

CHAPTER 7: A SCHOOL SPORT MANAGEMENT PROGRAMME FOR EDUCATOR TRAINING

7.1 INTRODUCTION

As a means of assisting educators who are required to manage school sport in a diversity of South African schools but lack the necessary training, to become more effective in managing school sport, the researcher aspired to develop a sport management programme for educator training and subsequently provides guidelines for a proposed framework for a sport management programme (cf. par. 1.3.2, p. 12, research aim 5) as part of their initial education training. The previous chapters indicated that the school sport management environment is exceptionally varied, diverse, politicised and complex (cf. par. 2.3, p. 37; 2.4, p. 70) and as a result hereof the school sport manager requires a wide variety of competencies to manage school sport in a diversity of South African schools. The challenges because of the diversity of competencies and needs required to manage sport in the school (cf. par. 6.2.2, p. 367; 6.2.3, p. 372; 6.3, p. 431), require a well-planned sport management programme for educator training to foster awareness, enhance inclusiveness and diversity and to optimise effectiveness and performance in managing sport in the school. The identification of the unique competencies and needs required to manage school sport, based on the empirical findings (cf. par. 6.2, p. 355; 6.3, p. 431) of school sport managers views from a diversity of South African schools (cf. par. 6.3, p. 431), make it possible to develop a content and context-specific sport management in accordance with the diverse needs of South African schools. Consequently, this chapter describes the South African education system (cf. par. 7.2, p. 509), discusses and applies programme development principles (cf. par. 7.2, p. 509) and concludes with guidelines for a sport management programme framework for educator training (cf. par. 7.4, p. 545) in the South African context according to the research aim stated in par. 1.3 (cf. p. 11).

The relevance of the recorded responses from the qualitative section (cf. par. 6.2, p. 355) and the quantitative section of this report (cf. par. 6.3, p. 431) for the development of a sport management programme for educator training in accordance with the diverse needs of South African schools was that the data gathered provided the empirical information and findings required. Moreover, the empirical data (cf. Chapter 6) and the data gathered from in the previous chapters, culminated in Chapter Seven to develop a sport management programme for educator training according to research aim five (cf. par. 1.3.2, p. 12). In actual fact, the essence of this study was described in Chapter One already (cf. par. 1.3.2, p. 12), and was referred to repeatedly, namely to develop a sport management programme for educator training in the South African context. To achieve this, the competencies and needs required by educators to manage school sport effectively according to

the diverse needs of South African schools had to be determined. Chapters Two, Three and Four were presented as a conceptual and theoretical framework from the literature (cf. par. 4.8, p. 283; Fig. 15, p. 289), which together with the qualitative data obtained from the semi structured interview (cf. par. 6.2.1, p. 358; 6.2.2, p. 367; 6.2.3, p. 372) served to guide the empirical research regarding the needs and competencies required by school sport managers to manage school sport effectively. The social and developmental perspective on the management of school sport in Chapter Two provided the background for the discussion on school sport management that followed in Chapter Four.

An overview of sport management training in Chapter Three helped to create a better understanding of the competencies and needs required by educators to manage school sport. The perspective on sport management training programme currently offered, locally and abroad, as well as educator training programme discussed in Chapter Four, provided the rationale for the identification of a gap between the competencies and needs required by educators to manage school sport and current sport management and educator training programmes offered by various institutions. Consistent with the findings of a study by Vosloo (2007), the competencies that stem from the identified gap, should eventually lead to the development of a sport management programme for educator training. Here in Chapter Seven the focus is on the development of a sport management programme for educator training.

As pointed out up to now, the previous chapters clearly indicated that the management of school sport is complex, varied and politicised in the unique South African context and situation and, that a diversity of needs is ever-present and changing in the school as a dynamic entity in society. The challenges because of the diversity of needs and the complexity to manage school sport in the unique South African context and situation, requires a well planned sport management programme for educator training to foster awareness, enhance inclusiveness and to optimise the sport performance within a school. As a result of the unique features and the manifestation of diverse needs and competencies required to manage school sport effectively, it would be possible to develop and implement a content, context and situation-specific sport management programme for educator training to serve the needs of all school sport managers in a particular school. Involvement to deal pro-actively with the challenges associated with the management of school sport is regarded as essential to deal with societal changes and the changing education landscape (cf. par. 2.2-2.4, pp. 26-98). Further, one not only has to rectify the past negligence of effective school sport management, but also the identified need, in accordance with the research aims of the

current report for context, content specific sport management training for educators (cf. par. 1.3.2, p. 12; 6.2, p. 355; 6.3, p. 431). Consequently, this chapter focuses on the researcher's specific contribution to the existing body of knowledge of sport management, stated frequently in this research report.

More specifically, the aim of this chapter is thus to develop a sport management programme for educator training in accordance with the diverse needs of South African schools (cf. par. 1.3.2, p. 12, research aim 5). The needs and competencies required by school sport managers to manage school sport effectively in the changing educational landscape were identified in Chapter Six. In order to develop a sport management programme for educator training, it is important to understand not only the context of school sport in the South African education system (cf. Chap. 3) but also the context of the current education system in South Africa. Since the baton of government passed from the dawn of apartheid by the National Party (NP) (cf. par. 2.2.1, p. 26) to the democratically led ANC in 1994, the South African education system has been subjected to a major rationalisation and transformation process to keep up with international trends (Smit & Oosthuizen, 2011:53; Steyn *et al.*, 2011:24). In the past, not all South Africans had the same access to quality education. Ramparsad (1995:29; 1999:1; 2001:287) is of the opinion that education prior to April 1994 was goal directed towards preserving apartheid. This perceived lack of equal access to quality education contributed to the dissatisfaction among students in South Africa and is still a heatedly debated topic (Jeevanantham, 1999:49-50; Mda & Mothatha, 2000:2; Naicker, 2000:1; Council on Higher Education, 2004f:94; Barwel *et al.*, 2007:42; Chisholm, 2008:230). Moreover, evidence suggests that almost twenty years since democratisation, South African education is still unequal, inefficient and underperforming, facing many challenges, (De Klerk, 2012:1; Department of Higher Education and Training, 2012a:7-18; Ntshoe, 2012:198,202; Unisa Online, 2013:1), despite a complicated process of restructuring.

In 1995, a White Paper on Education was published. It set the tone for change in different sectors of education which culminated in the passing of the 1996 South African Schools Act and provided the framework within which schools currently operate (Mabasa, 2011:1541). Authors such as Taylor, Diphofa, Waghmarae, Vinjevold and Sedibe (1999:28-30), Breier (2001b:xi); Naidoo and Cooke (2001:135); Cloete (2002); Kruss (2009:25); Themane (2011:1640); Njozela (2012:249); Allais (2012:9) and Sattar and Cooke (2012:375) sketch a picture of the complicated process of restructuring the educational sector that has been initiated in South Africa since 1994 by outlining what are regarded as key policy instruments in some areas, after which an Outcomes-based

Education (OBE) system was introduced. This OBE system is based on the need for socio-economic transformation, and is overseen by the National Qualifications Framework (NQF) that was introduced by the South African Qualifications Authority (SAQA) (Kilfoil, 1999:3; Ntshoe, 2012:202). The Higher Education Qualifications Framework (HEQF) later became a sub framework of the NQF (Government Gazette, 2008:4; 2011a:4; 2011b:3; Council on Higher Education, 2012:8; Department of Higher Education and Training, 2012a:15). Apart from the emphasis on the preceding initiatives and mechanisms, another very important developmental aspect that had a profound impact on the educational system in post-apartheid South Africa was a movement (departure) from the previously teacher-and-content-driven curriculum used during the apartheid era to an outcomes-based and learner centred curriculum.¹¹⁷ Regarding the purpose of OBE, authors and experts such as Niebuhr (1996:30); Barry (1999:38-39); Cross, Mungadi and Rouhani (2002:171); Fakier and Waghid (2004:54); Gultig, Hoadley and Jansen (2005:73); Wolhuter (2009:59); Simelane (2010:15); Warnich and Wolhuter (2010:63); Smit and Oosthuizen (2011:59); Njozela (2012:250) as well as Mouton, Louw and Strydom (2013:31) are all of one mind, when they claim that the implementation of OBE was aimed at transforming the old school curriculum and developing a new one which would reverse the authoritarian, racist and sexist content and processes of the past. In this way, transformation bears relation to the functional theory (cf. par. 2.3.3.1, p. 46), in that it is used to promote social stability of society and to ensure that it may continue to operate efficiently and stay functional. On the other hand, conflict also arises between those who have and those who have not, and between those whose needs are addressed and those whose needs are not addressed (cf. par. 2.3.3.2, p. 53). The result thereof has been uncertainty about the use and influence of OBE and criticism levelled at Government and the current education system.

In closing, it is thus imperative to understand the current education system within South Africa and the context and role of school sport in the South African education system (cf. Chapter 3) to further understand the need for a sport management programme for educator training (cf. par. 1.3.2, p. 12, research aim 5). Hence, this chapter will conclude precisely with the preceding, which is in accordance with the aim of this study, namely to develop a sport management programme for educator training in accordance with the diverse needs of South African schools (cf. par. 1.3.2, p. 12, research aim 5). So, the developed sport management programme needs to be aligned with the existing education system in South Africa to ensure successful application and use.

¹¹⁷ For more information on OBE in the South African context see Meyer, L.; Lombard, K.; Warnich, P. & Wolhuter, C.C. (2010:8)

7.2 THE EDUCATION SYSTEM IN POST APARTHEID SOUTH AFRICA¹¹⁸

As stated earlier, in South Africa, the 1994 government inherited a racially segregated system, with institutions providing different and unequal education (Lange & Luescher, 2003:82; Smit & Oosthuizen, 2011:54). In line with the view expressed earlier (cf. par. 7.1, p. 505), the transformation of Higher Education (HE) came about as a result of the manipulation (cf. par. 2.4.1. p. 72) of legislation and the placement of relevant policies with the intent to achieve equity, efficiency and change to serve the interest of government (Boughey, 2004:1; Cronjé, 2010:1; Department of Higher Education and Training, 2012a:7). Evidence of the drive to transform the HE landscape is found in the Education White Paper on a Programme for the Transformation of Higher Education (Department of Education, 1997:1; Government Gazette, 1997:3,7; Boughey, 2004:6-7; Smit & Oosthuizen, 2011:56; The Centre for Education Policy Development, 2013:3,7). The aforesaid legislation and policies intended to:

- Provide equal distribution of access and opportunity to all students;
- Align the output of HEIs (qualifications) to meet the country's employment needs in respect of highly skilled graduates;
- Promote critical and creative thinking, tolerance and commitment in the common good of teaching; and
- Produce research of an international standard in an African context.

To achieve the above-mentioned outcomes, the SAQA and the NQF, through the South African Qualifications Act 58 of 1995 were introduced (Boughey, 2004:7; Ntshoe, 2012:202). It further follows, that the introduction of SAQA and NQF can be seen as building blocks and directives to drive the transformation agenda which marked the accomplishment of lofty ideals for the South African education system in line with the political ideals of the ANC as outlined earlier (cf. par. 2.2.1, p. 26; 2.2.2, p. 28; 2.3, p. 70; 2.4.1.1, p. 77). Hence, consistent with the preceding, a new education and training system was implemented in 1995 and further changes were made in 2009. The then National Department of Education was split into two, namely DBE and DHET (Higher Education South Africa, 2011:1; Department of Basic Education, 2013; South Africa.Info, 2013:2). Each ministry is responsible for its level of education across the country as a whole, while each of the nine provinces has its own education department. The Ministry of Basic Education focuses on primary and secondary education, as well as early childhood development centres. The Ministry of

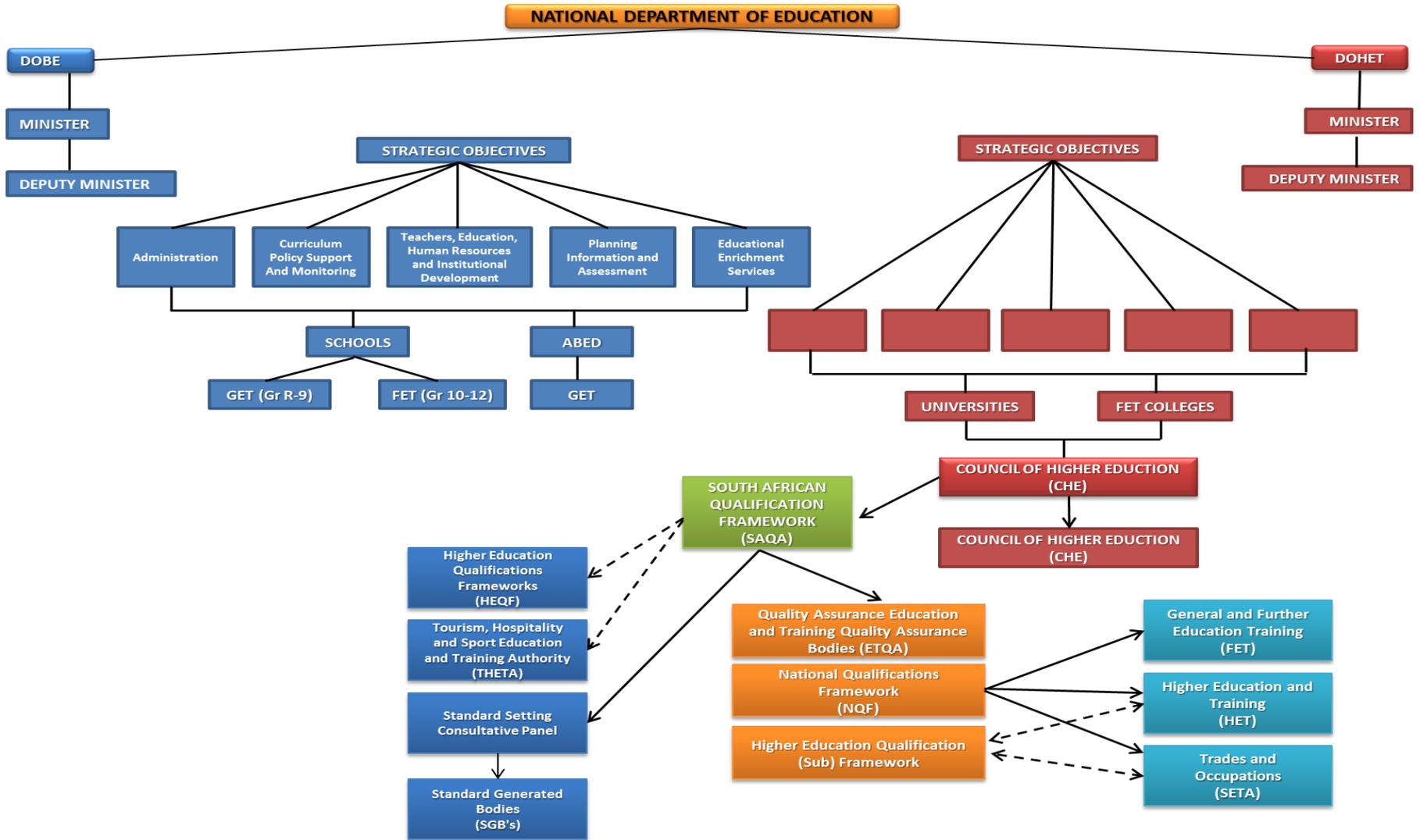
¹¹⁸ Cf. also par. 2.2.1, p. 26; 2.2.2, p. 28; 2.3-2.4, pp. 37-98

Higher Education and Training on the other hand, is responsible for tertiary education¹¹⁹ up to doctorate level, technical and vocational training, as well as adult basic education and training. It also oversees public and private FET colleges which cater for the youth and adults who have left school and are in pursuit of a post school qualification, but do not meet the demands and requirements of HEIs (cf. par. 2.5, p. 98; Fig. 3. p. 101; 13, p. 252). The Higher Education Act of 1997 stipulates that all HEIs come under the authority of the national government, while the FET Colleges report to the provincial governments (South Africa. Usembassy, 2013:1)

A representation of the existing education system appears in Figure 23 and illustrates the main organisations that focus on education and training in South Africa. This representation may assist the reader to understand the education system in post apartheid South Africa.

¹¹⁹The term tertiary education is avoided as it has not been in general use in South African education policy documents, even though it is used in Schedule 4 of the Constitution (Department of Higher Education and Training, 2012a:2). For purposes of this report the term post-school education and training will be used when referring to studies at HEIs (cf. also par. 7.2.4.1, p. 527)

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Adapted from (Gerber, 2009:174; Department of Higher Education and Training, 2010:48-58; Department of Basic Education, 2011:26-45; Department of Higher Education and Training, 2012b:34;48-73; Steyn, 2012:117,125)

Figure 23: Educational system governing post-apartheid South Africa

Over and above the split of the national Department of Education, another move saw the Sector Education and Training Authority (SETAS), transferred from the Department of Labour to HE, in an endeavour to foster a more co-operative approach to skills development (South Africa.Info, 2013:2). It is further imperative to acknowledge the role of central government concerning education in South Africa. While private (independent) schools (cf. par. 1.2.1.4, p. 4) and HEIs have a fair amount of autonomy, they are not only expected to fall in line with certain government non-negotiables, but also with the national framework for education and training policy. In schools, the administrative responsibility lies with the provinces and power is further devolved to grassroots level via elected SGBs, which have a significant say in the governance of the school. Lastly, both the DBE and DHET are subjected to monitoring of standards. The Umalusi Council, which is appointed by the minister of HE, sets and monitors standards for general and further education and training (Umalusi, 2013), while the CHE keeps an eye on higher education and training, including accreditation and quality assurance (Council on Higher Education, 2013a).

For purposes of this study, the focus will be on the DHET, Council on Higher Education (CHE), Higher Education and Quality Committee (HEQC), SAQA, Higher Education Qualifications Framework (HEQF) as well as THETA and SETA. Each of these will be scrutinised in the ensuing paragraphs.

7.2.1 Department of Higher Education and Training (DHET)

As stated, the DoE was split into DBE and DHET (cf. par. 7.2, p. 509). The vision of the DHET is to have a differentiated and fully inclusive post-school system that allows all South Africans to access and succeed in relevant post-school education and training in order to fulfil the economic and social goals of participation in an inclusive economy and society (Department of Higher Education and Training, 2013b:1). Looking more closely at the role of the DHET, its main responsibility is developing policies for the higher education sector and the coordination of education and training sub-systems of post-school education, including universities, private and public FET Colleges, SETAS and Adult Basic Education (Higher Education South Africa, 2011:1; Department of Higher Education and Training, 2012a:3). The DHET thus attempts to build and sustain a single differentiated and highly articulated post-school education and training system in which an attempt is made to ensure that every South African has access to quality post-school education, so that by 2030, a range of accessible alternatives will be provided for young people (Department of Higher Education and Training, 2012a:5). Coupled with the preceding, DHET is further saddled with the responsibility to build, support and resource the expanded system referred to previously. However,

in building institutional capacity it is also of paramount importance to bear in mind the envisaged vision, described earlier in this paragraph, namely of a coherent, but diverse system that meets the needs of individuals and society. In Lategan's (2005:2-3) research on the preliminary views on academic freedom and institutional autonomy, the author argues that there are many who would argue that the government's initiatives which were introduced through the then DoE (cf. par. 7.2, p. 509) equipped the Higher Education Sector (cf. par. 2.5, p. 98; Fig. 3, p. 101) better to meet South Africa's future labour needs. The author further alludes to the fact that it would appear as if the focus of Government, implicating DoE, is on being both the primary stakeholder and the manager of public higher education. Even though these arguments refer to the South African education system in 2005, one could conclude that these arguments still hold sway in 2013. It does however beg the question as to what has changed since 2005, and more specifically: what are the functions and strategic objectives of DHET, given the split in the National DoE referred to repeatedly thus far.

When taking a closer view of the *Strategic Plan of the DHET 2010/11-2014/15, revised in March 2012*, it is overtly clear that different functions and objectives can be identified. These include objectives related to the following five programmes (cf. Fig. 23, p. 511): (i) Administration; (ii) Human resource development, planning and monitoring coordination; (iii) University education; (iv) Vocational and continuing education and; (v) Skills development (Department of Higher Education and Training, 2012b:47-77). From the preceding, it can therefore be inferred that these strategic objectives are consistent with the vision of the DHET, and should be kept in mind when a sport management programme for educator training is developed, because in so doing the quality of post-school learning would be improved. It is also important to realise that the CHE reports to the DHET (cf. Fig. 23, p. 511). Next the CHE will be discussed.

7.2.2 Council on Higher Education (CHE)

Since the 1980s, when it became apparent that the end of apartheid was inevitable, the South African higher education system, has undergone much change (Boughey, 2004:1; Harley & Wedekind, 2004:195; Jansen, 2004:297; Morrow, 2004:263; Muller, 2004:222; Smit & Oosthuizen, 2011:49), with the need to urgently reform the education and training system coming into action (Cloete & Bunting, 2004:1,36,60; 2012:2). Simultaneously, the world experienced significant changes in the global economy, compelling governments to increasingly emphasise the need and importance of education (Cloete & Bunting, 2004:1). Globally governments thus strive to find a variety of ways and means to ensure that young people attend school, provide a wider range of individuals with a secondary education and prepare a higher percentage of learners for higher

education to meet the skills needs of society and the economy, whilst simultaneously attempting to combat unemployment (Allais, 2006:20)

In South Africa, in accordance with the vision of the DHET (cf. par. 7.2, p. 509), the CHE was established as an independent statutory body in May 1998 in terms of the Higher Education Act, No 101 of 1997 (Lange & Luescher, 2003:82; Council on Higher Education, 2013a:1). Lange and Luescher (2003:82) aptly describe the contribution and role of the CHE when they state that the CHE seeks to provide informed, independent and strategic advice to the Minister of HET, dr Blade Nzimande, on all HET policy issues and matters. In essence the CHE performs an informational managerial role as monitor, and a decisional role as disturbance handler and negotiator (cf. par. 3.6.5, p. 169). More pertinently, the CHE through a permanent sub-committee, namely the HEQC (cf. par. 7.2.2.1, p. 514), facilitates and assures that quality promotion and assurance in HET is achieved (Selesho, 2006:58; Luckett, 2010:71). Lastly the CHE reports annually to Parliament on HE matters (Jita, 2006:927; Council on Higher Education, 2012:2,10). In other words, in short, the CHE therefore acts as the Quality Council for HET (Government Gazette, 2008:35-36). In order to enhance the readers' understanding of the role and place of the CHE in the broader structure, the position of the CHE is indicated in Fig. 23 (cf. p. 511).¹²⁰ In conclusion, as mentioned elsewhere, to assist in the fulfilling of the functions of the CHE outlined in this paragraph, the CHE established the HEQC, which will be discussed next.

7.2.2.1 Higher Education Quality Committee (HEQC)

HEIs are charged with an obligation to contribute to the advancement of all forms of knowledge and scholarship, in keeping with international standards of academic quality as well as to provide for quality assurance and quality promotion in HE (Department of Education, 1997:23; Department of Higher Education and Training, 1997:2; The Centre for Education Policy Development, 2013:23). In addition the Higher Education Act 101 of 1997 provides for a unified and nationally planned system of higher education. Furthermore, it gives the green light for a statutory CHE (cf. par. 7.2.2, p. 513), which advises the Minister while accepting responsibility for quality assurance (Smit & Oosthuizen, 2011:56). In terms of the Higher Education Act 101 of 1997, provision is also made for the CHE to establish the HEQC as a permanent sub-committee of the CHE to fulfil the responsibility for quality assurance (Department of Education, 1997:23; Jita, 2006:927; Selesho, 2006:58). The focus and executive responsibility of the HEQC includes quality assurance and the promotion of HE programmes within South Africa (Lange & Luescher, 2003:82; Government

¹²⁰ Cf. Figure 24, p. 518

Gazette No 32435, 2009:2; South African Council for the Quantity Surveying Profession, 2012:14; Council on Higher Education, 2013a:1). According to (Pretorius, 2003:129; Council on Higher Education, 2004f:3; Selesho, 2006:58; Symes, 2006:763; Lockett, 2010:72; Council on Higher Education, 2013a:1; South African Higher Education, 2013:19) the HEQC's mandate is to promote and implement a national system of quality assurance in higher education as well as to accredit all the programmes offered for the Higher Education and Training band on the NQF (cf. par. 2.5.3, p. 106; 7.2.4, p. 524; Fig. 24, p. 518).

