal approaches of "Studies" or "Management" (Section 3.6).

Leisure degree programmes will typically involve the study of one or more of the following:
- historical, philosophical, economic, political, sociological and psychological dimensions of leisure
- the structure, composition and management of the leisure industries
- the construction of the leisure experience in a range of managerial contexts comprising products, services and opportunities
- the disaggregation of leisure into concepts, activities, functions and meanings and the implications of these for personal and professional actions
- differential patterns of leisure consumption and use
- key directions and trends in the assembly of knowledge about leisure

Typical subject areas might include: concepts of leisure, the leisure environment, women's studies, the sociology of leisure, the philosophy of leisure, sports studies, countryside recreation studies, arts and entertainment, recreation, leisure economics, leisure events, events management, leisure operations, leisure development, leisure policy, leisure planning, leisure resources management, leisure facilities management, leisure strategies and the management of leisure.

2.3 Programmes broadly concerned with Sport

In programmes of study with sport in the title, sport refers to personal, social and cultural activity embraced within the participation, organisation, provision, and delivery of sporting activity, as defined by the Council of Europe: *'Sport means all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels'* [2]. For the most part, the study of sport is centred on socially and culturally acknowledged forms of sporting activity, and on its performance (both in preparation and execution), provision, and social and cultural impact. Recently there has been increased interest in the relationship between physical activity and health.

Degree programmes in Sport have increased significantly over the past fifteen years in response to the growth in provision and employment in the leisure and service sector, and the interest and demand created by related school and post-school qualifications. The outcome has been innovative and wide-ranging sport-related programmes. Their currency and diversity is demonstrated by the orientation towards sport and exercise sciences, sports coaching, sport development and sport management.

Sport has emerged as an academic area with a developing body of knowledge. This is characterised by a balance of discipline-based knowledge and knowledge derived from the practice of sport. With programmes adopting a multi-disciplinary and/or inter-disciplinary approach, the study of sport has intrinsic intellectual value. At the same time programmes of study will enhance, to a varying extent, the students' employability and career preparation.

The breadth of coverage within sport is substantial and there are considerable differences of emphasis in content and approach to reflect, for example, science-based or management-based programmes of study. It is anticipated there will be a significant degree of flexibility and interpretation when institutions develop their programmes of study within this benchmark framework.

Sport degree programmes will typically involve the study of one or more of the following:
* human responses and adaptations to sport and exercise
* the performance of sport and exercise and its enhancement, monitoring and analysis
* historical, social, political, economic and cultural diffusion, distribution and impact of sport
* policy, planning, management and delivery of sporting opportunities.

Typical subject areas might include: human anatomy and physiology, kinesiology, human growth and development, sport biomechanics, sport nutrition, exercise science, physical education (non Qualified Teacher Status), psychological processes and motor learning, training theory, skill acquisition, coaching process, sports notation, sport injuries, sport psychology, sport strategy, sport technology, sport sociology, Olympic studies, sport economics, sport politics, sport history, sport philosophy, social and cultural issues, sport for special needs, sport law, sport ethics, sport development, sport management, and sport marketing.
[2] Council of Europe (1993), European Sports Charter. London: Sports Council

3. Knowledge and skills

3.1 Introduction
In this section we identify the knowledge and skills of a typical graduate (Section 5) that we would expect to be developed as part of an undergraduate programme. The depth of knowledge, the proficiency of skills and the balance of specific knowledge and skills may differ with the particular programme. This will reflect the approach taken, the context of study and the aims and objectives of the programme. Each institution is free to decide on the content, nature and organisation of the degree programme and its constituent courses/modules, but it is expected that curriculum designers will ensure that the following 'generic' knowledge base underpins all programmes, together with the knowledge base given in the subject specific guidelines identified in Section 6. It is also expected that generic knowledge will be set in the subject specific context at all levels of the programme.

The intellectual skills and the key skills identified in 3.3 and 3.5 should also feature in all undergraduate programmes. The skills specific to Unit 25 in 3.4 will be developed variously, depending upon the particular context in which the student is studying.

3.2 Knowledge
Subject specific guidelines are given in Section 6. However, graduates of all programmes in Sport or Leisure will be able to demonstrate:
* a critical understanding of the development of knowledge in their particular subject domain
* an understanding of the need for both a multi-disciplinary and inter-disciplinary approach to study, drawing, as appropriate, from service, research and professional contexts
* their understanding of the subject through both academic and professional reflective practice
* their research and problem-solving abilities by critically understanding methods of acquiring, interpreting and analysing information appropriate to their context of study
* an understanding and critical awareness of, the moral, ethical, environmental and legal issues which underpin best practice.

