

University of Cape Town  
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A case study of the curriculum logic of a South African university degree programme in sports management and its appropriateness to the labour market

A minor dissertation submitted in partial fulfilment of the requirements  
for the award of the degree of Master of Education

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## Declaration

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## Abstract

Over the past 50 years, sport has undergone a process of commercialisation and professionalisation, and has become “big business”. It now requires adequately trained professionals to manage the daily operations of sport businesses. The question in which this research originated was: are universities able to provide the kind of education needed to equip managers with the knowledge and skills necessary to manage sport in South Africa? The specific aim of this study was to determine the curriculum logic of a selected South African university degree programme in sports management and its appropriateness to the labour market.

There has been little research in the South African environment in terms of how sport management is taught. Several studies have, however, been done elsewhere, showing that there is a need for a systematic study of sport management in academia, that sport and business need to be studied congruently and that sport management curriculum should move away from the science of movement (Masteralexis et al., 2015; Skinner et al., 2015).

Adopting a qualitative, case study approach, and after an initial stage of desk-top research, one South African university undergraduate programme in sport management was selected for in-depth research. Data was collected by making use of the curriculum details found on-line in the university’s yearbook, as well as by conducting one in-depth interview with a faculty staff member.

Each of the modules across all three years of study, as well as the interview with the member of faculty were analysed, on two levels. In the first level analysis, the curriculum was analysed using international guidelines provided by sport management programme accreditation bodies in the United States which identify the core elements that should form part of a sport management curriculum. The second level of analysis draws on conceptual models from the field of curriculum studies to evaluate the curriculum logic of the chosen sport management curriculum. The work of Gamble (2006, 2009, 2016) was drawn on to identify the dominant knowledge type in the curriculum, Shay’s conceptual model (2011, 2013, 2016) was used to describe the nature of the coherence of the curriculum, the work of Barnett (2006) was used to analyse the recontextualisation of the curriculum, and the work of Allais and Shalem (2018) was used to examine the relationship between the curriculum and the labour market. These analyses illuminated the overall nature of the programme in terms of its selection, sequencing, pacing, recontextualisation, curriculum coherence and directionality.

The study found that this case of a sport management degree did not meet the curriculum requirements stipulated by the North American guidelines. The findings were that the curriculum is comprised mainly of principled knowledge and it is a conceptually (as opposed to contextually) coherent curriculum with the majority of its modules pedagogically

recontextualised. Shay and Gamble's conceptual models yielded conflicting analyses regarding the type of curriculum: in terms of Shay's model, the University of Johannesburg's (UJ) curriculum is a professional qualification, whereas Gamble's model suggests that UJ's curriculum is a general formative undergraduate degree. The pacing of the curriculum showed evidence of trying to cover too many modules and insufficient time to cover key areas in sufficient depth.

The overall conclusion was that the curriculum is attempting to cover too much in three years and that it should perhaps look at becoming more focused. This can be done by strictly following the guidelines given by the North American bodies, leading to the curriculum being an occupational one that is linked closely to the labour market, or it could focus on becoming a professional qualification where it focuses more on theory and applied knowledge but in a selective way so as to ensure that it allows for a more in-depth study of the modules. Or the curriculum could settle for being a general formative degree that specialises in the postgraduate programme.

# Chapter 1 Introduction

## Background

Sport means different things to different people. For most people, it is a form of recreation. For others, however, it has become a profession, so much so that sport is now “big business”. With all these aspects at play, trained and knowledgeable people are needed to manage this industry, from a coordinator for a local under-10 football league to a manager dealing with the sponsorship of Manchester United. The aim of this thesis is to examine the curriculum of a degree programme in Sport Management in South Africa. It seeks to identify the factors which have shaped the current curriculum structure. It then compares the curriculum of this programme with the way in which the accreditation body in America (COSMA), certifies sport management programmes in that country, and explores two questions:

- what is the curriculum logic of this programme?
- what is its appropriateness to the current labour market?

This chapter provides a historical background to the sport industry and how it has changed over time. I argue that these changes raise questions as to what a sport management curriculum should be, leading me later to look at the logic of a sport management degree programme in South Africa, and its appropriateness to the current labour market. In order to answer these questions, it is important to understand the industry in all its components, in order to show the complexity of answering these questions.

## The Environment in which Sport and Sport Management Operate

It will be shown below that sport is now big business, and affects many areas of society. It is important for a sport-related business to understand the environments in which it finds itself, and to understand the effect that these environments may have on the business. There are three different environments that a business needs to analyse: the micro-environment, the market environment and the macro-environment (Cant et al., 2017)

The micro-environment refers to the environment within the business itself, for example its marketing mix (Cant et al., 2017:36). The market refers to the broader environment that “may be influenced by the organisation but which cannot be controlled by the organisation” (Cant et al., 2017:42); for example, its suppliers (Cant et al., 2017:42). The macro-environment includes elements that a business has no control over, such as political factors (Cant et al., 2017:45).

This chapter begins by examining the macro-environment and its influence on the history of sport: how it has changed over the years and how this affects sport management studies. It then provides an overview of the relationship between the global economy and sport and the labour

market for the sport industry. Finally, it focuses on the University of Johannesburg to understand the policy and sociological factors that may have affected the construction of a sport management curriculum at that institution.

## History of Sport

It is best to start with a general understanding of the sport industry before investigating the history of sport and its influence on sport management. “The contemporary sport industry is complex and has unique legal, business, and management practices. As a result, many of the ways this industry is organized are unique, too” (Masteralexis et al., 2015:4).

It was once said that “Sport is like never before!” (Beech & Chadwick, 2004:462). It is true that sport has changed significantly throughout the centuries. Hollander and Burnett (2002:23) write, “Sports and the sports industry are largely products of human agency within society in which changes are reflected, acted out or initiated.” Hollander and Burnett’s (2002) sociological analysis “A social perspective on sport-related trends and careers” will be analysed in more detail later but for now, this statement rings true in both the history of sport and sport management.

Sport has been around for centuries. As times changed, so did the sport that people participated in. It is believed that modern sport was born in Great Britain (Gratton et al., 2012:1). According to Elias and Dunning (1986, cited in Gratton et al., 2012:2), modern sport evolved in three phases: pre-industrial sport and recreation (pre–1800), early industrial Britain (1800–1850), and the re-emergence of mass leisure (1850–1914).

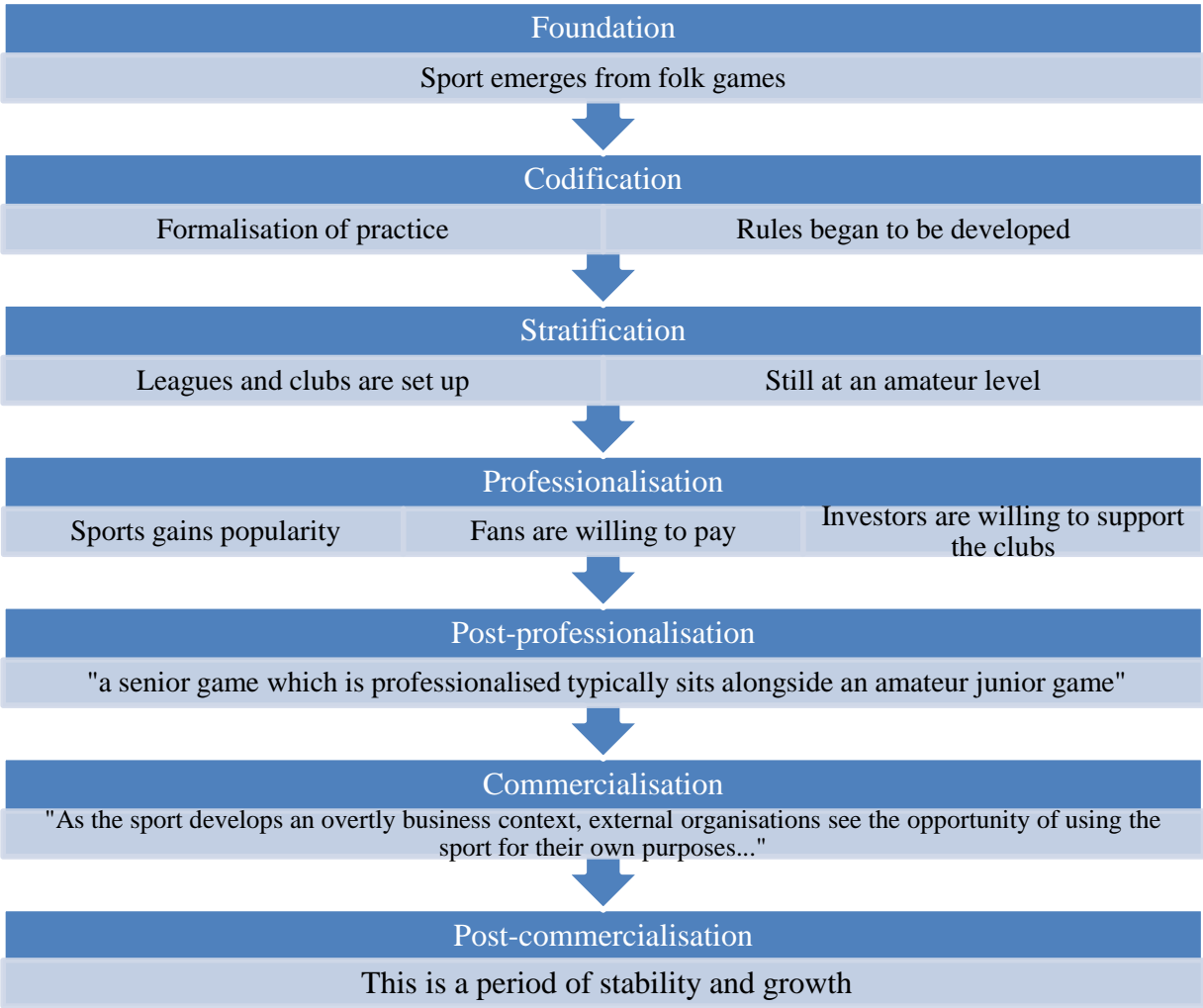
During the pre-industrial phase, the majority of the population lived in agricultural areas and enjoyed more flexibility with regard to their leisure time. Working hours were determined by the seasons and at certain times of the year, many people had time to spare. This meant that people had time to play. Sport during this time was not codified nor formalised and there was adequate space for mass participation in games and sporting activities: “Despite the fact that both spectator and participant sport were regular activities, they were unrecognisable from the same activities today. Football as practiced then had no designated pitch or goals and the teams could consist of hundreds of people” (Gratton et al., 2012:3).

During the industrial revolution, changes occurred due to mass urbanisation. Working hours also changed (Gratton et al., 2012:3). This impacted sport greatly because people no longer had time or space to participate in recreational activities or sport. However, this was not entirely true for the rich, who continued to have the means and the time to participate in different sports. Significantly, the rich began to send their children to elite schools. These schools began to give

sport rules and structure so that schools could participate against each other (Gratton et al., 2012:5).

Later the re-emergence of mass leisure started when the working hours of the working class were reduced as a result of labour legislation. People once more had time for leisure. From 1850–1914, the government also began to take a keen interest in leisure and the general wellbeing of the population (Gratton et al., 2012:6). In addition, the development of transport and technology played a crucial role in the increase in sport participation and leisure during this period. It is during this phase that sport became more commercialised and professionalism was established in some sports (Gratton et al., 2012:7). For example, football had already established professionalism by the 1880’s (Gratton et al., 2012:7). In 1895, some rugby clubs began to remunerate players, therefore moving them into the professional space (Gratton et al., 2012:7).

However, the period that has seen the most intense commercialisation, has been between 1914 and present day (Gratton et al., 2012:7). This is because of factors like mass media, globalisation and sponsorship opportunities (Gratton et al., 2012:7). Beech and Chadwick



(2013) describe the process of movement from amateur sport to commercialisation as happening in seven stages (Figure 1.1):

**Figure 1.1.** Seven stages of commercialisation of sport (adapted from Beech & Chadwick, 2013:6–7)

There is a marked difference between the amateur level, the professional level and the commercial level. Table 1.1 shows who the players and stakeholders are at each level and explains the differences between them. It is noteworthy that the amount a player earns increases as their level of involvement increases. Sport moves from being a pastime to a means of income:

**Table 1.1** Involvement of players or stakeholders at each level of sport (Beech & Chadwick, 2013:9)

	<b>Amateur Level Stage 1 - 3</b>	<b>Professional Level Stages 4 and 5</b>	<b>Commercial Level Stages 6 and 7</b>
Players	Players are unpaid	Players are paid, although a strong supporting amateur structure persists	Players at the highest level are very highly paid. Other players are paid, and still an amateur structure persists
Stakeholders	Stakeholders consist progressively of players, fans, clubs, and governing bodies	Stakeholders now include investors	Stakeholders now go well beyond players, fans, clubs, governing bodies and investors; they include external sponsors with only contractual loyalty and broadcasters

The work done by Beech & Chadwick is important with regards to the study of sport management because it shows that from Level 4 onwards, sport becomes progressively more commercialised. The needs of the industry change in terms of the personnel needed for the sport to be managed correctly, and management personnel need to be appropriately trained to meet the requirements of the different careers offered at each level.