Apart from a focus on quality assurance and accreditation of programmes, the HEQC also needs to carry out the function of auditing the quality assurance mechanism used in HEIs (Jita, 2006:927; Lockett, 2010:73; Council on Higher Education, 2013a:1). In addition to the requirements of the Higher Education Act, the HEQC's quality assurance mandate is carried out within the framework of the Regulations for Education and Training Assurers (ETQAs) of the South African Qualifications Authority (SAQA), which has the overall responsibility for overseeing standard setting and quality assurance in support of the NQF (Council on Higher Education, 2004b:2; Higher Education South Africa, 2013; South African Qualifications Authority [SAQA], 2013f) (cf. par. 2.5.3, 106; 7.2.3, p. 515; Fig. 24, p. 518). Following the discussion of the HEQC, the SAQA is discussed hereafter.

7.2.3 South African Qualifications Authority (SAQA)

Bureaucratic structures created by Government including the CHE (cf. par. 7.2.2, p. 513), the HEQC (cf. par. 7.2.2.1, p. 514), as well as SAQA, have led Ngwenya (2003:36) to conclude that these structures indicate that Government would like to play a central role in ensuring HEIs conform to the statutory requirements of government policies. This is confirmed in the view of SAQA, which is seen as a legal entity comprising 12 members, who are appointed by the Minister of Education and Labour (Ngwenya, 2003:40; Government Gazette, 2008:13; South African Qualifications Authority [SAQA], 2013f:1). It is further important to point out that SAQA was established mainly to oversee the development and implementation of the NQF (cf. par. 2.5.3, p. 106) in terms of clause three of the SAQA Act, 58 of 1995 (Republic of South Africa, 1995:1; South African Qualifications Authority, 1995:1; Umsobomvu Youth Fund, 2003:40; Le Grange, 2005:14,15; Le Grange *et al.*, 2006:74; Government Gazette, 2009:1). SAQA's role can be seen as both broad and specific. Broadly conceived, the role of SAQA¹²¹ includes the preparation of a

¹²¹ Tuck, Keevy and Hart (2004:5) state that: "*the development of NQFs has become a world-wide phenomena, not least in Southern Africa*", while Keevy (2006:1) critically considers the extent to which the South African NQF has

rolling strategic plan and budget that will guide the development of the NQF in the light of the Minister's remit, and the development of a system of collaboration that will enable the Quality Council and SAQA to fulfil their respective mandates in coherent and collaborative manner (Government Gazette, 2008:28).

Turning the focus to the specific role and function of SAQA, the Government Gazette (2008:28) states that SAQA's specific function includes : (i) the recommendation of level descriptors and to ensure that they are kept up to date; (iii) preparing policy frameworks on the main areas of the NQF activities; (iv) international collaboration with different NQF authorities globally; (v) research on the NQF's impact on South African education, training and employment; (vi) maintenance of a national students' records database; (vii) evaluation of all relevant foreign qualifications; and (viii) public information regarding activities of the NQF in South Africa.

It should by now be quite clear why the preceding paragraphs have led me to agree with Olivier (1998:1) who concludes that the SAQA should develop and implement the NQF, which should enable one to enter into learning to achieve a nationally accepted and international equivalent qualification. Moreover, the NQF is regarded as a comprehensive system for the classification, registration, publication and articulation of quality-assured national qualifications (South African Qualifications Authority [SAQA], 2013f:1). Hence, all qualifications offered by various institutions need to be registered with SAQA (South African Qualifications Authority [SAQA], 2013b:1).

Opportunities for education provision on different levels should be provided in a national education system. The education levels that are referred to include the pre-primary education level, the primary education level, the secondary education level and the tertiary or higher education level. Ideally an education career path through the different education levels should be provided to learners.

In the South African education system, provision is organised according to the NQF, which is a new approach to the organisation of education, and training that has been in place since 1994. Kraak (1999:33) describes the NQF as the "*centrepiece*" of an integrated education and training system in South Africa (Lombard, 2010b:22). The NQF constitutes an organised series of learning achievement levels arranged in ascending order from level one to ten (Modisane, 2006:1)

emerged as the main driver for developing qualifications frameworks in the South African Development Community (SADC)

according to three bands. These bands are referred to as general, further and higher education (Boughey, 2004:7; Lombard, 2010b; Steyn *et al.*, 2011:101). Each of these three bands are further described by a level descriptor, which in turn indicates the outcome appropriate to a qualification at that level (Government Gazette, 2011b:63; South African Qualifications Authority [SAQA], 2012b:2-16; National Qualifications Framework, 2013a:1; South African Qualifications Authority [SAQA], 2013c:1). The structure of the NQF can be represented as depicted in Figure 24 below (cf. p. 518).

A significant factor of the NQF, as I have stated already, is OBE, which focuses on competence (Lombard, 2010b:23; Culture Arts Tourism Hospitality Sport Sector Education and Training Authority, 2012:6-8) and draws on what learners should be able to do, as opposed to what they should know (Boughey, 2004:8; Dreyer & Booyse, 2004:114; Lombard, 2010b:25) (cf. par. 7.1, p. 505). Integration of formal education and vocational training takes place, recognising learning in both formal and non-formal environments (Lombard, 2010b:27; Culture Arts Tourism Hospitality Sport Sector Education and Training Authority, 2012:6-8), further facilitating learning, career-pathing and flexibility (Olivier, 1998:50).

The word qualification denotes the formal recognition through certification, of learning achievement awarded by an appropriate accredited institution and quality assurance body. According to the Government Gazette (2011b:17,56) a qualification is a planned combination of learning outcomes which has a defined purpose and is to provide learners with applied competence and a basis for further learning. This description of a qualification thus implies that learners (individuals) who meet the criteria for a specific set of outcomes qualify for or is said to have obtained credits for a specific set of unit standards (Olivier, 1998:9,16; South African Qualifications Authority [SAQA], 2006c:3) and marks the achievement of the necessary learning stipulated. A unit standard refers to *“registered statements of desired education and training outcomes and their associated assessment criteria together with administrative and other information as contained in and as specified in these regulations”* (South African Qualifications Authority [SAQA], 2006c:3). In a plea for common sense, Bruniquel and Associates (2009) refer to unit standards as learning outcomes and assessment criteria, which determines the knowledge, skills and abilities a learner is required to attain in order to be assessed as competent. Du Plessis and Van Niekerk (2012:337) add to this that qualifications have exit level outcomes which contain associated criteria that will provide learners with an opportunity to display an ability to integrate practical performance, actions, concepts and theory across unit standards to achieve competence in relation to the purpose of the qualification. Attained unit standards and qualifications were issued to SAQA by the National

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Standard Bodies (NSBs) and the Standard Generating Bodies for endorsement and registration (Olivier, 1998:10; South African Qualifications Authority [SAQA], 2006c:2).

NATIONAL QUALIFICATIONS FRAMEWORK			
LEVEL	SUB-FRAMEWORK AND QUALIFICATION TYPES		
HET	10	Doctoral Degree Doctoral Degree (Professional)	*
	9	Master's Degree Master's Degree (Professional)	*
	8	Bachelor Honours Degree Postgraduate Diploma	*
		Bachelor's Degree	*
	7	Bachelor's Degree Advanced Diploma	*
		6	Diploma Advanced Certificate
5	Higher Certificate	Occupational Certificate (Level 5)	
FET	4	National Certificate	Occupational Certificate (Level 4)
	3	Intermediate Certificate	Occupational Certificate (Level 3)
	2	Elementary Certificate	Occupational Certificate (Level 2)
GET	1	General Certificate	Occupational Certificate (Level 1)

*Qualification Types beyond level 6 on the QQSF have not been determined pending further advice

Key to Sub-Frameworks

Higher Education Qualifications Sub-Framework	General and Further Education and Training Qualifications Sub-Framework	Occupational Qualifications Sub-Framework
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South Africa, 2012:9

Figure 24: The National Qualifications Framework

In a continuous effort to improve and transform the South African education system, the NSBs were replaced in 2005 by Consultative Panels (cf. Fig. 23, p. 511), comprising subject matter and qualifications experts, which had in mind the aim to evaluate qualifications and standards from the perspective of the specific sector for which the qualifications or standards have been developed in accordance with related specified SAQA criteria (South African Qualifications Authority [SAQA], 2013a:1; 2013e:1). Following the OBE education system which the NQF adopted, Hindes and Bakker (2004:79) ascend to the principles and ideals of the NQF and the flexible generalist model of Ball for the kind of learner suited to contemporary 21st century South Africa. In the light of the preceding, the authors conclude that universities (HEIs) strive to set essentially three outcomes for university qualifications, namely specific outcomes (course/module specific), exit level outcomes (programme/degree specific) and critical outcomes (broad and generic, applicable to different qualifications).

Over and above the broad and specific functions assigned to SAQA, it is mandatory for standard setters to incorporate at least some of the Critical Outcomes (COs) in the standards that SAQA recommends. Proposers of a qualification should also ensure and see to it that all COs have been addressed at the level concerned within qualifications being proposed. So, consistent with the government's commitment to outcomes based education and training as the chosen means to inflict systemic change and transformation in the nature of education and training in South Africa, SAQA alludes to critical cross-field (critical) and specific outcomes that guide and direct all learning and assessment and should ensure that all qualifications being offered by HEIs across the country meet the set requirements and standards. The value thereof is to supply in the demand for a wide variety of skills required by the South African labour market.

Critical Cross-Field Outcomes (CCFOs) are often called COs, and are those generic outcomes that inform all teaching and learning (South African Qualifications Authority [SAQA], 2006b:1; 2006c:2; National Qualifications Framework, 2013b:1). More to the point, CCFOs are regarded as those statements about what students know (or should) and how they integrate abilities such as problem solving, communication and decision making to demonstrate their achievements (South African Qualifications Authority [SAQA], 2013d:40). Stated differently, CCFOs are those outcomes deemed crucial for the development of the capacity for lifelong learning. Critical cross-field outcomes include, but are not limited to:

CHAPTER 7: A SCHOOL SPORT MANAGEMENT PROGRAMME FOR EDUCATOR TRAINING

- Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made;
- Working effectively with others as a member of a team, group, organisation, community;
- Organising and managing oneself and one's activities responsibly and effectively;
- Collecting, analysing, organising and critically evaluating information;
- Communicating effectively using visual, mathematical and/or language skills in modes of oral and/or written persuasion;
- Using science and technology effectively and critically, showing responsibility towards the environment and health of others and;
- Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation (Council on Higher Education, 2004f:94-96; 2004b:25; 2004c:9; 2004e:5; South African Qualifications Authority [SAQA], 2005:7; Bender *et al.*, 2006:40; South African Qualifications Authority [SAQA], 2006b:2-3; 2006c:1; Council on Higher Education, 2013b:10).

Not only have the SAQA identified CCFOs, but they also touch on the importance of developmental outcomes which can contribute to the full personal development of each learner (student) when programmes of learning are developed. These developmental outcomes are tantamount to the full personal development of learners (students) and the social and economic development of society at large. By making the development outcomes (personal, social and economic) the underlying intention of any programme of learning, one could most definitely make an individual aware of the importance of different aspects of a holistic personal development. Related aspects include:

- Reflecting on and exploring a variety of strategies to learn more effectively;
- Participating as responsible citizens in the life of local, national and global communities;
- Being culturally and aesthetically sensitive across a range of social contexts;
- Exploring education and career opportunities; and
- Developing entrepreneurial opportunities (South African Qualifications Authority [SAQA], 2006b:3).

Authors such as Hinder and Bakker (2004:79) and Spady (2004) further touch on some of the ways in which what they consider the most important CCFOs of the eight outcomes stated in the previous paragraph, can be used to the advantage of the researcher when developing a sport management programme for educator training. The identified CCFOs by the preceding authors

can be listed as: (i) Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made; (ii) Work effectively with others as a member of a team, group community; (iii) Collect, analyse organise and critically evaluate information and; (iv) Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion (cf. par. 7.7, p. 600).

The relevance of the identified CCFOs for the development of a sport management programme for educator training is that they should be included in the sport management programme for educator training as they are of paramount importance for the school sport manager to be able to manage school sport successfully. So, the school sport manager will need to identify the various problems in the current changing, uncertain times and education landscape in terms of the external or macro environment (cf. par. 3.2.2, p. 122) it operates in. In the technological, economical, political, physical and international environments, trends such as manipulation, institutionalisation, professionalisation, commercialisation, privatisation, demystification and globalisation will impact on the manner in which school sport is being managed (cf. par. 2.4, pp. 70-98). These trends will in turn provide opportunities, and/or be a threat to school sport managers due to the fact that they can impact, as was touched upon in section 3.2-3.6.8.1 (cf. pp.117-191) on the various school sport management functions and activities.

Secondly, there are usually various role players and stakeholders involved with and in school sport who need to work together as a team to successfully manage and offer school sport as a product and/or service to learners and other clients. Role players can range from owners (independent/private schools) to support staff such as those responsible for the maintenance of the school and its facilities (cf. par. 3.6.6, p. 175). Current market trends and new technology are but two examples of information required being analysed, organised and evaluated by the school sport manager so as to be able to communicate the relevant information to the relevant role players concerned. Apart from the preceding, one can also find role players in the different functional school sport management areas of diverse interaction with other school sport managers (cf. par. 3.6, p. 154).

The SAQA has also identified a set of specific outcomes that are meant to provide the focus for all qualifications and specify elements of the applied competence as indicated in the unit standard title (Zenzele Security and Training, 2013:1). According to Modipane (1999:15), specific outcomes refer to what learners are specifically able to do at the end of a learning experience in a specific

learning area in a particular context or situation (Steyn *et al.*, 2011:29), while (Zenzele Security and Training, 2013:1) specific outcomes are defined as statements of desired education and training outcomes that go beyond the specification of subject content. Specific outcomes include references to:

- Actions, knowledge, understanding, skills which will demonstrate competence;
- The criteria against which the knowledge, understanding and skills will be assessed; and
- The particular contexts for performance and the assessment of the performance (South African Qualifications Authority [SAQA], 2013d:1; Tourism Hospitality Education and Training Authority, 2013; Zenzele Security and Training, 2013:1).

Naturally, in accordance with the literature overview and sources referred to in the preceding paragraph, it can be inferred that specific outcomes will vary from module to module depending on the unit standards, and will also be qualification and context specific. Hence, for the sport management programme for educator training, the specific outcomes will bear testimony to the different school sport management competencies and needs required, as well as the different tasks the school sport manager will have to perform to manage school sport effectively and successfully.

However, for all that said, confusion between the NQF (cf. par.7.2.4, p. 524; 7.2.4.1, p. 527), outcomes-based (competency-based) education and curricula often prevails (South African Qualifications Authority [SAQA], 2000a:10). OBE, in the words of Spady (1994:1) means clearly focusing and organising everything in an educational system around what is essential for all students to be able to know and do successfully at the end of their learning experiences (South African Qualifications Authority [SAQA], 2006d:5). This simply means to start with the bigger picture in mind, in other words, what should be done to get me where I want to be.

It is further important to recognise and is worth noting the paramount important role of SAQA to establish bodies whose roles, responsibilities and tasks largely have to do with quality control. So, SAQA published the NSBs regulations which made provision for the registration of NSBs and Standard Generating Bodies (South African Qualifications Authority [SAQA] 2007:1).. The NSBs were replaced by Consultative Panels in 2005 (cf. Fig. 23, p. 511). As was stated earlier, these consultative panels consist of subject matter and qualifications experts, and according to the South African Qualifications Authority (2007:1) their role is to apply SAQA developed criteria to evaluate qualifications and standards from the perspective of the sector in need of the developed unit

standard or qualification. The Standard Generating Bodies work closely with the Consultative Panels and their role is generating standards and qualifications and recommending them to the Consultative Panels. Notable functions of the Standards Generating Bodies rooted in the South African Qualifications Authority (2007:1) are:

- To generate standards and full qualifications in accordance with the authority requirements in identified subfields and levels;
- Updating and reviewing standards;
- Recommending standards and qualifications to NSBs; and
- Recommending criteria for registration of assessors and moderators or moderating bodies.

Other than the Consultative Panels and the Standards Generating Bodies, SAQA also established Education and Training Quality Assurance bodies (ETQAs). With reference to the role of the ETQAs, SAQA requires that each of its ETQAs bodies should focus on serving the needs of a sector of industry (South African Qualifications Authority [SAQA], 2000b:9; 2001a:7-9) (cf. par. 2.5, p. 98; Fig. 3, p. 101; 23, p. 511). Once registered, ETQAs can be accredited to monitor and audit the provision, assessment and achievement of specified standards and/or qualifications offered by providers and to which specific functions have been assigned by the SAQA (South African Qualifications Authority [SAQA], 2000b:7; Council on Higher Education, 2004b:22). Coupled with the preceding, SAQA also accredits the ETQAs, which in turn accredit the providers of education and training that provide learning programmes that lead to the achievement of qualifications registered on the NQF (South African Qualifications Authority [SAQA], 2000b:7; Cosser, 2002:112). In essence accredited bodies (ETQAs and providers) are accountable to SAQA, and responsible for assuring the quality of learning achievements within a specified context for registered standards (units and qualifications). Additionally, value is placed upon the dynamic relations between the separate functions of standards setting and quality assurance as well as the direct and dynamic feedback mechanism required for standards setting, ensuring the continual improvement of the standards and qualifications registered on the NQF. Implicit in SAQA's outline of the quality spiral is the understanding that quality never ends, but continues (South African Qualifications Authority [SAQA], 2000b:7). To conclude, researchers have to continuously acquaint themselves with the dynamic notion of quality and as such the developed sport management programme for educator training based on the NQF quality spiral. The quality assurance system also has to encapsulate this dynamic notion of quality as continuous event in order to ensure continual development and

redevelopment of standards and qualifications to meet the needs of individual school sport managers (current and future) and society.

Now that the role of SAQA, both broad and specific, has been discussed, the finer detail of the importance and coherence of SAQA and the NQF may be analysed. This section will conclude with a brief discussion of the Higher Education Qualifications Framework (HEQF), incorporated into the NQF in 2007. First, it is necessary to dwell for a moment on the nature and implications of the SAQA process and the NQF requirements in accordance with SAQA's aim to develop quality national registered standards and qualifications and to position all qualifications on offer in South Africa on a framework (NQF).

7.2.4 Nature and implications of SAQA process and the NQF

A few years since the international community witnessed the birth of a new democracy and welcomed the new South Africa as the most recent member of its global village, both Ekong and Cloete (1997:3) and the SAQA web page (2007:1) quite clearly state that globally there is a plea for higher education systems and HEIs to be more sensitive for changes not only in society and communities, but also to look for better ways of educating and training people with a view to gain the edge in a competitive economic global environment. Also, later in concurrence with the preceding, authors such as Barrie (2006); Smith and Bath (2006:259); Barrie (2007:259); Griesel and Parker (2009:1); Allais (2012:9-11); Branson (2012:129-139;146); Cloete and Butler-Adam (2012:4); Du Preez and Fossey (2012:346); Gibbon, Muller and Nel (2012:151); Ntshoe (2012:199-200) and Perold (2012:183-184) echo similar views when they rightly argue that the labour market both demands and calls as well as prays for higher education systems and HEIs to ensure that graduates are produced who are employable in the sense that they have the attributes, capabilities and dispositions to work successfully. The preceding views are in particular applicable to South Africa where significant changes in the political environment in particular are reflected in changes in education, and pressure is exerted on HE from both government and employers to produce well-qualified graduates, suited for the ever changing competitive environment. The DHET (2012a:7-18; 83-84) further reinforces the preceding statement when they refer to the challenges in post-school education and training, such as the historical burdens of the past, deep inequalities and discrimination, inadequate quality, quantity and diversity of provision and the demands of the future. Subsequently, the DHET expresses the need to address the deep historical inequalities (cf. par. 2.2.1, p. 26) and at the same time solve social and economic problems through high-level research and development, as well as educationally transforming a diversity of programmes

available for education and training. Implicated in the transformation of programmes for post-school education and training, is the fact that programmes should be planned, integrated and related. Consequently all new programmes should reflect the coherence of SAQA and the NQF.

Change thus seems inevitable and education and training institutions and education systems should thus adapt and conform to change. As a result of change and adaptations, programmes and the content thereof offered by HEIs, it would imply that changes implemented should be made to incorporate and reflect the way chosen by Government for education in South Africa, as well as to absorb and accept the challenges posed by transformation. Already in 1996 the then National Commission on Higher Education reported that the transformation process had implications for the continued existence of HE and the programmes offered, in particular the process of transformation applied to the learning content and learning processes (Ekong & Cloete, 1997:3). Kraak (1997:62) reminds us that transformation of programmes of HEIs not only relates to local changes, but also those to brought about by globalisation. Put simply, it means that national and international trends related to change or transformation of learning content and processes should be accounted for when developing a programme for sport management training (cf. par. 7.5, p. 547).

Key to changes and transformation of related trends is the principle of resistance and indications of negative attitudes. Hence, in relation to the transformation of the HE landscape, the implications and results of the new education system (cf. par. 7.2, p. 509) inevitably evoked widespread reaction, in particular from the ranks of universities. More to the point, Van der Vyfer (1999:5) alleges that the development of the NQF was an attempt by government to put their stamp on education in South Africa and to use the transformation of education to achieve their own ideology. However, manipulation (cf. par. 2.4.1, p. 72) to achieve an ideology bears direct relation with the functional (cf. par. 2.3.3.1, p. 46) and Critical Theory discussed in Chapter Two (cf. par. 2.3.3.3, p. 56). Through the efforts of government to transform the education system in South Africa an artificial climate is created in an endeavour to develop more suitable programmes, teaching and learning strategies and different courses in accordance with the needs of society, and to eradicate the so-called deeply rooted intractable historical inequalities of the past (Department of Higher Education and Training, 2012a:7). Van der Vyfer (1999:5) continues to say that the NQF requires a larger degree of accountability from HEIs to assist with and maintain the transformation process in South Africa. Consistent with the view of Ntshoe (1999:84), Allais (2012:9) alludes to the intention of Government to take control and use their power to exert pressure as well as take control of South African education. Geber and Munro (1999:29) join the debate when they more

specifically raise the question whether South Africa, and in particular HEIs, could afford the excessive high cost of putting into operation the SAQA process and the NQF. From the view of Geber and Munro (1999:33), one can further deduce that the possibility exists that funding in future could present multiple challenges. In actual fact, these authors predict that funding could dry up after 2003, because funding was mainly obtained from foreign institutions. More than ten years later, similar views are expressed in the *Green Paper for post-school education and training* issued by the Department of Higher Education and Training (2012a:12-13), when current funding modalities are seen as a multiple challenge across the post-school education system. Geber and Munro (1999:35) also consider the implementation of bureaucracy within the university sector (cf. par. 2.5.1, p. 98; Fig. 3, p. 101) as well as communication within and between universities as a major stumbling block and problem area, together with the usual resistance to change. Geber and Munro (1999:36) are also highly critical of modularisation proposed by SAQA as a structural requirement, which translates to concerns that various occupations would be targeted as a norm for training, while subject content would only include concrete competencies without due consideration of promotion of the holistic conceptual development of thoughts and abstract formulation of ideas and theories. The last mentioned can be seen as significant of and a requirement for training at universities.

Young (2001:1), more than ten years ago, already hints that universities in particular were foreseeing problems regarding the implementation of a NQF. For him the problem in brief centres around the widely held belief that universities' autonomy and freedom would be limited by a prescribing qualification framework. Moreover, the proposed NQF reflected a discordance regarding the manner in which SAQA intended to register qualifications. Whereas universities register whole qualifications, universities of technology and other Further Education and Training institutions, such as FET Colleges (cf. par. 2.5.1, p. 98; Fig. 3, p. 101) only register unit standards, which collectively lead to qualifications (Allais, 2006:27; Young, 2006b:53; 2006a:108; Department of Higher Education and Training, 2012a:14).

Another source of concern related to the NQF and the transformation of education in South Africa evolved around the concept of outcomes. According to Young (2001:1), the concept of outcomes in all likelihood most probably does not seem to be as neutral as it appears to be at first sight. In actual fact, one could reason that irrespective of the content, pre-determined criteria for the attainment of a qualification should be specified. Equally important, one should realise that learning that might have taken place already, but was not specified, could be excluded.