3.3 Intellectual skills

The typical graduates of programmes in Leisure and Sport, Leisure, Sport or Tourism will have developed a range of intellectual skills including being able to:

- research and assess subject specific facts, theories, paradigms, principles and concepts
- critically assess and evaluate evidence
- critically interpret data and text
- describe and analyse information
- apply knowledge to the solution of familiar and unfamiliar problems
- develop a reasoned argument and challenge assumptions
- take responsibility for their own learning and continuing professional development.

3.4 Skills specific to unit 25

Skills will be developed in various ways largely depending upon the subject domain within which the student is studying. The range of skills will normally include some or all of the following with graduates being able to:

- plan, design and execute practical activities using appropriate techniques and procedures
- undertake fieldwork with due regard for safety and risk assessment
- plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate media
- recognise and respond to moral, ethical and safety issues which directly pertain to the subject domain including relevant legislation and professional codes of conduct.

3.5 Key skills

In addition to skills specific to Unit 25, all undergraduate programmes will enable students to develop the following:

- communication and presentation skills
- numeracy and C & IT skills
- interactive and group skills
- problem solving skills
- ability to self-appraise and reflect on practice
- ability to plan and manage learning.

3.6. Approaches to programmes of study in unit 25

Where the programme title contains the word 'Management' then it should *inter alia* enable students to:

- demonstrate vocationally relevant managerial skills and knowledge by exposure to professional practice
- evaluate and apply vocationally relevant concepts associated with the operational and strategic management of financial, human and physical resources and/or understand and apply concepts associated with the allocation of resources in the community.

Where the programme title contains the word 'Science' then it should *inter alia* enable students to:

- demonstrate an understanding of the philosophical basis of scientific paradigms
- demonstrate evidence of competence in the scientific methods of enquiry, interpretation and analysis of relevant data and appropriate technologies

Where the programme title contains the word 'Studies' then it should *inter alia* enable students to:

- critique the contributions of a range of academic disciplines that have informed the development of the subject as a field of study
- demonstrate an appropriate degree of progression within specialist fields
- display an integrated knowledge of the scope and breadth of the subject domain.

4. Learning, teaching and assessment

4.1 Unit 25 encompasses a rich variety of often diverse disciplinary cultures. It also includes a range of patterns of study including full-time, sandwich, part-time and distance learning degree programmes. In particular, some of the programmes within Unit 25 will include as integral some form of extended placement in industry. Some placements will be credit-bearing many will not. It is therefore considered inappropriate to be prescriptive about which specific teaching and assessment methods should be used except that programme teams should be able to justify their choices in terms of the criteria laid out in this document.

4.2 Students reading for a degree in programmes embraced by this Unit should be provided with full documentation on their programme of study and each individual component (course, field, module, unit etc.). Learning, teaching and assessment should be interlinked as part of the curriculum design and development to enable students to develop the knowledge and skills identified in Section 3 of this learning 5 of this benchmark. Assessment methods should be chosen to provide evidence of the achievement of learning outcomes using the performance indicators set out in Section 5. Programmes should be delivered by staff with qualifications or experiences which are relevant to the subject domain.

4.3 The learning and teaching methods that programmes in this Unit have typically included are lectures; tutorials; laboratory practicals; other small group formats; directed reading etc. It is in applying theory to practice that these subject domains adopt distinctive learning, teaching and assessment strategies.

4.4 Learning will be structured to ensure that students are engaged in the subject specific contexts throughout the programme
These will include, **_inter alia:_**

- learning opportunities in specialised facilities (sports science laboratories, training kitchens and restaurants, sports participation facilities, leisure facilities etc.)
- contact with the industry, or professional bodies (field work and other activities in the external environment, visits, visiting speakers and other professionals in the field, and 'live' case studies).
- learning opportunities through the use of specialised items of equipment (HEFCE in separate studies on leisure management and sports-related provision have identified minimum provision).
- access to relevant applied IT systems.

5. Performance indicators

The performance indicators tabled from the next page are intended to inform programme specifications; to enable course teams to map programmes in development against the benchmark; and to inform the preparation of learning outcomes and assessment criteria. They are not intended to be used as assessment criteria and should not be used to assess individual students.

