CHANGE

Enhancing Skills in Sport for Development

COMPETENCE FRAMEWORK OF OCCUPATIONAL STANDARDS FOR SPORT FOR DEVELOPMENT IN EUROPE:

GOOD PRACTICE GUIDELINES FOR PRACTITIONERS

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This document is part of a series of 6 CHANGE project outputs that can be read in conjunction with each other or as stand-alone documents

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DEFINING SKILLS AND COMPETENCES FOR SPORT TO ACT AS A TOOL FOR THE DEVELOPMENT OF PEOPLE AND SOCIETY IN EUROPE

1 > THE COMPETENCE FRAMEWORK OF OCCUPATIONAL STANDARDS

THE COMPETENCE FRAMEWORK OF OCCUPATIONAL STANDARDS

This Competence Framework is one of six important publications from the CHANGE project (official title '*Defining skills and competences for sport to act as a tool for the development of people and society in Europe*'). CHANGE was a three-year transnational project with nine partners, co-funded by the EU's Erasmus+ Sport programme. It started in January 2019 and completed successfully in December 2021, following a global dissemination conference.

In doing so, the partners focused on a relatively young and energetic field of practice, known as Sport for Development (S4D) which uses sport and physical activity to promote wider development objectives, such as gender equity, peace and reconciliation, employability, crime reduction, social inclusion, environmental sustainability and many others. A fuller description of S4D is given in **Section 3**.

The purpose of this Competence Framework is to provide the field of Sport for Development with clear and well-researched good practice benchmarks which will raise levels of competence and improve the work of S4D practitioners and therefore the lives of the communities and individuals with whom they work. Occupational standards have existed in sport and many other sectors for nearly 40 years and are accepted by the EU as an important contributor to workforce development.

This *Competence Framework of Occupational Standards,* together with the outputs of other strands of project research, also provided CHANGE with the basis for a *Framework of Attributes, Skills and Knowledge* (ASK) which education and training providers can use to devise initial training for new entrants to the field and help the continuing professional development of existing practitioners. The principle is clear: if we know what good practice looks like for coordinators and activators, then we can analyse the attributes, skills and knowledge they need to achieve good practice.

The ASK Framework is contained in a separate CHANGE publication – **Training Handbook for sport for development in Europe.**

1.1 - HOW THE COMPETENCE FRAMEWORK DEFINES GOOD PRACTICE

The partners developed the *Competence Framework of Occupational Standards* through a careful and systematic analysis of two important occupations in S4D – Coordinator and Activator – followed by two consultation exercises involving the project's partners and 41 other experts from 23 countries from Europe and around the world.

The analysis technique was Functional Analysis, an essential component of EOSE's *7-Step Model for Lifelong Learning* (**Section 2.3**). This is based on the principle of role expectation. In other words, we did not simply research what coordinators and activators currently do, we also looked very carefully at what coordinators and activators *are expected to do* in order to achieve the overall mission of S4D. Therefore, the Functional Analysis allows us to define good practice.

The process began with the project partners defining a *Key Purpose* (overall mission) for the S4D field, using their own knowledge of the field of practice and the background research they undertook in earlier phases of the project. After considerable discussion and wider consultation, the Key Purpose was agreed as:

> "Work collaboratively to stimulate positive change in the lives of individuals and communities through the intentional use of sport and physical activity."

The partners then moved on to identify eight *Key Roles* (large areas of work) which apply to coordinators and activators. We did this by asking the simple question 'What are workers expected to do to achieve the Key Purpose?' This is shown in *Figure 1* below.

Key Purpose (overall mission of Sport for Development)
"Work collaboratively to stimulate positive change in the lives of individuals and communities through the intentional use of sport and physical activity."

Key Roles (what are workers expected to do to achieve the key purpose?)

A ▸ ENGAGE COMMUNITIES IN SPORT FOR DEVELOPMENT INITIATIVES

E ▸ BUILD THE CAPACITY OF ORGANISATIONS AND PEOPLE INVOLVED IN SPORT FOR DEVELOPMENT

B ▸ RESOURCE SPORT FOR DEVELOPMENT INITIATIVES

F ▸ USE PARTNERSHIPS AND NETWORKS TO ENHANCE SPORT FOR DEVELOPMENT

C ▸ PLAN AND IMPLEMENT SPORT FOR DEVELOPMENT PROGRAMMES AND ACTIVITIES

G ▸ MARKET AND COMMUNICATE SPORT FOR DEVELOPMENT

D ▸ MANAGE SPORT FOR DEVELOPMENT PAID STAFF AND VOLUNTEERS

H ▸ MONITOR, REVIEW AND EVALUATE SPORT FOR DEVELOPMENT INITIATIVES

> **Figure 1: Key Purpose and Key Roles** <

The partners then analysed each of the Key Roles above using the same question: 'What are workers expected to do to achieve this Key Role.'

Figure 2 below shows one example for Key Role A.

A ▶ ENGAGE COMMUNITIES IN SPORT FOR DEVELOPMENT INITIATIVES

Functions (what are workers expected to do to achieve this key role?)

A1 - Establish, develop and maintain collaborative working relationships with community stakeholders	▶ COORDINATOR AND ACTIVATOR
A2 - Analyse community needs and identify the potential benefits and risks of sport as a vehicle for social and individual development	▶ COORDINATOR
A3 - Consult with the community to develop proposals for sport for development programmes	▶ COORDINATOR
A4 - Establish, develop and maintain inclusive and collaborative working relationships with sport for development participants	▶ ACTIVATOR
A5 - Facilitate the recruitment and engagement of community members in sport for development initiatives	▶ ACTIVATOR

> **Figure 2: Key Role A analysed to level of function** <

This resulted in a *Functional Map of sport for development in Europe* containing 37 job functions, some of which apply to coordinators, some to activators and some which apply to both. The full Functional Map is shown in **Section 4** with indications as to which functions apply to which occupation.

The Functional Map tells us what coordinators and activators must do to achieve the overall mission of S4D. On their own, however, they do not set a standard of good practice. This was done by adding a list of *Performance Criteria* (typically 8-10) to each function. Once the performance criteria are added to each function, we then have an Occupational Standard.

Performance criteria are evaluative statements which define the quality of what the worker has done. They focus on performance, not knowledge (which is covered in the ASK Framework) and define qualities of the outcome, i.e., what the worker has achieved and any essential processes.

Figure 3 below shows an example of one function with performance criteria added to create an Occupational Standard:

Sample Standard C7
Facilitate the social and individual development of participants

Performance Criteria
A competent Sport for Development Practitioner should:

1 - Identify intended behaviour change and use sport for development activities to promote those behaviour changes

2 - Build sustainable trusting relationships with individuals from different backgrounds and experiences and use these experiences as a starting point for participatory learning

3 - Provide a positive role model in own behaviour, language, values and attitudes

4 - Use the sport for development activities to develop participants'
- Respect, fair play and tolerance
- Teamwork
- Self-confidence and trust
- Personal responsability and self-control
- Ability to manage conflict
- Personal resilience
- Goal orientation
- Adaptability
- Empathy
- Communication skills
- Problem solving and decision making
- Safeguarding own welfare

5 - Monitor participant progress and adapt sport for development activities to meet emerging needs and new opportunities for development

6 - Support participants to review their learning, taking full account of their experiences and feelings

7 - Support participants to identify and celebrate what they have achieved during sport for development activities

8 - Explore with the participants how their learning can be applied in the futures to achieve sustainable behaviour change

> **Figure 3: One example occupational standard - function + performance criteria** <

This standard applies to the Activator. If the person working as activator can show that they meet all these performance criteria, they can genuinely claim to be competent when carrying out that work function.

The performance criteria for each of the 37 occupational standards were identified partly through the experience of the partners and partly by analysing source materials from Europe and other parts of the world.

The full 37 occupational standards are given in **Section 6**.
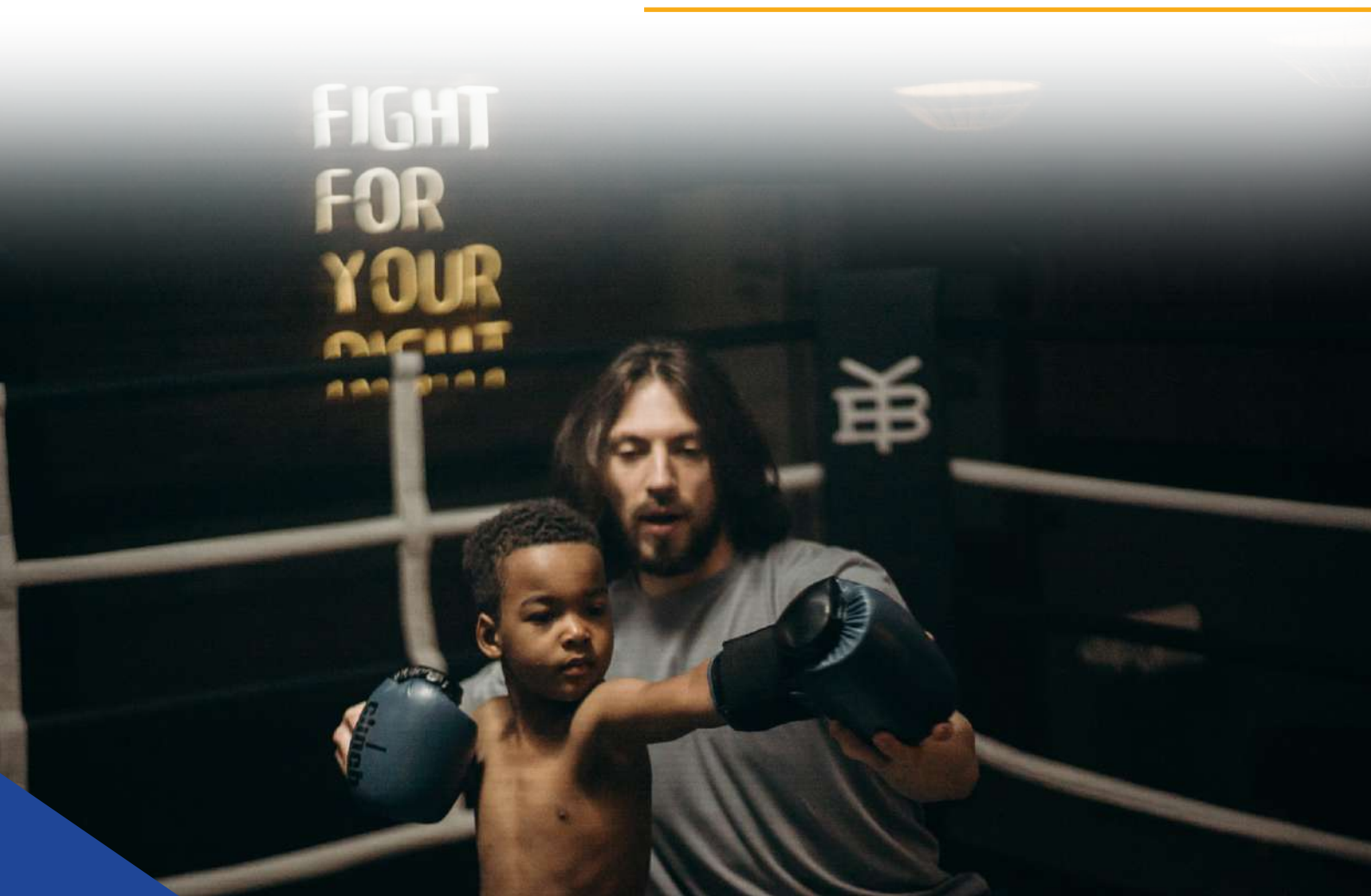
1.4 - HOW THE FIELD OF SPORT FOR DEVELOPMENT CAN USE THESE OCCUPATIONAL STANDARDS

Occupational standards have a variety of applications in the world of work. Some of the most popular uses are:

For the individual worker:

> Use the Competence Framework of Occupational Standards as a **guide to good practice** – when you are faced with a new challenge, for example, carrying out a community mapping, study the relevant standard and performance criteria and plan how you can apply these good practice guidelines to their work.