More recently problems related to the development of the HEQF within the broader context of the NQF became apparent. These problems are for instance bureaucratic inefficiency, substantial shaping of the quality movement in South African HE by legislative and policy direction of the new democratic government, differentiation, student success and throughput rate, research and innovation, access to study and expansion, staff, funding, high student fees, private higher education, African languages and related language barriers, internationalisation, uncertainty regarding the form of the post-school education system and the role of HEIs (Ensor, 2006:128-140; Steyn *et al.*, 2011:25; Department of Higher Education and Training, 2012a:37-57; Gibbon *et al.*, 2012:129-137; Fourie *et al.*, 2013:23-37).

In conclusion, as far as relevance of the preceding is concerned with the current study, it could be said that irrespective of the criticism levelled at proposed changes and transformation of the education system in South Africa, the process of transforming education, and in particular higher education, continues at a rapid pace and will continue to do so. Equally important, transformation is supported by legislation on different levels and fronts, and should indeed be kept in mind when a sport management programme for educator training is developed.

Hereafter the NQF and the HEQF, as well as the requirements of these frameworks are discussed to identify the criteria a sport management programme for educator training should measure up to.

7.2.4.1 National Qualifications Framework (NQF) and Higher Education Qualifications Framework (HEQF)

In compliance with SAQA's aim, stated elsewhere as the development of quality nationally registered standards and qualifications, and to position all qualifications on offer in South Africa on a framework, (cf. par. 7.2.3, p. 515), the NQF was introduced in 1996 (Kruss, 2009:19). The referred to framework should help to develop qualifications of equal standard on each one of the different levels (cf. par. 2.5.3, p. 106; 7.2.3, p. 515; Fig. 24, p. 518). With reference to the NQF, Ramparsad (1999:17; 2001:291) argues that the NQF should provide the starting point of an integrated approach to education and training that curriculum development in the past failed to do. In brief, the NQF is seen as the set of principles and guidelines by which records of student achievement are registered to enable national recognition of acquired skills and knowledge, thereby ensuring an integrated system that encourages life-long learning (South African Qualifications Authority [SAQA] 2007:1).

The objectives of the NQF, outlined in the SAQA Act, Act no. 58 of 1995 are inter alia to: (i) create an integrated national framework for learning achievements; (ii) facilitate access to, and mobility and progression within education, training and career paths; (iii) enhance the quality of education and training; (iv) accelerate the redress of past unfair discrimination in education, training and employment opportunities; (v) contribute to the full personal development of each student and the social and economic development of the nation at large (South African Qualifications Authority [SAQA], 2012c:2). In the NQF, provision is made for three related sub-frameworks, namely the General and Further Education and Training; Higher Education and Training (HET) and Trades and Occupations (cf. Fig. 24, p. 518), which are the responsibility respectively of the three Quality Councils, namely Umalusi, CHE and the Quality Council for Trades and Occupations (QCTO) (Government Gazette, 2008:8; 2009:6; Department of Higher Education and Training, 2012a:71; Government Gazette, 2012:1-2).

The HEQF was incorporated into the NQF in 2007 (Council on Higher Education, 2008:1) and became a sub-framework of the NQF (Government Gazette, 2008:8). According to the Council on Higher Education (2007:1) this new HEQF needs to establish common parameters and criteria for the design of qualifications, and to facilitate the comparability of all qualifications across the education system. It was further envisaged that the HEQF would place HE quality assurance matters more firmly within the domain of the CHE, and its associated quality assurance wing, the HEQC (cf. par. 7.2.2, p. 513; 7.2.2.1, p. 514) (South African Council for the Quantity Surveying Profession, 2007:2).

As a result, however, of the split of the National Department of Education into DBE and DHET (cf. par. 7.2, p. 509), and to address concerns of academics and other relevant stakeholders in HE, the former HEQF was revived and a new tool, namely the HEQF for HEIs specifically, was implemented in January 2009 by the DoE, the Council on Education, as well as SAQA (Council on Higher Education, 2009:3; Department of Higher Education and Training, 2012a:71). Implementation of the said tool (Council on Higher Education, 2009:3; 2011:1; Du Preez & Fossey, 2012:347) brought with it many transformational implications across the whole HE spectrum in South Africa. The purpose of the new, revised HEQF is to regulate all higher education qualifications, programmes and curricula in South Africa (Van Koller, 2010:157; Government Gazette, 2011b:4-6; 2011a:54-56). Following the implementation of the HEQF, the new policy applies to both private and public institutions and was implemented at the same time for all new programmes, because it is recognised that HEIs will need some time to phase out their existing

qualifications. Also, this policy forms an integral part of the NQF, resulting in important changes pertaining to qualifications in terms of credit values, levels and designation of many qualifications (Council on Higher Education, 2008:1-3; Department of Higher Education and Training, 2012a:70-72). In other words, reviewing the new policy more closely, the HEQF aims to determine the qualifications types, characteristics and purposes of all HE qualifications in South Africa (Council on Higher Education, 2008:1) and can be viewed as an effort to develop programmes for a single coordinated higher education sector (Van Koller, 2010:171). Van Koller (2010:157) and Ntshoe (2012:202) also remind us that the HEQF framework implemented in January 2009, replaces all policy documents which previously divided the South African HE system.

The HEQF (cf. Fig. 24, p. 518) provides the basis for the integration of all HE Qualifications into the NQF structure for quality assurance and standard generation (Makhafola, 2005:18; Government Gazette, 2011a:56). Consistent with the requirements of the revised HEQF, provision for different levels is made on the framework. On closer examination of Figure 24 (cf. p. 518), it should be evident that the NQF has ten levels of which the HEQF occupies six levels (levels 5-10), and further consists of three distinctive bands on the NQF: General Education and Training (GET, Grade R-9), Further Education and Training (FET, Grade 10-12) and Higher Education and Training (HET). With reference to the HEQF, levels 5-7 are undergraduate and include a Higher Certificate (5); Advanced Certificate and Diploma (6) and Advanced Diploma or Bachelor's Degree (7). Levels 8-10 of the HEQF refer to postgraduate qualifications, namely Postgraduate Diploma, Bachelor Honours (8); Master's (9) and Doctorate (10) (Council on Higher Education, 2004d; Makhafola, 2005:18-19; Kruss, 2009:26-27; Government Gazette, 2011b:63). Of particular importance is the fact that a Master's and Doctoral degree now provide for a general and a professional qualification.¹²² More specifically in the context of the study, one has to cast an eye on the requirements for teacher education qualifications. In this regard different qualification pathways is indicated for teachers in the Government Gazette (2011c:12-14), depending on the chosen career path, Provision is made for an initial qualification for Grade 1-12 teachers, followed by up to four post-initial professional qualifications on different levels according to the NQF. The choices available to teachers include, amongst others: to specialise further in an initial qualification obtained, to develop a new role and to develop a new teaching specialisation phase or subject (1st post-initial professional qualification); specialising further in the new role chosen for the 1st post-

¹²² For a more detailed discussion of the different levels and qualifications see the Government Gazette (Government Gazette, 2011b) and the Green Paper for post school education and training (Department of Higher Education and Training, 2012a)

initial professional qualification and specialising further in the new teaching specialisation phase or subject chosen for the 1st post-initial professional qualification (2nd post-initial professional qualification) and specialising further in the new teaching specialisation phase or subject developed for the 2nd post-initial professional qualification (3rd post-initial professional qualification) and finally a MEd or PhD (4th post-initial professional qualification). Ultimately these different directions within schooling require specialised and progressive qualification paths. Recapitulating it can thus be said that the revised HEQF recognises three broad qualification progression routes with permeable boundaries, namely vocational, general and professional routes that provides greater clarity on the articulation between these qualification routes and introduces two additional qualification types. Furthermore, teachers are required to meet the minimum requirements for teacher education qualifications, and they have an option to pursue different qualification pathways depending on their chosen career path.

Although a school sport management programme for initial educator training will not necessarily provide for all the different NQF levels, one should take cognisance of the different levels of the NQF with a view to develop school sport management programmes, as the field of school sport management evolves (cf. par. 3.1, p. 114; 4.6.2, p. 250; Fig. 13, p. 252) and the need arises for further study. School sport managers should, nevertheless, depending on the level of competence required, be afforded the opportunity to acquaint themselves with the needs and requirements of the industry and school in which they want to and/or are compelled to manage school sport successfully in accordance with the diverse needs of South African schools.

From the preceding paragraphs and Fig. 24 (cf. p. 518) it should be evident that there are differences in levels and level descriptors, which were not necessarily detected in the kind of programmes for sport management and educator training described at length in Chapter Four. A possible deposition for the preceding state of affairs might bear relation with one of the principles of the NQF (cf. p. 7.2.3, p. 515; 7.2.4, p. 524), namely the provision for early exit levels from qualifications. This means, for example, that a successful university of technology student can obtain a certificate at the end of the first year, while students from FET Colleges (cf. par. 2.5.2, p. 103; Fig. 3, p. 101), could be rewarded with a Certificate in Sport Management, after successful completion of their third year of study. According to Table 24 (cf. p. 451), both qualifications are equal to level 5, because both are occupation directed certificates. The most significant difference between the obtained qualification bears relation to the duration of the study. Whereas the one takes three years to complete, the other only takes one year. The significance of the described

example resides in the fact that the problem of differences in levels was highlighted. Different students are exposed to different learning content and learning opportunities, yet they receive the same qualification. It seems evident that a possible solution for the mentioned state of affairs would be to determine guidelines (level descriptors) for each level of qualification concerning the content and level of exposure. Coupled with the preceding, more closely related to the current study, it can therefore be assumed that names of different programmes names should be reflected in the content of a sport management programme for educator training. So, in accordance with the literature, where a distinction is made between different levels of management (cf. par. 3.4.1, p. 141), the developed sport management programme for educator training could also for instance make provision for school sport managers on different levels (cf. par. 3.4.1, p. 141; Fig. 9, p. 142). For all that, one should nonetheless bear in mind that different levels of the NQF should also be taken into consideration to prepare prospective school sport managers for their task (cf. par. 2.2.3, p. 31; Fig. 2, p. 36). This particular aspect will be elucidated further in this chapter (cf. par. 7.5.3, p. 561).

Based on the evidence provided in earlier discussions regarding the education system in post apartheid South Africa, it can also be inferred that the new educational system above all has gone a long way to ensure a consistent use of qualification titles and their designators and qualifiers as well as to harmonise the vertical and horizontal integration of students throughout the education system (Cross *et al.*, 2002:171-186; Ensor, 2004; Mapesela & Hay, 2005:126; Government Gazette, 2011b:51-62; Du Preez & Fossey, 2012:347). *Vertical articulation* refers to the possibility for students to progress from a lower level qualification to a higher level qualification on the NQF (cf. Fig. 24, p. 518) once they have been found competent on a lower level. A student can thus move upwards from a lower to a higher level. To cite a practical example, students can study to obtain a Bachelor's degree on NQF level 7, and when found competent having successfully completed a Bachelor's degree, can advance to a postgraduate diploma or a Bachelor Honours degree on NQF level 8. *Horizontal articulation* on the other hand indicates that a student can articulate (change/move) between HEIs and also between fields of study and qualifications.

On the NQF, four different types of skills that need to be honed in students were identified. Views that resonate with my approach and view to competencies required to manage school sport are supported to a great extent by findings and views by Cloete (2002:3); Du Plessis and Van Niekerk (2012:337) and Njozela (2012:249) that skills required by students include fundamental, generic, core and elective skills. Based upon my earlier argument (cf. par. 3.6.9, p. 195; 4.6.3.4, p. 257;.

4.6.4, p. 276; Fig. 12, p. 199; 15, p. 289) that competencies required by school sport managers to manage school sport effectively in accordance with the diverse needs of South African schools, can be regarded as core, functional and specialist, it seems inevitable that when the sport management programme for educator training is developed, competencies identified in this study, should also make provision for the competencies identified by the mentioned authors. Hence, core competencies, divided in fundamental and general competencies will all be included in the developed programme at the end of this chapter, while functional and specialist competencies can be seen as electives, even though some competencies associated with functional competencies and specialist competencies can also be regarded as core competencies.

Synthesizing, following the replacement of all policies and documents and the establishment of a single qualifications framework for a single, coordinated higher education sector referred to previously and the implementation of the revised HEQF since December 2011, mentioned earlier in this section, many universities, particularly universities of technology (cf. note 50, p. 209), are required to revisit and redesign all their qualifications and programmes. According to Van Koller (2010:158), two years after the implementation of the HEQF, limited research literature was available to HEIs on approaches to revisiting programmes and qualifications. More recently, in *the Green Paper for Post School Education and Training*, issued by the DHET (2012a:72) mention was made of issues still in the process of being resolved and concerns were expressed concerning increasing flexibility, to allow for extended undergraduate programmes which are recognised and funded by the government. Furthermore, the impact of the HEQF and the implications thereof are unknown. It is therefore imperative that further research be conducted to determine the effectiveness of the HEQF regarding the qualifications and programmes at higher institutions, as well as its ability to enhance the efficiency of the manner in which these are presented, to ultimately improve the standard of education being offered. Also the identified lack of empirical support on approaches to revisiting programmes and qualifications serves as an indicator for possible future research.

Attention should not only be focused on institutions impacting on the educational programmes offered to school sport managers, but also on those who are to improve the skills of the South African workforce, naturally impacting the training in school sport management, namely THETA and the relevant SETA, which will now be discussed.

7.2.5 Tourism, Hospitality and Sport Education and Training Authority (THETA)

When tracing the roots and origin of Sector Education and Training Authorities (SETA), it is clear that 20 March 2000 signifies a memorable day in the history of the South African education system. On this particular day, the then Minister of Labour, Mr Membathisi Mdladlana, under the auspices of the Skills Development Act (Act, 97 of 1998) established 25 SETAs, one of which is the THETA (iEducation, 2013:2). All of the 25 SETAs were re-established and recertified in 2005. The department of labour published legislation that regulates labour practices and activities, but following an announcement by Mr. Thabo Mashongoane, from the DHET, in November 2009, DHET assumed responsibility for skills previously controlled by the Department of Labour (iEducation, 2013:2) (cf. par. 7.2.1, p. 512).

THETA is a statutory body established by the minister of labour that refers to the Tourism, Hospitality and Sport and Education and Training Authority (Cathsseta, 2013). Fundamentally, a SETA's main function is to contribute to raising the level of skills and to help implement the National Skills Development Strategy. More specifically, in terms of its constitution, THETA has in its sight the development of workers' skills within their sector. Secondly, THETA aims to increase the levels of investment in education and training in the tourism and hospitality sector, and thirdly to encourage employers in the sector to train their employees, provide opportunities for work experience and employ new staff. Next, they will need to encourage workers to participate in leadership and other training programmes. Another aim of THETA is to improve the employment prospects, and also to ensure the quality of education and training in and for the sector workplace. The last three aims are to assist work seekers to find work and employers to find qualified employees; encourage providers to deliver education and training in and for the sector workplaces, and finally cooperate with the South African Qualifications Authority (cf. par. 7.2.3, p. 515) (Le Grange, 2005:15; Prinsloo & Lategan, 2005:43; Cathsseta, 2013:1). Ultimately, THETA has to ensure that the critical need for skills development is addressed in accordance with the National Skills Development Strategy and related legislation such as the Skills Development Act. Thus, to conclude, the objectives of SETAs such as THETA to identify skill requirements and to ensure that the appropriate skills are readily available, are consistent with the aims of the current study to develop a sport management programme for educator training (cf. par. 1.3.2, p. 12). Hence, the developed school sport management programme for educator training should keep in mind the identified skill requirements as well as the identified competencies and needs from the empirical section (cf. par. 5.6, p. 320; 6.2.3, p. 371; 6.3, p. 431).

Now that a thorough understanding of the existing education system in South Africa has been gained, one needs to focus specifically on the development of a school sport management programme for educator training.

7.3 PROGRAMME DESIGN AND DEVELOPMENT

The concept *programme* has different meanings in the literature and is often used interchangeably with the concept *curriculum*. The National Commission on Higher Education (1996:165) argues that because global and South African conditions have an influence on the relationship between institutions and programmes, the development of programmes is often hampered and as such requires a clear understanding of the role of HEIs and the concept programme. Specialists in the field of education have defined the concept programme in a general sense in two ways: Firstly, to indicate a rough plan for students to obtain a qualification and secondly to identify the purposeful and structured set of learning activities of a specific field of study to obtain one or more qualifications (Department of Education, 2004:27). For purposes of this study, a programme has already been defined as the journey through purposeful and structured sets of learning experiences that leads to a qualification or destination after the set outcomes have been met (cf. par. 1.2.1.2, p. 2).

In so far as the preceding section (cf. par. 7.2, p. 509) mainly focused on the contextualisation of the current education system in South Africa, and in the previous chapters emphasis was placed on a quest to provide a theoretical framework and grounding in relation to the literature as an empirical exposure of the concomitant sport management competencies required for the management of school sport, the focus shifts in the ensuing sections to the training of educators in the identified sport management competencies. This inevitably creates the possibility to develop a sport management programme for educator training as well as to formulate guidelines for a grounded, content, context-specific sport management programme for school sport managers in the South African context (cf. par. 7.5. p. 547; 7.6, p. 580). Subsequently, seen in the light hereof, principles of programme design and development would have a significant impact on the development of a sport management programme for educator training in coherence with the aim of this study (cf. par. 1.3.2, p. 12).

Where a programme can be regarded as a structure within which the cumulative learning that a student is required to complete successfully to master the exit-level outcomes of a qualification is indicated, and the structure consists of a related combination of modules/learning units expressed

in outcomes-based format, having an academic and/or professional career orientated focus (Niebuhr, 1996:17; University of the Free State, 2006:7), it is important and necessary to take cognisance of the fact that the learning outcomes and purpose of any programme ultimately would impact on and guide the composition thereof (cf. par. 1.2.1.2, p. 3; 7.5.2, p. 554). It is further important to realise that students may access the programme at different points or levels. Naturally, the preceding hold implications for the design and development of a curriculum or curricula and implies that learning outcomes should be formulated where the fundamental, practical and reflexive (applied) competencies which learners are required to demonstrate, are spelled out. In this way it can be seen that curriculum design and development are interrelated to programme design and that principles of curriculum design can be interpreted in terms of OBE and can be applied when a curriculum for a programme (learning programme) is designed (Geysler, 2006b:151).

With the brief introduction and the definition of a programme in mind, it is necessary to look more closely at the concepts of and processes involved with programme design and development. A brief discussion of each will enhance the understanding thereof and also provide the theoretical framework in coherence with the discussion of the education system in South Africa in the preceding paragraphs (cf. par. 7.2, p. 509) for the development of and guidelines for a sport management programme for educator training. Next, programme design is looked at more closely.

7.3.1 Programme design

A number of programme design models exist in various countries around the world, which vary largely. Examples hereof are amongst others those of Moon (2002); Further Education and Training Research Council (2010:10); Rossman and Schlatter (2011); and Monarch (2012). In South Africa, the model used follows an approach best suited for the principles of OBE, as that is the new educational approach that is being implemented in the country. Dreyer and Booyse (2004) identify two curriculum design models based on the OBE principles when one has to develop a learning programme for educator training, namely the traditional curriculum design model consisting of a situation analysis, formulation of goals and objectives, classification of content, choice of methods and techniques, classification of learning outcomes and the evaluation of the student. Secondly, the outcomes-based curriculum design model is determined in its entirety on learning outcomes. In this model, the six principles of the traditional model have been integrated to four principles, but still emphasise the dynamic interaction between them when a programme is designed (Geysler, 2006b:151).

Booyse and Du Plessis (2008:60) opine that programme design most commonly refers to the structured and systematic arrangement of components of the different activities (modules) in a programme intended to have educational consequences; that is the encouragement to attain learning outcomes and assessment standards, to ensure that teaching, learning and assessment are coherent. A specific model for programme development and design can thus be used to ensure that it adheres to certain requirements. For Morrison, Ross, Kemp and Kalman (2010:4,29) programme development, based on their *Instructional process design model* is not a step, stage, level or sequential process, but rather the forming of a pattern, using different modules and independent elements to support the intended instruction and learning activities that need constant planning, design, development and assessment so that the outcomes of the programme assist a student to become a balanced and holistically developed individual. Kamfer (2005:52) and Vlachos (2008:82-86) indicate that good programme design will involve structured, progressive stages of learning, learning experiences, relevant curriculum content, flexible enough to allow for adaptation, the needs and demands of specific learners and the values of the community which will be involved.

Booyse and Olivier (2008:6-16; 60-94) produced one of the best-known explorations of recent programme design and development, based on the key concepts of Tyler, Stenhouse and Freire in relation to OBE learning programmes. They identify different stages (levels) and elements of planning as well as related principles when programmes are developed. **Stages** at which planning takes place refer to a specific stage, year plan and lesson plan. **Principles** that should be adhered to include clarity of focus, design down, deliver up, i.e. starting with knowledge, skills, values and attitudes that learners should be able to demonstrate (purpose), followed by outcomes, assessment and activities; once completed, '*deliver up*' (conduct learning activities in preparation for assessment as evidence that outcomes have been met, and the purpose of the qualification has been achieved), expanded opportunities and high expectations. When planning, the following key **elements** should be included: Outcomes should drive the programme, not the reverse; timeframes, learning outcomes and assessment standards across the duration of the programme and their sequence, core knowledge and concepts, contexts or themes, progression and integration. To these elements, the Council on Higher Education (2001:46-49) and Geysers (2006b:143-146) add the following core features that should be kept in mind when designing a programme: interdisciplinarity, relevance or responsiveness, efficiency, portability and coherence. In summary, the following elements should be included in a programme, meaningful, specific exit-level outcomes based on critical and developmental outcomes, assessment strategies and criteria,

programme outcomes and content, grouping outcomes and structuring the programme, teaching and learning strategies, resources required and evaluation of programme.

Four dimensions of programme design were identified by Geysers (2006b:151-154). Firstly, the situation analysis and interaction must be explored, and secondly the purpose and outcomes are described, from where the assessment criteria are derived. The third dimension of her model includes the actual teaching and learning in which the knowledge, skills, values and attitudes (KSVA) embedded in the outcomes, and the required competence as described in the assessment criteria, are now considered in terms of how they will be organised with due consideration of the learning, the kind of content, the outcomes and the assessment. The last dimension is that of assessment. Meyer and Van Niekerk (2008:54) use a model similar to that of Geysers, but whereas Geysers uses four steps, the model Meyer and Van Niekerk use, proposes six principles applicable to the design (planning) of a programme and, like the model of Geysers, starts off with a situational analysis, before the learning outcomes are planned. Thirdly, Meyer and Van Niekerk (2008:54) select the content that will not only enhance the attainment of objectives and outcomes, but also the learning. Logical and systematic ordering of content, seen as the fourth component of the Meyer and Van Niekerk model, also enhances learning and guide learners in their studies; provided the criteria for ordering the content, namely continuity, sequence and integration is adhered to. The preceding two principles of the Meyer and Van Niekerk model seem to be similar to that of the third dimension of the Geysers (2006b:151-154) model. The Meyer and Van Niekerk (2008:54) model concludes with the evaluation component.

In relation to the current study, the preceding paragraphs provided the theoretical framework to design a programme for educator training. The principles and related aspects outlined in the models of Geysers (2006b); Booyse and Olivier (2008) and Meyer and Van Niekerk (2008) in synthesis were thus helpful and were applied when the programme for educator training was developed.

7.3.2 Programme development

Programme development will follow on programme design. A programme is designed and continuously developed as new data become available. In this regard SAQA (2001b:26) states that a programme must be planned and developed on the basis of research and not only on a desktop. Sparg, Winberg and Pointer (1999:24) and the South African Qualifications Authority (2001b:25-27) regard programme development as the encompassing and continual process of planning, setting

goals, doing of a needs analysis of tasks to be performed, assessing and obtaining resources (human, people, physical, information) in order to meet goals within a set time framework and the evaluation of the programme. In essence, the preceding implies an encompassing, continual process during which planning, designing, dissemination, implementation, verification, assessment and evaluation of any programme may take place. Jacobsz (2004:90), following Steyn (1999:6-9) summarises programme development within the content framework for a particular programme. SAQA (2005:4); Carl (2009:39) and Fresen and Hendrikz (2009:4) simplify this definition when they implicitly describe programme development as recreating or modifying what should be achieved to meet specific requirements after a period of time.