### Careers in the Sport Industry

Career opportunities within the sport industry are many and varied. Hollander and Burnett (2002) identify three sociological theories that act as lenses for an analysis of the role of sport in society, and the nature of careers within the sport industry: functionalism, conflict theory, and figurational sociology. The conceptual framework that these theoretical paradigms create will be used to identify societal trends that will then be related to the occupational fields found in the sport industry.

Hollander and Burnett (2002:24) define functionalism as “an integrated societal system in which each part is integrated and contribute to the functioning and maintenance (functionality, order and survival) of the systemic whole.” Sport is seen within this paradigm as contributing to society by offering a “socio-emotional” outlet and serves as a form of socialisation (Hollander & Burnett, 2002:24).

Hollander and Burnett include several theorists and theories in the conflict theory category, including Marxism, which claim that with capitalism automatically creates a conflict between the “masters of production: and the “direct producers”, creating a class struggle. Another conflict-related theory is based on gender inequality: throughout history, sport was a “male preserve” (Hollander & Burnett, 2002:26).

Figurational sociology centres on the civilising process of Western Europe which resulted in the perception that physical violence and violent sports are “undesired” and “uncivilised” (2002:27). This means that as society began to become civilised, so too did sport, rules were defined and sport was formalised (Hollander & Burnett, 2002:27).

Through these theoretical lenses mentioned above, Hollander and Burnett identify five trends in society which affect careers within the sports industry because there is an inter-dependent relationship between sport and society:

The sports industry on the one hand, reflect changes in society and on the other hand, individuals, institutions or events from the world of sport might initiate change. Trends in society will thus be reflected and in some cases spearheaded by sport-related phenomena and human agency (Hollander & Burnett, 2002:28).

Changes in society impact on how sport is managed and what the needs are in the industry during a specific societal trend or change, while sport may also reshape society.

The five societal trends that Hollander and Burnett (2002) identify are manipulation, institutionalisation, professionalisation, segmentation, and demystification.

Manipulation refers to how powerful interests in society have used sport to manipulate people. For example, the training of soldiers for war (Hollander & Burnett, 2002:28) or how the military, educational institutions and sports institutions have used sport “to gain social control of the masses, enforce the ‘work ethic’, facilitate societal control” (Hollander & Burnett, 2002:28). Sport has even been used to fight political battles or alternatively to build national identity (Hollander & Burnett, 2002:28). It is within this sphere where jobs related to sports management in the following fields are found: education and training, politics, participation, recreation and leisure, sports consumerism (2002:31).

Institutionalisation refers to the fact that sport has become a vehicle which has “perpetuated a western ideology of Eurocentric supremacy. Sport has served as a controlling mechanism in orderly segmented societies and layered societies” (Hollander & Burnett, 2002:29). With this has come the mass production of sporting goods and with that, the creation of more job opportunities such as sports and recreation management, facility and event management sports marketing, and participation (Hollander & Burnett, 2002:31).

Both manipulation and institutionalisation are conceptualised via the functionalist lens because people were either manipulated or institutionalised into adding something to the larger make-up of society (Hollander & Burnett, 2002:24).

Professionalisation has already been discussed but what is important to note here is that as sport became more professional, it adopted a more business-minded approach to the industry, and the job market mirrored this change. This societal trend led to the creation of career fields such as sports marketing, facility and event management, sport participation, consumerism, sports science and medicine, and other specialised fields (e.g., sports law) (Hollander & Burnett, 2002:31). It is also important to note here that tertiary institutions started to respond to these trends by developing curricula and programs for the sport market (Hollander & Burnett, 2002:29).

Segmentation revolves around the fact that “enhanced and specialized marketing techniques enabled companies and institutions to produce tailor-made and sophisticated products for different segments of consumers within the sports industry” (Hollander & Burnett, 2002:30). This resulted in the creation of niche markets. New sports were developed, and the market became segmented. Specialisation followed in areas such as “academia, medical experts, sport scientists, scholars and highly specialized practitioners” (Hollander & Burnett, 2002:30).

The fifth societal trend, “demystification” concerns the wider dissemination of knowledge, specifically sport-related knowledge (2002:30). Because the specialised knowledge that was created around sport was able to reach more people in society, this led to the creation of new forms of work, for example the personal trainer. The availability of new and specialised knowledge also meant that tertiary institutions were impacted in terms of what they offered (Hollander & Burnett, 2002:30).

The table below summarises the relationship between societal trends and careers in the sporting domain. Table 1.2. not only shows the career fields that exist but also identifies different segments within the sport industry in which other careers can be found, for example sports consumerism is a segment of the market in which sport related products or services are traded, therefore, creating many sport-related jobs.

**Table 1.2** Careers in the sport industry (Hollander & Burnett, 2002:31)

<b>TRENDS IN SOCIETY AND THE SPORTS INDUSTRY</b>	<b>CAREER FIELDS</b>
Manipulation	Education and training Politics Participation (sport and recreation) Recreation and leisure participation Sports consumerism
Institutionalisation	Sports and recreation management Facility and event management Sports Marketing Participation (sport and recreation)
Professionalisation	Sports marketing Facility and event management Sport participation Consumerism Sports science and medicine Specialized fields (e.g., sports law)
Scientification	Research Education and training Sports science and medicine Specialized fields (e.g., sports technology)
Globalisation	Sports tourism Sports media
Segmentation	Sports consumerism Sports Marketing
Demystification	Sports media Education and training Sports-related research Sports Marketing

As this table shows, there are many occupational opportunities in the sports industry. There are also many different stakeholders, people that have a vested interest in the industry or world of sport: “players, clubs, leagues, governing bodies, players associations, player agents, stadia owners and operators, tournament and event organisers, sports equipment manufacturers, sponsors” (Beech & Chadwick, 2013:17).

According to Hoye et al., (2012), sport is divided into three sectors: public, non-profit, and professional. The public sector “includes national, state/provincial, regional and local governments, and specialist agencies that develop sport policy, provide funding to other sectors and support specialist roles such as elite athlete development or drug control” (Hoye et al., 2012:6–7). Regional or local governments consist of the likes of community-based sports organisations and the professional sector consists of “professional leagues and their member teams, as well as allied organizations such as sporting apparel and equipment manufacturers, media companies, major stadia operators and event managers” (Hoye et al., 2012:7).

With so many players within this industry, it is important to ensure that their professional education is adequate. And, with the globalisation, professionalisation and commercialisation of sport, the need for educated and capable sport managers has increased.

Against this background, the importance of sport management is self-evident.

## The Global Economy and the Sport Industry Labour Market

As shown above, sport has a long and complicated history characterised by growth and constant change. The past few decades have seen sport undergo a period of rapid professionalisation, which Hoye et al. (2012:6) attribute to global sports competitions, paid volunteerism, and the increase in the amount of people who now earn a living from sport, whether through administrative activities or from playing the sport. Sports broadcasting, sponsorships and transnational corporations in sport (Gratton et al., 2012:8) have made it possible for sport to reach the global audience and attract the following that it currently has.

Wagner, (1990 in Harvey & Houle, 1994) suggests four reasons for this globalisation of sport: a growing interest in sports around the world, an increasing drive for countries to be part of competition on an international level, mass media, and the political importance of sport (Harvey & Houle, 1994:339). As a result, several industries have attained a global footprint, such as the sporting goods manufacturing industry and the travel and tourism industry (Harvey & Houle, 1994:346).

This is linked to the need for international competition. Governments have realised the importance of promoting a city or a country in order to attract tourists and create a brand for the country. Countries compete to host large scale international tournaments or events like the Olympic Games or the FIFA Soccer World Cup (Harvey & Houle, 1994:346).

However, it is the media and advertising world that has most increased its global footprint through the sport industry (Holt cited in Gratton et al., 2012:9). The 2006 FIFA World Cup, for example, “is said to have had a total cumulative television audience of 26.29 billion (24.2 billion in-home and 2.1 billion out-of-home viewers)” (Gratton et al., 2012:10). An audience of this size allows companies to use mass marketing to maximise their profits.

It is evident from the above that broadcasting and investment from Multinational Corporations have “radically transformed the nature of modern sport, turning it from amateur-based pastime into a serious multi-billion-dollar global business and established industry” (Gratton et al., 2012:12).

## Sport Management as an Academic Field of Study

As Beech (2004:4) states, generally, sport “attracted little academic interest other than from social historians. This has changed very noticeably as professional sport has moved from a long-standing and steady state of ‘professional’ to a rapidly evolving process of large-scale ‘commercialisation’”.

Masteralexis et al. (2015:20) add that “to be a successful sport manager in today’s industry, preparation in both sport and business is important.” As a result, a demand was created “for the systematic study of sport management practices” (Masteralexis et al., 2015:20).

Sport is a complicated field of study because it draws from several different academic disciplines (business, science, health, education etc.). It made its introduction into academia either in education departments or in health or exercise departments (Skinner, Edwards & Corbett, 2015:3). As it became commercialised, the study of sport needed to move beyond movement studies or science into business and management studies (Skinner, Edwards & Corbett, 2015:4).

This process introduced different knowledge fields to the study of sports management. It also changed the way that sport managers learnt. Therefore, both the curriculum (what is taught) and the pedagogy (the way that it is taught) changed. The study of sport managers changed from a ‘hands-on’ approach to a more formal academic approach (Masteralexis et al., 2015:21).

Sport management was introduced into South African academia in a similar manner but has had a unique journey in some respects because of the many changes in South African society. This will be dealt with in more detail in a later section of this chapter.

There have been numerous studies in the United States on sports management programs. One such study aimed to provide an overview of sports management so as to aid in the future development of this discipline (Jones et al., 2008:77). This research was conducted during the commercialisation phase of sport. These researchers drew on program standards that were drawn up by a group of sports management professionals in America, the North American Society for Sport Management (NASSM). NASSM joined with the National Association for Sport & Physical Education (NASPE) in developing a set of curriculum guidelines that would provide quality assurance of the programmes of study, to students who were going to enrol in these programmes and to their future employers (NASSM, n.d.). The result of the study by Jones et al. (2008) was compared to these standards that were set out by this group of practitioners.

An important aspect to emerge from the initial study done by NASSM was the fact that practitioners believed that sports management curricula should consist of three components:

(1) the foundational areas of study comprising full courses in business management, marketing, economics, accounting, finance, and computer science; (2) the application areas of study comprised of sport foundations (e.g., sport sociology, sport psychology, sport history/philosophy, women in sports, sport law, sport economics, sport marketing/promotion, and sport administration); and (3) field experiences including practical and internships. (Jones et al, 2008:80)

These three components will be used in the analysis section of this thesis in order to compare the South African case study to a set of guidelines from the international Sport Management field of study.

In 2008, the Commission on Sport Management Accreditation (COSMA) was launched in America (COSMA, 2017). This accrediting body was the brainchild of the NASSM and NASSP groups who had developed the stipulated criteria for a sport management curriculum referred to above. Since then, COSMA has developed an accreditation process with very similar suggestions for core content areas. COSMA refers to the core content areas as “Common Professional Components”. The intricacies of these will be discussed later in Chapter 4, however it is important to note that because South Africa does not have its own accreditation body for programmes of study in Sport Management, and because of the rapid globalisation of sport, these standards are used in this study as an international tool of comparison.

### The University of Johannesburg’s Sports Management curriculum

After a comparative evaluation of four different university degrees in the Sport Management field offered in South Africa, the Bachelor of Commerce degree in Sport Management at the University of Johannesburg was selected as the case study for this thesis. The pre-selection process as well as the reasons for the choice of this case is described fully in Chapter 3.

As was stated above, Sport Management is a new discipline in the academic world. Very few studies have been done on this discipline, and this is especially true in South Africa. In 1993, Johan Gouws, published an article entitled “Sport management curricular in Rand Afrikaans University, South Africa” (Gouws, 1993). The article explained why Rand Afrikaans University (now University of Johannesburg, see below) began to develop a degree in sport management and outlined the rationale for the curriculum.

Following a change in the South African policy on higher education, the Rand Afrikaans University (RAU) was merged with four other tertiary institutions in 2005 to form the University of Johannesburg (UJ). UJ was a merger of RAU, Witwatersrand Technikon and two Vista University campuses (SAHO, 2019).