> **Check your own work to make sure you achieve good practice** – when you are doing something, for example monitoring and evaluating the outcomes of a S4D programme, which you know is really important, but you feel they could do better, check your work against the relevant standard and make improvements.

> Identify where your performance does not meet good practice and **plan your continuing development** – where there are areas of your work which consistently do not achieve what you want, use the standards to assess your training needs more precisely. A step-by-step guide, illustrated by a case study, on how to use the occupational standards to identify training needs is shown in the **Training Handbook**.

For the organisation:

> **Set objectives for evaluating team members' performance and giving feedback** – managers can use the occupational standards to list the functions most important to an individual worker's job, use these to set targets and then use the performance criteria to identify whether the worker is meeting the good practice standards.

> **Analyse staff's training needs** – by identifying which areas of their work are not meeting standards and finding training programmes based on these standards to raise levels of performance.

> **Develop job descriptions and person specifications** – you can use the key roles and functions to devise job descriptions which match good practice guidelines and the *Framework of Attributes, Skills and Knowledge* in the **Training Handbook** to design appropriate person specifications.

> **Demonstrate to funders and partners that the team is working to industry standards** – when you are making applications for projects or project funding, show sponsors that your staff are consistently working to good practice guidelines and therefore more likely to deliver effective outcomes.

The CHANGE partners strongly believe that Competence Framework of Occupational Standards will reward employers and their staff who study and apply its principles and content by significantly improving the services they provide to communities and individuals.

DEFINING SKILLS AND COMPETENCES FOR SPORT TO ACT AS A TOOL FOR THE DEVELOPMENT OF PEOPLE AND SOCIETY IN EUROPE

2 > ABOUT THE CHANGE PROJECT

The CHANGE project's overall aim was to:

> "Build capacity in the European sport workforce to develop the skills to tackle social issues and enable the effective use of sport for social and human development."

In doing so, the project concentrated its research and development on the dynamic field in the sport and physical activity sector known as **Sport for Development (S4D),** which is described in more detail in the next section.

The S4D workforce has many job roles. The CHANGE partners agreed at the project planning stage that it would not be possible to study the whole workforce in detail within the limitations of a three-year project. The partners, therefore, agreed to focus on two broad occupations which they believe are key to the success of S4D programmes and activities:

1. Coordinator – senior staff who analyse a community's development needs, identify target groups and their development goals, and then plan, implement and evaluate appropriate S4D programmes. In different organisations, they may be known as *project manager, sports manager, community officer, development coordinator etc.*

2. Activator – paid or volunteer staff who work directly with the community target groups to engage them in the S4D programme and plan, facilitate and review sport-based activities to help participants achieve the development goals planned for the programme. They may be known as coach, community *coach, activity leader, community officer, inclusion officer etc.*

Coordinators are likely to be paid staff operating at first line or middle management levels. Activators are likely to be paid but may also operate as unpaid volunteers. In small S4D organisations and projects, there is likely to be a significant overlap between Coordinator and Activator with Coordinators also working directly on leading and facilitating S4D activities.

The project was coordinated by the European Observatoire of Sport and Employment (EOSE) and brought together eight other partners including a national Sport Ministry, national and international sport for development charities, a global umbrella body for grassroots sport and physical activity, national sport bodies, and two universities who are all committed to driving the S4D sector forwards.

> **COORDINATOR OF THE CHANGE PROJECT**

France / Europe
European Observatoire of Sport and Employment (EOSE)

Denmark / International
International Sport and Culture Association (ISCA)

Netherlands / International
Women Win

Italy
Italian Sport for All Association (UISP)

United Kingdom
Leeds Beckett University (LBU)

Greece
General Secretariat for Sports (GSG)

Slovenia
Sports Union of Slovenia (SUS)

Italy
University of Cassino and Southern Lazio (UNICAS)

United Kingdom
Street Games

2.3 - PROJECT METHODOLOGY AND OUTPUTS

The CHANGE partners, with the coordination and technical support of EOSE, achieved the project's aim through the application of the **Lifelong Learning Strategy for Sport**, known as the '*7-Step Model*'[1]. The *7-Step Model* addresses workforce development by studying a sector or field and its characteristics and tendencies, analysing its key work roles (in this case coordinators and activators), developing a *Competence Framework of Occupational Standards* (good practice guidelines) for these roles and then identifying the key areas of knowledge, skills and training/qualifications which practitioners need to deliver good practice.

1 - For an in-depth description of the model, see Gittus, B & Favre, A, The Lifelong Learning Strategy for the Sector: the 7 Step Model, in Gouju, JL & Zintz, T (Eds) (2014) Sport: linking education, training and employment in Europe, an EOSE Network Perspective. Presses Universitaires de Louvain. See also description of 7 Step Model on EOSE website: http://eose.org/approach/7-step-model/

7 STEP MODEL
LIFELONG LEARNING STRATEGY FOR SPORT

1 LABOUR MARKET INTELLIGENCE

2 OCCUPATIONAL MAP

3 OCCUPATIONAL DESCRIPTORS

4 FUNCTIONAL MAP

5 COMPETENCE FRAMEWORKS / OCCUPATIONAL STANDARDS

6 GUIDE TO QUALIFICATIONS AND LEARNING OUTCOMES

7 QUALITY ASSURANCE PROCESS

The *7-Step Model* was devised by EOSE and has been tried and tested through many similar projects in sport and physical activity. Many organisations such as the European Commission and Cedefop[2] recognise this model as a systematic approach to designing work-related education and training. The model provides a strategic framework which ensures that appropriate education, training and qualifications exist to support the development of the sector's workforce based on the requirements of their jobs. EOSE developed the model in response to the main education and employment challenges in the sector, and it aligns with the main EU policies and tools in the fields of sport, employment and vocational education and training.

Implementing the *7-Step Model* within the CHANGE project has united the worlds of employment and education and builds on the expertise of many experienced S4D strategic thinkers, practitioners, and academic researchers and educators to ensure that education and training provision is fit for purpose and consistent with the needs of the field.

The project adopted a generic approach to S4D, i.e., it has tried to identify all the main features of S4D, regardless of the sport being used or the wider development goals in mind, (for example, empowerment and gender equality, conflict resolution, etc.) and highlighted all of the functions competent coordinators and activators should be able to carry out to achieve good practice outcomes.

Step One: The model began with the collection of **Labour Market Intelligence** by conducting desk and primary research into characteristics and tendencies in S4D.

Step Two: The next step in the model produced an **Occupational Map** which further expands on the key characteristics of the S4D workforce.

> **Publication Output 1: Research Report and Occupational Map for sport for development in Europe**

Step Three: The model then researched the roles of coordinator and activator in greater detail and produced **Occupational Descriptors** for each occupation.

> **Publication Output 2: Occupational Descriptors for sport for development positions in Europe**

Step Four: The project supported the S4D employment and education stakeholders to develop a **Functional Map** outlining all of the main functions coordinators and activators must be able to carry out to be competent in their job roles.

> **Publication Output 3: Functional Map of sport for development in Europe** (also shown in **Section 5** of this document)

Step Five: The stakeholders and experts developed the functional map to a greater level of detail to produce **Occupational Standards.** These standards take each of the functions in the functional map and add performance criteria which will enable practitioner's performance to be evaluated (either by themselves or by colleagues) to decide whether they are implementing good practice and to identify any training needs.

> **Publication Output 4: Competence Framework of Occupational Standards for Sport for Development in Europe: Good Practice Guidelines for Practitioners**
> (This publication)

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2 - Cedefop is the European Centre for the Development of Vocational Training which endorsed the model in 2014. https://www.cedefop.europa.eu/en/news/model-governance-support-european-tools-and-employability-cedefop-director

Step Six: The project developed a **Training Handbook** containing a Framework of Attributes, Skills and Knowledge (ASK) and 25 Sample Module Outlines with learning outcomes based on the Occupational Standards. This Handbook also includes advice to organisations wishing to develop education to support the competence-based development of coordinators and activators.

> **Publication Output 5: Training Handbook for sport for development in Europe: Resources for Upskilling the Workforce**

Step Seven: The project created a guide for implementation, sustainability and quality assurance actions to ensure all the other project outputs are implemented going forward.

> **Publication Output 6: Implementation and Sustainability Plan for sport for development in Europe**

All these publications are available from the CHANGE library[3].

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3 - https://www.change-sport.eu/library/

3 > ABOUT SPORT FOR DEVELOPMENT (S4D)

"Sport is also an important enabler of sustainable development. We recognise the growing contribution of sport to the realisation of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives."[4]

Sport for Development (sometimes referred to as 'Sport for Development and Peace') is a powerful and growing force in the world of sport and physical activity and has been recognised as such by many international bodies such as the United Nations and the European Union, as well as national governments, development organisations, and donors. These organisations acknowledge the universal attraction of sport, especially to children and young people. They know that, as well as promoting active lifestyles and good physical health, sport can also serve as an educational tool and means of social intervention to tackle a variety of social ills such as gender inequality, poor mental health, food poverty, crime, unemployment and poverty, social exclusion, conflict and violent extremism.

Sport for Development (S4D) refers to the *intentional and planned* use of sport to deliver a wide range of personal and social developmental goals, for example, empowerment and personal self-esteem, conflict resolution, literacy, crime reduction, employability, sustainable development and the inclusion of minority and vulnerable groups in society. S4D projects are increasingly being used to address the needs of communities who face various – often multiple – forms of deprivation or other challenges. These communities may be within the European Union, or they may be found in developing countries where European governmental and non-governmental organisations are active in development cooperation. The S4D approach is based on the inherent values of sport – for example, fair play, teamwork, personal discipline, commitment, health and fitness to name a few; but it also uses the powerful attractive features of sport, which when properly managed, can create a safe space for participants to follow wider developmental pathways. The type of sport activity could be almost anything which embodies the values of sport and is attractive to the people in the target communities. The emphasis, however, is always on participation and personal growth rather than technical proficiency and skill acquisition.

It is important to make a distinction between *sport development* and *sport for development. 'Sport development'* is a term used to describe efforts to develop the institution of sport itself, including increasing sport provision (e.g., facilities and human resources), improving sport practices (e.g., coaching standards and inclusive delivery) and – especially – raising sport participation and sport performance levels. Whereas some of these efforts may be linked to sport for development, it is 'development through sport' which is strongly associated with, and central to, our understanding. Sport for development, therefore, refers to the potential of sport to provide development outcomes both individually and collectively, with the latter ranging from impacts on immediate social networks such as families and communities, to wider structural impacts.