Programme development can consist of many different steps, and is a continuing process that indicates the plan of learning that the student will follow to reach certain identified outcomes and obtain one or more qualifications. The stages of programme development are interdependent and interconnected and according to Sparg *et al.* (1999:5) and Vlachos (2008:18) the management processes are when a programme is developed, interlinked, interdependent, coexisting and simultaneous. It further implies a cyclic and not a linear stage of development. The stances of other authors and researchers such as Moon (2002:11); Kamfer (2005:52) and Rossman and Schlatter (2011:7) on the preceding statement are similar, and they further argue that programme development possesses a certain structure and is progressive in nature. Programme development therefore also presupposes a certain order or sequence of progression, which inevitably has led the mentioned authors to believe that programme development cannot be linear. Calley's (2010:8,15,21,139) stance on programme development and design is formulated in terms of an evidence-based approach to design, implementation and evaluation. She argues that whereas *programme development* refers to a systematic process of various stages, a wide variety of highly focused and semi sequential tasks, structures, procedures and managerial steps aimed at the establishment of a comprehensive programme, *programme design* refers to the comprehensive description and utilisation of specific related design tools to illustrate the primary components of the developed programme, attain set outcomes and measures and to evaluate the coherence of the programme design. Simply put, in the words of Calley (2010:139), programme design is the nuts and bolts - the programme's essence. Programme development on the other hand refers to the guide or manual to put the nuts and bolts in the correct place in coherence with the instructions contained in the guide or manual.

The work of Ralph Tyler, in particular, has made a lasting impression on curriculum theory and practice. Tyler's work was refined and elaborated on (Taba, 1962:279,422; Wheeler, 1967:230; Nicholls & Nicholls, 1978:122; Oliva, 2009:128) into what came to be called the instructional systems approach to course design (Toohey, 2000:52; Morrison *et al.*, 2010:4,10,14,24). Naturally, his work also had a profound impact on models for programme planning, design and development (Caffarella & Daffron, 2013:27,35). Programmes and modules are not developed overnight; careful planning is required. At individual programme level, high-quality level conceptualisation and the design of a programme and its qualifications is the first step towards achieving high-quality educational provision (Geysler, 2006b:143). It is at this planning stage that teams of academics need to reflect on and decide how the needs of the target population, the demands of their disciplines, and the various external stakeholders to whom they are accountable can be met. In addition, programme developers should be accountable for the lasting effect concerning programme improvements and offer successful returns over time (Harvey, 1998:237-255; Verkleij, 2000:85-92; Higher Education Quality Committee, 2001:1; Pretorius, 2003:129-136; Council on Higher Education, 2004d:1; 2004a:9; 2004d:1; 2004f:1; Higher Education Quality Committee, 2004:5).

In various countries around the world, various models, approaches and stages of programme development exist, which vary to a great extent and are outlined in the literature. Moon (2002:16-18) identified elements of programme development drawn together in a map of programme development that are interchangeable, except for the agreed level descriptors which are fixed. The level descriptors must be identified first, and second the aims to indicate the general direction or orientation. The third element of her model includes the learning outcomes that are used to determine what a learner is expected to know, understand or be able to do, and how learning is demonstrated. In the next stage of the cycle the assessment method is established, and the last element will be that of the teaching strategy to support learners to achieve the learning outcomes. The mentioned elements are further considered an ideal sequence and the provision of a rationale for the links between them (level, learning outcomes, assessment criteria, assessment and teaching methodologies). Jacobsz (2004:91-93) made use of a collaborative process of programme planning and development as developed by Steyn (1999:6-9) in her quest to develop needs-driven programmes in the FET sector. The process consists of 15 main steps of which some are broken down into sub-steps and explain the action (what must be done) and the method (how). These steps include to determine the focus and broad overall competence which will direct the programme, qualification delivered by the programme, motivation for the programme in terms of

financial and academic viability, student numbers, and market demand as contained in a business plan, focus and/or broaden the direction of the programme, alignment between qualification and programme focus, selection of unit standards based on specific exit level outcomes, forward qualifications for registration with SAQA and a description and marketing of the programme as a whole.

The Vlachos (2008:18) model based on the comprehensive framework of Sparg *et al.* (1999:23) compares favourably to the Moon (2002:16-18); Geysers (2006b:151-155) and the Booyse and Du Plessis (2008:20; 50; 60-80) models. Being in line with OBE and SAQA's (2001b:26) requirements that a programme should be planned on the basis of research, Vlachos (2008:18) identified the following framework for programme development. The initial task in this process is to do a **needs analysis** of skills learners require, why specific skills are needed, what learners' needs are and requirements of educators to teach learners. Secondly, the **planning and development** involve setting goals, deciding on the tasks that need to be done to meet the goals, content required, when the programme will be launched, deciding on the staff required, resources needed to facilitate the work, prepare a budget, establish a time frame and evaluate the programme. Then the implementation is done that involves managing the work, resources and the learners to ensure successful delivery to students

Two other models used for programme development, being also more in line with OBE, were those developed by Nichol (2007) and Mothiba (2013) more specifically applied to the health sciences. **Nichol (2007)** proposed a framework for the development of a post-graduate diploma programme in mental health which contained six phases. Phase one comprised the identification of the individual needs of individuals (doctor and patient). In phase two the content of the programme was determined through the development of outcome statements to indicate the knowledge, skills and attitudes learners are to acquire. The third phase entailed a description of the mode of delivery, namely electronic learning. In keeping with the OBE training approach, focus was placed on the attainment of learning outcomes and the alignment between learning outcomes, teaching strategies and assessment. Following stage three, stage four involved the use of blended learning to consolidate the different parts of the programme, and in phase five the programme was approved and implemented after complying with the NQF and UFS guidelines for approval, accreditation, recording, and termination of formal and non-formal academic programmes. In the sixth and last phase the programme was finally accredited and approved. The **Mothiba (2013) model** for the development of a training programme was based on the guidelines of programme

development by SAQA (2005:6) and was adapted from the Meyer and Van Niekerk (2008:54) model for nurse education. Her (Mothiba's) model for programme development included a preliminary exploratory phase comprising a literature review, a situation analysis, design of a programme based on a conceptual framework, the development of a training programme, guidelines for implementation and finally validation and/or evaluation of the programme. The development of the programme involved the purpose statement, outcomes (specific and critical cross field), objectives, pre requisites, learning approaches, learning environment, activities and assessment methods (Mothiba, 2013:208-209).

In conclusion, from the above-mentioned programme development models, the following five steps have been identified as important steps that will be used in this study. A programme development process structure was followed in developing a sport management programme for educator training in this study. Using a comprehensive and integrated approach, adapting the identified components of Moon (2002:16-18); Jacobsz (2004:91-93); Nichol (2007); Geysers (2006b:151-155); Booyse and Du Plessis (2008:20; 50; 60-80); Vlachos (2008:18) and Mothiba (2013), the programme development process reflected in Figure 25 below (cf. p. 542), was conceived as appropriate for use in this study.

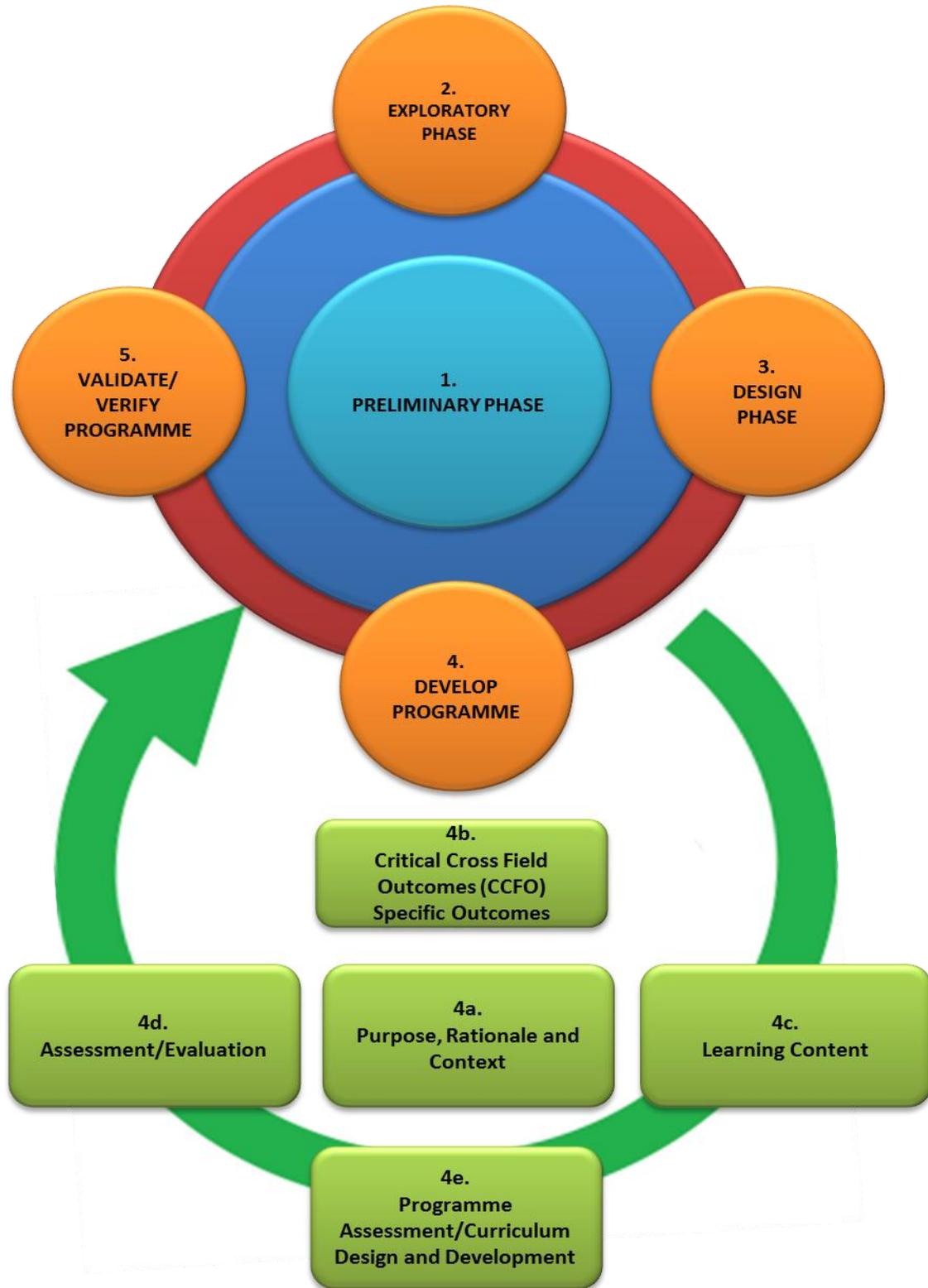


Figure 25: Components of the programme development process

As was mentioned elsewhere (cf. par. 4.8, p, 283), it is difficult to understand that a sport management programme for educator training has not yet been developed. Hollander (2000) did research on the occupation-oriented curriculum framework for the sectors of the South African sport industry and identified competencies required by the sport education sector (cf. par. 2.5, p. 98; Fig.3, p. 101). In studies, more particularly in relation to school sport, Milne (2007) identified competent, well-trained school sport managers as being a primary requirement for the effective management of school sport, while Vosloo (2007) and Vosloo *et al.* (2009) identified a gap between current (existing) and wished for (desired) competencies of school sport managers; thus expressing a need for training. Based on the preceding, one could come to the conclusion that a sport management programme for educator training should ensure that the whole spectrum of responsibilities of a school sport manager be included. Developing a content and context-specific sport management programme would thus mean that trends such as globalisation, privatisation, professionalisation and commercialisation (cf. par. 2.4, p. 70) should be linked to the programme development process. Daprano and Titlebaum (2003) and De Haan *et al.* (2012) highlight the importance of internationalising the sport management curricula due to their findings that students in the field of sport management are not familiar with the state of affairs and related issues of importance in the international sport arena.

In this study, the guidelines for a sport management programme for educator training (cf. par.7.5, p. 547) will be set on level seven of the HEQF (cf. Fig. 24, p. 518). This is done for two reasons (cf. par. 7.2.4, p. 524). Firstly, the fact that research has shown that there are no significant differences in the sport management competencies between different groups (categories) of school sport managers (cf. par. 6.3.2.5, p. 487); the only significant difference is in the depth of knowledge and the importance assigned to competencies. Secondly, the DBE and DHET requirements indicate that the minimum qualification for initial teacher education is either a Bachelor of Education degree or an advanced diploma in teaching, which are both the equivalent of a HEQF level 7 (Department of Higher Education and Training, 2011b:10) (cf. Fig. 25, p. 542). A sport management programme for educator training should thus also meet the requirements of the HEQF at level 7. Difference in depth of knowledge can be addressed by level descriptors and range statements for each different qualification level, but in this study no differentiation is made between levels of qualifications.¹²³ Level descriptors in this study are thus used only to provide a

¹²³ The lack of different levels for a sport management programme should not be seen as a weakness, but can be regarded as a possible topic for future research, because different levels of school sport management will only materialise as the need for further training in school sport management in particular increases

description and coherence of the learning achievements on HEQF level 7 (Cosser, 1998; Moodie & Gravett, 2006:41; South African Qualifications Authority [SAQA], 2012a:4) and will be included in the specific outcomes that are set. Through this it is envisaged that evaluation for comparability and thus articulation within the NQF is attained (cf. par. 7.2.4, p. 524).

Range statements,¹²⁴ in contrast to level descriptors, which give an indication of learning achievements on a vertical level, moving up and down, indicate the scope, context (depth) and level of the qualification in a more horizontal sense. Range statements therefore refer to the boundaries within which learning should take place and as such specify the context, the situation, equipment to be used and the parameters within which learning outcomes are to be achieved (Livtraining, 2013).

A sport management programme on level 7 of the HEQF would require more specialised knowledge of a major discipline in school sport management. One is therefore led to believe that students will be required to be able to act in an environment, which is exceptionally varied, politicised, complex and highly specialised (cf. par. 6.3.4, p. 503; 8.5.2, p. 628). It is within this context of the environment and qualification where the contemporary educator in his/her role as school sport manager will be expected of to analyse, transform and evaluate abstract data and concepts in the school sport management environment (Department of Higher Education and Training, 2011a:28-29). It will be expected of the level 7 student to create appropriate contextual responses to resolve contextual abstract problems that could typically occur in a diversity of South African schools.

In ***synthesising***, it can be said that the preceding paragraphs provided a brief overview of programme design and development. Firstly a brief description of a programme was provided, whereafter different programme design models were dealt with (cf. par. 7.3.1, p. 535). In the ensuing section (cf. par. 7.3.2, p. 537) programme development was dealt with. Different steps of programme development were reviewed, whilst different elements and models of programme development were considered for use in this study. In tandem with the elements and models of programme development, different steps for programme development were identified, and based on the identified steps, five steps have been identified as important steps that will be used in this study. A programme development process structure was followed in developing a sport management programme for educator training in this study. Using a comprehensive and integrated

¹²⁴ Range statements are also referred to as range variables (Livtraining, 2013)

approach, adapting the identified components of various researchers, the programme development process, shown as a schematic representation in Figure 24 (cf. p. 518), was seen as appropriate for use in this study. A brief preview of the intent and aspirations of the researcher to develop a sport management programme for educator training was provided, whilst a glimpse was given of the rationale for the development of the programme on HEQF level 7 and possible challenges students could face. Lastly the range statement in relation to the programme was indicated and it can be concluded that, fortunately, the only significant difference between the competencies and needs required to manage school sport is the depth of (level) of knowledge required for the different levels of management (cf. par. 6.3.2.3, p. 467; 6.3.3.3, p. 496) and the depth of (level of competence) knowledge they need to possess with regard to certain competencies and needs (cf. par. 6.3.3.5, p. 500), depending on the type of school and their specific needs. In the next section, section 7.4, the framework for the development of the sport management programme for educator training is discussed.

7.4 FRAMEWORK FOR THE DEVELOPMENT OF THE SPORT MANAGEMENT PROGRAMME

As a means of assisting educators in their role as school sport managers to become more effective when entering the teaching profession after their initial education training, the researcher aspired to develop a sport management programme for initial educator training in order to prepare themselves to manage sport in the school more effectively.¹²⁵

The preceding chapters (two, three and four), together with the results of the qualitative analysis (cf. par. 6.2, p. 355) culminated in the development of a questionnaire for further analysis of the competencies and needs of school sport managers (cf. par. 5.9, p. 333; 6.2, p. 355), which in tandem were integrated into the conceptual framework that informed the development of a content, context-specific sport management programme for educator training (cf. Fig. 25, p. 542; par. 7.5, p. 547). The framework for this programme will ultimately be constructed in six phases (stages), which are briefly described in the next section.

¹²⁵ In my opinion this programme can also possibly be offered as a post-graduate diploma in school sport management for educators currently involved with school sport, but who do not have any sport management training as well as non-educators (parents, well-known sport personalities and celebrities, students involved with sport at the school and past (ex) learners. Further research is nonetheless recommended to determine the exact need

7.4.1 Stages in developing a framework for a sport management programme for educator training.

The framework for the development of a content, context-specific sport management programme was adapted, based on the steps described by Meyer and Van Niekerk (2008:54). Initially the process consisted of three phases (stages), namely: (i) the preliminary; (ii) the exploratory; and (iii) the design phase (cf. Fig. 25, p. 542). In the **preliminary phase** concluding statements were drawn from the literature review (cf. Chap. Two, Three and Four) and the theoretical framework (cf. par. 4.8, p. 283; Fig. 15, p. 289). The relevancy of the literature about social theory (cf. par. 2.3.3, p. 45), the sport industry (cf. par. 2.5, p. 99; Fig. 3, p. 101) and content of sport management and educator training (cf. par. 4.4, p. 212; 4.5, p. 228; 4.6, p. 249; 4.6.3.4, p. 257) was established and concluded. During the second phase, that is the **exploratory phase**, the programme design was achieved by means of a situational analysis where semi-structured interviews (qualitative research) and self-designed questionnaires (quantitative research) were conducted with selected experts and specialists in school sport management to ensure that the programme was relevant and appropriate for the target group, that is educators (students) who should undergo sport management training as part of their initial education training. From the findings, conclusive statements were drawn that ultimately informed the **design phase** (Phase 3) (cf. Fig. 25, p. 542). The findings of the study informed the conceptual framework within the practice orientated theory of Dickoff, James and Wiedenbach (1968:434) and Verschuren (2009:11). In the **development phase**, I concentrated on the development of the programme which involved amongst others the purpose, rationale and context, outcomes (critical cross field and specific), learning content, assessment (evaluation) and programme assessment (curriculum design and development). Guidelines for a framework (structure) for a sport management programme for educator training were proposed for further development and implementation (cf. par. 7.5, p. 547). These guidelines however have to be verified and validated before implementation. During this **verification and validation phase** a specific strategy using an implementation plan with seven procedural phases based on the prime model of Van Zyl (2004:360)¹²⁶ and proposed by Nichol (2007:267-274) can be used for the final approval and implementation of the programme.¹²⁷ It is therefore recommended that participants and respondents in this study be invited to attend a workshop and/or focus group

¹²⁶ The prime model of Van Zyl (2004) was presented again by Van Zyl and Nel (2008) as a management solution in academic medicine

¹²⁷ For purposes of this study, the final approval and implementation of this programme will not be discussed and does not fall within the scope of this study, because the focus was on the development of the sport management programme, recommended guidelines for development and implementation of a sport management programme for educator training

discussion to verify results of the study and whether the developed programme addressed their specific needs, requirements and demands. The workshop and focus group discussions should be conducted to encourage participants and respondents to give inputs for the developed programme prior to its implementation. The sixth and final phase of a programme is to ensure ***final accreditation and acceptance of the programme*** by the HEQC and SAQA. In time, the effectiveness of the programme can thus be scientifically researched and results of the findings published in an accredited sport management and/or education journal. Additionally, the programme should be evaluated regularly for the purposes of quality assurance on a consistent and interrelated manner, whilst regular review of the programme should ensure the elimination of ineffective sections and learning material (content). Hence insofar as scientific knowledge of school sport management increases, appropriate new facts will be reflected in the content (cf. par. 7.5.3, p. 562) of the programme and ultimately final accreditation and acceptance of the developed programme.¹²⁸

In conclusion, the rationale for an explanation of the different phases of the framework for the programme development process structure as outlined in Fig. 25 (cf. p. 542) was to provide the bigger picture and to find a viable bridge to connect (link) the interrelatedness of programme design and development (cf. par. 7.3.1, p. 535; 7.3.2, p. 537) and the research aims of this study, whilst in the same breath, indicators for possible future research initiatives was offered (cf. par. 8.6.2, p. 638; footnote 73, p. 295; 76, p. 325; 99, p. 443; 123, p. 543; 129, p. 550). In the next section, each sub section of phase four of the programme development process structure, schematically presented in Fig. 25 (cf. p. 542), namely to develop a content and context-specific sport management programme for educator training is discussed separately.

7.5 DEVELOPMENT OF A CONTENT AND CONTEXT-SPECIFIC PROGRAMME FOR EDUCATOR TRAINING

Like I have mentioned previously, (cf. par. 7.1, p. 505) the data gathered in the previous chapters, culminated in Chapter seven to develop a sport management programme for educator training according to research aim five (cf. par. 1.3.2, p. 12). In the preceding paragraphs a framework for the development of a sport management programme that encompass six different phases (stages) was presented and the programme development process structure followed in this study was not only briefly described, but also schematically presented (cf. Fig. 25, p. 542). From the schematic

¹²⁸ In this study, final accreditation and acceptance has not yet been obtained, and can only be done upon successful initial implementation, verification and validation as described in paragraph 7.4.1 (cf. p. 546) and further research

representation in Figure 25 (cf. p. 542) it can be readily observed that phase four of the programme development process structure, described briefly earlier (cf. par. 7.3.2, p. 537; 7.4.1, p. 546) is concerned primarily with the actual development of the programme. In accordance with the problem statement and research aims of this study (cf. par. 1.3.2, p. 12), two assumptions are made. Firstly it was assumed that a need exists for a sport management programme for educator training (cf. par. 1.3.2, p. 12). Secondly one assumed that students in their initial education training always were ready to learn when related aspects of education and training were close to what would assist them and enable them to be of use in their working environment, by putting theory into practice.

The preceding thus also presupposes the need for content and context-specific training. In this study the sport management programme for educator training can be regarded as content and context specific. One of the reasons for this particular view resides in the fact that the programme addressed the competencies and needs required by school sport managers in a diversity of South African schools based on results from the empirical section (cf. par. 6.3.1.1, p. 433; 6.3.1.2, p. 444; 6.3.2.2, p. 461; 6.3.3.2-6.3.3.4, pp. 492-501; 6.3.4, p. 503) which provided the context. The second reason for claims of a content and context specific programme is derived from the composition and nature of the participants and respondents in this study, in particular. Findings from the data, clearly indicate that the information obtained from school sport managers who were regarded as representative of all the management levels of school sport as well all the different schools described as the study population (cf. par. 1.4.5.1, p. 16; 1.4.6.1, p. 18; 5.8.1, p. 328; 5.9.2, p. 335; 6.2, p. 355; 6.3.1, p. 432). It was thus assumed that the views expressed and topics suggested by the participants during the semi-structured interviews (qualitative research) and by respondents from the questionnaire (quantitative research), would address the implicit needs, demands, concerns and problems experienced by school sport managers when managing school sport, by identifying the competencies and needs required to manage school sport.

The content and context-specific sport management programme for educator training is structured by using SAQA guidelines for programme development in tandem with those steps identified and outlined in par. 7.3.1 (cf. p. 535) and 7.3.2 (cf. p. 537) based on the models and ideas of different researchers and academics. An outline of the sport management programme included the following aspects, namely:

- Purpose, rationale and context

- Outcomes (CCFOs and SOs)
- Learning content
- Assessment/evaluation
- Programme assessment/curriculum design and development

Each of the preceding steps will now be discussed and applied in relation to the sport management programme for educator training. The first component of the programme development process, namely the purpose, rationale and context is looked at next.