Because this merger occurred after the first sport management curriculum had been set up, it had an impact on the curriculum, showing how the macro environment can influence the curriculum itself.

At the time that Gouws set up the degree, South Africa was going through a period of profound political change. Gouws (1993:243) states that the change in government at the time in South Africa meant that certain focuses shifted and one of the emerging focuses was to grow sports (in all sectors) within South Africa. Gouws (1993:244) states that in the past sports management positions had usually been given to ex-players or coaches who had excelled in the sport. This meant that they were not educated or trained to deal with the management of the sport. As South Africa began to re-enter the global economy, where sport around the world was well into the commercial stages, Rand Afrikaans University acknowledged that there was a need for well-trained sport managers and thus began to develop sports management degrees.

In order to develop the curriculum, Gouws drew from many authors and studies from around the world. Including the set of curriculum guidelines given by NASSM and NASSP, mentioned above. UJ's original curriculum will be looked at in more detail in Chapter 4. Today, the University of Johannesburg still offers a Bachelor of Commerce in Sport Management.

## Conclusion

This background chapter began by outlining the different influences that can affect a business and how these are related to the design of a curriculum. It has shown that external and internal elements, whether on a macro or a micro level, can affect such design. The chapter briefly outlined the history of sport and the significant impact of the commercialisation of sport on both society and the design of a curriculum for Sport Management. Sport is now a business, and this means that personnel need to be educated to operate effectively within sport as an industry, with all its unique qualities.

The chapter has offered a brief look at how sport has been globalised, which has led to different sport industries flourishing, in particular, the sports goods industry, sport tourism and sport broadcasting and sponsorship. Finally, this chapter introduced the sports management degree at the University of Johannesburg and the initial design of this curriculum.

Having dealt with the history of sport and how society has come to need qualified personnel in the Sport Management industry, this thesis sets out to examine the curriculum of a degree programme at the University of Johannesburg, as a case study of sports management development in South Africa. It seeks to identify the factors which have shaped the current curriculum structure. It then compares the curriculum of this programme with the way in which

the accreditation body in America (COSMA), certifies sport management programmes in that country, and explores two questions:

- what is the curriculum logic of this programme?
- what is its appropriateness to the current labour market?

## Chapter 2 Conceptual Framework and Literature Review

Chapter 1 reviewed some of the general literature on curriculum development in the field of Sport Management. There has however been little research on South Africa specifically, in terms of curriculum development in the field of Sport Management. Therefore, this chapter will focus on conceptual literature that pertains to this study. The aim of this research is to explore the curriculum logic of a South African universities Bachelor of Commerce degree in sport management. This will be done in order to determine whether the curriculum is appropriate for the current sport industry labour market.

First, the chapter gives a brief overview of the different ideologies in course design so as to better locate theoretically the curriculum at hand. It then briefly examines the debates around the relationship between curriculum and work. The conceptual frameworks that scholars have used to analyse curricula and that will be selectively drawn on in the analysis later in this study are also examined. The approaches adopted by Jeanne Gamble (2006, 2009, 2016), Suellen Shay (2011, 2013, 2016) and Michael Barnett (2006) are examined.

### Knowledge and the Labour Market

The following sections will delve into knowledge itself and will flesh out how to analyse the logic of a curriculum, in relation to the first of the research questions underpinning this study. The second part of the research question will also be dealt with in this section, in other words, the relationship between knowledge and the workplace. The book *Knowledge, curriculum, and preparation for work* (Allais & Shalem, 2018a) deals with the issues that relate to developing a curriculum specifically for the workplace and I will rely on this source to draw out some of the critical debates that are current in this space.

The introductory chapter of this book (Allais & Shalem, 2018b:1–12) elaborates on the important questions that educators and curriculum developers need to ask concerning the relationship between education and the labour market, such as “what type of knowledge is required at work ... what type of knowledge best prepares people for work, and ... [what are] the best ways of developing such knowledge and the role of formal education [?]” (Allais & Shalem, 2018b:1). The authors state that researchers and policy makers disagree when it comes to answering these questions. It is also important to recognise that the world of work is indeed changing, and that education needs to constantly adjust to the way in which people work, the skills that are required and, therefore, how these skills are taught.

In the Introduction to the book, Allais and Shalem (2018b) summarise each argument or perspective that is presented in the chapters of the book; these summaries, drawn on here, are

helpful in shedding light on the case study at hand. The first four chapters are relevant to this case study as they analyse the relevance of systematic theoretical knowledge in a curriculum (Allais & Shalem, 2018b:1–12).

The first two chapters deal with the role that education plays with regard to the workplace. The first chapter discusses how a curriculum can be viewed through an “occupational lens”. This means that one would analyse the workplace first and use this to develop the curriculum. This could be a valuable way of looking at it, as it could lead to relative stability in the labour market.

The second chapter (by Jeanne Gamble) discusses the vocational curriculum. She agrees that looking at the workplace as a guide for the curriculum may provide the basis of a curriculum. However, she takes a closer look at the relationship between theoretical and practical knowledge and is of the opinion that, as the editors put it, “formal disciplinary knowledge cannot (and should not) be seen to fit with the day-to-day requirements of work” (Allais & Shalem, 2018b:6). This relationship is not a simple one, as they are systems on their own.

Chapter 3 deals (by Christopher Winch) with the application of theory. Winch’s argument is that “the application of theory is at the heart of professional action and cannot be learned inductively” (Allais & Shalem, 2018b:7). It then becomes the responsibility (or challenge) of the educator to ensure that students are given the opportunity to apply what is learned in the classroom to the world of work.

The next chapter (by Jim Hordern) deals with the complexity of developing a curriculum orientated to an occupation. He speaks of the movement between the two sites, knowledge and work. Somewhere in this process recontextualisation happens, “knowledge which is produced in socio-epistemic conditions is now ‘recontextualised’ according to interests, powers of ideological preferences of a variety of very different kinds of stakeholders (educational officials, employers, subject and curriculum experts and others)” (Allais & Shalem, 2018b:7). This means that this relationship is very complicated and through this process of recontextualisation, errors may occur: “... Hordern’s analytical framework shows why the complicated process of transportation and reconfiguration of knowledge can give rise to errors of recontextualisation whereby the selection, appropriation and transformation of disciplinary knowledge for the curriculum become increasingly problematic” (Allais & Shalem, 2018b:7).

Three other chapters of the book (by Renee Smit, Karin Woff and Lynn Hewitt) look at different case studies, examining “the logic which regulates curricula in very different fields of occupational knowledge, the ties between theoretical and practical knowledge, and the implications for preparation for work” (Allais & Shalem, 2018b:9).

The first study that has relevance to the current research is that of Smit (2018) who looks at applied knowledge of engineering and scientific knowledge. An important point to come from this is that although engineering uses knowledge to solve problems while scientific knowledge is used to understand the world, both are systematic and principled in nature. In each of these cases, the disciplinary knowledge comes first in the curriculum; in science curricula, it is used to teach the universal theories, while in engineering, the knowledge learned is to assist with occupational problems.

Wolff (2018) also looks at engineering knowledge; however, she evaluates how practitioners draw on knowledge from different sources in order to solve problems in the workplace. Her work shows that professional judgement is structured and informed by both decontextualized and as well as situational thinking. This creates yet another challenge for curriculum developers, who need to understand this and develop a curriculum that values different ways of thinking.

Hewitt (2018) analyses the curriculum of a public management programme. This curriculum is interesting (and perhaps similar to the case study in this thesis) because this programme draws on knowledge from different disciplines. She notes some of the difficulties in achieving coherence and integration in such programmes, and argues that pedagogy on its own cannot provide coherence without also focusing on curriculum as knowledge and on *what it is* that is being integrated.

As these chapters show, there are multiple debates happening around the question of the relationship between curriculum and the workplace and it is not a simple exercise to develop a curriculum that is appropriate to a specific labour market. What is clear is that one can develop a curriculum by looking through an “occupational lens” but it may result in problems. From the above, it follows that developers should look at the following when creating a curriculum with a clear link to the labour market:

1. One should be wary of the issues created around practical and theoretical knowledge and how they are combined.
2. One should provide students with the opportunity to apply the knowledge that they have acquired.
3. One should be mindful of the recontextualisation process and try to ensure that the movement of knowledge that happens between the sites does not lead to recontextualisation errors.
4. One needs to understand that knowledge can serve several purposes.
5. One needs to acknowledge in one’s curriculum development that other ways of thinking are important, and that one can draw on different disciplines in order to solve problems.
6. A curriculum should be focused.

As mentioned earlier, this has shown that there are important debates happening around the relationship between knowledge and curriculum, and the workplace. All six points made above relate to the current case study and enabled the researcher to question the design of the curriculum that is being studied. For example, the analysis later in the thesis explores whether sport management students are being offered the opportunity to apply the knowledge that they have learned. Questions about the recontextualisation of knowledge and modules into the sports management curriculum are also explored.

## What is knowledge?

It is important to understand different epistemological paradigms, because such views on knowledge will impact on how curriculum designers view the different types of knowledge within the sports management curricula, and the needs that the curriculum should meet.

Knowledge is often defined according to the theoretical tradition that the theorist follows. If a theorist looks at the world through a realist lens, for example, then his/her definition of knowledge will differ from that of a theorist who looks through a constructivist (interpretive) lens. Two theoretical traditions common in the social sciences will be analysed: realism and constructivism.

## What is Knowledge According to Constructivism?

According to the principles of interpretivism, the world in which we live is interpreted by individuals; their experiences and surroundings are left to the individual to interpret as he/she sees fit: “The social world is seen to be produced and reproduced on a daily basis by people going about their lives” (Open University, 4). Or an interpretivist would argue that “the social world can only be understood from the standpoint of the individual actors” (Candy, 1989:3). When applied to education and the production of knowledge, constructivism is understood in similar terms. According to constructivism, knowledge is created or constructed through individuals going about their lives and reflecting on their actions and experiences:

What we see, hear, and feel – that is our sensory world – is the result of our own perceptual activities and therefore specific to our ways of perceiving and conceiving. Knowledge, for him, arises from actions and the agent’s reflection on them. (Von Glazersfeld, 2005:4)

Therefore, constructivists view knowledge not as a stationary or static entity but as dynamic. As Von Glazersfeld has stated, it has an adaptive function (Von Glazersfeld, 2005:3). This means that knowledge is constantly changing; as one experiences and reflects upon something, new knowledge is constructed: “The conceptual structures that constitute meanings or

knowledge are not entities that could be used alternatively by different individuals. They are constructs that each user has to build up for him – or herself” (Von Glazersfeld, 2005:5).

### Knowledge According to the Realist Tradition

A realist, like the constructivist, believes that social factors play a role in knowledge; however, a realist believes that there are social structures that act upon us. The way in which these social structures affect our behaviour are of primary importance to a realist (Open University, 5). “A realist’s position presupposes the existence of ‘a reality that exists independently of our representations of it’” (Gamble, 2009:9).

A social realist approach to knowledge stresses that although all knowledge is historical and social in its origins, it is its particular social origins that give it its objectivity. It is this objectivity that enables knowledge to transcend the conditions of its production. It follows that the task of social theory is to identify these conditions. (Young, 2006:115)

Theorists have attempted to identify these conditions; Basil Bernstein, for example, identifies two forms of knowledge: school(ed) knowledge and everyday common-sense knowledge (or “official” and “local” knowledge. (Bernstein, 2000:156). Bernstein distinguishes between these two types of knowledge by terming them “vertical” and “horizontal” discourse.

Bernstein drew on the work of the sociologist, Emile Durkheim who distinguished between profane and sacred knowledge (Young, 2006:116). Profane knowledge is knowledge that people find in their everyday environment (Young, 2006:116). This type of knowledge is likened to practical knowledge. Sacred knowledge is the more conceptual knowledge that is not related to any real-world problem (Young, 2006:116).

The theorists that this study will draw on are social realists, in terms of their views on knowledge.

### Conceptualising Vocational Knowledge

Michael Barnett (2006:146) defines knowledge as either “disciplinary knowledge” or “situated knowledge”. Disciplinary knowledge is also known as academic knowledge and is context-independent. On the other hand, situated knowledge refers to knowledge found in the workplace. This type of knowledge is context-dependent as tasks that are particular for a specific work environment may not be relevant or suited to another work environment: “Situated knowledge is frequently tacit and difficult to put into words, sometimes even tactile in terms of how it feels to do a job correctly, and therefore it is hard to codify” (Barnett, 2006:146).

Similarly, Gamble (2006) introduces two ways in which to think about knowledge; she refers to these two forms of knowledge as “context-dependent” and “context-independent” knowledge. “Context-independent meanings refer to [that] those which exists only in abstract form. Context-dependent meanings refer to meanings that are specific to concrete events or experiences that have actually happened in a specific time and place” (Gamble, 2006:89).