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4 - *2030 Agenda for Sustainable Development.* United Nations Department for Economic and Social Affairs. 2015.

4 > FUNCTIONAL MAP OF SPORT FOR DEVELOPMENT

KEY ROLES
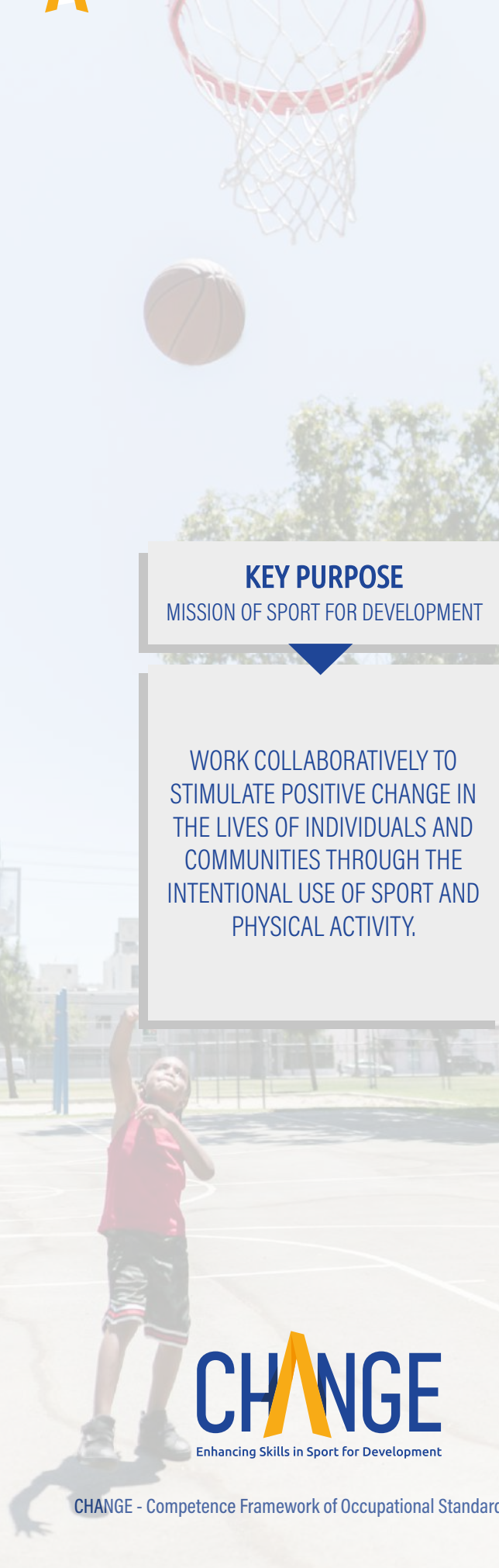
KEY PURPOSE

MISSION OF SPORT FOR DEVELOPMENT

WORK COLLABORATIVELY TO STIMULATE POSITIVE CHANGE IN THE LIVES OF INDIVIDUALS AND COMMUNITIES THROUGH THE INTENTIONAL USE OF SPORT AND PHYSICAL ACTIVITY.

A ▶ ENGAGE COMMUNITIES IN SPORT FOR DEVELOPMENT INITIATIVES

B ▶ RESOURCE SPORT FOR DEVELOPMENT INITIATIVES

C ▶ PLAN AND IMPLEMENT SPORT FOR DEVELOPMENT PROGRAMMES AND ACTIVITIES

D ▶ MANAGE SPORT FOR DEVELOPMENT PAID STAFF AND VOLUNTEERS

E ▶ BUILD THE CAPACITY OF ORGANISATIONS AND PEOPLE INVOLVED IN SPORT FOR DEVELOPMENT

F ▶ USE PARTNERSHIPS AND NETWORKS TO ENHANCE SPORT FOR DEVELOPMENT

G ▶ MARKET AND COMMUNICATE SPORT FOR DEVELOPMENT

H ▶ MONITOR, REVIEW AND EVALUATE SPORT FOR DEVELOPMENT INITIATIVES

CHANGE

Enhancing Skills in Sport for Development

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FUNCTION/STANDARD	RELEVANT JOB ROLE
A1 - Establish, develop and maintain collaborative working relationships with community stakeholders	▶ COORDINATOR AND ACTIVATOR
A2 - Analyse community needs and identify the potential benefits and risks of sport as a vehicle for social and individual development	▶ COORDINATOR
A3 - Consult with the community to develop proposals for sport for development programmes	▶ COORDINATOR
A4 - Establish, develop and maintain inclusive and collaborative working relationships with sport for development participants	▶ ACTIVATOR
A5 - Facilitate the recruitment and engagement of community members in sport for development initiatives	▶ ACTIVATOR
B1 - Obtain financial resources for sport for development initiatives	▶ COORDINATOR
B2 - Support communities to obtain financial resources for the sustainability of sport for development initiatives	▶ COORDINATOR
B3 - Manage financial resources for sport for development initiatives	▶ COORDINATOR
B4 - Manage, adapt and develop facilities, equipment and consumables for sport for development initiatives	▶ COORDINATOR AND ACTIVATOR
B5 - Supervise the use of facilities, equipment and consumables for sport for development activities	▶ ACTIVATOR
C1 - Work with communities to develop sustainable sport for development programmes which address social and individual needs	▶ COORDINATOR
C2 - Develop and implement policies and procedures for a sport for development initiative	▶ COORDINATOR
C3 - Coordinate, monitor and, if necessary, adapt the delivery of sport for development programmes	▶ COORDINATOR
C4 - Transition sport for development programmes into sustainable initiatives	▶ COORDINATOR AND ACTIVATOR
C5 - Work with participants to plan and prepare sport for development activities	▶ ACTIVATOR
C6 - Work with participants to deliver, adapt and review sport for development activities	▶ COORDINATOR
C7 - Facilitate the social and individual development of sport for development participants	▶ COORDINATOR AND ACTIVATOR
C8 - Safeguard the health, safety and welfare of sport for development participants	▶ ACTIVATOR
D1 - Plan, support and progress a sport for development team	▶ COORDINATOR
D2 - Recruit and select paid staff and volunteers for sport for development initiatives	▶ COORDINATOR
D3 - Lead the work of paid staff and volunteers in a sport for development initiative	▶ COORDINATOR
D4 - Manage, adapt and develop facilities, equipment and consumables for sport for development initiatives	▶ COORDINATOR AND ACTIVATOR
E1 - Contribute to the development of the organisation's strategy	▶ COORDINATOR
E2 - Plan and coordinate training and development for sport for development staff and volunteers	▶ COORDINATOR
E3 - Consult with the community to develop proposals for sport for development programmes	▶ COORDINATOR AND ACTIVATOR
E4 - Support the sustainable development of community organisations	▶ COORDINATOR AND ACTIVATOR
E5 - Ensure own continuing professional development	▶ COORDINATOR AND ACTIVATOR
F1 - Establish and maintain collaborative working relationships with partner and potential partner organisations	▶ COORDINATOR
F2 - Support communities to build working relationships with other organisations and agencies	▶ COORDINATOR AND ACTIVATOR
F3 - Participate in community events relevant to sport for development initiatives	▶ COORDINATOR AND ACTIVATOR
G1 - Promote sport for development programmes	▶ COORDINATOR AND ACTIVATOR
G2 - Compile and disseminate information about sport for development initiatives	▶ COORDINATOR
G3 - Represent sport for development initiatives at community level	▶ COORDINATOR AND ACTIVATOR
H1 - Coordinate the monitoring, review and evaluation of sport for development initiatives	▶ COORDINATOR
H2 - Collect data relevant to sport for development initiatives	▶ COORDINATOR AND ACTIVATOR
H3 - Analyse data and produce monitoring and evaluation reports on the impact of sport for development initiatives	▶ COORDINATOR
H4 - Disseminate the impact of and learning from sport for development initiatives	▶ COORDINATOR

DEFINING SKILLS AND COMPETENCES FOR SPORT TO ACT AS A TOOL FOR THE DEVELOPMENT OF PEOPLE AND SOCIETY IN EUROPE

5

> **GLOSSARY OF TERMS USED IN THE STANDARDS**

Community	A group of people who share something in common; this could be locality – where they live; shared characteristics – for example, gender or economic disadvantage or common interests – for example sport.
Community assets	These could be physical, for example, existing sport facilities or human, for example, existing coaches in the community.
Community needs	What is needed to make positive change in the community. In this context, it means needs that can be addressed by sport for development, for example, health and education, peace and reconciliation, gender equality, employability etc.
Individual development	Activities which improve an individual's physical and mental health, confidence, identity and self-esteem, develop skills and potential, facilitate employability, enhance quality of life and contribute to the realisation of personal aspirations.
Partner organisations	These could include sport organisations and other organisations which can contribute to the objectives of a sport for development initiative, for example, schools, health and social services, religious groups, government agencies etc.
Safeguard	To protect participants – children, youth and adults – from physical or emotional harm.
Social development	Improving the way individuals relate to and interact with others which brings a general benefit to the individual and society.
Sport for development	The intentional use of sport as a tool to achieve wider social and individual development objectives such as health, education, employability, community cohesion, gender equality, peace and reconciliation etc.
Sport for development activities	Discrete sessions within a sport for development programme which contribute to its overall objectives, for example, a netball taster session, a coaching activity, an education session linked to sporting activity, a tournament etc.
Sport for development initiative	A general strategy to use sport for development as a way of achieving positive change in a community.
Sport for development programme	A planned and coordinated group or series of activities which uses sport as a tool to achieve wider social and individual development objectives.
Stakeholders	A stakeholder is a person or organisation that has an interest in the community and can either affect or be affected by what happens in the community. This could include community leaders, community members, local businesses, education, social and health service providers, religious institutions, sport clubs etc.
Sustainability	The ability of a sport for development initiative or programme to continue into the future.