	Threshold Performance	**Typical Performance**	**Excellent Performance**
Knowledge	• Demonstrate an understanding of the development of knowledge in their particular subject domain	• Demonstrate a critical understanding of the development of knowledge in their particular subject domain	• Demonstrate evidence of an ability to appraise critically and challenge the development of knowledge in their particular subject domain
	• Work with a multi-disciplinary and inter-disciplinary approach to study, drawing, as appropriate, from service, research and professional contexts	• Work with and evaluate the effectiveness of both a multi-disciplinary and inter-disciplinary approach to study, drawing, as appropriate, from service, research and professional contexts	• Work with, and critically evaluate the effectiveness of both a multi-disciplinary and inter-disciplinary approach to study, drawing, as appropriate from service, research and professional contexts
	• Understand and develop their knowledge through academic and professional practice	• Engage with, and develop their knowledge through, academic and professional practice	• Develop their understanding of knowledge of academic and professional practice within a framework of critical evaluation and synthesis
	• Demonstrate their research and problem solving abilities through acquisition, interpretation and analysis of information appropriate to the context of study with some limitations	• Demonstrate their research and problem solving abilities with a critical understanding of methods of acquisition, interpretation and analysis of information appropriate to the context of study	• Demonstrate their research and problem solving abilities with a critical understanding of methods of acquisition, interpretation and analysis of information appropriate to the context of study and in a way which demonstrates capacity for creative and original thought
	• Understand and have some critical awareness of, the moral, ethical and legal issues which underpin best practice	• Demonstrate a substantial critical awareness of the moral, ethical and legal issues which underpin best practice	• Critically appraise and challenge the moral, ethical and legal issues which underpin best practice

	Threshold Performance	Typical Performance	Excellent Performance
Skills Specific to Unit 25	• Plan, design and execute practical activities using appropriate techniques and procedures	• Plan, design, manage and evaluate practical activities using appropriate techniques and procedures	• Plan, design, manage and execute practical activities whilst demonstrating high levels of reflective and reflexive skills
	• Undertake fieldwork with due regard for safety and risk assessment	• Review and evaluate fieldwork with due regard for safety and risk assessment	• Develop, evaluate and improve fieldwork exercises in ways which demonstrate effective safety and risk assessment
	• Plan, design, execute and communicate a sustained piece of independent work using appropriate media to communicate the findings	• Execute a sustained piece of independent work using appropriate media to communicate the findings in a way which demonstrates the ability to synthesise information and knowledge	• Execute and disseminate a sustained piece of independent work which provides evidence of critical engagement with and original interpretation of appropriate data
	• Recognise those moral, ethical and safety issues which directly pertain to the context of study and be aware of relevant legislation and professional codes of conduct	• Engage in debate on the moral, ethical and safety issues which directly pertain to the context of study and to react appropriately to legislation and professional codes of conduct	• Critically appraise and challenge the moral, ethical and safety issues which directly pertain to the context of study and to respond to legislation and professional codes of conduct in ways which are exemplars of good practice

	Threshold Performance	Typical Performance	Excellent Performance
Intellectual Skills	• Research and assess subject specific facts, theories, paradigms, principles and concepts	• Evaluate the importance of subject specific facts, theories, paradigms, principles and concepts in relation to their ability to explain and solve problems	• Challenge subject specific facts, theories, paradigms, principles and concepts and be able to articulate possible new ways of looking at the subject based on recent research or intellectual insights
	• Assess and evaluate evidence	• Assess and critically evaluate evidence with detailed reference to methodology and the source of the data	• Assess and critically evaluate evidence with detailed reference to methodology and the source of the data informed by a mature reflection of the students' own developing research and depth of reading
	• Interpret data and text	• Critically analyse and interpret data and have a detailed understanding of the strengths and weaknesses of the data and textual analysis techniques that they employ	• Critically analyse and interpret data and appraise the strengths and weaknesses of the data and textual analysis techniques they employ and be able to utilise alternative approaches
	• Describe and analyse information and be able to develop a basic re-interpretation of key factors	• Analyse and synthesise information and present a structured and evidenced reinterpretation of the information which can be used to give an insight into issues relevant to the professional context	• Analyse, synthesise and reinterpret data to show they have developed a capacity for creative and original insight into issues relevant to the professional context
	• Develop a reasoned argument and identify basic assumptions	• Develop a reasoned and well-structured argument that challenges underlying assumptions	• Sustain a persuasive and logical argument that challenges basic and underlying assumptions from a number of informed perspectives
	• Take responsibility for their own learning and continuing professional development	• Apply their own learning and continuing professional development	• Adopt an autonomous approach to their own learning and continuing professional development

6. Subject-specific guidelines

6.1. Introduction
Each institution providing honours degrees will have its own characteristics with a detailed rationale for the content, nature and organisation of its programmes and modules detailed in the relevant programme specifications. Likewise the distinctive nature of each of the subject domains within Unit 25 is recognised in the manner in which the subject specific guidelines are presented. While it is recognised that programmes in Unit 25 will vary in the depth to which they treat individual subjects it is expected that typical graduates in the subject domain are able to achieve the appropriate learning outcomes identified below.