In her later work, Gamble (2016) uses different terms for context-dependent and context-independent knowledge: “situated” and “formal” knowledge, where situated knowledge is based on hands on experience and formal knowledge is based on knowledge that can be written down and learnt. Formal knowledge does not need to be experienced (Gamble, 2016).

She then distinguishes between two forms of logic that knowledge follows as it accumulates or progresses: “procedural logic” and “principled logic”. Gamble defines procedures as follows:

Procedures follow a sequential or step-by-step logic that relate to a specific work context. We call this ‘how-to’ knowledge. Procedures can also operate at a more general level that applies across contexts as we find, for instance, in a business’s standard operating procedure (SOP) and in International Organization for Standardisation (ISO) standards that may apply to work processes in different parts of the world. We call this ‘systems knowledge’. (Gamble, 2016:18)

She defines principled knowledge as follows:

Principles establish connections between parts through reasoning. A specific principle can be visualised and represented in a drawing (as a ‘logical picture’ that shows the proportions between parts). We call this ‘craft knowledge’. A principle can also establish relations between abstract concepts at a general or universal level, and then it is expressed in symbols or words. We call this ‘scientific knowledge’. (Gamble, 2016:18)

This categorises knowledge into four types: how-to knowledge, craft knowledge, systems knowledge, and scientific knowledge. This is visually represented in Figure 2.1 which shows that how-to knowledge (K1 on Figure 2.1) comes from situated knowledge that is procedural. This is learnt through work experience: “K1 includes knowledge about technical aspects of a job, but also informally acquired knowledge about task management, contingency management, as well as client and workplace interaction” (Gamble, 2016:19).

As shown in Figure 2.1, craft knowledge is described as a principle that is realised visually (Gamble, 2016:18). Craft knowledge stems from situated knowledge because it is context specific; however, unlike how-to knowledge, it is principled in nature.

Systems knowledge relates to more general procedures within a workplace. These procedures are often written down: “It may take the form of general work procedures documented as SOPs that a business or enterprise puts in place to ensure that services and/or products are delivered consistently every time” (Gamble. 2016:19). As will be seen with scientific knowledge, systems knowledge is also based on formal knowledge, however it is procedural and not principled:

Systems knowledge may be represented by relatively straightforward step-by-step procedures, written in standardised formats and/or shown in flow charts. It may also refer to complex systems requiring a scientific understanding of disciplinary and applied theoretical knowledge (K4). (Gamble, 2016:20)

Scientific knowledge is principled knowledge; it is not based on situated knowledge but on abstract, codified knowledge.

	Situated knowledge (Specific)	Formal knowledge (General)
Procedures	'How-to' knowledge Work procedures or routines learnt through everyday experience (not written down) K1	Systems knowledge Formally codified knowledge of work rules and procedures (written down) K2
Principles	Craft knowledge Principle visualised through drawings and sketches K3	Scientific knowledge Principles understood in terms of symbols and words K4

**Figure 2.1** Knowledge typology (Gamble, 2016: 18)

Gamble used this conceptual model to investigate what knowledge would be required in a curriculum of the future for different professions. Her study showed that a baker would predominantly require K1 knowledge. A curriculum for a boat builder would be evenly spread across all four types of knowledge. A curriculum for film production would predominantly require K2 knowledge. And mechatronics would require “a deeper knowledge base” and therefore it predominantly required a K4 knowledge type (although K1 also came through strongly as they are required to follow process).

This conceptual model has assisted this study by providing a general overview of the different types of vocational knowledge that can be included in an education curriculum. This typology will be used in the analysis of the sport management curriculum at the University of Johannesburg.

## Conceptualising Curriculum and its Relationship to Work

The concepts and theories that Gamble grapples with are important in understanding the inner workings of a curriculum, and the relationship between curriculum and work. As the title of her 2009 work suggests, the core of her work lies in the relationship between knowledge and practice in curriculum.

In this work, Gamble (2009) explores different combinations of conceptual knowledge and practical knowledge within a vocational curriculum. She aims to build a conceptual framework that allows us to answer an array of questions, such as: what are the different curriculum approaches with regard to theoretical and practical knowledge combinations? What are the

different theoretical perspectives in this regard? What are the rules of combination in curriculum development?

Gamble draws on a set of conceptual tools that can be used to assess the logic of a curriculum (Gamble, 2009:31) and highlights three rules that can be used during curriculum development. These rules derive from the work of Bernstein (2000) and include: sequencing rules, selection rules, and pacing rules: “Any curriculum, whether academic, vocational or occupational, makes decisions about what should be taught (selection), the order in which things should be taught (sequencing), and how much should be taught in a particular period of time (pacing)” (Gamble, 2006:93)

### Sequencing

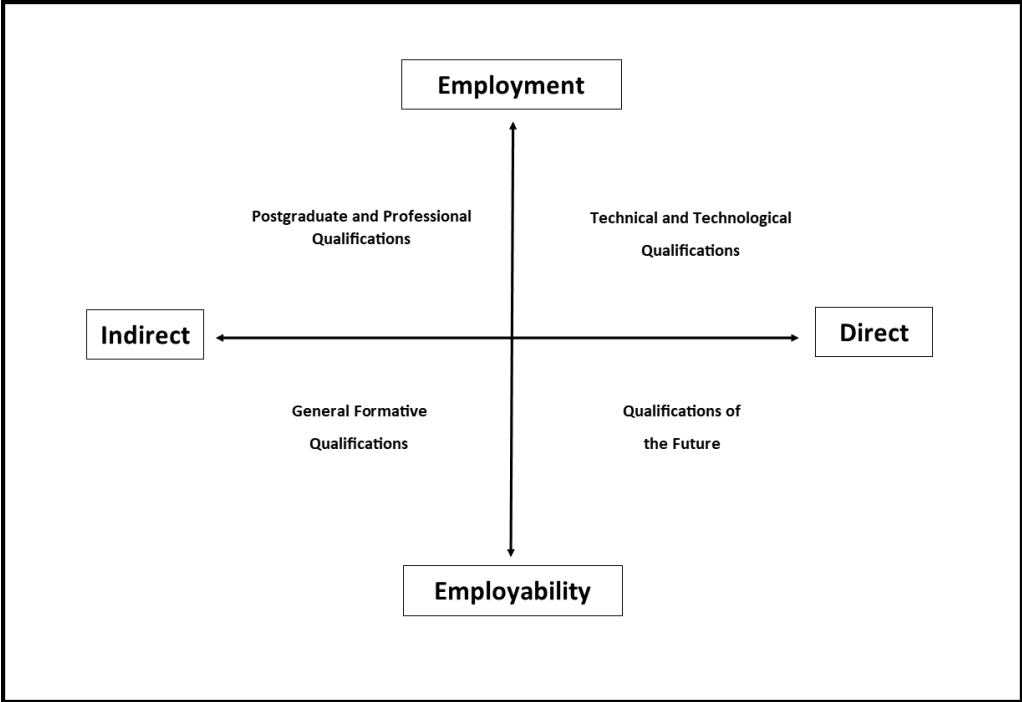
Sequencing refers to the order in which a curriculum is set up. How a curriculum is sequenced can thus have an impact on its link to the labour market, showing that sequencing is an important aspect in curriculum development.

To illustrate this rule, Gamble (2009) turned to the work of Kruss (2000) which centred on analysing whether or not a curriculum can be ordered so that it has either a direct or an indirect link to the labour market. This means that the way in which a curriculum is set up can indicate its intention of whether or not a graduate will be directly employable or ready for employment: “She [Kruss] argues that the purpose of this relation can be either employment or employability (work-readiness)” (Gamble, 2009:12)

Kruss defined the difference between employment and employability as follows:

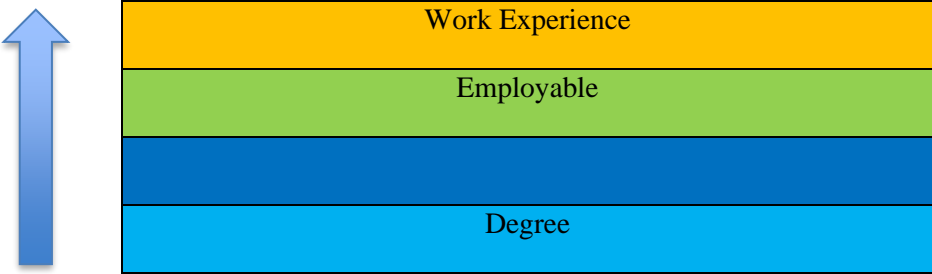
Brown and Lauder (1996) have provided an analysis of education and economic development in the current global context. They make the critical point that, instead of guaranteeing full ‘employment’, the role of the state now is to invest in education and training to enable workers to become fully ‘employable’. They have made a critical distinction between the goal of employment, where skills are linked to specific occupations and economic trajectories, and employability, where the focus is on skills formation to develop a highly educated workforce that is equipped for greater occupational mobility and flexible work patterns (Kruss, 2004:677).

Gamble identifies four combinations of curriculum that show that with different sequencing of a curriculum (specifically with regards to theoretical and practical knowledge) the link to the labour market differs. The four positions that she identifies are general formative undergraduate qualifications, postgraduate and professional qualifications, technical and technological qualifications, and qualifications of the future. The quadrant diagram in Figure 2.2 shows how these positions locate themselves with regards to employment and employability.



**Figure 2.2** Combinations of curriculum and their relationship with employment and employability (Gamble, 2009:12)

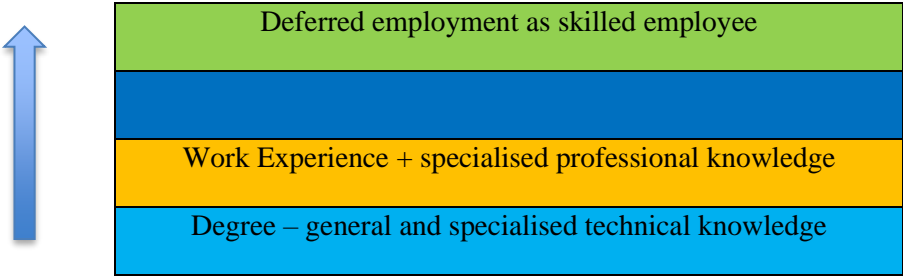
The purpose of a general formative undergraduate qualification is employability with an indirect link to the labour market. The general formative qualification merely equips the student with the degree. It is after graduation that a student needs to find a job and then only gain work experience. This is graphically illustrated in Figure 2.3:



**Figure 2.3** General formative qualification (Gamble, 2009:12)

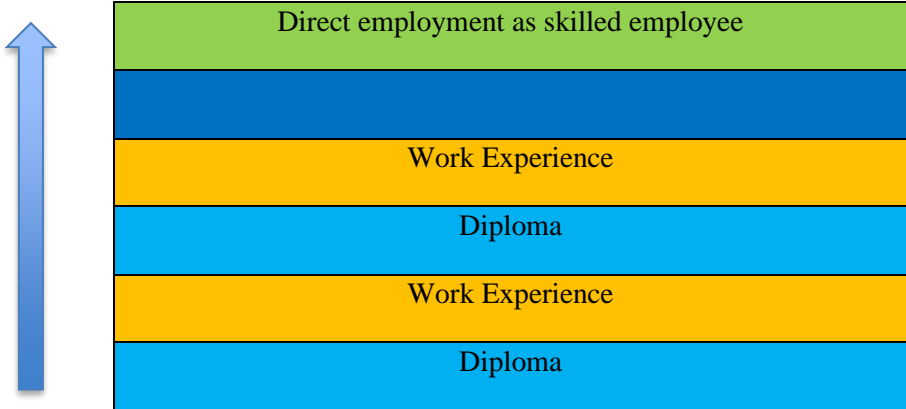
The purpose of the postgraduate and professional qualifications is employment with an indirect link to the labour market (Gamble, 2009). In this instance, the student is equipped with a degree, work experience and specialised knowledge before graduation. This means that when the

student enters the labour market, s/he will be better prepared for work. These types of qualifications can be represented visually as shown in Figure 2.4.