6 > THE OCCUPATIONAL STANDARDS

KEY ROLE A

▾

ENGAGE COMMUNITIES IN SPORT FOR DEVELOPMENT INITIATIVES

A1 ▶ Establish, develop and maintain collaborative working relationships with community stakeholders

WHAT THIS STANDARD IS ABOUT

This standard is about engaging with the community in which your organisation plans to undertake sport for development work. Stakeholders in this standard refers to all those organisations and key individuals who could be involved in a sport for development initiative, for example local sport clubs, community groups, health and education providers, religious organisations etc.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCA1.1** - Analyse and document the overall context, purpose and scope of the community engagement

> **PCA1.2** - Collect and analyse available information to build a community profile, including the strengths and challenges facing the community

> **PCA1.3** - Identify and document community organisations and individuals relevant to the engagement and the level of impact they could have regarding sport for development

> **PCA1.4** - Identify and implement engagement approaches, methods and activities which are appropriate to the community and build rapport with relevant stakeholders

> **PCA1.5** - Develop and maintain a network of contacts within the community, including excluded and marginalised groups who could benefit from sport for development

> **PCA1.6** - Ensure stakeholders have an understanding of the purpose and values of your organisation and the skills, knowledge and capability it has in relation to sport for development

> **PCA1.7** - Promote the values, strategies and methods of sport for development and identify the potential of collaborative working

> **PCA1.8** - Encourage and support community stakeholders to contribute ideas and proposals relevant to sport for development

> **PCA1.9** - Identify and respect the aims and objectives of community stakeholders, acknowledging when their priorities are different from those of own organisation

> **PCA1.10** - Create opportunities for your organisation to be positively involved with the local community

A2 ▶ Analyse community needs and identify the potential benefits and risks of sport for development as a vehicle for social and individual development

WHAT THIS STANDARD IS ABOUT

This standard is about working with communities to agree their needs, existing community assets, how sport for development initiatives can address those needs, and making recommendations to relevant decision makers in your organisation.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCA2.1** - Collect and analyse information about the community, its culture and interactions with community stakeholders relevant to potential sport for development initiatives

> **PCA2.2** - Identify and assess community needs, including those of excluded and marginalised groups, and their interest in sport and physical activity and existing community resources and assets

> **PCA2.3** - Identify and assess the potential risks of supporting sport for development initiatives in the community

> **PCA2.4** - Identify and prioritise the strengths and weaknesses of your organisation and the potential opportunities and threats to sport for development in the community

> **PCA2.5** - Draw justified conclusions regarding the requirements for sport for development initiatives which your organisation can facilitate

> **PCA2.6** - Support individuals and organisations to identify and articulate their own needs, goals and objectives and take account of these

> **PCA2.7** - Prioritise the needs for relevant sport for development initiatives which your organisation can facilitate, taking account of:
> - likely demand and potential impact of sport for development
> - the resources needed
> - potential barriers to participation
> - sustainability in the medium to long term

> **PCA2.8** - Ensure the analysis, consultations and conclusions are correctly recorded

> **PCA2.9** - Make evidence-based recommendations regarding community needs and risks to the relevant decision makers

A3 ▶ Consult with the community to develop proposals for sport for development programmes

WHAT THIS STANDARD IS ABOUT

This standard is about working with communities to develop specific proposals for sport for development programmes which address their needs.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCA3.1** - Promote the value of sport as a viable tool for individual and social development in the community

> **PCA3.2** - Review existing and past sport for development approaches and methods which are relevant to the community's needs and evaluate their potential for the community

> **PCA3.3** - Identify a range of options for sport for development initiatives which are realistic and feasible and can be adapted to community characteristics

> **PCA3.4** - Ensure the options you present are consistent with the aims and objectives of your own organisation

> **PCA3.5** - Work with community stakeholders to evaluate these options in terms of relevance to identified community needs, characteristics, the sport and physical activity interests of target groups, and the likely impact of these options

> **PCA3.6** - Support community stakeholders in articulating their own views and take account of their feedback

> **PCA3.7** - Work with community stakeholders to agree sport for development initiatives appropriate to their needs, community characteristics, target group interests and available resources

> **PCA3.8** - Assist community stakeholders in developing a realistic and feasible action plan to implement the agreed initiatives

> **PCA3.9** - Encourage and assist community stakeholders to identify opportunities to develop their skills and confidence appropriate to the action plan

> **PCA3.10** - Identify and evaluate the implications of the chosen initiatives for your organisation

> **PCA3.11** - Ensure the consultations, decisions and plans are correctly recorded

> **PCA3.12** - Communicate the decisions regarding chosen sport for development initiatives to the relevant decision makers in your organisation

A4 ▶ Establish, develop and maintain inclusive and collaborative working relationships with sport for development participants

WHAT THIS STANDARD IS ABOUT

This standard is about creating an environment in which the sport for development practitioner can work effectively with participants in the programme's activities.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCA4.1** - Collect and analyse information about the community and those taking part in sport for development activities

> **PCA4.2** - Listen to individual participants to gain an understanding of their experiences and appreciate their perspectives

> **PCA4.3** - Identify and reflect on your own social and cultural perspectives and biases

> **PCA4.4** - Ensure your own relationships with participants and those of your colleagues are professional and consistent with legal, ethical and organisational requirements

> **PCA4.5** - Use reflection to support your ability to work inclusively and with an understanding of others

> **PCA4.6** - Work with participants and colleagues to overcome barriers to participation and promote self-confidence and self-development

> **PCA4.7** - Engage participants in decision making regarding sport for development activities and support their right to express their own views and opinions constructively

> **PCA4.8** - Value and respect diversity and inclusiveness across all areas of your work, showing sensitivity to different cultural values and practices

> **PCA4.9** - Use a range of appropriate verbal and non-verbal communication methods to establish, develop and maintain effective working relationships based on mutual trust and confidence

> **PCA4.10** - Promote understanding across diverse individuals and groups, including where there is actual or potential conflict

> **PCA4.11** - Encourage and support feedback from participants on all aspects of sport for development activities

> **PCA4.12** - Work with colleagues and community members to continuously improve your ability to relate to and communicate with participants

WHAT THIS STANDARD IS ABOUT

This standard is about working with the local community to develop and implement a communications and recruitment plan to involve participants in sport for development.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCA5.1** - Identify intended target groups in the community

> **PCA5.2** - Identify key community stakeholders who are appropriate to developing and promoting awareness of the sport for development initiative

> **PCA5.3** - Work with community stakeholders to identify and prioritise factors which are likely to attract and sustain the participation of target groups and other factors that may act as barriers to participation

> **PCA5.4** - Work with community stakeholders to develop communication methods and messages which increase the motivation of target groups to participate in sport for development

> **PCA5.5** - Ensure all communication methods and messages are culturally sensitive, ethical, in-line with the policies of your organisation and other stakeholders, truthful and honest

> **PCA5.6** - Develop a communication and recruitment plan for the sport for development initiative, making effective use of community influencers

> **PCA5.7** - Ensure the communication and recruitment plan supports the goals and objectives of the sport for development initiative and meets requirements for inclusive practice

> **PCA5.8** - Implement the communication and recruitment plan, monitor its effectiveness and adjust the plan to optimise its effectiveness

> **PCA5.9** - Provide a stimulating and welcoming environment for potential participants, responding clearly and factually to enquiries and dealing constructively with problems

> **PCA5.10** - Use a range of motivational methods to engage participants in the sport for development initiative

> **PCA5.11** - Collect required information about participants and use this information to customise the proposed programme more closely to their needs and interests

> **PCA5.12** - Maintain confidentiality of information about participants

KEY ROLE B

▼

RESOURCE SPORT FOR
DEVELOPMENT INITIATIVES

B1 ▷ Obtain financial resources for sport for development initiatives

WHAT THIS STANDARD IS ABOUT

This standard is about raising the financial resources necessary to fund sport for development initiatives. Funding may include tenders and bids as well as grants, e.g., government grants, grants from trusts and foundations, corporate donations, fundraising etc.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCB1.1** - Identify activities that may qualify for funding

> **PCB1.2** - Collect and store accurate and up-to-date information on potential funding sources and the types of organisations and activities they support and the amount of external funding that may be available

> **PCB1.3** - Check information about funding sources and identify the ones for which your organisation may qualify

> **PCB1.4** - Make sure potential funding sources are compatible with your organisation's values and objectives

> **PCB1.5** - Provide relevant people with information about the prioritised funding sources and take account of their feedback

> **PCB1.6** - Collect and analyse information relevant to preparing applications and bids

> **PCB1.7** - Make sure there is a clear understanding of the conditions and criteria for external funding

> **PCB1.8** - Request advice from other people where required

> **PCB1.9** - Develop applications and bids that meet the needs of the funding source and present your organisation and its policies and plans in a way which is likely to obtain the support of the funding source

> **PCB1.10** - Make draft applications and bids available to relevant people and take account of their feedback

> **PCB1.11** - Provide the funding application within specified timescales

> **PCB1.12** - Provide any additional information and clarifications that the funding source requires within their timescales

> **PCB1.13** - Keep relevant people informed of negotiations and draw on their support, if necessary

> **PCB1.14** - Maintain an effective working relationship with the funding source throughout the negotiations

> **PCB1.15** - Record all aspects of the negotiations and store these securely

B2 ▶ Support communities to obtain financial resources for the sustainability of sport for development initiatives

WHAT THIS STANDARD IS ABOUT

This standard is about helping community groups to identify the financial resources they need to sustain sport for development initiatives and develop strategies and bids to raise the required finance.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCB2.1** - Assist community groups to develop a strategic plan, business plan and funding strategy to achieve their aims and objectives in regard to sport for development

> **PCB2.2** - Support community groups to identify the resources they need to achieve their aims and objectives

> **PCB2.3** - Facilitate community groups to identify their members' expertise and the group's assets

> **PCB2.4** - Encourage community groups to think creatively about how to meet their resource needs

> **PCB2.5** - Support community groups to calculate the value of different sorts of resources, including the contribution of people's time and skills to their activities

> **PCB2.6** - Signpost community groups to support agencies for help with developing strategies and identifying resources to achieve their aims and objectives

> **PCB2.7** - Assist community groups to assess the appropriateness of potential funding sources for their identified needs

> **PCB2.8** - Support community groups to evaluate the range of options for raising funds

> **PCB2.9** - Raise awareness of the benefits of formal or informal partnerships in order to make applications and bids to funding bodies

> **PCB2.10** - Provide effective support to community groups through the stages of preparing funding applications

> **PCB2.11** - Assist community groups to develop and manage their own resources and financial monitoring systems to be accountable to funders, beneficiaries and the wider community and establish reporting procedures

B3 ▶ Manage financial resources for sport for development initiatives

WHAT THIS STANDARD IS ABOUT

This standard is about monitoring and controlling income and expenditure for a sport for development initiative, delegating responsibility and involving your team members in financial decisions as appropriate.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCB3.1** - Confirm your own financial responsibilities, including the limits of authority, with relevant colleagues

> **PCB3.2** - Gather and evaluate available financial information, the objectives, and related plans for your area of responsibility and consult with colleagues to identify priorities, potential problems and risks

> **PCB3.3** - Identify and make use of opportunities to delegate responsibility for budgets for clearly defined activities to colleagues in your area of responsibility, providing them with the required on-going support and resources

> **PCB3.4** - Discuss delegated budgets with your colleagues and agree provisional budgets

> **PCB3.5** - Consult on and develop a realistic budget for your area of responsibility and submit it to the relevant people in your organisation for approval and to assist the overall financial planning process

> **PCB3.6** - Discuss and, if appropriate, negotiate the proposed budget for your area with the relevant people in the organisation and communicate the final budget to colleagues

> **PCB3.7** - Establish systems to monitor and evaluate performance against the budget and put contingency plans in place

> **PCB3.8** - Identify the causes of any significant variances between what was budgeted for and what actually happened and discuss and ensure prompt corrective action is taken, obtaining agreement from the relevant people if required

> **PCB3.9** - Propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people

> **PCB3.10** - Provide on-going information on the financial performance of the area to relevant people in your organisation

> **PCB3.11** - Advise the relevant people as soon as possible if there is evidence of any potentially fraudulent activities

> **PCB3.12** - Encourage your colleagues to think about and identify ways of reducing expenditure and increasing income, selecting and pursuing those ideas which have potential for implementation

> **PCB3.13** - Review the financial performance in your own area, particularly in relation to achievement of the stated objectives, and identify improvements for the future

B4 ▶ Manage, adapt and develop facilities, equipment and consumables for sport for development initiatives

WHAT THIS STANDARD IS ABOUT

This standard is about supporting communities to identify the facilities, equipment and consumables they need to sustain sport for development initiatives and adapt, obtain, maintain and develop these resources.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCB4.1** - Work with community stakeholders and participants to identify facilities, equipment and consumables needed for the sport for development initiative