7.5.1 Identifying the purpose, rationale and context

In the first component of programme development, a clear purpose or goal for the programme (qualification) must be identified (Moon, 2002:16; South African Qualifications Authority [SAQA], 2005:6; Fresen & Hendrikz, 2009:6; Calley, 2010:11). Due consideration and understanding of the context of the student and the environment in which knowledge obtained is applied and used as well as the environment in which the programme will be implemented will enable one to state the purpose and rationale of a programme. Informed by the provision of the relevant information from the preceding, the purpose and rationale can be aligned with the context in which a programme will be implemented. Following the preceding, when the focus in relation to the current study turns to the development of a sport programme for educator training, one is inclined to believe that the developed programme should be able to empower and equip the student in their initial education training with the necessary competencies to manage school sport effectively in a diversity of South African schools.

Guided by the existing South African education system (cf. Chap 2; par. 7. 2, p. 509) as context for training purposes and the conceptual and theoretical framework (cf. par.4.8, p. 283; Fig. 15, p. 289), it would seem as if a sport management programme for educator training and guidelines for a framework for a sport management programme for educators as part of initial education training in the South African context can be developed (cf. par. 1.3.2, p. 12, research aim 5). Moreover, although not the intention or purpose of this research, the developed programme possibly can be offered as a post-graduate sport management programme for current school sport managers who wish to obtain more up to date, trade of the art, content, context-specific knowledge, as well as for

non-educators currently involved with school sport.¹²⁹ Results of this study indicate that South African school sport managers are well educated in relation to their professional teaching qualification, but seriously lack the education desired for the effective management of school sport (cf. par. 6.2.2.4, p 371; 6.3.1.1, p. 433). This points to a desperate need and cry for help in this regard. This need identified from the results of this study is thus in accordance with the need also identified by this study to develop a sport management programme for educator training (cf. par. 1.3.2, p. 12).

Mindful of the dual role implicitly referred to earlier (cf. par. 7.4.1, p. 546), the developed programme for this study is aimed at empowering the educator as school sport manager with the necessary competencies (cf. par. 1.2.1.5, p. 5) to manage school sport effectively. These competencies were outlined in the complete set of themes (constructs and sub themes of the study findings (cf. par. 6.3.2, p. 454; 6.3.3, p. 492; 6.3.4, p. 503) and presented as a summary based on the literature study and content analysis (cf. par. 4.6.3.4, p. 257; Table 17, p. 245; 18, p. 265). The programme is designed to meet the needs of school sport managers as indicated in the completed questionnaires, and therefore to equip them therefore with the desired competencies in school sport related aspects, so as to enable them to execute their dual role, which includes the provision of quality education to learners in a diversity of South African schools. Naturally the programme would have an impact on schools and sport in the school, because trained school sport managers would demonstrate their competencies during the management of sport in the school. It would therefore lead to the strengthening and empowerment of all stakeholders and role players in school sport towards achieving the goal of quality education and educationally justified, sound sport in a diversity of South African schools. To conclude the discussion of the rationale and purpose of the programme mentioned in this paragraph, the information included in the programme is based on research findings, thereby confirming the views expressed in literature.

Increased media exposure, together with modern trends such as globalisation, manipulation, institutionalisation, professionalisation, segmentation, demystification, commercialisation, privatisation, new technology and technological advancement and scientification that affect sport, have also reached school sport and have compelled schools to seek and adopt a more professional approach towards competitive school sport in addition to offering opportunities for mass participation (cf. par. 3.6.1, p. 155). The growing number of international events being hosted in South Africa has led to more foreign spectators visiting South Africa, and marketing

¹²⁹ Mention in this regard was already made of this topic to serve as possible reason for future research to be undertaken

forces have also manifested in South African schools, whilst schools have realised the impact of branding and significance of attracting sponsorships. This opened up a commercial market in South Africa for various sport related products and services. Other factors like economic, social and political pressure also have compounded the pressure on schools to use their facilities better and more effectively, and also to market their schools through sport (cf. par. 3.6.1, p. 155). Inevitably, all of the preceding requires better trained school sport managers to manage school sport more effectively and even run school sport as a business (enterprise).

Seen in the light of the preceding mentioned trends and statistics, and given the fact that PE is currently only a component of LO in the context of the South African education system (cf. Chap. 2, par. 7.2, p. 509), and only a handful of students are trained as specialist PE educators and are exposed to some extent to sport management training, it is overtly clear and evident that, and also why, a latent need to develop a sport management programme for educator training and to propose guidelines for a sport management programme for the initial education training of educators exists (cf. par. 7.6, p. 580). It thus comes as no surprise that the purpose of the preceding will be to assist with the development of competent school sport managers who are able to manage sport in the varied, complex and politicised South African context. The purpose of the CCFOs is to set outcomes that are embedded in all the SOs of the programme. The purpose for each one of the different identified construct competencies on NQF level 7 is listed in Table 39 (cf. p. 552).

Table 39: Proposed purpose of each sport management competency on NQF Level 7

COMPONENT	PURPOSE
PROPOSED FUNDAMENTAL COMPONENT	
	The purpose of these training modules is to provide the student with:
Sport Sociology	the necessary perspectives to critically examine common sense views about the role, function and meaning that sport has in different societies (cf. par. 2.2, p. 26; 2.3, p. 37)
Sport Governance	the ability to map and to understand the growing array of organisations and networks, as well as their internal systems and structures of management and policymaking
General Management	specialised knowledge to perform any general and/or strategic management related tasks within the context of managing school sport at local, regional, provincial and national level (cf. par. 3.4, p. 140).
Sport Management Communication	the capacity to communicate effectively in different modes
Office Administration	specialised knowledge to perform any office administration task within the context of managing school sport at local, regional, district, provincial and national level.
Information Management	a better in-depth knowledge of managing information, documentation and record keeping, as well as specific tools developed to aid information management, documentation and record keeping
Sport Education	specialised knowledge to enable them to provide authentic, educationally rich sport experiences for girls and boys in the context of school sport, and how sport education can influence the school sport manager to ensure the practice of educationally justified sport
Sport as an enterprise	the theoretical principles subjacent to entrepreneurship in an endeavour to apply the related principles and to contemplate about the application and use in the context of school sport and modern trends in school sport (cf. par. 2.4, p. 70).
Sport History	an in-depth historical overview of South African sport to be able to obtain insight and understanding of the relationship between sport, politics and culture as well as to evaluate the influence thereof on school sport in the light of current political interference and intrusion on policies, practices and structures which directly and indirectly influence the management of school sport.
Sport Industry	a better in-depth knowledge of what the sport industry in South Africa entails and the role of the school in the sport education sector (cf. par. 2.5, p. 98).
Modern school sport trends	a cultural-historical perspective of modern trends to be able to work progressively towards acquiring an informed understanding of modern trends in school sport, and how these trends can influence the school sport manager in managing school sport (cf. par. 2.4, p. 70).
Management Theory	the necessary information on the evolution of management thought and related management theories to be able to develop a management model and philosophy for sport in the school (cf. par. 3.3, p. 126).
First Aid	a broad knowledge base with a substantial depth in first aid and sport injuries
Research Methodology	a basic knowledge and understanding of research methodology

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PROPOSED CORE COMPONENT	
	The purpose of this module is to provide the student with:
Operational Maintenance and Housekeeping	a specialised knowledge to perform any operational maintenance and housekeeping tasks within the context of managing sport in the school.
Public Relations	the necessary in-depth knowledge to perform specialised public relations related tasks within the context of managing school sport in their local community, region, district and province (cf. par. 3.6.2, p. 160).
Financial Management	adequate analytical competencies to perform any basic financial management related tasks within the context of managing sport in the school (par. 3.6.3, p.161).
Human Resources	the wide-ranging specialised competencies to perform any basic human resource management related tasks within the context of managing school sport on a local, regional, and/or provincial and national level (cf. par. 3.6.5, p. 169).
Risk Management	the necessary competencies to analyse, interpret and evaluate any basic risk management related tasks within the context of managing sport in the school (cf. par. 3.6.7, p.178).
Project and Event Management	the necessary competencies to perform any basic project and event management related tasks within the context of managing school sport at local, district, regional/or provincial level (cf. par. 3.6.8, p.190).
Human Movement	an in-depth, specialised knowledge to perform any human movement related tasks within the context of the school, provincial and/or national level.
Purchasing Management	a broad knowledge to perform any basic purchasing management related tasks within the context of the management of sport in the school (cf. par. 3.6.4, p. 166).
Health, Wellness and Fitness	an in-depth knowledge to perform any health, wellness and fitness management related tasks within the context of managing sport in the school.
Sport medical services	a specialised knowledge to perform basic sport medical services within the context of managing sport in the school
Sport Management Practice	a specialised knowledge and the necessary competencies related to school sport management in a real-life situation to enable the student to apply their skills and competencies in managing sport in the school.
Sport Psychology	the necessary specialised competencies related to sport psychology in the context of managing sport in a school
Sport Marketing	the necessary competencies to perform advanced research and specialised marketing management related competencies within the context of marketing of sport in the school and through the school (cf. par. 3.6.1, p. 155).
Sport Law and Legal Management	an in-depth knowledge to perform any sport law and legally related tasks within the context of managing sport in the school, and at a district, regional/or provincial level (cf. par. 3.6.8, p. 189).
Operational Sport Facility Management	a broad knowledge to perform basic facility operations management related tasks within the legal framework of school sport in the context of managing sport in the school and/or regional (minor) sport event (cf. par. 3.6.6, p.175)

The identified purpose, rationale and context for the development of a sport management programme for educator training made it possible to proceed with the next of programme development, namely to set the related outcomes, that is the CCFOs and SOs in accordance with Table 40 (cf. p. 557).

7.5.2 Outcomes

In order to develop a sport management programme for educator training and to set guidelines for a sport management programme for educator training (cf. par. 7.6, p. 580), I am convinced that the focal point should be the construct management competencies identified from the research findings (cf. par. 6.2.3, p. 372; 6.2.5, p. 402; 6.3.2, p. 454; 6.3.4, p. 503; 6.4, p. 503), which to a very large extent bear relation to and confirmed the competencies identified from literature (cf. par. 4.6, p. 249; Table 17, p. 245; 18, p. 265). It also stands to reason that if school sport managers dispose of certain competencies, they should be able to perform certain tasks, duties and responsibilities when managing sport in the school. A case in point might be where the school sport manager should be able to perform various tasks related to financial management, for instance to compile and manage a budget, when managing sport in the school successfully.

As is the case with the sport and related needs, demands and requirements of the society (cf. par. 7.5.1, p. 549), it is no coincidence that outcomes for a sport management programme for educator training to a large extent bear relation and correspond with the needs of society and obviously, in the case of this study, school sport managers. In this regard Kim and Kim (1995:209; 1998:273); Kim, Penney, Cho and Choi (2006:361); Kim, Chelladurai and Trail (2007:151); Kim and Cheong (2011:144); Kim and Trail (2011:57,58) and Tsanggaridou and Lefteratos (2013:28) all acknowledge that the implied goals and objectives of sport and related participation of society should likewise point to and be the possibility conditions for the outcomes of a sport management programme for educator training. The rationale for this is that educators in their role as school sport managers more often than not are seen to be responsible for materialising the goals, objectives, needs, demands, requirements and expectations of society with regard to sport in the school in the context of this study. Therefore it is necessary that the sport management training of educators should be of such nature that that their needs and demands are met.

Previously, it was pointed out that the primary goal of society with a sport enterprise is the provision of need satisfying products and services (cf. par. 2.2.3, p. 31; 3.2, p. 117; Fig. 2, p. 36). Parks (1992:221) and Jacobz (2004:20;62;74;77-84;89-94) stance on the outcomes problem and needs

and market driven outcomes is evident when they both approach the outcomes problem from an analysis of the management practice and draws the conclusion that the overarching outcomes of resources entail the management of resources in order to achieve the goals of a sport enterprise. More specifically in relation to the current study, the preceding implies the setting of outcomes: critical cross field and specific outcomes. First up, critical cross field outcomes (cf. par. 7.2, p. 509)

7.5.2.1 Critical cross field outcomes

Critical cross field outcomes refer to broad, generic and cross field outcomes that inform and form the basis for the attainment of specific outcomes (Van der Horst & McDonald, 2008:49). Critical cross field outcomes according to (Bender *et al.*, 2006:1; South African Qualifications Authority [SAQA], 2006d:3; 2006a:24; 2006b:1) that could possibly be included in a sport management programme for educator training, are that school sport managers should be able to:

- identify and solve any school sport related problem by using critical and creative thinking effectively;
- work effectively within the broader context of society as part of the school sport management team;
- accept full responsibility as leader for the management of sport in the school and to fulfil the different roles and responsibilities of a school sport manager effectively (cf. par. 3.2.2, p. 122);
- collect, analyse, organise, process, store, disseminate and evaluate information relevant to the management of sport in the school to learners, parents peers and superiors;
- communicate effectively, verbally and non-verbally with all involved parties in school sport and have good written presentation skills;
- use science and technology effectively to manage sport in the school to enhance performance of learners, being sensitive for the impact thereof on the environment and health of others;
- develop an understanding of the world as a set of related systems, recognising the value of an integrated approach to problem solving, realising that the problem solving context do not exist in isolation;
- contribute to the holistic (full) personal development of each student with the underlying intention to produce competent, knowledgeable and enthusiastic school sport managers and responsible citizens and;

- develop a theoretical and practical macro vision for the management of school sport, anticipating the role and influence of the local, regional, provincial, national and international environments on the management of school sport at large.

Once the CCFOs are formulated, it is essential to proceed with the formulation of SOs for the sport management programme for educator training.

7.5.2.2 Specific Outcomes

Bender *et al.* (2006:2) and Van der Horst and McDonald (2008:49) make a valid point when they opine that the development of specific outcomes requires expertise to provide the essential context linking CCFOs to theoretical texts and principles to ensure learning is directly accountable to society and market identified needs and explicit SOs for students. Specific outcomes that cover a wide and all-encompassing range of competencies required by school sport managers, as was identified in Chapter Four (cf. par. 4.6, p. 249; Table 17, p. 245; 18, p. 265) are at the core of a school sport management programme for educator training. Specific outcomes are consistent with the purpose of the sport management programme (cf. par. 7.5.1, p. 549) and are expected to provide anticipated results. The purpose of the programme as referred to previously (cf. par. 7.5.1, p. 549) is to empower the educator as school sport manager with the necessary competencies to manage school sport effectively, whilst practising their dual role. The SOs of the programme focus on the education student being: competent in school sport management; empowered in a dual role which manifests in professional and personal growth; encouraged to accept moral, social, ethical and social responsibility; and open minded to understand how the illumination of social, economic, political and cultural issues underlie the origins of needs of society.

The sport management programme should further provide the school sport manager with competencies required for effective management in the school, employing school sport management processes and methods. The competencies recognised on completion of the programme enhance the ability of school sport managers to manage sport in the school, while also enhancing the ability to interact with all role players and stakeholders involved in the management of school sport. These set outcomes further require an understanding of the processes and principles involved in managing school sport as well as the diversity of needs in the unique South African context.

Recapitulating, in trying to achieve the aim of the study, namely to develop a sport management programme for educator training, one has to recall that from the literature study (Chapters Two, Three and Four), the following main categories of school sport management competencies have been identified and used in the questionnaire: (a) Core (Fundamental and General Management), (b) Functional (Marketing, Public Relations, Human Resource, Operations Management, Financial Management, Purchasing Management, Sport Law and Legal Management); and (c) Specialist sport management competencies (Human Movement, Sport and Recreation; Sport Medical Services) (cf. par. 4.8, p. 283).

In the questionnaire, each one of these main categories consisted of numerous different related competencies and outcomes. The respondents had to indicate which they thought a school sport manager should have (cf. Chapter 6). By means of data reduction each of these main categories was further reduced to constructs (cf. par. 5.9.4 - 5.9.6, pp 342-349; 6.3.2, p. 454). Informed by the findings of this study, the identified construct competencies are included in a sport management programme for educator training. Specific outcomes and CCFOs for each of the construct competencies are set in Table 40.

Table 40: Proposed specific and critical cross-field outcomes for a sport management programme for educator training

COMPONENT	OUTCOME
FUNDAMENTAL COMPONENT	CRITICAL CROSS FIELD OUTCOMES
	After achieving these outcomes, the student should be able to:
	identify and solve any school sport related problem by using critical and creative thinking effectively
	work effectively with all stakeholders involved in school sport as a team; (cf. par. 2.2.3, p. 31; 3.2.2, p. 122).
	take full responsibility as leader during the management of sport in the school.
	collect, analyse, organise, process, store, disseminate and evaluate information relevant to the management of sport in the school.
	communicate effectively, verbally and non-verbally with all involved parties in school sport and have good written presentation skills
	use science and technology effectively to manage sport in the school.
	demonstrate an understanding of school sport as a set of related systems within South Africa.
	develop a theoretical and practical macro vision for the management of school sport in South Africa
contribute to the holistic (full) personal development of each student with the underlying intention to produce competent, knowledgeable and enthusiastic school sport managers and responsible citizens	

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COMPONENT	OUTCOME
	contribute to the social and economical development of the society
FUNDAMENTAL COMPONENT	SPECIFIC OUTCOMES
	After achieving these outcomes, the student should be able to:
Sport Sociology	use sociological theory in better understanding of school sport management
Sport Governance	understand the value of related governing body structures, systems and policies
General Management	strategically manage sport in the school
	make strategic decisions and take relevant action
	manage social responsibility activities in the community
	delegate tasks by assigning priorities to them
	manage diversity in school sport
	motivate learners and subordinates
	manage ethical behavior
Sport Management Communication	communicate in different modes (verbally and/or in writing) with all stakeholders in school sport
Office Administration	manage time by prioritising and setting objectives
	manage stress by promoting a healthy sport environment
	conduct meetings by setting the agenda, selecting the participants and establishing objectives
Information Management	manage information by capturing and processing information
	be computer literate and operate a computer by using different programs and accessories (tools)
	collect, organise analyse, disseminate, interpret and evaluate information and act on it
Sport Education	to plan, design and implement educationally rich sport experiences and activities to ensure the practice of educationally justified sport
	teach learners principles of sportsmanship
Sport as an enterprise	elucidate the interdependency between the different environments of a sport enterprise and to explain the role of school sport management (cf. par. 3.4.1, p. 141).
Sport History	to critically reflect on the history of South African sport from a cultural-historical perspective and critically debate the influence, and political interference and intrusion on policies, practices and structures thereof on the management of school sport
Sport Industry	critically reflect on the sport industry in South Africa and debate the role of school sport management
Modern school sport trends	analyse the influence and impact of modern trends in school sport and incorporate these trends in managing school sport more effectively
Management theory	use management theories to be able to understand how contemporary management theory developed
First Aid	render non-professional medical aid to an injured person and someone who need urgent attention until professional medical treatment can be applied.
Research Methodology	conduct basic research in school sport management related aspects
PROPOSED CORE COMPONENT	SPECIFIC OUTCOMES
	After achieving these outcomes, the student should be able to:
Operational Maintenance and housekeeping	manage the operations of school sport strategically
	manage the operations of school sport effectively
	efficiently manage the buildings and field maintenance of the school's

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COMPONENT	OUTCOME
	sport facilities
	manage housekeeping
	ensure that all SOPs are implemented
Public Relations	build the school's sport image
	build and maintain good relationships with all stakeholders in school sport
	communicate with the general public
	manage public relations
	enhance business relationships with other schools and organisations
	establish networks for knowledge sharing
Financial Management	keep an income and expenditure statement
	manage the cash flow of sport activities responsible for
	draw up and manage a budget
	keep record of income and expenditure
Human Resources	understand and apply principles of human behavior
	delegate tasks to staff
	compile and communicate Human Resource policies to staff
	negotiate staff issues with the SMT
	induct staff
	manage conflict
	train and develop staff
	appoint staff
Risk Management	provide a safe environment to participants and spectators
	ensure that all Occupational Health and Safety (OHS) regulations are implemented at the school's sport facilities.
	strategically manage any disaster according to the disaster management plan
	prepare and implement a risk management plan
	manage emergency medical services
	manage the school's sport facilities' insurance
Project and Event Management	manage functions
	manage events (local, district, regional and provincial) being hosted/presented (cf. par. 3.6.8, p. 190) ¹³⁰
	manage safety and security
	manage different projects and/or events to raise money
Human Movement	plan, design and implement sport specific training programmes for athletes
	manage a sport development programme
	teach human movement education in a school
	plan, design, develop and implement sport and sport related programmes for athletes with disabilities and special needs ¹³¹
	apply knowledge of rules, coaching methods and science to sport in at least one area of sport specialization
Purchasing Management	prepare and implement the purchasing plan
	obtain procurement of equipment, apparel, goods and supplies
Health, Wellness and Fitness	identify talented athletes

¹³⁰ Events in this instance is used as an umbrella term to include workshops, seminars, tournaments, meetings, festivals, leagues, functions, clinics, sport days, IPTs, inter schools competitions (local, provincial and national), classic clashes, etc. (cf. par. 3.6.8, p. 190)

¹³¹ Athletes in this study refer to both men and women and are used to avoid gender bias. Hence unless otherwise stated the concept athlete will be used throughout this study.

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COMPONENT	OUTCOME
	plan, develop and implement fitness programmes for athletes manage health and wellness of athletes plan, conduct (do) a health risk assessment and analyse, interpret and evaluate the results manage sport injuries
Sport medical services	manage emergency medical care services use knowledge of sport medicine assist athletes with eating problems or disorders offer advice on sport nutrition to support sport performance understand the implications of drug usage and sport performance enhancing aids and to advise athletes on the correct use of sport performance enhancing substances.
Sport Management Practice	develop and implement a plan to look into the total functioning and operation of a Centre for High Performance and Rehabilitation/another sport related institution of the student's choice
Sport Psychology (specialist, competency, possible elective)	apply sport psychological aspects to enhance sport performance of athletes
Sport Marketing (specialist, competency, possible elective)	develop and present local, district regional and/or provincial sport events and programmes market the school's sport facilities, services, products and programmes/events being presented strategically develop and implement a comprehensive marketing plan for school sport
Sport Law and Legal Management (specialist, competency, possible elective)	develop policies/constitutions oversee adherence to legal and policy requirements solve legal problems through knowledge of the legislative systems and laws in South Africa
Operational Sport Facility Management (specialist, competency, possible elective)	strategically maximise the usage of the school's sport facilities work closely with the various maintenance sections manage equipment available to maximise utilization manage traffic and parking schedule activities of the school manage bookings for the usage of the school's sport facilities manage safety and security

Outcomes that were identified and come to the fore in the preceding section (cf. par. 7.5.2., p. 554; Table 40, p. 557) serve as guidelines and directives for the selection and classification of the learning content (subject matter). Hence, once the CCFOs and SOs for a sport management programme for educator training is set, one should proceed with the selection and classification (arrangement/set up) of the learning content (subject matter) where through the outcomes could be reached.

7.5.3 Learning content

Learning content refers to the learning material (subject matter) that needs to be mastered to enable the student to obtain the competency, and is derived from the outcomes (South African Qualifications Authority [SAQA], 2005:1; Fresen & Hendrikz, 2009:6). When the set outcomes of a sport management programme for educator training are looked at more closely, it is conspicuous that three main groupings on the hand of the respective training components are clearly visible (cf. par. 7.5.2, p. 554; Table 40, p. 557). These components have previously been identified as the theoretical, professional and practical components (cf. par. 4.6, p. 249; 4.7, p. 279; 4.8, p. 283; Fig. 12, p. 199). According to Hollander (2000:201) the outcomes for the theoretical, practical and professional sport management training of educators requires the creation of purposeful learning opportunities, which necessary bears direct relation with the three categories of learning content proposed by Van Rooyen (1993:118) and Zeigler (2007b:307), namely theoretical, professional and practical. From the preceding one can therefore come to the conclusion that when learning content are developed/proposed, it clearly have to include all three related components when the learning content for a sport management programme is developed. Subsequently, in this study the chosen learning content made provision for all three categories of learning content and experiences, as well as different levels of cognitive skills in accordance with Bloom's (1956) taxonomy.¹³² In so doing, particular attention was paid to a valid point Hollander (2000:220) made, when he drew a parallel between the outcomes and learning content. He stipulates explicitly that outcomes serve as reference for the determination of learning content. For that reason Hollander clearly states that a lengthy discussion of learning content is unnecessary, because it was already classified on the hand of the SOs. Therefore, following Hollander (2000:220), I am also led to belief, suffice to say, that the proposed learning content for each of the different construct competencies identified in the empirical research (cf. par. 6.3.2, p. 454; 6.3.3.5, p. 500; 6.3.4, p. 503)¹³³ does not necessitate a detailed discussion and explanation. Therefore, the proposed learning content is reflected in Table 41 (cf. p. 562).