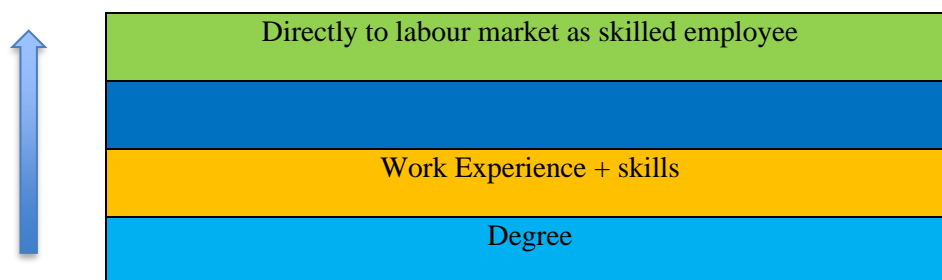
**Figure 2.4** Postgraduate and professional qualification (Gamble, 2009:13)

The purpose of the technical and technological qualification is employment with a direct link to the labour market (Gamble, 2009). The curriculum for this kind of qualification first teaches a student in the classroom, then the student gets work experience, comes back to the classroom and then goes to get more work experience before graduating. This means that this type of curriculum includes a large amount of work experience before a student graduates, meaning that the student is well prepared for work. These types of qualifications can be represented visually as shown in Figure 2.5:



**Figure 2.5** Technical and technological qualification (Gamble, 2009:13)

Gamble also talks of “qualifications of the future”. These aim to produce students who show employability with a direct link to the labour market. This means that before graduation, a student gets a degree, work experience and skills and can enter the labour market as a skilled employee. The curriculum for this type of qualification can be visually represented as shown in Figure 2.6.



**Figure 2.6** “Qualifications of the Future” (Gamble, 2009:14)

The above discussion shows that there is a shift from the formative undergraduate degree to one where the institution is becoming more responsible for both the conceptual (or theoretical) and the practical elements of a curriculum (Gamble, 2009).

In the past degrees and post-graduate studies were not directly linked to employment, and it was the responsibility of the professional body or the employer to provide the practical training that the employee needed. However, in the last few decades there has been a shift in higher education where: “the educational institution itself is increasingly being made responsible for both the conceptual and practical components of the curriculum” (Gamble, 2009:14).

This shift relates to the employability of students once they leave secondary or tertiary institutions, and is a reaction to the global market:

...in response to globalisation, the marketization of education and the achievement of a democratic government in South Africa, higher education policy now expects institutions to become more directly responsive to an increasingly volatile labour market, where employment can no longer be guaranteed by a degree or professional qualification (Gamble, 2009:13-14)

This means that both forms of knowledge are now to be incorporated into the degrees or other types of qualifications that the students are pursuing in order to prepare them directly for employment.

### Selection

The selection rule refers to what counts as practical or theoretical knowledge (Gamble, 2009), the content of the curriculum. Gamble identifies two useful lenses that aid in deciphering what counts as either theoretical or practical knowledge: coherence and directionality.

With regards to coherence, a distinction is made between two different types of internal coherence of a curriculum, that of conceptual coherence and contextual coherence (Gamble, 2009). A conceptually coherent curriculum relies heavily on previously taught concepts being understood, which means that sequencing is vitally important. Therefore, it is important to

know what goes before what. Gamble refers to this as a vertical hierarchy: “there is an upward or vertical hierarchy of conceptual abstraction, with later concepts dependent on earlier concepts for their meaning” (Gamble, 2009:15). This kind of curriculum therefore follows a sequential logic.

This not the same for a curriculum that is contextually coherent. This is because the curriculum relates to a specific occupational context, meaning that the knowledge being taught is not dependent on understanding content taught before: “The order in which the topics are presented does not really matter, as the key criterion for coherence is adequacy-to-context” (Gamble, 2009:15). This curriculum follows a connective/relational logic.

Directionality refers to the direction in which knowledge moves, whether from conceptual to contextual logic, or the other way around.

### Pacing

Pacing refers to how much time is spent on teaching each module or specific content area. In order to understand pacing, the work of Gamble was looked at. Gamble’s (2009) work on a case study that was done by Umulusi (Council for Quality Assurance in General and Further Education and Training) is used to how that the amount of time a curriculum spends on a specific module or subject, indicates that this is where the priority lies.

A result of Gambles (2009) study concluded that “pacing, or the time allocated to instruction, is thus considered crucial to the scope and level of content coverage that can be achieved” (Gamble, 2009:30).

In summary, investigating the relationship between practical and theoretical knowledge, Gamble has put together a theoretical framework that can be used when analysing a curriculum. The framework suggests four types of curriculum and consists of three rules: selection, sequencing and pacing. As quoted above, no matter the type of curriculum that one is looking at, these elements are important, and will be used in the analysis of the sport management curriculum in question.

## Suellen Shay: A Look at Internal Logic and the Comprehensive Universities

This study also draws conceptually on Suellen Shay’s (2013) analysis of curricula in a new university structure called a “comprehensive university” in her paper titled *Conceptualising curriculum differentiation in higher education: a sociology of knowledge point of view* (2013). This study by Shay is useful, as it looks at comprehensive universities which the current study also finds itself at a comprehensive university.

In 2004 the South African government created a new type of university called a “comprehensive university” (Shay, 2013). With regard to curriculum, “These mergers resulted in bringing together curricula that historically were on different sides of the binary divide – the so-called ‘technical’ and ‘academic’ pathways” (Shay, 2013:565). Several universities throughout South Africa went through this change, including the University of Johannesburg, thus making Shay’s conceptual framework useful for the purpose of this study.

Shay et al. (2011) identify two challenges these mergers brought with regard to curriculum development and questions around knowledge transfer. The first is the issue of crossing the knowledge spectrum between vocational, professional and general formative qualifications. The second deals with the tension between hierarchical prestige and functional specialisation (Shay et al., 2011). Therefore, it is important to use this work because it could help in understanding the case study at UJ and how a merger may have also affected the sport management curriculum.

Shay (2013) echoes some of the work of Gamble that was discussed above, when she expresses the importance of how and what gets chosen to form a curriculum. She states: “What determines what gets selected, how it is sequenced, paced, evaluated is a broader recontextualising principle or purpose. This principle is the basis of legitimation, it is the logic, it is what gives the curriculum coherence” (2013:566).

Shay draws on two theorists to develop a framework for analysis of curriculum, Basil Bernstein and Karl Maton. Shay initially looked at Basil Bernstein’s work on what he termed the “pedagogic device” which looks at knowledge production, reproduction and recontextualisation.

However, she found that his theory was not developed enough to tackle the type of analysis that she needed to do, so she turned to Maton’s work on the “Legitimation Code Theory”. Elsewhere, Shay notes that the Legitimation Code Theory has three sets of principles: autonomy, semantics and specialisation (2016:771). For the purposes of this study of the UJ curriculum, only semantics will be looked at. “Semantics inquires about the actual curriculum logic, what gives the curriculum meaning or coherence” (Shay, 2016:771). Maton looks at two different types of semantic codes, semantic gravity and semantic density.

Looking at knowledge through these semantic codes allows one to evaluate whether a module or programme is centred on context (semantic gravity) or on theory (semantic density).

Semantic gravity is defined as

the degree to which meaning relates to its context, whether that is social or symbolic. Semantic gravity may be relatively stronger (+) or weaker (-) along a continuum of strengths. The stronger the semantic gravity (SG+), the more closely meaning is related

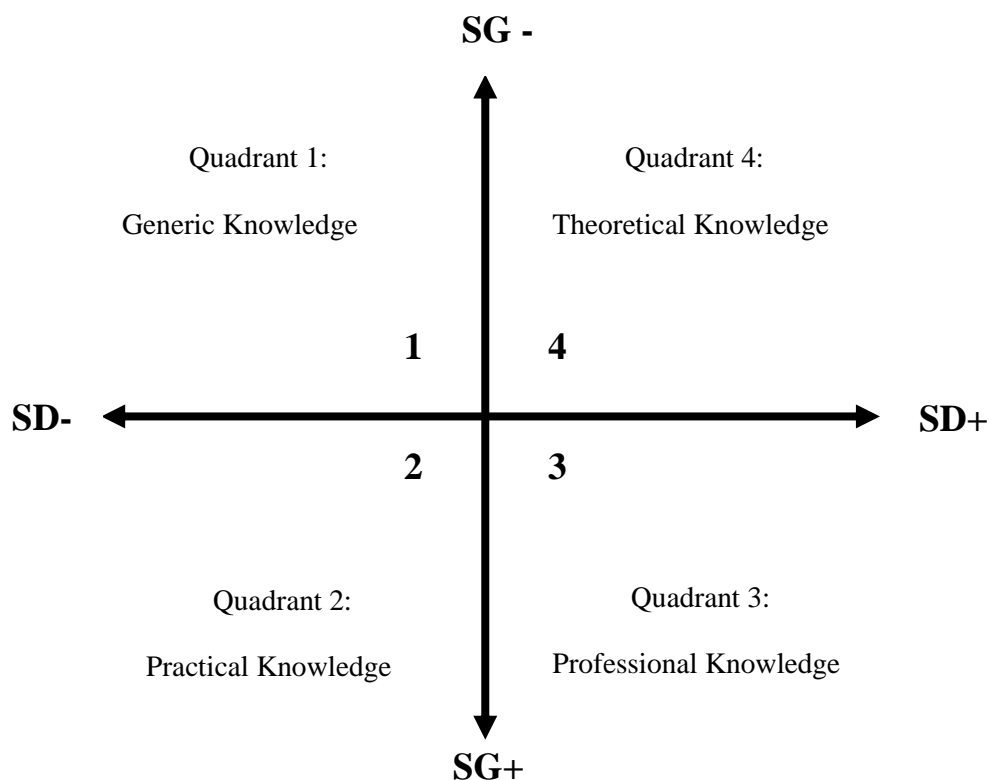
to its context; the weaker the gravity (SG-), the less dependent meaning is on its context (Shay, 2013:568).

Semantic density is defined as

the degree of condensation of meaning within symbols (terms, concepts, phrases, expressions, gestures, clothing, etc.). Semantic density may be relatively strong (+) or weaker (-) along a continuum of strengths. The stronger the semantic density (SD+), the more meaning is condensed within symbols; the weaker the semantic density (SD-), the less meaning is condensed. (Shay, 2013:568)

Therefore, if a module is centred on concepts or theory within a discipline, it is considered semantically dense. If a module is centred on the relationship of the subject to the outer context, then the module is considered to show semantic gravity. As stated above in the definitions, it is not an either/or situation; a module can show a strong or weak semantic density and have strong or weak semantic gravity.

These are, however, interdependent: “When meanings are context embedded (SG+), they are likely to be less condensed (SD-)” (Shay, 2013:568). Shay used these semantic codes to map different kinds of knowledge. Figure 2.7 shows the different quadrants and the type of knowledge found in each quadrant.



**Figure 2.7** Semantic codes (Adapted from Shay, 2013:569)

She then goes on to locate different kinds of curricula found within these quadrants. Once these curricula have been explained, Shay goes on to the different curriculum types related to different occupational types.

#### Quadrant 2: Practical Curricula

The curricula in this quadrant are based on experience and are generally more task orientated. They are not primarily based on principles or theory:

“...practical knowledge: ‘knowledge largely free of formal concepts and theories, learned by experience, and instrumental for performing concrete tasks in concrete settings’” (Shay, 2013:569).

This kind of curriculum displays a strong semantic gravity (SG+) and a weak semantic density (SD-).

#### Quadrant 4: Theoretical Curricula

Curricula in Quadrant 4 are different to those in quadrant 2 in that their meaning is derived from disciplines and not from practical experience. This kind of curriculum involves knowledge which is specialised and symbolic where meaning has a hierarchy (Shay, 2013). Freidson (2001) refers to such knowledge as “formal knowledge” and it cannot be applied directly to work (cited in Shay, 2013:570).

This kind of curriculum displays a strong semantic density (SD+) and a weak semantic gravity (SG-).

#### Quadrant 3: Professional Curricula (SG + AND SD +)

Quadrant 3 is like an amalgamation of quadrant 2 and 4. In such curricula, theoretical principles are rooted in practice (Shay:571). Shay defines this quadrant as:

Q3 is the recontextualisation of both theoretical and practical knowledge for vocational and professional curricula. It is distinctive from Q4 because the logic of the curriculum is the demands of the practice. It is distinctive from Q2 because the principles informing the practice are derived from theory. (Shay, 2013:575)

Professional curricula display a strong semantic density (SD+) and a strong semantic gravity (SG+).

#### Quadrant 1: Generic Curricula (SG - AND SD -)

Shay defines the kind of curriculum in this quadrant as involving

the recontextualisation of a pseudo-practical knowledge. It is 'pseudo' because it is not embedded in a specific practice. In fact, the intention is to generalize a set of key or core skills that are relevant or transferable across a wide range of contexts. (Shay, 2013:576)

At this point Shay turns to Muller and his work on organisational fields, knowledge and qualification routes. Before looking at the outcomes of Shay's work, Muller's work will briefly be summarised.