> **PCB4.2** - Research existing community assets and evaluate their capacity to meet sport for development objectives, identifying opportunities for adaptation

> **PCB4.3** - Where feasible and cost-effective, carry out adaptations to existing facilities and equipment to ensure they are inclusive and responsive to community needs

> **PCB4.4** - Obtain new resources following organisational and legal requirements, available budget and ethical procurement guidelines

> **PCB4.5** - Maintain complete and accurate records of facilities, equipment consumables and manufacturers' guidelines for their use and maintenance

> **PCB4.6** - Ensure facilities, equipment and consumables are secure from theft and unauthorised use

> **PCB4.7** - Work with community stakeholders to monitor and evaluate the quantity, quality, efficiency and effectiveness of facilities, equipment and consumables and follow organisational procedures for maintenance, repair and replacement

> **PCB4.8** - Ensure there is adequate finance for the maintenance of facilities, equipment and the level of consumables

> **PCB4.9** - Work in consultation with community stakeholders and users to identify maintenance needs and opportunities for improvement, seeking advice and support of competent professionals when necessary

> **PCB4.10** - Arrange for maintenance and improvement to be carried out in line with organisational procedures and the recommendations of manufacturers and suppliers

> **PCB4.11** - Ensure others are informed of maintenance and improvements, and put in place arrangements to keep disruption to a minimum

> **PCB4.12** - Ensure all maintenance and improvement activities are monitored and evaluated on a regular basis and that accurate records are maintained

> **PCB4.13** - Follow the relevant health, safety and environmental requirements for the management of facilities, equipment and consumables

B5 ▶ Supervise the use of facilities, equipment and consumables for sport for development activities

WHAT THIS STANDARD IS ABOUT

This standard is about taking first line management responsibility for supervising the use and maintenance of facilities, equipment and consumables used in sport for development activities, including working with the community to identify how they could be improved.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCB3.1** - Confirm your own financial responsibilities, including the limits of authority, with relevant colleagues

> **PCB3.2** - Gather and evaluate available financial information, the objectives, and related plans for your area of responsibility and consult with colleagues to identify priorities, potential problems and risks

> **PCB3.3** - Identify and make use of opportunities to delegate responsibility for budgets for clearly defined activities to colleagues in your area of responsibility, providing them with the required on-going support and resources

> **PCB3.4** - Discuss delegated budgets with your colleagues and agree provisional budgets

> **PCB3.5** - Consult on and develop a realistic budget for your area of responsibility and submit it to the relevant people in your organisation for approval and to assist the overall financial planning process

> **PCB3.6** - Discuss and, if appropriate, negotiate the proposed budget for your area with the relevant people in the organisation and communicate the final budget to colleagues

> **PCB3.7** - Establish systems to monitor and evaluate performance against the budget and put contingency plans in place

> **PCB3.8** - Identify the causes of any significant variances between what was budgeted for and what actually happened and discuss and ensure prompt corrective action is taken, obtaining agreement from the relevant people if required

> **PCB3.9** - Propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people

> **PCB3.10** - Provide on-going information on the financial performance of the area to relevant people in your organisation

> **PCB3.11** - Advise the relevant people as soon as possible if there is evidence of any potentially fraudulent activities

> **PCB3.12** - Encourage your colleagues to think about and identify ways of reducing expenditure and increasing income, selecting and pursuing those ideas which have potential for implementation

> **PCB3.13** - Review the financial performance in your own area, particularly in relation to achievement of the stated objectives, and identify improvements for the future

KEY ROLE C

▼

PLAN AND IMPLEMENT
SPORT FOR DEVELOPMENT
PROGRAMMES AND ACTIVITIES

C1 ▶ Work with communities to develop sustainable sport for development programmes which address social and individual needs

WHAT THIS STANDARD IS ABOUT

This standard is about developing sport for development programmes which match community needs and priorities, and provide an appropriate mix of sport, physical activity whilst emphasising social and individual development work.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCC1.1** - Review and analyse available information about community culture, needs, priorities and proposals concerning sport for development initiatives and intended target groups

> **PCC1.2** - Identify the strategies and priorities of other organisations which may create synergy and sustainability

> **PCC1.3** - Work with community stakeholders to agree social and individual development aims and objectives appropriate to the intended target groups and the types of sport and physical activities which will attract and sustain participation

> **PCC1.4** - Review, evaluate and benchmark other sport for development initiatives which could provide learning points for the community and the sport for development programme

> **PCC1.5** - Work with community stakeholders to agree programme content which provides a mix of sport, physical activity whilst prioritising social and individual development appropriate to the needs of the target groups

> **PCC1.6** - Plan a realistic and feasible schedule of activities which facilitates individual and social development and the potential for sustained behaviour change

> **PCC1.7** - Identify potential risks during the implementation of the programme and agree contingency plans to deal with these risks

> **PCC1.8** - Identify the financial, physical and human resources needed to provide the programme, taking account of available community resources and potential volunteers

> **PCC1.9** - Identify how the programme and its impact will be monitored and evaluated

> **PCC1.10** - Explore and document potential progression routes for participants and volunteers

> **PCC1.11** - Establish relationships with competent agencies to whom participants can be referred if they need additional support

> **PCC1.12** - Agree all relevant aspects of the sport for development programme with community stakeholders

> **PCC1.13** - Maintain clear and comprehensive records of the programme, stages of development and community consultation

C2 ▶ Develop and implement policies and procedures for a sport for development initiative

WHAT THIS STANDARD IS ABOUT

This standard is about developing, monitoring and modifying policies and procedures to guide the behaviour of volunteers, paid staff, participants, spectators and family members in a sport for development initiative.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCC2.1** - Review and analyse legal, organisational and partner requirements, including:
  - participation in sport and physical activity
  - health and safety
  - security
  - protection and welfare of participants
  - ground rules for staff, volunteers, participants, spectators and family members
  - confidentiality of information and data
  - inclusive practice
  - participant rights and responsibilities
  - environmental protection
  - participant referral

> **PCC2.2** - Work with community stakeholders and colleagues to develop policies and procedures which meet organisational, partner and legal requirements

> **PCC2.3** - Consult on the policies and procedures with relevant decision makers in own organisation and with partners and adapt policies and procedures in line with their feedback

> **PCC2.4** - Ensure that all community stakeholders, participants, volunteers and paid staff are aware of policies and procedures

> **PCC2.5** - Monitor the implementation of policies and procedures during the sport for development initiative and provide reinforcement when there is evidence that policies and procedures are not being followed

> **PCC2.6** - Stimulate and support community stakeholders, participants, volunteers and paid staff to provide feedback on the policies and procedures

> **PCC2.7** - Evaluate feedback and modify policies and procedures with the agreement of own organisation and partners

> **PCC2.8** - Ensure policies and procedures are accurately recorded

C3 ▶ Coordinate, monitor and, if necessary, adapt the delivery of sport for development programmes

WHAT THIS STANDARD IS ABOUT

This standard is about ensuring all resources are in place for a sport for development initiative and coordinating activities according to the programme plans, making adjustments and improvements where necessary.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCC3.1** - Ensure all physical and human resources, policies and procedures and monitoring processes are in place for the implementation of the programme

> **PCC3.2** - Enable effective communication between paid staff, volunteers, participants and community stakeholders

> **PCC3.3** - Integrate sport and physical activities with social and individual development in a way which meets participant needs and interests

> **PCC3.4** - Monitor all aspects of the programme both directly and indirectly

> **PCC3.5** - Identify variations from plans and agreements and take prompt corrective action, where necessary with inputs from community stakeholders, volunteers and paid staff

> **PCC3.6** - Identify, respond to and record incidents, accidents and emergencies following the emergency action plan

> **PCC3.7** - Manage conflict and unwanted behaviour as consistent with organisational policies and with the involvement of community stakeholders

> **PCC3.8** - Ensure participants who need additional support are referred to competent agencies

> **PCC3.9** - Make sure that equipment and facilities are checked following operations, and dealt with according to organisational and legal requirements

> **PCC3.10** - Review programme implementation for effectiveness, efficiency, participant development and feedback and inputs from community stakeholders

> **PCC3.11** - Make sure that records relevant to the programme are accurately completed

C4 ▷ Transition sport for development programmes into sustainable initiatives

WHAT THIS STANDARD IS ABOUT

This standard is about supporting a sport for development programme to move into sustainable activity, finalising all arrangements, celebrating success with participants, volunteers and paid staff, enabling the progress of participants and volunteers and planning how the programme can embed into the community.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCC4.1** - Collect relevant information regarding the programme and make an initial evaluation of participant achievements both in terms of sport and personal and social development goals

> **PCC4.2** - Ensure that potential progression routes for participants and volunteers are in place and that they are supported to make progress from the programme

> **PCC4.3** - Create opportunities for participants, paid staff, volunteers and community stakeholders to celebrate success

> **PCC4.4** - Support community stakeholders in exploring how the programme could be embedded in community activity in the future, identifying potential sources of support

> **PCC4.5** - Ensure all participants, paid staff, volunteers, community stakeholders and partners are prepared for the scheduled completion of the programme and transition into sustainability

> **PCC4.6** - Complete all the necessary arrangements regarding financial, physical and human resources

> **PCC4.7** - Ensure that participants and volunteers are followed up after completing the programme

> **PCC4.8** - Make sure all records relevant to the completion of the programme and its potential sustainability are accurately recorded and provided to the relevant decision makers and partners.

C5 ▶ Work with participants to plan and prepare sport for development activities

WHAT THIS STANDARD IS ABOUT

This standard is about planning and preparing a sport for development activity, using participant input and feedback.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCC5.1** - Review the aims and objectives of the sport for development programme and confirm your own contributions with the relevant colleagues

> **PCC5.2** - Develop an activity plan that meets the aims of the programme, the needs, interests and potential of individual participants and the resources available

> **PCC5.3** - Make sure the plan has objectives, sequences and timings appropriate to the participants and meets relevant organisational policies and procedures

> **PCC5.4** - Identify any circumstances that may change and plan how to deal with these

> **PCC5.5** - Ensure the activity plan is approved by relevant colleagues

> **PCC5.6** - Share the plan outline with participants and take account of their feedback

> **PCC5.7** - Identify any concerns, or potential barriers to be overcome in achieving the aims, discussing and agreeing with the participants involved how these should be addressed

> **PCC5.8** - Choose a style of leadership that is appropriate to the aims of the activity and the needs, interests and potential of the participants

> **PCC5.9** - Identify the resources needed for the activity and check that everything needed is available and in safe working order

> **PCC5.10** - Involve participants in the organisation of resources

C6 ▶ Work with participants to deliver, adapt and review sport for development activities

WHAT THIS STANDARD IS ABOUT

This standard is about addressing barriers to participation and leading a sport for development session whilst identifying opportunities to adapt and vary planned activities in line with participant progress and feedback.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCC6.1** - Ensure that barriers to participation are minimised and participants are mentally and physically prepared for the planned activities

> **PCC6.2** - Explain the aims, objectives and content of the session to participants and identify any relevant experience

> **PCC6.3** - Explain and demonstrate ground rules for the activity and key learning points, using communication methods appropriate to the participants and encouraging questions and discussion