¹³² Cf. also Anderson and Krathwohl (2001) for a revision of Bloom's taxonomy

¹³³ Cf. also par. 4. 6, p. 249; Table 17, p. 245;18, p. 265

Table 41: Proposed learning content for sport management programme for educator training

COMPONENT	CONTENT
FUNDAMENTAL COMPONENT	LEARNING CONTENT
Critical cross field outcomes (cf. par. 7.5.2.1, p. 555)	Problem solving
	Critical thinking
	Creative thinking
	Group unity (cohesion)
	Responsibility
	Cultural integration
	Accountability
	Information management
	Communication
	Technological innovation
	Macro vision
Sport Sociology	Social theories: (cf. par. 2.3.3, p. 45; 6.2.3, p. 372)
	Functional, Conflict, Critical, Symbolic Interaction, Figurational
Sport Governance	Sport Governance:
	Structures, policies, systems and procedures
	Constitution, Bill of Rights, Human Rights (cf. par. 4.6.3, 4, p. 257; 6.2.3, p. 372; 6.2.7.3, p. 416; 6.2.7.7, p. 422)
General Management	General strategic management principles:
	Planning, Organising, Leading, Control
	Corporate Social Responsibility
	Management in relation to:
	Decision-making skills
	Delegation, Motivation
	Diversity management
	Managerial roles
Ethical behaviour (cf. par. 3.4, p.140; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.3.2, p. 454)	
Sport Management Communication	Communication: Written and verbal communication
	Computer practice: Word, Excel, Powerpoint, Outlook, Publisher, Internet
	Business English ¹³⁴
	Telephone etiquette (cf. par 3.6.2, p. 160; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.3.2, p. 454)
Office Administration	Time Management
	Stress Management
	Conflict Management
	Meetings
	Record keeping cf. par. 4.6.3.4, p. 257 ; 6.2.3, p. 372; 6.3.2, p. 454)
Information Management	Information management
	Intro Information processing

¹³⁴The inclusion of Business English could be debatable in that 11 languages are officially recognized in South Africa. However, I am led to believe that English is the most common language of communication in the South African context and is recognized and spoken in most of the foreign countries as well. Business English is therefore proposed and in so doing, the researcher does not wish to discriminate against the other 10 official languages of South Africa, and infringe on the rights of those who prefer to use their mother tongue

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COMPONENT	CONTENT
	Data capturing (cf. par. 6.2.7.7, p. 422; 6.3.2, p. 454)
Sport Education	Sport Education Sportsmanship and character (2.5, p. 98)
Sport as an enterprise	Sport as an enterprise: Macro-, Market- and Micro Environment Definitions/description of sport enterprise (cf. par. 2.5, p. 98; 3.2.1.1, p. 119) Interdependency between different environments (cf. par. 3.2.2, p. 122; 3.4.1, p. 141).
Sport History¹³⁵	Origin of sport S.A. as a Union (1910-1947) Apartheid (1947-1994) Post Apartheid/Democracy (1994-) (cf. par. 2.2, p. 31; 6.2.3, p. 372)
Sport Industry	The Sport Industry Sport Activity-, Sport Production- and Sport promotion segment (cf. par. 2.5, p. 98; Fig. 3, p. 101).
Modern school sport trends	Modern trends: Globalisation, Manipulation, Institutionalisation. Professionalisation, Segmentation, Demystification, Commercialisation, Privatisation and Technological development (cf. par. 2.4, p.70; 6.2.3, p. 372).
Management theory	Management theory: Historical- Classical, Behavioural, quantitative; Contemporary-Systems, Contingency, Quality management (cf. par. 3.3.1, p. 129)
First Aid	Basic First Aid, Sport Injuries (cf. par. 3.6.8, p. 190; 6.2.3, p. 372; 6.2.7.1, p. 408; 6.3.2, p. 454)
Research Methodology	Research Methodology (cf. par 4.6.3.4, p. 257; 4.8, p. 283; 4.9, p. 296)
PROPOSED CORE COMPONENT	
Operational Maintenance and housekeeping	Housekeeping in relation to: Maintenance of buildings Maintenance of the fields and playing surfaces SOPs (cf. par. 3.6.8, p. 190; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.3.2, p. 454)
Public Relations	Build the school's sport image Build and maintain good relationships Communication skills Manage public relations

¹³⁵Earlier South African studies on the history of sport in South Africa are devoid of analytical critique on the state's involvement in school sport and PE and ignore or downplay the involvement of all people of the South African population, while the majority of these studies are steeped in issues of race, usually without analytically questioning the origins and constructs of these issues. Thus, in my opinion, there is still no extensive, integrated, objective and chronological study on the historic course of school sport in a diverse South African context. The result is that many historians suffer from a broken (unrealistic) sense of the historical development of school sport and PE in the unique South African political context. Various exponents like Anderson, Allison, Booth, Dunning, Houlihan, Huddleston, Kuper, Jarvie, Lapchick and Rojek, to mention but a few, have published divergent research findings about the unique conditions that South African sport has had to endure during the past century in particular since 1910, because of the relationship between, sport, politics, culture and race. A historical outline (synopsis) of the afore mentioned relationship between sport, politics, culture and race can offer a point of departure in the light of which the current political interference and intrusion on policies, practices and structures which directly and indirectly influence the management of school sport, can be viewed. Through a historical outline of sport in the unique South African political context, the use and manipulation of sport by various groups of the population of South Africa (white, Indians or Asian, coloureds and blacks) to reach specific objectives can be described. Further research to investigate the use and manipulation of sport by various groups of the population of South Africa is recommended

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COMPONENT	CONTENT
	Establishing business relationships with other schools and organisations
	Managing media relations
	Networking (cf. par. 3.6.2, p. 160; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.2.7.8, p. 423; 6.3.2, p. 454)
Financial Management	Financial record keeping and accounting
	Cash flow management
	Budgeting and control (cf. par. 3.6.3, p. 163; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.3.2, p. 454)
Human Resources	Basic human resource management
	Human behaviour (organisational behaviour)
	Delegation
	HR policies and procedures
	Negotiating skills
	Induction
	Conflict management
	Training and development
	Appointing staff
	Staff maintenance
	Motivation (cf. par. 3.6.5, p. 169; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.3.2, p. 454)
Risk Management	Safety and security
	Occupational Health and Safety (OHS) regulations
	Strategic disaster management
	Risk management plan
	Management of emergency medical services
	Insurance
	Crowd and spectator management (3.6.6, p. 175; 3.6.7, p. 179; 3.6.8, p. 190)
Project and Event Management	Manage functions
	Event management (cf. par. 3.6.8, p. 190) ¹³⁶ .
	Manage safety and security
	Project management (cf. par. 3.6.7, p. 179; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.3.2, p. 454)
Human Movement	Plan, design and implement sport specific training programmes for athletes
	Manage a sport development programme
	Human movement education
	Plan, design, develop and implement sport and sport related programmes for athletes with disabilities and special needs ¹³⁷
	Apply knowledge of rules, coaching methods and science to sport in at least one area of sport specialisation (cf. par. 2.3.3.6, p. 67; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.2.7.4, p. 418; 6.2.7.5, p. 420; 6.3.2, p. 454)
Purchasing Management	Purchasing Management (cf. par. 3.6.4, p.166; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.3.2, p. 454)
Health, Wellness and Fitness	Talent Identification
	Plan, develop and implement fitness programmes for athletes
	Manage health and wellness of athletes

¹³⁶ Events in this instance is used as an umbrella term to include workshops, seminars, tournaments, meetings, festivals, leagues, functions, clinics, sport days, IPTs, inter schools competitions (local, provincial and national), classic clashes etc. (cf. par. 3.6.8, p. 189)

¹³⁷ Athletes in this study refer to both men and women and are used to avoid gender bias. Hence unless, otherwise stated will the concept athlete be used throughout this study

COMPONENT	CONTENT
	Plan, conduct (do) a health risk assessment and analyse, interpret and evaluate the results Manage sport injuries (cf. par. par. 2.3.3.6, p. 67; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.2.7.4, p. 418; 6.3.2, p. 454)
Sport medical services	Manage emergency medical care services Sport medicine Assist athletes with eating problems or disorders Sport nutrition Pharmacology, drugs and sport Doping (cf. par. 2.3.3.6, p. 67; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.3.2, p. 454)
Sport Management Practice	Develop and implement a plan to look into the total functioning and operation of a Centre for High Performance and Rehabilitation/another sport related institution of the student's choice (cf. par. 4.6.3.4, p. 257; 6.2.7.2, p. 412; 6.3.2, p. 454)
Sport Psychology (specialist, competency, possible elective)	Apply sport psychological aspects to enhance sport performance of athletes (cf. par. 4.6.3.4, p. 257; 2.3.3.6, p. 67 ; 6.2.3, p. 454)
Sport Marketing (specialist, competency, possible elective)	Marketing local, district regional and/or provincial sport events and programmes Marketing principles: Product, Price, Promotion and Place Developing and managing a comprehensive marketing plan for school sport (cf. par. 3.6.1, p. 155; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.3.2, p. 454)
Sport Law and Legal Management (specialist, competency, possible elective)	Develop policies/constitutions Business Law Delict Law Legal Management (cf. par. 3.6.7, p.179; 3.6.8, p.190; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.3.2, p. 454)
Operational Sport Facility Management (specialist, competency, possible elective)	Strategically maximise the usage of the school's sport facilities Equipment management Parking and traffic control Booking and scheduling Equipment management Manage safety and security (cf. par. 3.6.6, p.175; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.3.2, p. 454)

Having established the learning content in alignment with the outcomes and purpose of this programme, students have to be assessed. For this reason an assessment strategy has to be designed in order to be able to know whether or not students have achieved the set or required outcomes.

7.5.4 Assessment

Rowntree (2003:82) reminds us of the importance of meaningful assessment in an education and training system when he maintains that if one wishes to discover the truth about an educational system, its assessment measures should be looked into. Argued from the perspective of being compatible with current trends of educational thinking, and to support the OBE rationale in the

South African context, assessment can no longer be regarded as an add-on to teaching and learning events, but as an integral part of these events and should therefore (Lombard, 2010b:17) play a more dynamic role in enhancing learning. Furthermore, in the context of this study, assessment plays a very important and necessary role in the development of a programmes (cf. par. 7.5.1, p. 549; Fig. 23, p. 511), in that it is seen as a strategy to be able to establish the extent to which set outcomes have being achieved. It thus implies that a relationship exists between outcomes and assessment, in that assessment is seen as the tool that can be applied to determine to what extent the competencies contained in the outcomes have been mastered (Ashcroft & Foreman-Peck, 1994:53; Jacobs, 2006:89). An assessment strategy further presupposes that learning activities should be planned and designed to guide students (Fresen & Hendrikz, 2009:6). Assessment can therefore not be planned preparatory to clearly formulated outcomes are set for a programme, while information that came to the fore from the assessment practice eventually should be utilised to formulate specific (learning) outcomes for the subsequent teaching-learning happenings. For that very reason assessment and specific (learning) outcomes can be regarded as the reverse sides of the same coin (Hollander, 2000:246).

The question arises as to what the relation between assessment and evaluation precisely entails, because it would seem if assessment and evaluation are sometimes used interchangeably (Dreyer, 2008), and seen as interrelated and as synonyms in the education environment. In this regard, Van der Horst and McDonald (2008:169) indicate that evaluation is seen as the starting point of assessment. According to them, evaluation is regarded as the process of taking decisions with regard to the extent to which learners have attained the set outcomes and is done at the hand of information obtained from the formal and informal methods (ways) of assessment (Gibbs, 1994:114). For Lombard (2010a:33-36) in turn, fundamentally the difference between assessment and evaluation lies in that *assessment* is seen as the process of gathering, analysing, interpreting, recording, reporting and using information about learner achievement or performance to make a judgement based on or to apply a certain set of criteria, whereas *evaluation* inherently is the notion of valuing something and literally being engaged in the process of making judgements about or deciding on the worth of something, that is the quality of a quantified or measured result by allocating a grade to the performance. Stowe and Eder (2002:81) refer to assessment as a formative data collection process and define evaluation as the summative processes of data utilisation to make a judgement of worth or value, e.g. learners' attainment of outcomes.

Authors like Straight (2002:10-21); Jarvis (2006c:23; 2006b:31; 2006a:47); Anon (2013:1) and Kizlik (2013:1) all agree with the preceding definitions, and synthesize evaluation in essence as the summative process that focuses on a product, whilst assessment on the other hand is seen as a formative process that is focused on a process. In concluding this discussion it can therefore be stated that assessment is seen as the formative process, way or strategy to obtain relevant information about the result of teaching and learning to assist the educator to improve the process of teaching and learning, while evaluation is concerned with the interpretation of information (data) as a summative process that is aimed at the making of judgements about the extent to which set outcomes have been attained. Evaluation further implies the use of value judgements about the competency of learners in order to answer the “How well” question. Seen in the light of the preceding, evaluation can thus be regarded as an integral part of assessment (Siebörger & Macintosh, 2004:5; Lombard, 2010a:36). Knight (2006:435) endorses this view by suggesting that assessment is the practice of judgement. For the purpose of this study, assessment will be included in the guidelines for a sport management programme for educator training (cf. par. 7.6, p. 580).

Above and beyond the question related to the difference between assessment and evaluation, attention should also be paid to the *approach to, characteristics of, purpose of assessment and types of assessment*. These aspects are now briefly reflected on in the ensuing paragraphs prior to the assessment strategies being set (cf. Table. 42, p. 575).

From the preceding discussion about assessment and evaluation, it is evident that assessment requires a particular **approach** and is seen as a continuously planned process of gathering information on learner performance, measured against the assessment standards (Maree, 2004:248; Mcmillan, 2011:5). In assessment a particular approach or pathway maps out the possible way to go about to establish if an identified task or assignment have indeed been understood and completed in accordance with the requirements, reflecting on and judging the success of the assessment in relation to the application of set criteria and the tool used for assessment as outlined in the programme (Popham, 2010:4-7; Loedolff, 2013:249). More locally, in the South African context, Bengu (1998:16) and SAQA view assessment as a structured process intended to obtain relevant information to determine an individual’s performance that was measured against a certain registered national standard or outcome to enable one to take appropriate action if needed (Department of Higher Education and Training, 2013a:7).

Derived from the aforementioned views, one is led to believe that the view of assessment as a structured process has implications for the nature of assessment described for developed training programmes, and ultimately, in the context of this study, the development of a sport management programme for educator training. It would mean that, apart from a clear understanding of the meaning of assessment, when assessment is done, it should also meet the requirements of current assessment policies (Van den Berg, 2004:281) as well as to have an understanding of the **characteristics** of assessment. She (Van den Berg) further refers to the thought-provoking characteristics of assessment provided by the Department of Education (2002b:47).¹³⁸ Taken together, these characteristics inter alia relate to assessment being a continuous process that takes place over a specific timeframe and requires monitoring the students' progress and regular assessment of learning. Other related characteristics of assessment also include regular and continuous updating of the records of student progress and feedback from learning to teaching. Furthermore, assessment should support the growth and development of students through active participation of students in their own learning and assessment. Lastly, a variety of purposive strategies to assess learners in accordance with their diverse needs should be employed by the assessor and provided in the programme.

On the basis of the preceding characteristics of assessment, it would seem as though assessment needs to be an integral part of a sport management programme for educator training and should not be seen merely as an add-on, haphazardly administered at the end of the programme. Assessors should also have definite plan, because as Moskal, Ellis and Keon so aptly stipulate (2008:273), it is of paramount importance that when assessments are chosen and conducted, they are not beyond the scope of the programme or the capabilities of the students, otherwise they are not beneficial or serve no purpose. Bengu (1998:16) identifies the **purpose** of assessment as: determining whether the learning required for the achievement of SOs has taken place; reporting to various stakeholders, as for instance parents, the levels of achievement during the learning process; providing information for the evaluation and review of programmes; and, maximising students' access to the knowledge, skills, and values as defined in the national curriculum.

To the aforementioned, Moon (2002:109) adds the provision of feedback to both educator and learner to enable them to modify their behaviour within the activities of teaching and learning, enabling students to make decisions about future choices in learning, and the educator to

¹³⁸ The Revised Curriculum Statement of 2002 has also been replaced by CAPS (Curriculum Assessment Policy Statements from 2010

determine the students' readiness to progress to a more advanced course or level. Lastly feedback on assessment provides evidence of the effects and effectiveness of a programme and as such informs future development or organisation of learning content to be included in future programmes. In brief the author expresses the view that assessment motivates, drives and encourages learning. Sieborger and Macintosh (2004:25) endorse the preceding authors' view and further state that continuous monitoring and support of learning to ascertain learner progress and learning accomplishment culminating in formal or summative assessment, is seen as the centre or starting point of assessment. Therefore they conclude that, for continuous assessment to contribute significantly to learning, it should not be confined to informal or formative assessment. For Shay and Jawitz (2005:103-112) there is an increasing demand and need for assessment to play an evaluative role in higher education. They suggest that feedback is provided to students, lecturers and institutions through which the performance of students and the quality of the programme can be determined by the lecturer and institution. Bylefeld, Joubert, Jana and De Klerk (2003:5) and Loedolf (2013:241) endorse the preceding statement by saying that assessment is central to the effectiveness of any educational programme.

Overall, in terms of the educational approach being implemented in South Africa (cf. par. 7.3, p. 534), the purposes of OBE assessment should be seen as a formative process that supports, strengthens and encourages the learning process on an ongoing basis. It thus intends to monitor progress of students, identify and give feedback on strengths and weaknesses, informing students of individual progress and development (Warnich, 2010:91; Loedolff, 2013:241). Hence, it explains the view of Shay and Jawitz who are of the opinion that the fact that assessment is coupled with the quality assurance agenda, well illustrated in South Africa's NQF, is no coincidence. In alignment with the preceding, following the view of Shay and Jawitz, it can thus be inferred that assessment should be of a high quality to meet set standards, because inferior or unfair assessment would do injustice to learners' real learning performance. Additionally, it casts suspicion on the standards and effectiveness of the educational institution, thus assessment should ensure that the purpose thereof is justified.

In recent years, the purpose of assessment of learning in schools and HEIs and in professional and workplace settings, is increasingly being questioned (Havnes & McDowell, 2008:3). As Knight and Yorke (2003:15) put it, everyday trust in current assessment practices is no longer commonplace amongst experts in assessment. Criticism of past assessment, that was mostly reduced to exams and tests, aimed purely at the accumulation of isolated facts and skills (Vandeyar & Killen,

2003:122), determining how well students could recall facts, has had a profound impact not only on the purpose of assessment, but also on the development of new and more learning oriented assessment which cuts across different aspects related to assessment.

Following the preceding, Birenhaum (2003:22) was prompted to describe this trend as the emergence of a new assessment culture in which assessment is redefined and a movement is seen from a one-dimensional, single, isolated approach to assessment towards a more integrated approach, indicating a descriptive profile aimed at in multi-dimensional feedback to foster learning. Similar trends are experienced in South Africa, where Beyleveld *et al.* (2003:5) indicate that education in South Africa now leans towards empowering students to become more autonomous through assessment practices. An assessment goal such as the preceding clearly presupposes that learning outcomes should embrace not only subject knowledge, but also the ability to think critically, to invent solutions to real and challenging problems and respond sensitively to the needs of the community. These stated learning outcomes would appear to be in alignment with the characteristics of assessment referred to elsewhere, and views expressed earlier in this paragraph. It would thus mean that assessment can provide an opportunity for students to be involved in self-evaluation, set individual targets for themselves, reflect on their learning and thereby experience improved self-esteem. It follows that feedback from students' learning experiences and processes is of paramount importance and as such should cater for a diversity of student needs. It can thus be said that assessment should be an integrated approach which implies that assessment is seen as a process to determine the applied competence (applied knowledge) expressed as practical, foundational and reflexive competence (Gravett, 1997:77; South African Qualifications Authority [SAQA], 2006a:3).

A number of **types of assessment** can be utilised to assess the students' progress on their way to achieve or not achieve certain outcomes. These types of assessment are commonly referred to as baseline, diagnostic, formative, summative, and authentic assessment (Pinto & Dison, 2008:6) and should all contribute to an integrated approach to assessment. In the following paragraphs each of these will be briefly discussed.

7.5.4.1 Integrated types of assessment

In SAQA's *Guidelines for Integrated Assessment* (2006a) guidelines are given for the development of assessment approaches to help the evaluation and assessment (cf. par. 7.5.4, p. 565) of students' ability to integrate knowledge. Consistent with the purpose of student assessment and

types (kinds) of assessment, an integrated approach implies the use of different types of assessment. At the beginning of a year, phase, grade, level, lesson, or even the beginning of a new section of subject matter, topic or theme, the educator may assess students' prior learning in order to plan teaching and learning. This is commonly called **baseline (initial) assessment** and the purpose thereof is to establish and take into account prior learning. In this way it serves as a point of departure and in relation to this study is accordingly useful for planning of learning activities and programmes (Kotze, 2004:49; Du Plessis *et al.*, 2007:71-72; Warnich, 2010:96).

Prior to the learning process, an educator may further, apart from the preceding baseline assessment, want to use assessment activities to obtain valuable planning information about the programme, to enable one to scrutinise and determine the nature and cause of learning barriers experienced by specific students or learners (Du Plessis *et al.*, 2007:72; Warnich, 2010:121). The identified learning barriers enable the educator (programme developer) to take appropriate action, to intervene timeously, to guide, and to decide which supportive strategies, as for instance remedial help, are to be applied so as to eliminate any learning barriers (Bengu, 1998:16; Van Rooyen & Prinsloo, 2003:90; Pinto & Dison, 2008:6). The preceding is referred to in outcomes-based terms as **diagnostic assessment** and can be done by means of an oral or written exam. Finally, this assessment is formative in nature (Bourdillon & Storey, 2002:181).

Following baseline and diagnostic assessment, constructive feedback to enable students to grow is given in the form of **formative assessment**.¹³⁹ Formative assessment, according to the NQF, should be authentic and applied in a real-life environment (South African Qualifications Authority [SAQA], 2006a:3). Formative assessment is intended to support the teaching and learning process, and provides feedback to students on their progress (Council on Higher Education, 2004a:35; Fasset, 2010:39). Formative assessment takes place whilst the teaching and learning (training) process is still in progress, that is, preferably in the middle and not at the end as an add-on, in order to afford students the opportunity for improved performance on the same task (Dunn *et al.*, 2004:18; Grobler, 2006:1; Meyer & Van Niekerk, 2008:60). The preceding statement is consistent with the view of Popham (2010:143-151)¹⁴⁰ who proposes four different levels of formative assessment based on learning progression. Learning progression assumes a sequence

¹³⁹ The view expressed suggests assessment is seen as a step-by-step process. It should be noted that different forms of assessment are used for different reasons. It is nonetheless advisable that formative assessment follows baseline and diagnostic assessment, to ensure effective future teaching and learning

¹⁴⁰ It is beyond the scope of this research to discuss the model of Popham in detail. For a detailed discussion cf. Popham (2010:143-151)

set of sub skills or building blocks en route to students' mastering a specific task and thus requires regular monitoring and support of the process of teaching and learning through formative assessment. In this way the educator is central in monitoring the learning progress (Brooks, 2002:15) and to support and improve the teaching and learning process through constructed feedback based on students' progress shown by results of the formative assessment (Department of Education, 2003b:36; Mansel *et al.*, 2009:9) It is imperative though not to make comparisons between students pertaining to their performance, but rather to emphasise strengths and weaknesses to ensure further learning (Earl, 2003:24).

One particular feature of formative assessment that needs to be highlighted and shows a clear resemblance with the OBE is related to the continuous nature and use of formative assessment to identify students' learning needs, and to assess progress in relation to SOs (Opolot-Okurut, 2006:4; Meyer & Van Niekerk, 2008:60; Warnich, 2010:97; Loedolff, 2013:243): it has a cumulative character. Assessments for learning particularly useful for continuous assessment in the South African education system can include assessment methods and techniques like tests (written or oral), class work, worksheets, assignments, projects, seminars, tutorials, class debates, group discussions, case studies, class work, practical work, role play, portfolios and/or observation techniques (Hattingh, 2001:15; Reddy, 2004:34; Opolot-Okurut, 2006:4; Meyer & Van Niekerk, 2008:60; Loedolff, 2013:243).