Muller (2009) looks at the differences between disciplines. He discusses debates that have taken place over time and identifies factors that define these different disciplines. He shows that pure disciplines are able to merge and form a new field – a “region” – in order to achieve a new purpose (2009:211):

This purpose may be driven by intellectual imperatives, as is the case with some new regions like biotechnology and cognitive science. More usually, regions are designed to support a domain of practice. In the process, they may retain their specialised distinctiveness as in certain sections of medicine and law; or they may be 'recontextualised' into a virtual generic field like 'Business Studies.' (Muller, 2009:213)

He states that new, “fourth generation” professions have been created in recent years (2009:214). These newer professions have significant differences with the older professions. Muller (2009:214) states that, many fourth-generation professions are not based on a foundational discipline, they are more fluid and less organised, and do not have a solid knowledge base. This is associated with a weak professional identity (2009:214). The significance of this for curriculum development is that a foundational discipline might strengthen its identity. Therefore, in order to improve the position of these new professions, it is necessary to invest time in developing the knowledge base of these professions (2009:215).

Muller also makes an important statement about why the choice of conceptual or contextual coherence of a curriculum is important; it is because it influences the way in which a curriculum may be sequenced:

... the more vertical the curriculum and the more crucial is conceptual coherence, the more sequence matters. Later elements depend upon earlier elements first being grasped.... The more segmental the curriculum, on the other hand, the less sequence matters; what matters is coherence to context, where external requirements and constituencies legitimately take a greater interest in curricular focus, content and adequacy. (Muller, 2009, 216)

Muller identifies the following different occupational fields: particular occupations, general occupations, traditional professions, and academic professions (2009:217–218).

Drawing on Muller, Shay (2013) looked at three occupational fields and their related occupational fields relevant to comprehensive universities and found through the analysis of 10 curriculum case studies that each of the qualifications is made up of a mix of curricula from different quadrants (Shay, 2013). She found the following:

1. Occupationally orientated degrees (general occupations according to Muller) are made up of modules from both quadrant 2 and quadrant 3. Their purpose is to prepare students for practice (Shay, 2013).
2. Professionally orientated degrees (traditional professions according to Muller) are made up of both quadrant 3 and quadrant 4 and their purpose is professional practice (Shay, 2013).
3. General formative degrees (academic professions according to Muller) are made up of modules from quadrant 4 (Shay, 2013).

Shay concludes that the power of a curriculum may lie in a thoughtful mix of verticality and contextuality:

Thus the ‘curriculum of the future’ (Young and Muller 2010) will not be the one that protects disciplinary at all cost. The ‘curriculum of the future’ will be the one that puts disciplines to work and thereby equips our graduates to understand and resolve the most critical pressing problems of our time. (Shay, 2013:580)

Prior to this, Shay et al. (2011) conducted four case studies of qualifications of the Nelson Mandela Metropolitan University (NMMU) to evaluate their curriculum logic as well what cognitive ability was demanded in each curriculum is.<sup>1</sup>

They drew on Muller and Gamble in order to do this. The original idea stemmed from Muller’s theory that within occupational fields one will find the inclusion of both practical and theoretical knowledge; however, the degree of each will vary according to what the occupation itself is (Shay et al., 2011). On either end of the spectrum, one will find either an academic pathway based on theory or a practical pathway based on practical knowledge. Muller claims that it is the space in between the two that will create problems: “It is, he argues, the combinations in between that offer the biggest challenge for the comprehensives and requires more fine-grained distinctions” (Shay et al., 2011:105) Drawing on Gamble, Shay used the idea that practical knowledge could be principled and that theoretical knowledge could be proceduralised (Shay et al., 2011:105).

Shay et al. (2011) used the above to analyse curricula in four different case studies: architecture, chemistry, built environment and journalism and media studies. They collected materials relating to the various diplomas and degrees and then asked the following questions regarding each module:

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<sup>1</sup> The authors evaluated each case study and suggested possible implications for each qualification and made possible suggestions for improvement. The reason they were looking at qualifications at NMMU was because this university had recently become a so-called comprehensive university: “The Nelson Mandela Metropolitan University (NMMU) is a comprehensive university, formed through the merger of the former University of Port Elizabeth, Port Elizabeth Technikon and one campus of the former Vista University” (Shay et al., 2011:101).



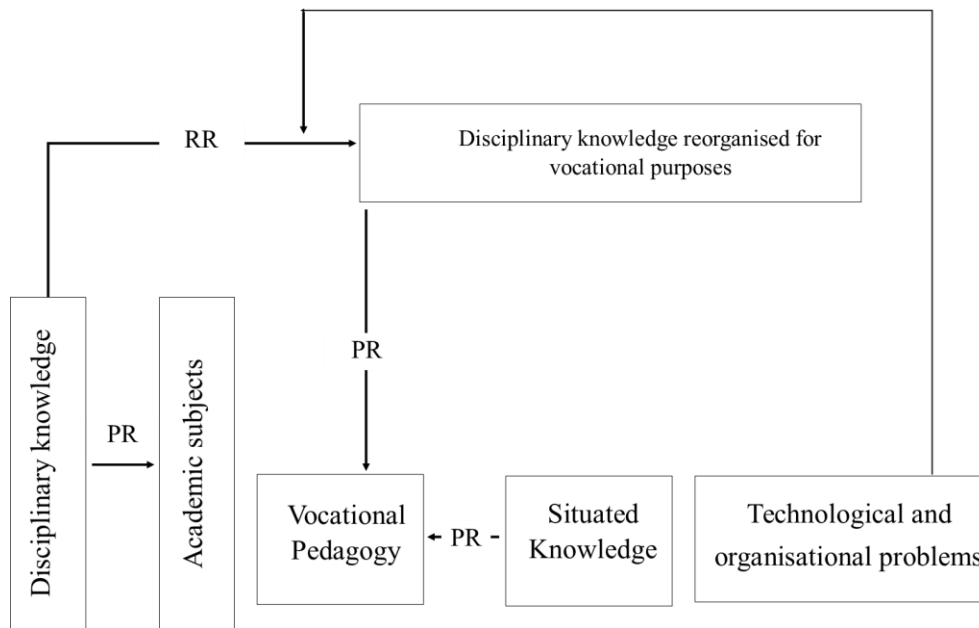
The study also showed that there are some challenges that vocationally or professionally orientated curricula may have with regards to conceptual knowledge (2011:118). The examples used to illustrate these challenges were the Diploma in Analytical Chemistry and the Diploma in Journalism and Media Studies. The Diploma in Analytical Chemistry was found to have a hierarchical knowledge structure (2011:118), meaning that later concepts build on earlier concepts, whereas the Diploma in Journalism and Media Studies was found to have a horizontal knowledge structure (2011:118), the problem being that “They need to ‘borrow’ theory and concepts to build a conceptual base and there will be more contestation about what is legitimate” (Shay et al., 2011:118).

This study added to the conceptual toolkit required to analyse UJ’s curriculum by showing how the overall curriculum logic of a programme can be assessed and related to specific professions. It also showed how one can evaluate the sequencing of a curriculum to determine the cognitive progression of students throughout the duration of the programme.

## Michael Barnett – a Look at Vocational Curriculum

Barnett (2006) focuses on recontextualisation of knowledge or modules within the vocational curriculum. Barnett states that “Recontextualisation refers to the appropriation and transformation of knowledge for various purposes” (Barnett, 2006:144). Recontextualisation is necessary and inevitable, but it does come with problems. One such problem is where courses from a specific discipline, are recontextualised into an unrelated programme for example “Accounting for engineers” (Barnett, 2006:154). Here, disciplinary knowledge could be diluted to a point where the subject is so superficial that it is not helpful to the student with regard to studying or even using the knowledge within the workplace (Barnett, 2006:155).

Barnett (2006) considers the debate on how to create excellence in vocational education. His aim is to “...explore the particular nature and particular challenges of vocational pedagogy; and to establish a perspective on vocational education which may help to clarify the distinctive characteristics of vocational pedagogy” (Barnett, 2006:144). Drawing also on the work of Basil Bernstein he comes up with the following model of recontextualisation in vocational pedagogy (Figure 2.9):



**Figure 2.9** Types of recontextualisation (Barnett, 2006:148) (Note: PR = pedagogic recontextualization; RR = reclassificatory recontextualisation).

Disciplinary knowledge refers to knowledge that that comes directly from a discipline, this gets altered, transferred and made more relevant to a specific academic subject: “pedagogising of disciplinary knowledge – making it more readily teachable and learnable in particular educational contexts” (Barnett, 2006:146). This is called *pedagogic recontextualisation* (Barnett, 2006). On the diagram this is where we see the first type of recontextualisation happening.

The diagram further shows that disciplinary knowledge can also be recontextualised into knowledge for specific vocational purposes; this is termed *reclassificatory recontextualisation*. However, this process is more complicated because vocational pedagogy must be cognisant of the workplace and the varying situations that arise within the vast scope of different working environments:

...vocational pedagogy also has to make accommodation for the *situated knowledge* that is usually closely associated with particular job tasks. Situated knowledge is essential for getting anything done, but may have no significance outside very specific contexts: Who is my line manger? Imperial or metric? etc. (Barnett, 2006:146)

Therefore, disciplinary knowledge is re-recontextualised (RR) for vocational purposes taking into consideration the problems that arise through the workplace. The aim is to create a “toolbox” of knowledge that can be applied to any situation (Barnett, 2006).

Barnett discusses selection, sequencing and pacing, – as well as the issue of progression. Where will the knowledge that is taught take the student after his/her initial studies? Does it face in

both directions – towards further studies as well as the workplace? Can a student progress further in academia or can the student progress occupationally? Barnett states that “Inevitably, the base-level activities in many workplaces largely involve situated knowledge, but in progressing to higher levels, a more even mix of situated and disciplinary knowledge becomes necessary” (Barnett, 2006:152) This then is the challenge the curriculum designer faces in thinking about the structure of programmes to incorporate all these levels.

Lastly, Barnett looks at “boundary crossing”, across disciplines, in vocational pedagogy. This can create problems for both the design of the curriculum and the person who must teach it. For example, a lecturer in “Sports Marketing” must be knowledgeable in both marketing and in the context in which they are teaching, sport. It is especially difficult in programmes like nursing or sports management that draw from many disciplines. Important questions need to be answered in terms of time and what should and should not be incorporated into the curriculum (Barnett, 2006).

## Conclusion

This chapter has considered the work of several scholars who use a range of theories and empirical research to create conceptual frameworks that are used to solve problems with regards to curriculum development, in particular, vocational curriculum where a question of the relationship between theory and practice, and between education and the workplace, is posed.

It was stated in the introduction to this chapter that this thesis will focus on a case study of a sports management curriculum to investigate its curriculum logic, and how appropriate it is to the labour market.

Different ideologies that relate to curriculum development were examined. This showed that different approaches view curriculum development differently in terms of the appropriate knowledge; the process of learning; what the learning goals are; how content is chosen; the purpose and method of assessment; and the resources needed.

The interaction between knowledge (and education) and the labour market was also discussed, and different debates around this topic briefly looked at. From this, it was found that researchers have different ideas around how this relationship works (or doesn't), and that a range of issues may arise when looking at curriculum development through an “occupational lens”.

This chapter then turned to research and conceptual frameworks for looking at the internal logic of a curriculum. The first aspect that is required to make sense of curriculum logic is to identify the types of knowledge found in the curriculum. Gamble's (2016) work contributes four

categories of knowledge to the conceptual framework for this thesis: how-to knowledge, craft knowledge, systems knowledge, and scientific knowledge.

Gamble's (2009) work also contributes to the conceptual framework for the study of UJ's curriculum by providing an in-depth look at sequencing, selection and pacing. In particular, Gamble argues that the sequencing of a curriculum can determine whether a qualification has an indirect or a direct link to the labour market. She identifies general formative degrees, postgraduate and professional degrees, technical and technological qualifications and qualifications of the future, each of which is sequenced in a particular way.

Gamble (2009) looks at a selection of curriculum content through two lenses: coherence and directionality. Coherence relates to the type of logic found in a curriculum: is it contextually-coherent or is it conceptually coherent? The aim of the programme and the modules that are therefore selected for the programme will determine the nature of its coherence, which is in turn linked to the sequencing of a curriculum. Directionality refers to the direction in which knowledge moves and the consequences it has for a curriculum. Gamble noted that pacing is important in a curriculum because it determines how much can be covered.

Shay (2011) looks at the logic of a curriculum with specific reference to conceptual and contextual coherence, and relates this to recontextualisation, because the way in which a module is recontextualised will be determined by what type of logic the curriculum has. She underscores two very important questions to the conceptual framework: what is the dominant logic of a curriculum, and what type of knowledge dominates?

The chapter also reviewed Barnett's (2006) work where he identifies two types of recontextualisation of disciplinary knowledge in a curriculum: pedagogic recontextualisation and reclassifactory recontextualisation.

Another interesting aspect that Barnett (2006) deals with is that of "boundary crossing". Teaching in interdisciplinary fields is often difficult as the teacher needs to be well versed in two or more disciplines.