> **PCC6.4** - Monitor participants' performance and provide clear and supportive feedback using positive motivational techniques

> **PCC6.5** - Develop the session at a pace suited to the participants and in a way that meets its aims and objectives,

> **PCC6.6** - Adapt activities to address new needs and opportunities as they arise

> **PCC6.7** - Identify and use opportunities to emphasise personal and social development points for the participants

> **PCC6.8** - Apply agreed ground rules and manage participant behaviour positively and constructively

> **PCC6.9** - Encourage the participants to express their feelings about the session and respond to their feelings appropriately

> **PCC6.10** - Manage time effectively to bring the session to an end and prepare the participants emotionally and physically to finish the activities safely

> **PCC6.11** - Give the participants any further information they may need, including further opportunities for participation and potential progression routes

> **PCC6.12** - Refer any participants you feel may need additional support to relevant colleagues following agreed procedures

> **PCC6.13** - Follow the organisation's procedures for reporting and recording the activity session

C7 ▶ Facilitate the social and individual development of sport for development participants

WHAT THIS STANDARD IS ABOUT

This standard is about enabling and empowering sport for development participants to develop personally and socially through participatory group learning and undertake behaviour change.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCC7.1** - Identify intended behaviour change and use sport for development activities to promote those behaviour changes

> **PCC7.2** - Build sustainable trusting relationships with individuals from different backgrounds and experiences and use these experiences as a starting point for participatory learning

> **PCC7.3** - Provide a positive role model in own behaviour, language, values and attitudes

> **PCC7.4** - Monitor participant progress and adapt sport for development activities to meet emerging needs and take advantage of new opportunities for individual and social development

> **PCC7.5** - Use the sport for development activities to develop participants'
> - respect, fair play and tolerance
> - self-confidence and trust in others
> - motivation
> - personal responsibility and self-control
> - critical thinking
> - ability to manage conflict
> - personal resilience
> - goal orientation
> - adaptability
> - creative thinking
> - empathy
> - cooperation with others
> - communication skills
> - problem solving and decision making
> - safeguarding own welfare

> **PCC7.6** - Empower participants to review their learning, taking full account of their experiences and feelings

> **PCC7.7** - Help the participants to identify and celebrate what they have achieved during sport for development activities

> **PCC7.8** - Explore with the participants how their learning can be applied in the future to achieve sustainable behaviour change

> **PCC7.9** - Support the participants to express how well the learning achieved its planned aims and met their needs and expectations

> **PCC7.10** - Discuss the outcomes of the review with the colleague responsible for the programme and agree future actions to continuously improve activities

C8 ▶ Safeguard the health, safety and welfare of sport for development participants

WHAT THIS STANDARD IS ABOUT

This standard is about working with participants and colleagues to identify health, safety and welfare hazards, assess the risks posed by these hazards and put in place procedures to minimise these risks.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCC8.1** - Engage participants, colleagues and community stakeholders in addressing health, safety and welfare

> **PCC8.2** - Work with colleagues and participants to continuously identify hazards to health, safety and welfare

> **PCC8.3** - Record all significant hazards, who is exposed, and any existing safety procedures

> **PCC8.4** - Assess the risks presented by identified hazards and whether these risks are acceptable according to organisational policies and procedures

> **PCC8.5** - Consult an appropriate person when assessing certain risks is beyond your level of competence

> **PCC8.6** - Report any unacceptable risks following legal and organisational requirements

> **PCC8.7** - Manage risks in a way which is consistent with organisational procedures

> **PCC8.8** - Give participants and colleagues the information they need about procedures and motivate them to follow these procedures

> **PCC8.9** - Intervene effectively when procedures are not being followed

> **PCC8.10** - Carry out your responsibilities for the protection of vulnerable participants according to organisational and legal requirements

> **PCC8.11** - Continue to review health, safety and welfare procedures, seeking feedback from participants and colleagues on how well procedures are working

> **PCC8.12** - Make recommendations to relevant colleagues when you identify the need to improve health, safety and welfare procedures

Picture credit: Balon Mundial

KEY ROLE D

▾

MANAGE SPORT FOR DEVELOPMENT PAID STAFF AND VOLUNTEERS

D1 ▶ Plan, support and progress a sport for development team

WHAT THIS STANDARD IS ABOUT

This standard is about planning the composition of a sport for development team – paid staff and volunteers – filling positions in the team appropriately, managing talent and supporting team members to achieve their career objectives.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCD1.1** - Analyse available information about the proposed sport for development programmes and activities and identify team requirements in terms of:
>   - roles and responsibilities
>   - skills, knowledge and competence
>   - qualifications
>   - background and experience
>   - personal attributes and attitudes
>   - representative balance of the team in terms of inclusion and diversity

> **PCD1.2** - Develop a structure for the team and line management arrangements

> **PCD1.3** - Promote opportunities for participants to progress to volunteer or paid roles

> **PCD1.4** - Follow organisational policies and procedures to recruit and select paid staff and volunteers to fill positions

> **PCD1.5** - Ensure that team members are fully briefed and inducted into their roles, receiving appropriate support when necessary

> **PCD1.6** - Confirm the short- and long-term career goals and objectives of team members

> **PCD1.7** - Identify day to day and long-term opportunities for the development of people within your team and use formal and informal methods to support the development of individual team members

> **PCD1.8** - Invest in the management and development of talent in the team

> **PCD1.9** - Plan for the succession of team members to fill higher positions when they become available and team members are ready

> **PCD1.10** - Identify areas of low retention and high turnover and address the reasons for this

> **PCD1.11** - Provide feedback to team members on their abilities and potential and recognise and celebrate their achievements, reinforcing motivation

> **PCD1.12** - Support team members during conflict, grievance, challenges and issues affecting attendance and performance at work

> **PCD1.13** - Be open and supportive to changes in work patterns to aid the retention and performance of colleagues

> **PCD1.14** - Follow the correct procedures for the release of team members

D2 ▷ Recruit and select paid staff and volunteers for sport for development initiatives

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WHAT THIS STANDARD IS ABOUT

This standard is about recruiting and selecting paid staff and volunteers for sport for development team roles.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCD2.1** - Ensure that accurate job descriptions and person specifications are developed according to the needs of the initiative and whether job roles are paid or volunteer

> **PCD2.2** - Identify the types of people who may wish to seek paid and volunteer positions and their likely motivations

> **PCD2.3** - Select recruitment processes that attract sufficient and diverse numbers of suitable applicants

> **PCD2.4** - Ensure applicants receive sufficient and clear information about the paid and volunteer roles on offer, their requirements and the selection process

> **PCD2.5** - Choose and correctly follow fair and ethical selection procedures which are appropriate to the job role

> **PCD2.6** - Ensure that appropriate background checks of applicants are carried out

> **PCD2.7** - Identify any additional training and development needs that successful applicants may have

> **PCD2.8** - Make the best use of the expertise of others during recruitment and selection

> **PCD2.9** - Provide the successful candidate with an employment contract and other required documentation

> **PCD2.10** - Identify challenges which are beyond your own level of responsibility and seek the support of relevant colleagues when necessary

> **PCD2.11** - Ensure the recruitment and selection process follows organisational and legal requirements and meets the expectations of community stakeholders

D3 ▶ Lead the work of paid staff and volunteers in a sport for development initiative

WHAT THIS STANDARD IS ABOUT

This standard is about leading a team of paid staff and volunteers in sport for development activities.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCD3.1** - Work with paid staff and volunteers to set and agree clear aims and objectives for your team and its individual members

> **PCD3.2** - Inspire a commitment to shared aims, objectives and values within the team of paid staff and volunteers and encourage members to support each other

> **PCD3.3** - Acknowledge the differences between paid staff and volunteers and adjust expectations appropriately

> **PCD3.4** - Promote and support diversity and inclusion in the team and in the team's work

> **PCD3.5** - Apply leadership styles that are appropriate to paid and volunteer team members and the challenges they face

> **PCD3.6** - Use of a range of appropriate methods to communicate with team members and stakeholders

> **PCD3.7** - Monitor the work of paid staff and volunteers, ensuring they are meeting their objectives whilst providing them with constructive feedback

> **PCD3.8** - Support paid staff and volunteers especially during periods of setback and change

> **PCD3.9** - Promote and support a culture of continuous reflection and improvement

> **PCD3.10** - Empower team members to develop their own ways of working and take their own decisions within agreed boundaries in an environment of trust and respect

> **PCD3.11** - Encourage and provide opportunities for team members to take the lead in their own areas of expertise and show willingness to follow this lead

> **PCD3.12** - Celebrate success in a way that encourages and recognises creativity and innovation

D4 ▷ Support and mentor volunteers in a sport for development initiative

WHAT THIS STANDARD IS ABOUT

This standard is about engaging and supporting people to work as volunteers in sport for development activities.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCD4.1** - Help potential volunteers to understand
> - the importance of volunteering in meeting the initiative's goals
> - how people with diverse abilities, styles and motivations can make valuable contributions as volunteers
> - the volunteering opportunities available and what is involved
> - the commitment they need to make as volunteers
> - the potential benefits of volunteering and how volunteering can meet their needs and expectations

> **PCD4.2** - Help potential volunteers articulate their motivations and understand how volunteering can meet their needs and expectations

> **PCD4.3** - Provide opportunities for potential volunteers to investigate available opportunities and make a commitment to becoming a volunteer

> **PCD4.4** - Help volunteers find positions that
> - meet their evolving needs and expectations
> - allow them to contribute their experience, knowledge, skills and competence to the initiative's goals
> - challenge them to develop their skills

> **PCD4.5** - Provide sufficient support and supervision to allow volunteers to carry out their tasks effectively, safely and securely

> **PCD4.6** - Provide opportunities for volunteers to reflect on and articulate their experience of volunteering and what they have gained from it

> **PCD4.7** - Provide regular, accurate and balanced feedback to volunteers on their individual and collective contributions and their value to the organisation

> **PCD4.8** - Recognise and reward volunteers' contributions as appropriate

> **PCD4.9** - Encourage volunteers to expand their volunteer roles within the limits of their knowledge, skills and competence

> **PCD4.10** - Find appropriate alternative placements for volunteers whose current role is no longer appropriate, wherever possible

> **PCD4.11** - Enable volunteers who are concluding their volunteering experience to provide feedback on their experience of volunteering

> **PCD4.12** - Explore the reasons why volunteers conclude their involvement and identify, when appropriate, how the experience of volunteering with the organisation could be improved

> **PCD4.13** - Thank volunteers who are leaving for their involvement and agree the nature of the relationship they wish to have with the organisation after their involvement is concluded

KEY ROLE E

▼

BUILD THE CAPACITY OF ORGANISATIONS AND PEOPLE INVOLVED IN SPORT FOR DEVELOPMENT

E1 ▷ Contribute to the development of the organisation's strategy

WHAT THIS STANDARD IS ABOUT

This standard is about helping to develop your organisation's strategy by feeding in information from communities involved in sport for development initiatives and suggesting ways that the organisation's strategic direction can adapt to emerging community interests and needs.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCE1.1** - Identify trends and developments in the interests, needs and involvement of people in the community, and their impact on sport for development activities

> **PCE1.2** - Identify trends and developments in the strategies and priorities of partner and funding organisations

> **PCE1.3** - Monitor the effectiveness of your organisation's sport for development strategy in achieving its goals