Whereas formative assessment is normally done during the learning process, **summative assessment** is used at a specified time, for example at the end of a learning activity, a learning unit, term, semester, year, programme, chapter, or course (Reddy, 2004:33). Summative assessment is therefore seen as the comprehensive, judgemental and normative way (Nitko & Brookhart, 2011:107) to report on certain (student/learner) achievements, (South African Qualifications Authority [SAQA], 2006a:11), measuring progress of performance in a holistic, cumulative way as the sum of the parts (building blocks) of what has been learnt (Dunn *et al.*, 2004:18; Warnich, 2010:95) at the completion of a phase or the end of a training session (Grobler, 2006:2; McGaw, 2006:6).

From the brief outline already provided, it can be observed that summative assessment indicates whether a student is competent or not yet competent in being awarded with either credits, qualifications or a year mark. It would thus imply that summative assessment evaluates the product of learning and enables one to make a judgement about whether a student has passed or

failed; if students have passed, they are able to progress to the next level/semester/unit of learning (Meyer & Van Niekerk, 2008:151; Loedolff, 2013:243). The Council on Higher Education (2004a:37) defines summative assessment as the sum (product) of a formalised process used to validate and confer the attainment of a certain level of education.

Backtracking, on the basis of the preceding it would seem as if summative assessment is strongly established at institutions and implicitly entrenched in the decision-making on progress to a next grade or exit point possibilities. Feedback is formal, with a single comment (pass/fail) accompanied by quantitatively indicated results, and more often than not this type of assessment is seen as being focused on obtaining and recalling knowledge (Geysler, 2006a:94). It therefore comes as no surprise that tests and/or examinations are normally associated with summative assessment (Reddy, 2004:33; Airasian, 2005:151; Airasian *et al.*, 2012) and are administered periodically on completion of a module to assess whether the student has indeed mastered the particular outcomes. Inevitably, the results of the tests or examination will indicate if students have complied with the minimum requirements as set out, and acquired the necessary skills to be declared competent in relation to a particular outcome of training. Ultimately, summative assessment helps to identify those students who have successfully completed their studies, worthy of and deserving awards, certificates, degrees or diplomas (Meyer & Van Niekerk, 2008:151). Other assessment tools that can be used more specifically in relation to the assessment of education students involved with sport management training include portfolios, examinations, essays, project works, assignments, reports, log books, journals, reports, articles, blueprints, DVDs, videos, photos, computer supported assessments, observation, role plays, simulations, practical exercises, demonstrations, group work, interviews and debates (Ashcroft & Foreman-Peck, 1994:54-55; Hollander, 2000:255; Warnich, 2010:98-102; Oerman & Gaberson, 2013:9-10)

Opolot-Okurut (2006:4) prefers to refer to summative assessment, as a snapshot at the end of a programme, and based on his view and the preceding discussion, it can be concluded that in short, *formative assessment* develops learning and focuses on the educator evaluating data and judging performance, while *summative assessment* measures performance and focuses on the role of the student, summing up educational work.

One final form of assessment that can be used to assess students' progress in a sport management programme for educator training is what is called **authentic assessment**. Authentic assessment is an assessment done in real-life settings, as opposed to a more sterile testing

situation (Ferreira, 2003:2). Essentially it is a shift away from traditional assessment often referred to as pen and paper examinations often used in summative assessment and includes what Le Grange and Reddy (1998:6) and Reddy (2004:37) call assessment strategies which test more than what is possible with pen and paper testing. The authors list amongst other portfolios, projects and practical tests as possible alternatives to the traditional approach referred to earlier in this paragraph. A practical example of authentic assessment applied in relation to sport management training could be taken from students who are required to obtain coaching certificates in different sporting codes, as for example hockey. In this case a particular skill is observed during the game, rather than to take the skill out of the context of the game. So, in hockey for instance, a particular shot, the bunt, can be practised when a stationary ball is used to practise the shot. During the hockey game you will not have prior notice when the opportunity presents itself or requires the use of a bunt shot. Authentic assessment of the correct execution of the bunt shot and opportunity to use the shot to either pass or score a goal, can therefore only be done when used and applied in a game situation. Authentic assessment therefore allows one to obtain a broader, holistic picture of students from a wider range of sources of evidence, including measurement of performance, guidance, and multiple chances to improve competence and performance, and a variety of techniques to provide students with a wide range of opportunities to develop and demonstrate their knowledge skills and abilities (Reddy, 2004:37).

As touched on previously, consistent with the overall purpose of the HEQC to ensure quality of learning and programmes (cf. par. 7.2.2.1, p. 514), and outcomes based assessment seen as a continuous process where the planning of assessment activities and learning aids development, **systemic assessment** seems to be an appropriate method to determine the effectiveness of the education system. More specifically systemic assessment refers to the use of assessment of students as part of the evidence to determine the performance of a particular HEI or the whole DHET in the context of the South African education system (cf. par. 7.2, p. 509). Systemic assessment is done on a representative sample of HEIs or students at the end of a particular phase, qualification or NQF level, where student information is compared and aggregates calculated in order to be used to assist in programme and curriculum development. Information that came to the fore during this process should be evaluated and used as evidence of the effectiveness of the education system or aspects of it. The focus is on quality assurance (Van Rooyen & Prinsloo, 2003:90), which implies that systemic assessment, consistent with the views of Pinto and Dison (2008:7) and Lombard (2010a:53-54), is more of an evaluative nature in that the education system is monitored by comparing the achievement of students' performance with the

national indicators of student performance (Du Plessis *et al.*, 2007:72). Stated differently, authentic assessment can be reserved to determine students' ability to apply knowledge, skills, values and attitudes in an integrated manner in a high-fidelity situation resembling reality in the context of OBE (Lombard, 2010a:54), measured against the performance of others to ensure quality and the effectiveness of institutions.

Applied to this study, and more specifically in relation to the context of developing a sport management programme for educator training, the preceding views, facts and opinions were taken note of, and as such were valuable to use for the assessment strategies and criteria employed for the sport management programme for educator training, and guidelines for the sport management programme for educator training. **Assessment strategies** refer to the premeditated and carefully designed plan as a process of phases and a deliberate pattern of actions over the medium to long-term of different activities, methods and techniques used to achieve the intended outcomes in an organised and coordinated way (Warnich, 2010: 97). This means that assessment strategies according to Reyneke (2008:177) include a description of the type of assessment (summative, formative, etc), the method/who (self, peer, educator), technique (observation based, task-based, test-based) and tool (rubric, checklist, task list, memorandum, etc.). **Assessment criteria** in essence refer to descriptions of the required type and quality of evidence used to assess students in relation to specific outcomes, and to indicate the road ahead in an endeavour to determine and shape the expected learning that should take place (Dreyer, 2008:9). It means if assessment criteria are not set, there will not be standardised assessment and as such no guidelines for what must be taught by educators, what should be assessed by assessors and what should be learnt by students. In relation to the study, it will therefore be proposed that formative and summative assessment can be done to determine if students have mastered the required outcomes. With the preceding in mind, and now that the different types of assessment have been discussed, the assessment criteria for the various content categories can be set. In Table 42 the proposed assessment criteria for school sport management are set.

Table 42: Proposed assessment criteria for school sport management

FUNDAMENTAL COMPONENT	
CRITICAL CROSS FIELD OUTCOMES (cf. par. 7.5.1, p. 549)	Students should provide evidence that they are able to:
	identify and solve any school sport related problem by using critical and creative thinking effectively
	work effectively with all stakeholders involved in school sport as a team; (cf. par. 3.2.2, p. 122)

FUNDAMENTAL COMPONENT	
	take full responsibility as leader during the management of sport in the school
	collect, analyse, organise, process, store, disseminate and evaluate information relevant to the management of sport in the school
	communicate effectively, verbally and non-verbally, with all involved parties in school sport, and have good written presentation skills
	use science and technology effectively to manage sport in the school
	demonstrate an understanding of school sport as a set of related systems within South Africa
	develop a theoretical and practical macro vision for the management of school sport in South Africa
	contribute to the holistic (full) personal development of each student with the underlying intention to produce competent, knowledgeable and enthusiastic school sport managers and responsible citizens
	contribute to the social and economical development of the society
FUNDAMENTAL COMPONENT	
	Students should provide evidence that they are able to:
Sport Sociology	use sociological theory in better understanding school sport management
Sport Governance	understand the value of related governing body structures, systems and policies
General Management	strategically manage sport in the school by conducting a SWOT analysis ¹⁴¹
	make strategic decisions and take relevant action
	manage social responsibility activities in the community
	delegate tasks by assigning priorities to them
	manage diversity in school sport
	motivate learners and subordinates
	manage ethical behavior
Sport Management Communication	communicate in different modes (verbally and/or in writing) with all stakeholders in school sport
Office Administration	manage time by prioritising and setting objectives
	manage stress by promoting a healthy sport environment
	conduct meetings by setting the agenda, selecting the participants and establishing objectives
Information Management	manage information by capturing and processing information
	be computer literate and operate a computer by using different programmes and accessories (tools)
	develop spread sheets to manage information
	collect, organise analyse, disseminate, interpret and evaluate information and act on it
	make presentations to different stakeholders
	receive and send an e mail
	demonstrate the ability to receive and send a fax
Sport Education	teach learners principles of sportsmanship and character
	to plan, design and implement educationally rich sport experiences and activities to ensure the practice of educationally justified sport
Sport as an enterprise	elucidate the interdependency between the different environments of a sport enterprise and to explain the role of school sport management

¹⁴¹A SWOT analysis refers to strengths, weaknesses, opportunities and threats

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FUNDAMENTAL COMPONENT	
	(cf. par. 3.4.1, p. 141).
Sport History	to critically reflect on the history of South African sport from a cultural-historical perspective and critically debate the influence, and political interference and intrusion on policies, practices and structures thereof on the management of school sport
Sport Industry	critically reflect on the sport industry in South Africa and debate the role of school sport management
Modern school sport trends	analyse the influence and impact of modern trends in school sport and incorporate these trends in managing school sport more effectively
Management theory	use management theories to be able to understand how contemporary management theory developed discuss through critical and creative thinking the impact of different management theories on school sport management identify relevant aspects of different management theories to develop a philosophy and management model for school sport management
First Aid	render non-professional medical aid to an injured person and someone who need urgent attention until professional medical treatment can be applied. identify the cause and extent of injuries to an injured person
Research Methodology	conduct basic research in school sport management related aspects to enhance future development in school sport management
PROPOSED CORE COMPONENT	Students should provide evidence that they are able to:
Operational Maintenance and housekeeping	manage the operations of school sport strategically
	manage the operations of school sport effectively
	efficiently manage the buildings and field maintenance of the school's sport facilities
	manage housekeeping
	ensure that all SOPs are implemented
Public Relations	build the school's sport image
	build and maintain good relationships with all stakeholders in school sport
	communicate with the general public
	manage public relations
	enhance business relationships with other schools and organisations
Financial Management	establish networks for knowledge sharing
	keep an income and expenditure statement
	manage the cash flow of sport activities responsible for
	draw up and manage a budget
Human Resources	keep record of income and expenditure
	understand and apply principles of human behavior
	delegate tasks to staff
	compile and communicate Human Resource policies to staff
	negotiate staff issues with the SMT
	induct staff
	manage conflict
train and develop staff	
Risk Management	develop criteria to appoint staff
	provide a safe environment to participants and spectators
	ensure that all Occupational Health and Safety (OHS) regulations are implemented at the school's sport facilities. strategically manage any disaster according to the disaster

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FUNDAMENTAL COMPONENT	
	management plan
	prepare and implement a risk management plan
	manage emergency medical services
	manage the school's sport facilities' insurance
Project and Event Management	manage functions
	manage events (local, district, regional and provincial) being hosted/presented (cf. par. 3.6.8, p. 190) ¹⁴² .
	manage safety and security
	manage different projects and/or events to raise money
Human Movement	plan, design and implement sport specific training programmes for athletes
	manage a sport development programme
	teach human movement education in a school
	identify athletes with disabilities and special needs
	discuss the cause, nature and extent of challenging behaviour or performance and explain strategies in dealing with challenging behaviour or performance; based on a given scenario by analysing the scenario
	analyse and evaluate athletes who regularly do not perform in accordance with set goals
	plan, design, develop and implement sport and sport related programmes for athletes with disabilities and special needs ¹⁴³
	apply knowledge of rules, coaching methods and science to sport in at least one area of sport specialization
Purchasing Management	prepare and implement the purchasing plan
	identify relevant (prospective) suppliers for equipment, apparel, supplies, goods and services
Health, Wellness and Fitness	identify talented athletes
	plan, develop and implement fitness programmes for athletes
	manage health and wellness of athletes
	plan, conduct (do) a health risk assessment and analyse, interpret and evaluate the results
	manage sport injuries
Sport medical services	manage emergency medical care services
	use knowledge of sport medicine
	assist athletes with eating problems or disorders
	explain inadequate eating habits and nutrition in terms of characteristics, causes and complications in real-life scenarios
	offer advice on sport nutrition to support sport performance
	understand the implications of drug usage and sport performance enhancing aids and to advise athletes on the correct use of sport performance enhancing substances.
	analyse and evaluate the nature and causes of drug abuse within the socio-economic circumstances and the professional school sport environment
Sport Management Practice	develop and implement a plan to look into the total functioning and

¹⁴² Events in this instance is used as an umbrella term to include workshops, seminars, tournaments, meetings, festivals, leagues, functions, clinics, sport days, IPTs (cf. Annexure, p.), inter schools competitions (local, provincial and national), classic clashes etc. (cf. par. 3.6.8, p. 149)

¹⁴³ Athletes in this study refer to both men and women and is used to avoid gender bias. Hence, unless otherwise stated, the concept athlete will be used throughout this study

FUNDAMENTAL COMPONENT	
	operation of a Centre for High Performance and Rehabilitation/another sport related institution of the student's choice
Sport Psychology (specialist, competency, possible elective)	apply sport psychological aspects to enhance sport performance of athletes
Sport Marketing (specialist, competency, possible elective)	develop and present local, district regional and/or provincial sport events and programmes
	market the school's sport facilities, services, products and programmes/events being presented strategically
	develop and implement a comprehensive marketing plan for school sport
Sport Law and Legal Management (specialist, competency, possible elective)	develop policies/constitutions
	solve legal problems through knowledge of the legislative systems and laws in South Africa
	demonstrate an ability to reflect on school sport related legal and policy requirements and to oversee the adherence to legal and policy requirements
Operational Sport Facility Management (specialist, competency, possible elective)	strategically maximise the usage of the school's sport facilities
	manage equipment available to maximise utilization
	manage traffic and parking
	schedule activities of the school
	facilitate processes to work closely with the various maintenance sections
	manage bookings for the usage of the school's sport facilities
	manage safety and security

Once the assessment criteria for the various content categories are formulated, the next and final phase of programme development, namely assessment of the programme should be done in order to ensure that the programme objectives are achieved and comply with the needs of society, and even more importantly in the context of this study, students, who as part of their initial education training, also trained as school sport managers. In the next section, programme assessment is the focal point, where after this chapter will conclude with proposed guidelines for a sport management programme for educator training (cf. par. 7.6, p. 580). First up is programme assessment.

7.5.5 Programme assessment

As stated already, programme assessment is the last phase of programme development process structure (cf. Fig. 25, p. 542). However, contrary to this, programme assessment should not be seen as the conclusion of a step-by-step process, but rather as an ongoing process, which is described by Allen (2004:5) as the process to monitor and improve learning. It therefore implies that a programme needs to be assessed and revised regularly to ensure that it is content and context specific and market-demand driven. In this way one can ensure the achievement of programme objectives. Further, regular feedback regarding the preceding steps of the programme ultimately could be of immense value to improvement of learning experiences of students.

In the light of what was said previously, programme assessment can to a certain extent be seen and referred to as the actual programme development stage. By this I mean that once all the outcomes and assessment criteria are in place, one has to critically reflect on the programme before related content is developed and the programme being implemented. Further, because programme design and development are so interrelated (cf. par. 7.3, p. 534), several of the steps or phases that have already been discussed, will be included during programme development. Ultimately, the outcomes, learning content and assessment criteria should be revisited regularly to ensure that they stay relevant, current, need and market demand driven, and, naturally, in line with the purpose of the programme.

Concluding, a sport management programme for educator training in the South African context was developed. This programme, however only serves as a guideline and still has to be verified and evaluated (cf. Fig. 25, p. 542), as well as accredited and approved, before implementation. In the next section, the guidelines for a sport management programme for educator training are presented.

7.6 GUIDELINES FOR A PROPOSED FRAMEWORK FOR A SPORT MANAGEMENT PROGRAMME FOR EDUCATOR TRAINING.

As was stated already, with the previous discussion, a sport programme for educator training was developed, based on the assumption that programme development was a process. The programme was developed following an adapted five step programme development process structure of Meyer and Van Niekerk (2008:54), graphically presented in Figure 25 (cf. p. 542). The conclusion was made from the results of the research (cf. par. 6.3.2, p. 454; 6.3.2.5, p. 487) that the competencies and needs required to manage school sport successfully, do not vary significantly between the different groups of school sport managers from selected schools. Based hereupon, the guidelines for a sport management programme for educator training (cf. Table 43, p. 583) will be broad guidelines.

It is of paramount importance that learning opportunities for students are created by the facilitator to ensure that the set competencies are indeed achieved. Various forms of learning experiences exist, but for this study, it is deemed sufficient to suggest only theoretical and practical learning experiences. Stated differently, it means that not only should the students obtain theoretical knowledge, but they should also be given the opportunity to gain valuable practical experience of

the various tasks and obligations that they are confronted with as school sport managers. Workplace learning can be used as a valuable form of gaining experience and could be gained during their required compulsory practical training as educators. In addition it is proposed that sport management practice as part of their sport management training is included in the programme.

Assessment of the school sport management programme should be contextual and practical in nature since it focuses on the study results (cf. par. 6.3.2, p. 454; 6.3.2.5, p. 487), which clearly reflected a need for a content, context specific, school sport management programme for educator training. Assessment should be done by means of formative and summative assessment methods, briefly outlined earlier (cf. par. 7.5.4, p. 565).

Summative and formative assessment was already defined and discussed elsewhere (cf. par. 7.5.4, p. 565) and is therefore not repeated here. From the perspective of this study, summative assessment for this study, according to Killen (2007:339), is aimed at providing a summation of students' achievements, while formative assessment seeks to identify the gaps in knowledge, understanding and skills with the purpose of enabling the educator and student to close the identified gaps. Various formative assessment methods as outlined in par. 7.5.4 (cf. p. 565) should be utilised.

It is also suggested to implement summative assessment by giving guidelines to students about how to compile a portfolio of evidence (POE) and a logbook, and to submit it after completion of their studies for assessment. The guide for compiling a POE about learning experiences and duties performed (executed) as a school sport manager for the duration of the programme includes:

- An introduction, including personal details of student;
- Qualifications and learner activities undertaken;
- Narrative statement indicating the reasons for compiling the POE, prior understanding of school sport management and current views of school sport management based on training attended and practical experiences, while doing practical teaching at schools for the duration of their studies;
- Activities involved in as school sport manager over the duration of their study; and

- Improvement in school sport management that has taken place from initial training until completion of studies.

Coupled with a POE, the student should also compile a logbook (journal) , signed and certified by the manager, of all the time spent at an institution, and the duties performed. There should also be no doubt in the mind of students regarding the assessment methods used and the assessment period (date). Both of these should be indicated to them as indicated in a study guide to ensure they are properly prepared come the assessment.

It is anticipated that the learning areas should provide foundation and framework guidelines that will assist the verification, evaluation (cf. par. 7.5, p. 547; Fig. 25, p. 542), accreditation, approval and ultimately, the implementation of the programme. At their level, school sport managers are expected to be competent in relation to the CCFOs in order to achieve the SOs, stated in par. 7.5.2 (cf. p. 554; Table 40, p. 557).

Regarding the learning content of the sport management programme for educator training, the learning content is divided into modules and specific content categories (cf. par. 7.5.3, p. 561; Table, 41, p. 562), which covers the SOs (cf. par. 7.5.2, p. 554; Table 40, p. 557). The content refers to the SOs, content, and assessment methods (Nkomo, 2000:6).

The sport management programme for educator training should include the following modules with each management category's purpose, specific outcome, subject matter (content) and assessment methods as set out in Table 43 (cf. p. 583).

The **range statement of this level 7 qualification** as mentioned earlier (cf. par. 7.3, p. 534) obviously will require a more specialised knowledge of a major discipline in school sport management. The school sport manager is required to act in an environment where they will be expected to analyse, transform and evaluate abstract data and concepts in the school sport management environment. This environment is extremely varied, politicised, and specialised (cf. par. 8.5.5, p. 632). Naturally a level 7 student is believed to be able to resolve contextual abstract that could typically occur in the management of school sport. This qualification is aimed at developing specific competencies to develop school sport managers who can manage school sport in various South African schools in accordance to their diverse and specific needs by providing them with in-depth knowledge of school sport management.