6.2 Leisure
A typical honours graduate in Leisure will be able to demonstrate the ability to:

understand, critically evaluate and reflect on issues of lifestyle, consumption and culture as they affect people's leisure lives:
- demonstrate an ability to synthesise inter-disciplinary approaches to issues of consumption and consumerism in leisure markets
- critically reflect on the impact of leisure in the lives of individuals and analyse barriers to participation such as aspects of age, gender, disability etc.
- evaluate the importance of cultural and other diversities in developing access to participation in leisure by specific target groups.

understand the social, political, economic and physical contexts of leisure and analyse the impact of these upon leisure theories:
- critically evaluate the notion of praxis derived from generic disciplines and apply these to a specific leisure context
- analyse and reflect upon the environment in which leisure operations take place
- review and analyse the political and economic factors which affect the supply of, and demands for, leisure
- critically reflect on the nature of policies for leisure across sectoral and administrative boundaries
- critically evaluate the role and impact of global and local leisure structures and organisations.

utilise, and understand the impact of rationales, sources and assumptions embedded in policy, planning and delivery mechanisms in a leisure context:
- operationalise concepts of social, public and business policy and critically analyse their role in leisure supply
- possess the skills to write and critique leisure plans, development plans and to recognise and meet the leisure needs of specific communities
- critically reflect upon the role of those organisations and structures charged with a responsibility for the promotion of leisure or the training of practitioners in leisure ie QUANGOS, NTOs etc.

employ a range of 'leisure specific' facilitation skills in the promotion of professional practice:
- critically reflect upon what it means to work in leisure
- evaluate the impact and role of leisure events in everyday life
- demonstrate the skills necessary both to deliver and reflect upon a leisure experience aimed at a specific group, for example an event or a competition.

6.3 Sport

Programmes of study are orientated towards science, studies or management-based ways of approaching the study of Sport and the selection of learning outcomes, subject content and experiential learning will reflect this. Programmes of study will be designed in such a way as to facilitate the achievement of an appropriate selection of learning outcomes. Institutions will demonstrate an adequate coverage of one or more of the following four study areas, along with the learning experience necessary to achieve the Unit-specific graduate outcomes. Degrees incorporating the term sport studies will normally be expected to embrace two or more of the four study areas below:

the study of human responses to sport and exercise:
- make effective use of knowledge and understanding of the disciplines underpinning human structure and function
- appraise and evaluate the effects of sport and exercise intervention on the participant
- provide a critical appreciation of the relationship between sport and exercise activity and intervention in a variety of participant groups. This will include special populations such as the elderly, disabled and children.

It is anticipated that science-based programmes will embrace the above learning outcomes with subject related content, amongst others.

the study of the performance of sport and its enhancement, monitoring and analysis:
- monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport
- evidence the skills required to monitor and evaluate sports performance in laboratories and/or field settings
- display a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance.

It is anticipated that science-based programmes will embrace the above learning outcomes with subject related content, amongst others.

the study of the historical, social, political, economic and cultural diffusion, distribution and impact of sport:
- display a critical insight into the organisations and structures responsible for sport, and the political ramifications arising from these
- employ social, economic and political theory to explain the development and differentiation of sport throughout society
- demonstrate the application of the social and cultural meanings attached to sport and their impact on participation and regulation.

It is anticipated that studies-based programmes will embrace the above learning outcomes with subject related content, amongst others.

the study of the policy, planning, management and delivery of sporting opportunities:
- understand and apply the theories, concepts and principles of practice from the generic management areas of operations, finance, human resources, economics and marketing to sports facilities and events
- employ strategic planning and development planning skills in analysing, understanding and addressing the development needs and intentions of sport organizations and communities
- demonstrate a critical appreciation of sport development and facilitation principles in at least one vocational context.

It is anticipated that management-based programmes will embrace the above learning outcomes with subject related content, amongst others.

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