> **PCE1.4** - Analyse strengths, weaknesses, opportunities and threats in relation to sport for development work

> **PCE1.5** - Determine relevant changes needed in policies, plans and activities, and prioritise these according to their benefits in addressing the organisation's sport for development work

> **PCE1.6** - Bring issues about the implementation of the strategy and procedures for sport for development work to the attention of relevant decision makers in an appropriate way

> **PCE1.7** - Develop clear recommendations for improving strategy and procedures that strike the best balance between the achievements and any shortfalls

> **PCE1.8** - Present justified recommendations for improvements to sport for development strategies, setting out clearly and accurately the benefits that these could bring

> **PCE1.9** - Justify the need for changes to policies, plans and activities, using appropriate evidence

> **PCE1.10** - Disseminate information to relevant people towards influencing sport for development strategies and provision

> **PCE1.11** - Present information and offer arguments that are justifiable in terms of the policy makers' interests, situation and resources, and which recognise the complexity of the decisions which policy makers face

E2 ▶ Plan and coordinate training and development for sport for development staff and volunteers

WHAT THIS STANDARD IS ABOUT

This standard is about planning the training and development of teams and individuals involved in sport for development initiatives.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCE2.1** - Promote the benefits of learning to team members

> **PCE2.2** - Give team members fair, regular and useful feedback on their work performance

> **PCE2.3** - Work with team members to identify and prioritise learning needs based on any gaps between the requirements of their work roles and their current knowledge, understanding and skills

> **PCE2.4** - Help team members to identify the learning style or combination of styles which works best for them and ensure that these are taken into account in identifying and undertaking learning activities

> **PCE2.5** - Work with team members to identify and obtain information on a range of possible learning activities to address identified learning needs

> **PCE2.6** - Discuss and agree, with each team member, a development plan which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales

> **PCE2.7** - Work with team members to recognise and make use of unplanned learning opportunities

> **PCE2.8** - Seek and make use of specialist expertise in relation to identifying and providing learning for team members when appropriate

> **PCE2.9** - Support team members in undertaking learning activities, making sure any required resources are made available and provide mentoring where appropriate to their needs

> **PCE2.10** - Evaluate with team members whether the learning activities they have undertaken have achieved the desired outcomes and expected impact on their performance

> **PCE2.11** - Work with team members to update their development plan in the light of performance, any learning activities undertaken and any wider changes

> **PCE2.12** - Encourage team members to take responsibility for their own learning, including practising and reflecting on what they have learned

E3 ▶ Plan and coordinate the development and empowerment of community members

WHAT THIS STANDARD IS ABOUT

This standard is about helping members of the community to have self-belief in their ability to learn and develop through community activities and related training. It also covers promoting and supporting community leadership.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCE3.1** - Promote the benefits of learning to community members

> **PCE3.2** - Promote the value of learning from communities to organisations and policymakers

> **PCE3.3** - Empower community members to have the self-belief to access learning opportunities

> **PCE3.4** - Take opportunities to celebrate community members' achievements

> **PCE3.5** - Use learning opportunities that arise from community activity to share ideas, skills, knowledge and experience amongst community members

> **PCE3.6** - Identify and promote examples of good practice to aid own and others' understanding of sport for development practice

> **PCE3.7** - Support communities and other organisations to develop learning plans for their organisation's staff and volunteers

> **PCE3.8** - Identify resources to meet the learning needs of community members

> **PCE3.9** - Use a range of methods to promote learning opportunities to different community organisations and members

> **PCE3.10** - Engage in the co-production of learning with learning providers and communities

> **PCE3.11** - Promote styles of leadership appropriate to community organisations

> **PCE3.12** - Use different leadership styles in developing, supporting and nurturing community leadership

E4 ▷ Support the sustainable development of community organisations

WHAT THIS STANDARD IS ABOUT

This standard is about helping organisations in the community to review their policies, practices and systems and devise solutions which improve their operations in the longer term.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCE4.1** - Support community organisations to take a strategic approach to planning for their future sustainability

> **PCE4.2** - Support community organisations to evaluate their potential commitments against their capability to deliver

> **PCE4.3** - Facilitate organisations to review their current practice and organisational policies, ensuring alignment with established good practice and compliance with relevant legislation and policies

> **PCE4.4** - Support organisations to gather and interpret information on strengths and weaknesses, and internal and external opportunities and threats to their organisation

> **PCE4.5** - Support organisations to understand how to use relevant indicators and evaluation frameworks in their review

> **PCE4.6** - Support organisations to review their organisational structures

> **PCE4.7** - Facilitate organisations to review their procedures for decision-making processes to ensure all voices are heard

> **PCE4.8** - Support organisations to review the effectiveness of their internal and external communication systems

> **PCE4.9** - Assist organisations to agree on the changes they need to make and how to manage the implementation of these changes

> **PCE4.10** - Support organisations during the change process

> **PCE4.11** - Help organisations to access information about funding and signpost them to specialist sources of funding advice

E5 ▷ Ensure own continuing professional development

WHAT THIS STANDARD IS ABOUT

This standard is about developing yourself as a practitioner according to personal and career goals.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCE5.1** - Evaluate the current and future requirements of your work role while taking into account the organisation's vision and objectives

> **PCE5.2** - Discuss and agree personal and work objectives with those you report to and agree how to measure progress

> **PCE5.3** - Identify any gaps between the current and future requirements of your work role and your current knowledge, understanding and skills

> **PCE5.4** - Discuss and agree, with those you report to, a development plan to address any identified gaps in your current knowledge, understanding and skills

> **PCE5.5** - Consider your own values and career and personal goals and identify information which is relevant to your professional development

> **PCE5.6** - Identify the learning styles which work best for your development and take these into account when identifying and undertaking development activities

> **PCE5.7** - Undertake the activities identified in your development plan and evaluate their contribution to your performance

> **PCE5.8** - Review and update your personal work objectives and development plan in the light of performance, development activities undertaken and any wider changes

> **PCE5.9** - Get regular and useful feedback on your performance from those who are in a good position to judge it and provide objective and valid feedback

> **PCE5.10** - Ensure that your performance consistently meets or goes beyond agreed requirements

KEY ROLE F

▼

USE PARTNERSHIPS AND NETWORKS TO ENHANCE SPORT FOR DEVELOPMENT

F1 ▷ Establish and maintain collaborative working relationships with partner and potential partner organisations

WHAT THIS STANDARD IS ABOUT

This standard is about identifying the potential benefits of working with other organisations by creating win-win partnerships and then building joint projects which have a deeper and more sustainable impact on the development of communities, groups and individuals.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCF1.1** - Evaluate the ways in which sport for development initiatives could be improved through collaboration with other organisations

> **PCF1.2** - Identify relevant gaps in networks and collaborative practice and evaluate the required actions to fill these gaps

> **PCF1.3** - Gather information about relevant organisations, services and key people with whom collaborative partnerships could be formed

> **PCF1.4** - Analyse the strategies and services provided by other organisations and analyse the potential for synergy

> **PCF1.5** - Proactively initiate relationships with other organisations and key people who have the potential to improve the work of your organisation

> **PCF1.6** - Share information with potential partners to find ways to achieve better and more sustainable impact on communities, groups and individuals to mutual benefit

> **PCF1.7** - Define and document the type and level of collaboration, and negotiate agreements with the relevant people inside and outside your organisation

> **PCF1.8** - Identify opportunities that meet the needs and goals of the community, groups and individuals, your organisation and partners

> **PCF1.9** - Plan and implement collaborative projects

> **PCF1.10** - Build effective working relationships with colleagues from partner organisations on a formal and informal basis

> **PCF1.11** - Improve and maintain networks and collaborative partnerships

> **PCF1.12** - Monitor benefits to the community, groups and individuals and your organisation in ongoing participation

> **PCF1.13** - Evaluate strengths and weaknesses of collaborations and make recommendations for further action

| F2 | ▶ Support communities to build working relationships with other organisations and agencies |

WHAT THIS STANDARD IS ABOUT

This standard is about assisting community stakeholders to build relationships with public bodies and other relevant organisations and supporting community stakeholders to represent their views and interests, where necessary, advocating on their behalf.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCF2.1** - Gather information about the roles and responsibilities of other organisations and agencies whose work is relevant to current community needs and goals

> **PCF2.2** - Assist communities to understand the responsibilities and resources held by other organisations and agencies and their impact on decision-making

> **PCF2.3** - Promote the value of partnership working to community stakeholders and help them to engage and work with other organisations and agencies to achieve agreed aims

> **PCF2.4** - Assist communities to examine initiatives from other relevant organisations and agencies and the opportunities they present for communities to influence decision-makers

> **PCF2.5** - Support communities to identify the skills needed to engage with other organisations and agencies

> **PCF2.6** - Support communities to identify and establish relevant contacts within other organisations and agencies to achieve agreed aims

> **PCF2.7** - Clarify and agree with community stakeholders the issues that they wish to communicate and their aims in representing these

> **PCF2.8** - Assist community stakeholders to collect sufficient and valid information to enable them to support and present their views and interests

> **PCF2.9** - Explore and agree with individuals the strategy and approach to presenting their views and interests, based on an evaluation of the anticipated viewpoints of those with whom they will be communicating

> **PCF2.10** - Assist community stakeholders in planning and delivering their presentation, and work with them to address any barriers or constraints to them representing themselves

> **PCF2.11** - Where community stakeholders feel they lack the skills or confidence to communicate directly with public bodies and other organisations, advocate their views, interests and goals on their behalf, taking account of their wishes

> **PCF2.12** - Review the outcomes of presentations with individuals, and agree appropriate actions

F3 ▷ Participate in community events relevant to sport for development initiatives

WHAT THIS STANDARD IS ABOUT

This standard is about assisting community stakeholders to organise community events to promote sport for development, taking part in those events and taking opportunities to extend the organisation's networks.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCF3.1** - Agree with community stakeholders the purpose of the event or activity

> **PCF3.2** - Work with community stakeholders to develop a plan for the event or activity, ensuring it is accessible, inclusive, legal and safe for all participants

> **PCF3.3** - Assist community stakeholders to make best use of community resources for the event or activity and to obtain additional resources to fill any gaps

> **PCF3.4** - Support community stakeholders in allocating appropriate roles and responsibilities for different aspects of the event and make sure these people have the information they need to carry out allocated tasks

> **PCF3.5** - Use the event to showcase relevant sport for development initiatives

> **PCF3.6** - Select publicity methods and materials appropriate to the needs and interests of target participants

> **PCF3.7** - Carry out your role and responsibilities as agreed, presenting a positive image of yourself, your organisation and sport for development

> **PCF3.8** - Monitor the running of the event and provide community stakeholders with advice and support to address any deviations from plans and unexpected events

> **PCF3.9** - Use participation in the event as an opportunity to extend your network of contacts and to build working relationships with other organisations and individuals

> **PCF3.10** - Collaborate with community stakeholders to evaluate the event or activity to inform future actions

KEY ROLE G

▼

MARKET AND COMMUNICATE
SPORT FOR DEVELOPMENT

G1 ▶ Promote sport for development programmes

WHAT THIS STANDARD IS ABOUT

This standard is about working with community stakeholders to communicate and promote sport for development programmes to their intended target groups.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCG1.1** - Identify target groups for the sport for development programme and evaluate their needs and interests as relevant to the programme