Table 43: Guidelines for a proposed framework for sport management programme for educator training HEQF level 7

FUNDAMENTAL COMPONENT				
	PURPOSE	OUTCOMES	CONTENT	ASSESSMENT
Critical cross-field outcomes (cf. par. 7.5.2.1, p. 555)		After achieving these outcomes, the student should be able to:	t Problem solving	Students should provide evidence that they are able to:
		identify and solve any school sport related problem by using critical and creative thinking effectively	Critical thinking	identify and solve any school sport related problem by using critical and creative thinking effectively
		work effectively with all stakeholders involved in school sport as a team.	Creative thinking	work effectively with all stakeholders involved in school sport as a team.
		take full responsibility as leader during the management of sport in the school.	Group unity (cohesion)	take full responsibility as leader during the management of sport in the school.
		collect, analyse, organise, process, store, disseminate and evaluate information relevant to the management of sport in the school.	Responsibility	collect, analyse, organise, process, store, disseminate and evaluate information relevant to the management of sport in the school.
		communicate effectively, verbally and non-verbally with all involved parties in school sport and have good written presentation skills	Cultural integration	communicate effectively, verbally and non-verbally with all involved parties in school sport and have good written presentation skills
		use science and technology effectively to manage sport in the school.	Accountability	use science and technology effectively to manage sport in the school.
		demonstrate an understanding of school sport as a set of related systems within South Africa.	Information management	demonstrate an understanding of school sport as a set of related systems within South Africa.
		develop a theoretical and practical macro vision for the management of school sport	Communication	develop a theoretical and practical macro vision for the management of school sport in

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FUNDAMENTAL COMPONENT				
	PURPOSE	OUTCOMES	CONTENT	ASSESSMENT
		in South Africa		South Africa
		contribute to the holistic (full) personal development of each student with the underlying intention to produce competent, knowledgeable and enthusiastic school sport managers and responsible citizens.	Technological innovation	contribute to the holistic (full) personal development of each student with the underlying intention to produce competent, knowledgeable and enthusiastic school sport managers and responsible citizens.
		contribute to the social and economical development of the society	Macro vision	contribute to the social and economical development of the society
Sport Sociology (cf. par. 2.3.3, p. 45; 4.6.3.4, p. 257; 6.2.3, p. 372)	The purpose of this training module is to provide the student with:	After achieving these outcomes, the student should be able to:	Social theories:	Students should provide evidence that they are able to:
	the necessary perspectives to critically examine common sense views about the role, function and meaning that sport has in different societies.	use sociological theory in better understanding school sport management	Functional, Conflict, Critical, Symbolic Interaction, Figurational	Students should provide evidence that they are able to:
				use sociological theory in better understanding school sport management
Sport Governance (cf. par. 3.2.2, p. 122; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.2.7, p. 408; 6.2.7.7, p. 422)	The purpose of this training module is to provide the student with:	After achieving these outcomes, the student should be able to:	Sport Governance:	Students should provide evidence that they are able to:
	the ability to map and to understand the growing array of organisations and networks, as well as their internal systems and structures of management and policymaking	understand the value of related governing body structures, systems and policies	Structures, policies, systems and procedures	understand the value of related governing body structures, systems and policies
			Constitution, Bill of	

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FUNDAMENTAL COMPONENT				
	PURPOSE	OUTCOMES	CONTENT	ASSESSMENT
			Rights, Human Rights	
General Management (cf. par. 3.4, p.140; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.3.2, p. 454).	The purpose of this training module is to provide the student with:	After achieving these outcomes, the student should be able to:	General strategic management principles:	Students should provide evidence that they are able to:
	specialised knowledge to perform any general and/or strategic management related tasks within the context of managing school sport at local, regional, provincial and national level.	strategically manage sport in the school	Planning, Organising, Leading, Control	strategically manage sport in the school by conducting a SWOT analysis
		make strategic decisions and take relevant action	Corporate Social Responsibility	make strategic decisions and take relevant action
		manage social responsibility activities in the community	Management in relation to:	manage social responsibility activities in the community
		delegate tasks by assigning priorities to them	Decision-making skills	delegate tasks by assigning priorities to them
		manage diversity in school sport	Delegation, Motivation	manage diversity in school sport
		motivate learners and subordinates	Diversity management	motivate learners and subordinates
		manage ethical behaviour	Managerial roles	manage ethical behaviour
			Ethical behaviour	
Sport Management Communication (cf. par. 3.6.2, p.160; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.3.2, p. 454)	The purpose of this training module is to provide the student with:	After achieving these outcomes, the student should be able to:	Communication: Written and verbal communication	Students should provide evidence that they are able to:
	the capacity to communicate effectively in different modes	communicate in different modes (verbally and/or in writing) with all stakeholders in school sport	Computer practice: Word, Excel, Powerpoint, Outlook, Publisher, Internet	communicate in different modes (verbally and/or in writing) with all stakeholders in school sport
			Business English	
			Telephone etiquette	
Office Administration (cf. par.3.5, p. 151; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.2.7, p. 408; 6.3.2,	the purpose of this training module is to provide the student with:	After achieving these outcomes, the student should be able to:	Time Management	Students should provide evidence that they are able to:
	specialised knowledge to	manage time by prioritising	Stress Management	manage time by prioritising and

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FUNDAMENTAL COMPONENT				
	PURPOSE	OUTCOMES	CONTENT	ASSESSMENT
p. 454)	perform any office administration task within the context of managing school sport at local, regional, district, provincial and national level	and setting objectives		setting objectives
		manage stress by promoting a healthy sport environment	Conflict Management	manage stress by promoting a healthy sport environment
		conduct meetings by setting the agenda, selecting the participants and establishing objectives	Meetings	conduct meetings by setting the agenda, selecting the participants and establishing objectives
			Record keeping	
Information Management (cf. par. 3.4, p. 140; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.2.7.7, p. 422; 6.3.2, p. 454)	the purpose of this training module is to provide the student with:	After achieving these outcomes, the student should be able to:	Information management	Students should provide evidence that they are able to:
	a better in-depth knowledge of managing information, documentation and record keeping, as well as specific tools developed to aid information management, documentation and record keeping.	manage information by capturing and processing information	Intro Information processing	manage information by capturing and processing information
		be computer literate and operate a computer by using different programs and accessories (tools)	Data capturing	develop spreadsheets to manage information
		collect, organise analyse, disseminate, interpret and evaluate information and act on it		be computer literate and operate a computer by using different programs and accessories (tools)
				do presentations to different stakeholders

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FUNDAMENTAL COMPONENT				
	PURPOSE	OUTCOMES	CONTENT	ASSESSMENT
				receive and send an e mail
				demonstrate the ability to receive and send a fax
				collect, organise analyse, disseminate, interpret and evaluate information and act on it
	the purpose of this training module is to provide the student with:	After achieving these outcomes, the student should be able to:	Sport Education	Students should provide evidence that they are able to:
Sport Education (cf. par. 2.5.1, p. 102; 4.6.3,4, p. 257)	specialised knowledge to enable them to provide authentic, educationally rich sport experiences for girls and boys in the context of school sport, and how sport education can influence the school sport manager to ensure the practice of educationally justified sport.	to plan, design and implement educationally rich sport experiences and activities to ensure the practice of educationally justified sport	Sportsmanship and character	to plan, design and implement educationally rich sport experiences and activities to ensure the practice of educationally justified sport
		teach learners principles of sportsmanship		teach learners principles of sportsmanship
	the purpose of this training module is to provide the student with:	After achieving these outcomes, the student should be able to:	Sport as an enterprise:	Students should provide evidence that they are able to:
Sport as an enterprise (cf. par. 2.5, p. 98; 3.2, p. 117; 4.6.3.4, p. 257; 6.2.3, p. 372)	the theoretical principles subjacent to entrepreneurship in an endeavour to apply the related principles and to contemplate about the application and use in the context of school sport and modern trends in school sport.	elucidate the interdependency between the different environments of a sport enterprise and to explain the role of school sport management	Macro-, Market- and Micro Environment	elucidate the interdependency between the different environments of a sport enterprise and to explain the role of school sport management

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FUNDAMENTAL COMPONENT				
	PURPOSE	OUTCOMES	CONTENT	ASSESSMENT
			Definitions/description of sport enterprise	
			Interdependency between different environments .	
Sport History (cf. par. 2.2, p. 26; 4.6.3.4, p. 257; 6.2.3, p. 372)	the purpose of this training module is to provide the student with:	After achieving these outcomes, the student should be able to:	Origin of sport	Students should provide evidence that they are able to:
	an in-depth historical overview of South African sport to be able to obtain insight and understanding of the relationship between sport, politics and culture as well as to evaluate the influence thereof on school sport in the light of current political interference and intrusion on policies, practices and structures which directly and indirectly influence the management of school sport.	to critically reflect on the history of South African sport from a cultural-historical perspective and critically debate the influence, and political interference and intrusion on policies, practices and structures thereof on the management of school sport	S.A. as a Union (1910-1947)	to critically reflect on the history of South African sport from a cultural-historical perspective and critically debate the influence, and political interference and intrusion on policies, practices and structures thereof on the management of school sport
			Apartheid (1947-1994)	
			Post Apartheid/Democracy (1994-)	
Sport Industry (cf. par. 2.5, p. 98)	the purpose of this training module is to provide the student with:	After achieving these outcomes, the student should be able to:	The Sport Industry	Students should provide evidence that they are able to:
	a better in-depth knowledge of what the sport industry in South Africa entails and the role of the school in the sport education sector.	critically reflect on the sport industry in South Africa and debate the role of school sport management	Sport Activity-, Sport Production- and Sport promotion segment.	critically reflect on the sport industry in South Africa and debate the role of school sport management

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FUNDAMENTAL COMPONENT				
	PURPOSE	OUTCOMES	CONTENT	ASSESSMENT
Modern school sport trends (cf. par. 2.4, p. 70; 6.2.3, p. 372)	the purpose of this training module is to provide the student with:	After achieving these outcomes, the student should be able to:	Modern trends:	Students should provide evidence that they are able to:
	a cultural-historical perspective of modern trends to be able to work progressively towards acquiring an informed understanding of modern trends in school sport, and how these trends can influence the school sport manager in managing school sport.	analyse the influence and impact of modern trends in school sport and incorporate these trends in managing school sport more effectively	Globalisation, Manipulation, Institutionalisation. Professionalisation, Segmentation, Demystification, Commercialisation, Privatisation and Technological development	analyse the influence and impact of modern trends in school sport and incorporate these trends in managing school sport more effectively
Management theory (cf. par. 3.3, p.126; 6.2.3, p. 372)	The purpose of this training module is to provide the student with	After achieving these outcomes, the student should be able to:	Management theory:	Students should provide evidence that they are able to:
	The necessary information on the evolution of management thought and related management theories to be able to develop a management model and philosophy for sport in the school.	use management theories to be able to understand how contemporary management theory developed	Historical- Classical, Behavioural, quantitative; Contemporary- Systems, Contingency, Quality management	use management theories to be able to understand how contemporary management theory developed
				discuss through critical and creative thinking the impact of different management theories on school sport management
				identify relevant aspects of different management theories to develop a philosophy and management model for school sport management in a diversity of schools
First Aid (cf. par. 3.6.8)	The purpose of this	After achieving these	Basic First Aid, Sport	Students should provide

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FUNDAMENTAL COMPONENT				
	PURPOSE	OUTCOMES	CONTENT	ASSESSMENT
p. 190; 6.2.3, p. 372 ; 6.2.7.1, p. 408; 6.3.2, p. 454)	training module is to provide the student with:	outcomes, the student should be able to:	Injuries	evidence that they are able to:
	a broad knowledge base with a substantial depth in first aid and sport injuries.	render non-professional medical aid to an injured person and someone who needs urgent attention until professional medical treatment can be applied.		Identify the cause and extent of injuries to an injured person
				render non-professional medical aid to an injured person and someone who needs urgent attention until professional medical treatment can be applied
Research Methodology (cf. par. 4.6.3.4, p. 257; 4.8, p. 283; 4.9, p. 296)	The purpose of this training module is to provide the student with:	After achieving these outcomes, the student should be able to:	Research Methodology	Students should provide evidence that they are able to:
	a basic knowledge and understanding of research methodology	conduct basic research in school sport management related aspects		conduct basic research in school sport management related aspects to enhance future development in school sport management
CORE COMPONENT				
Operational Maintenance and housekeeping (cf. par. 3.6.8, p.190; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.3.2, p. 454)	PURPOSE			
	The purpose of this module is to provide the student with:	After achieving these outcomes, the student should be able to:	Housekeeping in relation to:	Students should provide evidence that they are able to:
	a specialised knowledge to perform any operational maintenance and housekeeping tasks within the context of managing sport in the school.	manage the operations of school sport strategically	Maintenance of buildings	manage the operations of school sport strategically
		manage the operations of school sport effectively	Maintenance of the fields and playing surfaces	manage the operations of school sport effectively
	efficiently manage the	SOPs	efficiently manage the buildings	

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FUNDAMENTAL COMPONENT				
	PURPOSE	OUTCOMES	CONTENT	ASSESSMENT
		buildings and field maintenance of the school's sport facilities		and field maintenance of the school's sport facilities
		manage housekeeping		manage housekeeping
		ensure that all SOPs are implemented		ensure that all SOPs are implemented
Public Relations (cf. par. 3.6.2, p. 160; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.3.2, p. 454)	The purpose of this module is to provide the student with:	After achieving these outcomes, the student should be able to:	Build the school's sport image	Students should provide evidence that they are able to:
	the necessary in-depth knowledge to perform specialised public relations related tasks within the context of managing school sport in their local community, region, district and province.	build the school's sport image	Build and maintain good relationships	build the school's sport image
		build and maintain good relationships with all stakeholders in school sport	Communication skills	build and maintain good relationships with all stakeholders in school sport
		communicate with the general public	Manage public relations	communicate with the general public
		manage public relations	Establishing business relationships with other schools and organisations	manage public relations
		enhance business relationships with other schools and organisations	Managing media relations	enhance business relationships with other schools and organizations
		establish networks for knowledge sharing	Networking	establish networks for knowledge sharing
Financial Management (cf. par. 3.6.3, p.163; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.3.2, p. 454)	The purpose of this module is to provide the student with:	After achieving these outcomes, the student should be able to:	Financial record keeping and accounting	Students should provide evidence that they are able to:
	adequate analytical competencies to perform	keep an income and expenditure statement	Cash flow management	keep an income and expenditure statement

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FUNDAMENTAL COMPONENT				
	PURPOSE	OUTCOMES	CONTENT	ASSESSMENT
	any basic financial management related tasks within the context of managing sport in the school.			
		manage the cash flow of sport activities responsible for	Budgeting and control	manage the cash flow of sport activities responsible for
		draw up and manage a budget		draw up and manage a budget
		keep record of income and expenditure		keep record of income and expenditure
Human Resources (cf. par. 3.6.5, p. 169; 4.6.3.4, p. 257; 6.2.3, p.372; 6.3.2, p. 454)	The purpose of this module is to provide the student with:	After achieving these outcomes, the student should be able to:	Basic human resource management	Students should provide evidence that they are able to:
				understand and apply principles of human behaviour
	the wide-ranging specialised competencies to perform any basic human resource management related tasks within the context of managing school sport on a local, regional, and/or provincial and national level.	understand and apply principles of human behavior	Human behaviour (organisational behaviour)	develop criteria to appoint staff
		delegate tasks to staff	Delegation	delegate tasks to staff
		compile and communicate Human Resource policies to staff	HR policies and procedures	compile and communicate Human Resource policies to staff
		negotiate staff issues with the SMT	Negotiating skills	negotiate staff issues with the SMT
		induct staff	Induction	induct staff
		manage conflict	Conflict management	manage conflict
		train and develop staff	Training and development	train and develop staff

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FUNDAMENTAL COMPONENT				
	PURPOSE	OUTCOMES	CONTENT	ASSESSMENT
		appoint staff	Appointing staff	appoint staff
			Staff maintenance	
			Motivation	
Risk Management (cf. par. 3.6.5, p. 169; 3.6.7, p. 179; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.3.2, p. 454)	The purpose of this module is to provide the student with:	After achieving these outcomes, the student should be able to:	Safety and security	Students should provide evidence that they are able to:
	the necessary competencies to analyse, interpret and evaluate any basic risk management related tasks within the context of managing sport in the school.	manage emergency medical services	Occupational Health and Safety (OHS) regulations	provide a safe environment to participants and spectators
		provide a safe environment to participants and spectators	Strategic disaster management	ensure that all Occupational Health and Safety (OHS) regulations are implemented at the school's sport facilities.
		ensure that all Occupational Health and Safety (OHS) regulations are implemented at the school's sport facilities.	Risk management plan	strategically manage any disaster according to the disaster management plan
		strategically manage any disaster according to the disaster management plan	Management of emergency medical services	prepare and implement a risk management plan
		prepare and implement a risk management plan	Insurance	manage emergency medical services
		manage the school's sport facilities' insurance	Crowd and spectator management	manage the school's sport facilities' insurance
Project and Event Management (cf. par. 3.6.8, p. 190; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.3.2, p. 454)	The purpose of this module is to provide the student with:	After achieving these outcomes, the student should be able to:	Manage functions	Students should provide evidence that they are able to:
	the necessary competencies to perform any basic project and event management related tasks within the context of managing	manage functions	Event management	manage functions

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FUNDAMENTAL COMPONENT				
	PURPOSE	OUTCOMES	CONTENT	ASSESSMENT
	school sport at local, district, regional/or provincial level			
		manage events (local, district, regional and provincial) being hosted/presented	Manage safety and security	manage events (local, district, regional and provincial) being hosted/presented
		manage safety and security	Project management	manage safety and security
		manage different projects and/or events to raise money		manage different projects and/or events to raise money
Human Movement (cf. par. 2.3.3.6, p. 67; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.2.7.4, p. 418; 6.2.7.5, p. 420; 6.3.2, p. 454)	The purpose of this module is to provide the student with:	After achieving these outcomes, the student should be able to:	Plan, design and implement sport specific training programmes for athletes	Students should provide evidence that they are able to:
	an in-depth, specialised knowledge to perform any human movement related tasks within the context of the school, provincial and/or national level.	plan, design and implement sport specific training programmes for athletes	Manage a sport development programme	plan, design and implement sport specific training programmes for athletes
		manage a sport development programme	Human movement education	teach human movement education in a school
		teach human movement education in a school	Plan, design, develop and implement sport and sport related programmes for athletes with disabilities and special needs	identify athletes with disabilities and special needs
		plan, design, develop and implement sport and sport related programmes for athletes with disabilities and special needs	Apply knowledge of rules, coaching methods and science to sport in at least one area of sport specialisation	manage a sport development programme
		apply knowledge of rules,		plan, design, develop and

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FUNDAMENTAL COMPONENT				
	PURPOSE	OUTCOMES	CONTENT	ASSESSMENT
		coaching methods and science to sport in at least one area of sport specialisation		implement sport and sport related programmes for athletes with disabilities and special needs
				discuss the cause, nature, and extent of challenging behaviour and performance and explain strategies in dealing with challenging behaviour and performance bases on a given scenario by analysing the scenario
				analyse and evaluate athletes who regularly do not perform in accordance with set goals
				apply knowledge of rules, coaching methods and science to sport in at least one area of sport specialisation
Purchasing Management (cf. par. 3.6.4, p. 166; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.3.2, p. 454)	The purpose of this module is to provide the student with:	After achieving these outcomes, the student should be able to:	Purchasing Management	Students should provide evidence that they are able to:
	a broad knowledge to perform any basic purchasing management related tasks within the context of the management of sport in the school.	prepare and implement the purchasing plan		Identify relevant (prospective suppliers for equipment, apparel, supplies, goods and services
		obtain procurement of equipment, apparel, goods and supplies		prepare and implement the purchasing plan
Health, Wellness and Fitness (cf. par. 2.3.3.6, p. 67; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.2.7.4, p. 418; 6.3.2, p. 454)	The purpose of this module is to provide the student with:	After achieving these outcomes, the student should be able to:	Talent Identification	Students should provide evidence that they are able to:
	an indepth knowledge to perform any health,	identify talented athletes	Plan, develop and implement fitness	identify talented athletes

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FUNDAMENTAL COMPONENT				
	PURPOSE	OUTCOMES	CONTENT	ASSESSMENT
	wellness and fitness management related tasks within the context of managing sport in the school.		programmes for athletes	
		plan, develop and implement fitness programmes for athletes	Manage health and wellness of athletes	plan, develop and implement fitness programmes for athletes
		manage health and wellness of athletes	Plan, conduct (do) a health risk assessment and analyse, interpret and evaluate the results	manage health and wellness of athletes
		plan, conduct (do) a health risk assessment and analyse, interpret and evaluate the results	Manage sport injuries	plan, conduct (do) a health risk assessment and analyse, interpret and evaluate the results
		manage sport injuries	Manage emergency medical care services	manage sport injuries
Sport medical services (cf. par. 2.3.3.6, p. 67; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.3.2, p. 454)	The purpose of this module is to provide the student with:	After achieving these outcomes, the student should be able to:	Sport medicine	Students should provide evidence that they are able to:
	a specialised knowledge to perform basic sport medical services within the context of managing sport in the school	manage emergency medical care services	Assist athletes with eating problems or disorders	Analyse and evaluate the nature and causes of drug-abuse within the socio-economic circumstances and the professional school sport environment
		use knowledge of sport medicine	Sport nutrition	manage emergency medical care services
		assist athletes with eating problems or disorders	Pharmacology, drugs and sport	explain inadequate eating habits and nutrition in terms of characteristics, causes and complications in real-life scenarios
		offer advice on sport nutrition to support sport performance	Doping	use knowledge of sport medicine

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FUNDAMENTAL COMPONENT				
	PURPOSE	OUTCOMES	CONTENT	ASSESSMENT
		understand the implications of drug usage and sport performance enhancing aids and to advise athletes on the correct use of sport performance enhancing substances		assist athletes with eating problems or disorders
				offer advice on sport nutrition to support sport performance
				understand the implications of drug usage and sport performance enhancing aids and to advise athletes on the correct use of sport performance enhancing substances.
Sport Management Practice (cf. par. 4.6.3.4, p. 257; 6.2.3, p. 372; 6.2.7.2, p. 412; 6.3.2, p. 454)	The purpose of this module is to provide the student with:	After achieving these outcomes, the student should be able to:	Develop and implement a plan to look into the total functioning and operation of a Centre for High Performance and Rehabilitation/another sport related institution of the student's choice	Students should provide evidence that they are able to:
	a specialised knowledge and the necessary competencies related to school sport management in a real-life situation to enable the student to apply their skills and competencies in managing sport in the school.	develop and implement a plan to look into the total functioning and operation of a Centre for High Performance and Rehabilitation/another sport related institution of the student's choice		develop and implement a plan to look into the total functioning and operation of a Centre for High Performance and Rehabilitation/another sport related institution of the student's choice
Sport Psychology (Specialist)	The purpose of this module is to provide the	After achieving these outcomes, the student should	Apply sport psychological aspects	Students should provide evidence that they are able to:

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FUNDAMENTAL COMPONENT				
	PURPOSE	OUTCOMES	CONTENT	ASSESSMENT
competency, possible elective) (cf. par. 2.3.3.6, p. 67; 4.6.3.4, p. 257; 6.2.3, p. 372)	student with:	be able to:	to enhance sport performance of athletes	
	the necessary specialised competencies related to sport psychology in the context of managing sport in a school	apply sport psychological aspects to enhance sport performance of athletes		apply sport psychological aspects to enhance sport performance of athletes
Sport Marketing (Specialist competency, possible elective) (cf. par. 3.6.1, p. 155; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.3.2, p. 454)	The purpose of this module is to provide the student with:	After achieving these outcomes, the student should be able to:	Marketing local, district regional and/or provincial sport events and programmes	Students should provide evidence that they are able to:
	the necessary competencies to perform advanced research and specialised marketing management related competencies within the context of marketing of sport in the school and through the school.	develop and present local, district regional and/or provincial sport events and programmes	Marketing principles: Product, Price, Promotion and Place	develop and present local, district regional and/or provincial sport events and programmes
		market the school's sport facilities, services, products and programmes/events being presented strategically	Developing and managing a comprehensive marketing plan for school sport	market the school's sport facilities, services, products and programmes/events being presented strategically
		develop and implement a comprehensive marketing plan for school sport	Develop policies/constitutions	develop and implement a comprehensive marketing plan for school sport
Sport Law and Legal Management (Specialist competency, possible elective) cf. par. 3.6.8, p. 190; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.3.2, p. 454)	The purpose of this module is to provide the student with:	After achieving these outcomes, the student should be able to:	Business Law	Students should provide evidence that they are able to:
	an in-depth knowledge to perform any sport law and legally related tasks within the context of managing sport in the school, and at	oversee adherence to legal and policy requirements		develop policies/constitutions

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FUNDAMENTAL COMPONENT				
	PURPOSE	OUTCOMES	CONTENT	ASSESSMENT
	a district, regional/or provincial level.			
		develop policies/constitutions	Delict Law	Demonstrate an ability to reflect on school sport related legal and policy requirements and to oversee the adherence to legal and policy requirements
		solve legal problems through knowledge of the legislative systems and laws in South Africa	Legal Management	solve legal problems through knowledge of the legislative systems and laws in South Africa
Operational Sport Facility Management (Specialist competency, possible elective) cf. par. 3.6.6, p. 175; 4.6.3.4, p. 257; 6.2.3, p. 372; 6.3.2, p. 454)	The purpose of this module is to provide the student with:	After achieving these outcomes, the student should be able to:	strategically maximise the usage of the school's sport facilities	Students should provide evidence that they are able to:
	a broad knowledge to perform basic facility operations management related tasks within the context of managing sport in the school and/or regional (minor) sport event.	work closely with the various maintenance sections		strategically maximise the usage of the school's sport facilities
		strategically maximise the usage of the school's sport facilities	Equipment management	facilitate processes to work closely with the various maintenance sections
		manage equipment available to maximise utilisation	Parking and traffic control	manage equipment available to maximise utilisation
		manage traffic and parking	Booking and scheduling	manage traffic and parking
		schedule activities of the school	Equipment management	schedule activities of the school
		manage bookings for the usage of the school's sport facilities	Manage safety and security	manage bookings for the usage of the school's sport facilities
		manage safety and security		manage safety and security

7.7 SYNOPSIS

In this chapter, the South African education system was briefly discussed to provide the context for the development of a sport management programme for educator training. To be able to develop a sport management programme for educator training, the principles of programme development were identified, described and applied. Based on the guidelines of programme development by SAQA, a programme development process structure was adapted, which included design, development of the conceptual framework, validation and/or evaluation of the programme. The programme development principles of identifying the purpose, rationale and context, setting outcomes (CCFOs and SOs), developing learning content (subject matter), identifying the assessment methods and assessing or evaluating the programme were used to develop the sport management programme for educator training that serves as a guideline for initial educator training. The development of a sport management programme for educator training in this chapter was in accordance with the fifth research aim (cf. par. 1.3.2, p. 12). For me personally the value of a sport management programme as developed in this chapter lies in the fact that it narrows the gap between the theory of school sport management competencies and needs required as identified from the literature overview and the management of school sport in practice. In the next and last chapter the conclusions of the preceding chapters are drawn together and interpreted, whilst the chapter is concluded with suggestions and recommendations for exploring practical innovatory possibilities to improve educator training for the management of school sport, for current, prospective and newly appointed educators.