The conceptual elements identified in the above discussion will be used to analyse UJ's 2019 curriculum.

## Chapter 3 Research Methodology

The aim of this study is to analyse the curriculum coherence or logic of a university sport management programme in South Africa in order to assess its appropriateness to the labour market. The study adopted a case study approach in order to understand the intricacies of a curriculum currently in use. A case study approach is

an in-depth exploration from multiple perspectives of the richness and complexity of a particular social unit, system, or phenomenon. Its primary purpose is to generate understanding and insights in order to gain knowledge and inform professional practice, policy development, and community or social action. (Bloomberg, 2018:2)

This approach was adopted because it allowed the researcher to do a rich, in-depth study into multiple aspects of curriculum logic. The approach also allowed for an investigation into what is happening in practice.

It is important for a researcher to decide how they will view the world, in other words, through which lens they will analyse or explore the world. The researcher approached the research project from a realist perspective where “realism claims that there is an external reality which exists independently of people’s beliefs or understanding about it. In other words, there is a distinction between the way the world is, and the meaning and interpretation of that world held by individuals” (Snape & Spencer, 2003:11).

The researcher chose this particular lens because she sought to understand the curriculum in question not only from the viewpoint of the programme convenor, but also “to understand the world from an objective point of view” (Madill, 2008:731).

This research was mainly qualitative in nature (with a small element of quantitative analysis) and based on a realist paradigm. Many kinds of qualitative research are exploratory in nature and central to this type of research is achieving understanding. For example, the researcher may be looking to understand people’s behaviour or social norms. This research sought to understand the choices made in the design of a particular case of a sports management curriculum.

### Research Design

The research was done in 4 stages.

1. Stage 1: Initial data collection on a number of South African sports management programmes via desktop research.

2. Stage 2: Preliminary analysis of programmes using a pre-selected conceptual framework based on their curriculum outlines, followed by the selection of the case study.
3. Stage 3: In-depth data collection on the case study and initial analysis
4. Stage 4: Questions arising from the analysis of case study data were used as a basis for an interview with the course convenor.
5. Stage 5: Analysis of all the data using a pre-selected conceptual framework.

### Stage 1: Initial Data Collection

This stage of data collection consisted of a desktop search of different Sport Management programmes offered in South Africa. This was done by downloading a list of all sport management programmes in South Africa from the South African Qualifications Authority (SAQA) website (<https://www.saqa.org.za/>).

This list was helpful in that it showed whether or not a programme is currently registered with SAQA and at what National Qualifications Framework (NQF) level it is offered. This enabled me to have a broad overview of sport management programmes across South Africa, divided according to NQF level. I decided to focus on NQF level 7 programmes. The reason for this is that there are fewer programmes offered at an NQF 7 level in South Africa and the programmes span a longer period of time. Four NQF 7 programmes were identified.

The purpose of this stage of data collection was to identify the different programmes in South Africa. This gave me direction for the next stage, which was to analyse the data on each of the four NQF 7 curricula identified.

### Stage 2: Preliminary Analysis and Selection of Case Study

The purpose of the preliminary analysis was to get an overview of the four Sport Management programmes. This would enable me to make an informed decision when identifying which curriculum to use as a case study. It would also form the foundation of my research into the chosen programme.

The next step in the data collection was to source the NQF 7 curriculum outlines on the University websites. These were crucial in this study. The aim was to answer the following questions in order to get an overview of each curriculum, using themes that would be used in the research:

1. Which modules in the curricula are considered foundational, applied or experiential learning according to the NASSM guidelines?

## 2. What types of knowledge can be identified?

Each programme was analysed in terms of:

- Sequencing rules
- Pacing
- Recontextualisation

The process of answering each of these questions is summarised below.

The course outline was used to see which faculty each module was housed in. This was done because the NASSM guidelines specify that a certain number of modules be taught in the programmes home faculty. Modules were then analysed to see whether they showed applied or practical characteristics. These were noted, and percentages worked out. This gave the researcher an overview of the curriculum's makeup according to the NASSM guidelines.

Regarding the different types of knowledge that can be identified, the work of both Gamble and Shay was used. Each programme was mapped using Gamble's (2016) figure (see Chapter 2, Figure 2.1). This showed which modules may be considered procedural or principled in nature and whether they are comprised situational or formal types of knowledge ('how to' knowledge, systems knowledge, craft knowledge or scientific knowledge). This allowed the researcher to gain a basic understanding of what types of knowledge are present in that curriculum.

The description of each module was examined to see whether it could be classified as conceptually or contextually coherent (at face value). This enabled the researcher to have an overview of the types of logic are present in each programme.

The curriculum was also analysed using Gamble's conceptual framework on the combination of practical and theoretical knowledge in a curriculum and how this links the programme to the labour market in terms of whether or not the graduate will be employable or have employability (2009) (Figures 2.3–2.6 above). Each programme analysed according to how it sequenced practical and theoretical knowledge. This showed how the programme was sequenced and the resulting consequence it had for the student entering the labour market and what type of qualification it is (general formative degree, postgraduate and professional qualifications, technical qualifications; and qualifications of the future).

In order to analyse the pacing of the programmes, the amount of time devoted to each module was looked at, and the modules evaluated with regards to whether and how they were recontextualised. An overview of these initial analyses can be found in Appendix 2.

Once these analyses had been done, one of these programmes was selected. UJ's curriculum was chosen for a number of reasons. Firstly, its original curriculum was written about by its

original curriculum developer, Johan Gouws (1993), and so it was possible to gain a historical perspective on the programme. It therefore had secondary documentation (in the form of the article published by Johan Gouws), that could be referred to in the study.

UJ's curriculum also stood out because it had an interesting combination of foundational, applied and experiential learning modules, and because it included scientific modules and had a significantly different combination of knowledge types. It also had fewer recontextualised modules that relate to sport management than the other programmes (except for one, which surprisingly, had none). This programme is also a 3-year degree, whereas the other three programmes are 4-year Bachelor of Technology qualifications. If the scope of this thesis was larger, then a comparative study could have been done of all of the Universities. However, it was decided that a more in-depth study would be conducted and UJ's curriculum had secondary sources and an interesting combination of modules to analyse.

### Stage 3: Collection and initial analysis of Course Documents

Once it was decided that the University of Johannesburg would be the subject of the case study, it was imperative to ensure that I had access to all of the necessary documents that I would need for the analysis and an interview with the course convenor was scheduled.

This study relied heavily on document analysis. "Organisational and institutional documents have been a staple in qualitative research for many years" (Bowen, 2009:27). This study was conducted through the analysis of the course curriculum as outlined in the University of Johannesburg's 2019 Yearbook for the Faculty of Health Sciences and the College of Business and Economics. Both documents were needed as this curriculum has modules housed in both faculties.

These documents were used as they outline the curriculum in its entirety as well as provide basic descriptions of each module. This enabled the researcher to "uncover meaning, develop understanding, and discover insights to the research problem" (Bowen, 2009:29). There are several advantages to using documents in one's study, such as efficiency, availability and cost-effectiveness (Bowen, 2009). These reasons are very relevant to this study, as it was the most efficient and cost-effective way to do the analysis. It is understood that the analysis is not an in-depth analysis as these documents are only able to provide the basics of each module and assist in highlighting the themes that emerge in the curriculum.

These documents were initially analysed in stage 2 after which, they were then analysed again with the intention of looking at each module more closely. This surfaced questions around the curriculum, that formed the basis of the interview schedule.

#### Stage 4: Interview with course convenor

An interview was then held with the current course convenor. The purpose of this interview was to explore the reasoning behind the module choices that were made and what the overall purpose or objective of the programme is. This enabled the researcher to get a better understanding of the documents that were being used for the analyses, as well as to obtain an understanding of the context within which the curriculum was developed. Only one interview was conducted because the documentation was rich in data and was adequate for the scope of this thesis.

The interview was held on 11 June 2018 at the University of Johannesburg. Initial communication with the course convenor was done via email; before the interview I had asked the convenor if he would like a copy of the questions beforehand and he said that it was not necessary.

The interview type that was chosen was a semi-structured interview: “The semi-structured interview is a qualitative data collection strategy in which the researcher asks informants a series of predetermined but open-ended questions” (Ayres, 2008:810). The interview lasted roughly two hours and was voice-recorded with the permission of the interviewee. The interview had three sections:

- **History of the course:** A conversation about the history of the course was had, this conversation led us into the more specific questions.
- **General questions:** An array of general questions around the curricula and the sports industry.
- **Specific questions:** The interview went into more detail on the modules. For example, lengths of each module and reasons for their selection.

The questions used to analyse the curricula were also be used to form the basis of the interview. Interview questions centred on why the different knowledge types were selected and questions around sequencing, selection, and pacing will also be asked. The interview schedule can be found in Appendix 3.

#### Stage 5: Analysis of Case Study

In order to analyse the data that had been collected the following was done:

**Interview:** After the interview was transcribed, a general analysis of it was done by looking at interesting points that were raised. This was compared to the findings of the initial data

collection of the modules using the module descriptions. Similarities and differences were noted, and this formed the base of further research.

**Coding:** It was now important to look closely at and begin to code the curriculum documents. Each module was tabulated and the descriptions of each was scrutinised in order to find clues as to what type of module it was with regards to: the NASSM and COSMA guidelines (including the Common Professional Components), Gamble's (2016) knowledge types, the concepts of recontextualisation, sequencing and semantic gravity and density (Shay, 2013) were also added at this stage in order to explore the internal logic of the curriculum.

**Quantification:** The data that came out of the coding activity was then quantified. By this it is meant that percentages were worked out with regards to aspects such as:

- The percentage of the modules that are foundational, applied and practical
- The percentage of the modules that are systematic knowledge, how-to knowledge, sport specific knowledge or disciplinary knowledge
- The percentage of the modules that are conceptually and contextually coherent
- The percentage of the modules that are recontextualised (pedagogically or reclassifactory)
- The percentages of the modules that were Q1, Q2, Q3 or Q4 according to Shay

The data was captured according to percentages (of modules in the programmes entirety) in order to highlight any features of the curriculum that might have been missed in the analysis thus far. This would allow for a closer analysis.

## Ethical Considerations and Clearance

It was important to obtain consent from the interviewee in order to use his understanding of the curriculum, as well as his views in the study. This is important as this study could potentially highlight discrepancies in the curriculum.

Before the interview, it was initially stated that both the identities of the interviewee and the institution would remain anonymous. The interviewee signed and consented to this. However, during the writing up of the study, it was found that it would not be possible to keep the identity of the institution anonymous. Therefore, further communication was had with the interviewee to obtain the necessary consent for this. Both the original and the follow up consent forms can be found in Appendix 4.

## Validity

This case study was conducted using descriptive overviews of each module. These module descriptions were found in the 2019 Faculty of Health Sciences and College of Business and Economics yearbooks. The analysis of the documents was done in conjunction with an interview with a staff member who knows the curriculum and its history well, and the interview therefore served to triangulate the analysis of documentary sources.

The modules were evaluated using a set of theoretical models that enabled the researcher to probe further into the makeup and logic of the curriculum. However, time constraints did not allow for an in-depth analysis of each module where every element was scrutinized (including lecturers, assessments, an in depth look at the course content or even an analysis of the jobs students go into after they finish the degree). Therefore the researcher was able to get only a general idea of the curriculum of each module.

Having come from the sport management industry, and having studied and taught it myself, it was at times difficult to remain objective in my evaluation of the programme. However, the criteria that were used to analyse the curriculum helped to mitigate bias, especially when dealing with elements such as pacing, where the credits and the notional hours present in the curriculum are direct indicators of some aspects of the nature of the curriculum.

The following two chapters present the analyses of the findings of the research.

## Chapter 4 Analysis According to International Guidelines

Before going into the analysis, it is important to understand UJ's current curriculum. This will be done by briefly looking at its history and then looking at the makeup of its current curriculum. After which the curriculum is assessed using some of the NASSM guidelines. These guidelines were used by Gouws (1993) in his initial development of this curriculum, and they serve to evaluate the curriculum against one set of international standards.

The Common Professional Components (CPCs) stipulated by COSMA will then be used as they were adapted and developed using NASSM's Core Content Areas. They also provide a comparison but are a more recent set of guidelines, and are therefore, more relevant to this study.

This will show how the UJ Sport Management curriculum compares to guidelines of an international sport management body.

### The Development of the Curriculum over Time: A History

The degree was started by a UJ academic in the late 1980's, Professor Johan Gouws. Gouws (1993) states that the change in government in the early 1990's in South Africa meant that South Africa was readmitted into international sport and the National Olympic Sport Council was created in order to provide sport opportunities to people in South Africa who had previously been denied this (1993:243). This meant that there was a greater demand for well-trained sport managers (1993:244). Gouws also states that in the past, sports management positions were often given to ex-players or coaches if they had excelled in the sport. This meant that they were not educated or trained to deal with the management of the sport (1993:244). What was then RAU began to develop sports management degrees to fill this gap.