> **PCG1.2** - Enlist the support of relevant community stakeholders and target group members who could make a contribution to promoting the sport for development initiative

> **PCG1.3** - Work with community stakeholders and target group members to select:
> - key messages which address target group needs and interests and specific barriers to participation in the programme
> - communication and promotional materials and methods relevant to the target group
> - specified timeframes
> - roles and responsibilities of those involved

> **PCG1.4** - Obtain consent from individuals about the use of information and images for different purposes

> **PCG1.5** - Ensure that all provided information is ethical, factual and honest and is consistent with legal and organisational requirements

> **PCG1.6** - Develop a budget proposal for the promotional activity, highlighting existing community resources which can be used

> **PCG1.7** - Gain the support of decision makers in your organisation and the community for the promotional plan, taking account of their feedback

> **PCG1.8** - Implement the promotional activity according to the plan, making best use of community stakeholders and resources and members of the target group

> **PCG1.9** - Proactively identify and address the specific priorities of target groups and individuals who are currently disengaged and potential barriers to participating in the programme

> **PCG1.10** - Encourage all those in the target group to raise questions and give feedback, using strategies to enhance effective interactions and communication

> **PCG1.11** - Respond to questions and objections constructively and in a way that is consistent with organisational standards

> **PCG1.12** - Work with community stakeholders to evaluate the effectiveness of the promotional activity, documenting feedback and impact and identifying ways in which reaching target groups could be improved

CHANGE - Competence Framework of Occupational Standards for Sport for Development in Europe

G2 ▷ Compile and disseminate information about sport for development initiatives

WHAT THIS STANDARD IS ABOUT

This standard is about supporting community research relevant to sport for development initiatives and disseminating information and recommendations to decision makers in relevant organisations across a variety of sectors.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCG2.1** - Work with community researchers to review the quality and quantity of the information relevant to sport for development locally and identify any gaps

> **PCG2.2** - Ensure the voice and views of marginalised communities are represented in the gathering of information

> **PCG2.3** - Support community researchers to analyse and interpret information relevant to sport for development

> **PCG2.4** - Support the communication of the initial findings to the wider community and other relevant organisations for comment

> **PCG2.5** - Review and revise the findings in the light of feedback

> **PCG2.6** - Gather proposals for presenting the findings to different audiences and prioritise key audiences for dissemination, including those in other sectors

> **PCG2.7** - Facilitate the development of recommendations from the community and others appropriate to the identified audiences

> **PCG2.8** - Organise and disseminate the information in a way that is appropriate to the needs of the intended audiences

> **PCG2.9** - Use the most effective communication channels to disseminate information to key decision makers in relevant organisations

> **PCG2.10** - Ensure that conclusions and recommendations are supported by qualitative and quantitative evidence

> **PCG2.11** - Respond accurately and constructively to questions concerning the research and dissemination

> **PCG2.12** - Evaluate the impact of the research and dissemination of results on decision making and the reasons for positive or negative responses

G3 ▷ Represent sport for development initiatives at community level

WHAT THIS STANDARD IS ABOUT

This standard is about representing the sport for development organisation and its work in the community. It focuses on demonstrating respect for the community and using communication methods and behaviours which foster a relationship based on mutual confidence and trust.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCG3.1** - Develop and maintain a network of contacts within the local community, ensuring that they have an accurate idea of your organisation's knowledge, skills and experience

> **PCG3.2** - Meet your organisation's standards of appearance, communication and behaviour

> **PCG3.3** - Promote the benefits of sport for development opportunities within the community, and of working in partnership with your organisation to mutual advantage

> **PCG3.4** - Use communication methods which are appropriate to the community members you are interacting with

> **PCG3.5** - Interact with community members in a way that helps them to feel valued and respected

> **PCG3.6** - Adapt communication methods and behaviours as appropriate to community members' responses

> **PCG3.7** - Ensure all information provided is ethical, truthful and honest and reinforces a relationship based on mutual confidence and trust with community members

> **PCG3.8** - Seek to clarify and understand community members' motivations and expectations, responding promptly and positively to their questions and comments

> **PCG3.9** - Make constructive comments on the contributions and views of community members

> **PCG3.10** - Identify and respect the aims and objectives of others in the community, recognising when their priorities may not always coincide with your own priorities

> **PCG3.11** - Create opportunities to be involved positively with the community

KEY ROLE H

▼

MONITOR, REVIEW AND
EVALUATE SPORT FOR
DEVELOPMENT INITIATIVES

WHAT THIS STANDARD IS ABOUT

This standard is about working with community stakeholders and partner organisations to develop and implement a monitoring and evaluation framework for sport for development initiatives and providing reports on processes and outcomes to your organisation and funding bodies.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCH1.1** - Identify from your organisation and funding bodies:
> - the purpose and scope of the monitoring, review and evaluation exercise
> - key performance indicators and outcomes
> - the timescales and deadlines for monitoring, reviewing and evaluating activities
> - the criteria for monitoring, reviewing and evaluating activities including procedures for dealing with sensitive and confidential information
> - the time and resource implications of undertaking evaluations

> **PCH1.2** - Make all information regarding monitoring, reviewing and evaluation available to community stakeholders and partner organisations and clarify any areas of uncertainty

> **PCH1.3** - Support the use of open, inclusive and empowering methods for gathering and recording qualitative and quantitative information which illustrate outcomes

> **PCH1.4** - Develop contingency plans if the chosen methods of information gathering are not effective

> **PCH1.5** - Provide training and support to community stakeholders and partners so they can create and implement a framework for evaluation of services and organisational activities

> **PCH1.6** - Advise community stakeholders and partners on methods of data collection that can be verified for accuracy and relevance, and recorded to inform future projects

> **PCH1.7** - Maintain regular contact between all those involved in the monitoring, review or evaluation processes

> **PCH1.8** - Support community stakeholders and partners to review the processes and methods used in the monitoring, review or evaluation to improve them for use in the future

> **PCH1.9** - Help groups to use their monitoring and evaluation data to review their activities and plan their future direction

> **PCH1.10** - Assist community stakeholders and partners to report their findings and recommendations to beneficiaries, funders and other relevant stakeholders

> **PCH1.11** - Give support and information to enable community stakeholders and partners to implement recommendations resulting from monitoring and evaluation

> **PCH1.12** - Provide reports with explanatory information to own organisation and funding bodies in the required format and meeting the agreed timescales

H2 ▷ Collect data relevant to sport for development initiatives

WHAT THIS STANDARD IS ABOUT

This standard is about collecting, verifying and compiling the data needed to monitor, review and evaluate a sport for development initiative. This requires collaboration with community stakeholders, participants and partner organisations where appropriate.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCH2.1** - Identify the data and sample sizes needed for monitoring and evaluation and the quality criteria required for the data, using standard categories required by sponsoring organisations

> **PCH2.2** - Liaise with community stakeholders, sport for development participants and partner organisations to agree the most effective and efficient methods of collecting the required data

> **PCH2.3** - Ensure that all those involved understand the need to collect data and its value to the sport for development initiative, its funding and sustainability

> **PCH2.4** - Ensure there are appropriate arrangements in place to protect the confidentiality of data and that everyone understands and respects confidentiality arrangements

> **PCH2.5** - Contribute to developing and validating instruments to collect the required data and agree or modify these instruments with community stakeholders and partner organisations

> **PCH2.6** - Agree roles and responsibilities for data collection

> **PCH2.7** - Carry out own role in data collection as agreed, and monitor and support others involved in data collection

> **PCH2.8** - Ensure that sufficient data is collected within agreed timescales, seeking alternative methods and instruments when necessary

> **PCH2.9** - Monitor the data being collected and verify it meets agreed quality criteria, including authenticity and accuracy

> **PCH2.10** - Compile the data into the required format a return it securely to those carrying out the review and evaluation activities

> **PCH2.11** - Respond fully and accurately to any questions regarding the collected data

> **PCH2.12** - Ensure that the gathering, processing and storage of information meets organisational and legal requirements for privacy and data protection

H3 ▶ Analyse data and produce monitoring and evaluation reports on the impact of sport for development initiatives

WHAT THIS STANDARD IS ABOUT

This standard is about analysing the data which has been collected to evaluate a sport for development initiative and presenting an evaluation report to community stakeholders, partner organisations and decision makers in your organisation and funding bodies with evidence-based findings.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCH3.1** - Ensure that all the required data has been collected, note any shortfalls and the reasons for these

> **PCH3.2** - Check available data to make sure it meets the requirements of the evaluation framework and excludes invalid data

> **PCH3.3** - Confirm the key performance indicators and outcomes against which the sport for development initiative will be evaluated and the expected format and content of evaluation reports

> **PCH3.4** - Select efficient, cost-effective tools and instruments relevant to analysing the data and presenting findings

> **PCH3.5** - Organise the data in a way which will facilitate analysis against performance indicators and outcomes

> **PCH3.6** - Use planned analysis tools and instruments to identify patterns and trends relevant to performance indicators and outcomes, adapting analysis techniques when appropriate

> **PCH3.7** - Research, when necessary, historical data or data from other similar communities to identify benchmarks and make comparisons

> **PCH3.8** - Ensure that all data handling and analysis is objective, legal, ethical, honest and fair

> **PCH3.9** - Check all aspects of the analysis and evaluation with relevant colleagues and community stakeholders to test credibility and validity

> **PCH3.10** - Support findings with stimulating examples and a clear account of the methods, instruments and tools which were used and the evidence which was found

> **PCH3.11** - Present findings in a way which is accessible to community stakeholders and partner organisations and meets the requirements of decision makers in your organisation and funding bodies

H4 ▷ Disseminate the impact of, and learning from, sport for development initiatives

WHAT THIS STANDARD IS ABOUT

This standard is about reviewing sport for development initiatives and identifying and communicating key learning points for the benefit of own and other organisations.

PERFORMANCE CRITERIA

As a competent Sport for Development Practitioner, you should:

> **PCH4.1** - Identify and prioritise the potential audiences for information about sport for development initiatives and the issues that are likely to interest them

> **PCH4.2** - Review reports and other information relevant to sport for development initiatives, their processes and outcomes and identify the factors which will be of interest to the intended audiences

> **PCH4.3** - Evaluate the strengths and weaknesses of the sport for development processes which were used

> **PCH4.4** - Identify the positive and negative outcomes in terms of impact on individuals, groups and communities, including unplanned outcomes

> **PCH4.5** - Identify the key learning points for own organisation and the wider implications for similar community approaches, including how sport for development processes and activities could be improved

> **PCH4.6** - Organise the information into a format which meets the expectations, needs and interests of the intended audiences and express findings in a way which will capture their attention

> **PCH4.7** - Provide validated evidence for all findings and a strong argumentation which highlights the particular features of the sport for development values and methods

> **PCH4.8** - Identify, evaluate and prioritise communication channels to reach intended audiences

> **PCH4.9** - Make best use of communication channels to disseminate findings and celebrate success

> **PCH4.10** - Respond positively and constructively to comments and questions

CHANGE

Enhancing Skills in Sport for Development

DEFINING SKILLS AND COMPETENCES FOR SPORT TO ACT AS A TOOL FOR THE DEVELOPMENT OF PEOPLE AND SOCIETY IN EUROPE

eose
EUROPEAN OBSERVATOIRE
OF SPORT AND EMPLOYMENT

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