During the interview with a current professor at UJ, he reiterated what Gouws had written. A large part of the interview was spent talking through the history of the programme. This was done because it helps to make sense of the course as it stands today.

From data collected in the interview, it is possible to summarise the early development of this programme as follows. In the 1980s, physical education was taken out of the school curriculum in South Africa and universities therefore stopped training physical education teachers and made a move towards sport management as a discipline on its own. The 1993 article Gouws confirmed this:

Prior to 1988, human movement studies at our university were part of the Faculty of Education, where all students were trained as physical educators. Sport management from an applied perspective was part of the curriculum of the physical education degree

programs. But it was slowly being acknowledged that sport management was an academic pursuit worthy of being a separate unit with its own degree programs. (Gouws, 1993:244)

RAU then recruited Gouws who was involved in the world of sport as an international rugby referee and had a background in industrial psychology. Gouws started in the Department of Industrial Psychology and his job was to develop the sport management curriculum. At that time, the United States of America (US) had already begun developing curricula for sport management programmes; as a result, Professor Gouws started building relationships with people in America from different disciplines within the sports management field, for example, key people from marketing and human resource management (Gouws, 1993). He then went on to host conferences with Americans within the sport management field. By 1989, the first sports management programme was run. Students had to complete three majors to qualify for a Bachelor of Commerce degree at this university: industrial psychology, business management and human resource management (interview).

During the interview, it was stated that in the 1990s the degree programme department moved from the Department of Industrial Psychology to a newly created Department of Sport Management. However, Prof. Gouws was not happy with this as he believed that one had to match theoretical study with the practice of sport (Gouws, 1993:247). Therefore, he combined the university's sport bureau (where the university ran its campus sport) with the academic department of sport management into what is today called the Faculty of Health Sciences.

Gouws noted that the guidelines of NASSM did not include any modules related to physical activity in a sport management programme, which he believed should form part of the curriculum: "In contrast to the trends at certain North American universities where competencies related to physical activity have been eliminated from curricula, we decided to keep physical activity as a major for the Bachelor in Sport Management degree" (1993:245). Gouws did, however, agree with NASSM on the importance of the practical aspects of the degree (1993:245).

He decided that the curriculum would focus on the following:

- Basic principles of management with the emphasis on the principles in finance, marketing, and communication
- Management of human resources in industry with specific reference to sport and recreation
- Conflict handling with specific reference to one-to-one and group conflicts in sport and recreation situations
- Human movement studies
- Applications in sport and recreation
- Practical experience and internships (Gouws, 1993:246)

The program consisted of the following modules: business economics, business psychology, accountancy, economics, statistics, exercise physiology, health sciences, biokinetics, anatomy, sport psychology, sport sociology, coaching theory, and sport management (Gouws, 1993:246).

As this was the first sport management programme to be developed in South Africa, it is informative to see how this foundation has been built on.

## The Current Curriculum

According to the University of Johannesburg's 2019 Yearbook (University of Johannesburg, 2019b: 140), the programme that forms the case study in this research, is a three-year programme titled "Bachelor of Commerce in Sport Management". It is housed in the Faculty of Health Sciences and it has an NQF level of 7.

The programme is made up of modules that come from two different faculties: the Faculty of Health Sciences (HSF) and the College of Business and Economics. It is curious as to why this programme is housed in both faculties and this was addressed in the interview. The answer to this is convoluted but boils down to politics within the university, and mainly had to do with the merger where RAU became a comprehensive university.

But the fact that the sport management programme still retains one foot in the HSF also has to do with the fact that the programme requires the students to complete scientific modules like kinesiology.

The College of Business and Economics teaches and develops the business management, industrial psychology, economics and accounting modules in the sport management degree, while the Faculty of Health Sciences (where this degree is formally housed) teaches and develops all the other modules.

To graduate, a student needs to have three majors. Two of these majors are housed in the business faculty and the third is housed in the Faculty of Human Sciences.

Table 4.1 provides an outline of the entire programme by year.

**Table 4.1** Bachelor of Commerce in Sport Management curricula (The University of Johannesburg, 2019b:141 – 143)

<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
Analytical Techniques A and B	Industrial Psychology 2A and 2B	Industrial Psychology 3A and 3B
Industrial Psychology 1A and 1B	Didactics and Exercise Science	Sport Psychology and Perceptual Motor Learning
Kinesiology 1A and 1B	Leisure and Sport Tourism Studies	Sport Marketing and Finance
Sport Administration 1A	Business Management 2A and 2B	Business Management 3A and 3B
Anatomy & Physiology 1A and 1B	Exercise Science	Sport Sociology
Business Management 1A and 1B	Practical Aspects	Work Integrated Learning
Sport Practice	Sports Management	Facility, Event and Human Resource Management in Sport
	Electives: Economics 1A and 1B Accounting A and B	

## Analysis of the Current Curriculum using NASSM and COSMA guidelines

It has been mentioned above that Professor Gouws drew on the NASSM guidelines whilst constructing the original programme. A section of these international standards will be used to analyse the 2019 curriculum. Additionally, South Africa does not have a professional body that oversees the study of sport management and it was therefore necessary to find some set of professional standards by which to evaluate the curriculum in this study. NASSM was used because it was the first ever set of guidelines to be used in the field of sport management.

As mentioned in Chapter 1, a group of sport management professionals was established in the United States to develop a set of standards that sport management curricula should follow. NASSM states that sports management curricula should consist of three components:

- (1) the foundational areas of study comprising full courses in business management, marketing, economics, accounting, finance, and computer science;
- (2) the application areas of study comprised of sport foundations (e.g., sport sociology, sport psychology, sport history/philosophy, women in sports, sport law, sport economics, sport marketing/promotion, and sport administration); and
- (3) field experiences including practical and internships. (Jones et al, 2008:80)

Table 4.2 provides the definitions of each of these components and some examples based on information from Brassie (1989):

**Table 4.2** Definitions of the three areas prescribed by NASSM (Brassie, 1989:160 –161)

	<b>Foundational Areas</b>	<b>Applied Areas</b>	<b>Field Experience</b>
Definitions	“...consist of courses typically offered through the business department on most campuses...” (Brassie, 1989:160).	“...build upon the foundational areas and deal specifically with sport and the sport enterprise” (Brassie, 1989:161).	“...includes part-time work experiences, called practica, and full-time work experiences called internships...” (Brassie, 1989:161).
Examples	Marketing Accounting Finance Economics Law Management	Sport sociology History of sport Sport law Sport sponsorship	

Another important condition is NASSM requires that 20% of the course work comes from sport management modules and be taught through the faculty in which the programme is housed; this excludes the practical or field experience modules (NASPE-NASSM, 1993:160).

The Commission on Sport Management Accreditation was launched in America in 2008 (COSMA, 2017:4): “The mission of COSMA is to promote and recognise excellence in undergraduate and graduate sport management education in colleges and universities through specialised accreditation” (COSMA, 2017:5). COSMA has similar requirements to those set out by NASSM and NASPE, as they were created through these bodies. However, there are some changes in terms of the Common Professional Components (CPCs) that COSMA uses (compared to the original NASSM Core Content Areas). Before looking at these CPCs it is important to mention that COSMA bases its accreditation of a programme on many elements, the curriculum being one of them.

COSMA evaluates an institution on the following aspects: the outcomes of the programme, its strategic plan, the faculty, its scholarly and professional activities, its resources, its relationship with internal and external relationships with industry or other faculties, its educational inventiveness and the curriculum itself (COSMA, 2016). COSMA is aware that sport management programmes will differ, however they believe that there are certain principles that should be adhered to; therefore, they look at a programme in its entirety: “Excellence in sport management education is multidimensional and may be interpreted in different ways depending on the educational, historical, cultural, legal/regulatory, and organizational environments in which the academic unit/sport management program operates” (COSMA, 2017:6).

With regard to the curriculum, there are two aspects that are important, the first is the fact that COSMA requires that a curriculum be made up of a certain percentage of sport management

modules, for an undergraduate degree it requires that 20% or more of the modules come from the traditional areas of sport management (COSMA, 2016:4). An example of the importance of this requirement can be seen in a paper by Humphreys and Maxcy about the inclusion of economics specific to sport management in a curriculum.

Humphreys and Maxcy (2007:178) hypothesise that the inclusion of a sport specific module in economics is important to a sport management curriculum because it offers the student valuable insights into how economics plays out in this industry. They believe that an important sign is that of the increase in the number of journals that are being published for this very topic, which shows the importance of this discipline being related to the sport industry (2007:178). The types of sport specific economic knowledge that can be taught could include “Central issues in sports economics like the determination of wages in sports labour markets, the effect of regulations like Title IX on intercollegiate athletic departments, and labour relations issues in unionised industries, are important to sport management researchers and practitioners” (Humphreys & Maxcy, 2007:179).

The second is around the CPCs. COSMA’s CPCs are as follows: foundations of sport management (historical, sociological and psychological aspects), foundations of sport management (management, governance and international sport), functions of sport management, sport management environment, and integrative experiences and career planning (COSMA, 2016: page). Appendix 6 defines and discusses these requirements.

## NASSM Guidelines

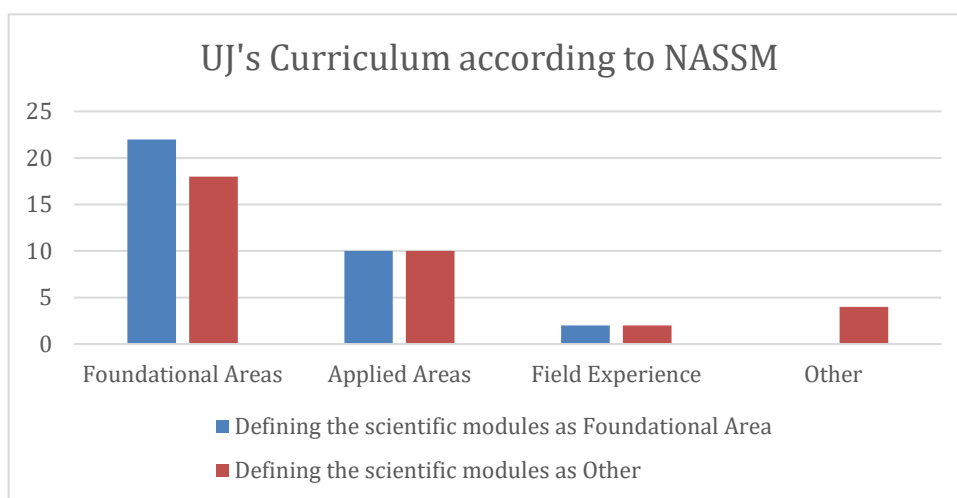
The most important aspect to emerge from the initial study done by NASSM was the fact that sports management curricula should consist of three components: the foundational areas, the application areas, and field experience (see Table 4.2).

When these components are compared to the UJ curriculum, some differences emerge. Each module of the 2019 UJ curriculum in sport management as described in the university’s yearbook, was considered. The outcomes and descriptions of each module were used to decipher where the module locates itself with regard to the three areas stipulated by the NASSM body (see Appendix 5). During the analysis of UJ’s curriculum, it became evident that it was necessary to include a fourth category for UJ’s curriculum because certain modules do not fit into any of the other three categories (according to the definitions provided by NASSM). This category is called “other” and all scientific modules are placed in this category.

The finding is that the curriculum, which comprises 34 modules in total, has 18 modules located in the foundational area, 10 modules in the applied area, and two in field experience and four in other.

The modules from UJ's curriculum that can be found in the foundational areas are Industrial Psychology (years 1 to 3), Business Management (years 1 to 3), Analytical Techniques (A and B), Accounting (A and B), and Economics (A and B). The modules located in the applied areas are Sport Practice, Didactics and Exercise Science, Sports Management, Exercise Science, Leisure and Sport Tourism, Sport Marketing and Finance, Sport Sociology, Facility, Event and HR in Sport, and Sport Psychology and Perceptual Motor Learning. The field experience modules are Work Integrated Learning and Practical Aspects. The modules in the "other" category are Kinesiology (A and B), Anatomy and Physiology (A and B),

Figure 4.1 provides a visual representation of the analysis of the curriculum in terms of the NASSM categories:



**Figure 4.1** UJ's curriculum according to NASSM

Figure 4.1 shows that UJ's curriculum is very dependent on what NASSM calls the 'foundational areas' of study. It also brings to light the fact that UJ has included modules that do not fit into any of the three areas of study. These modules are of a scientific nature: kinesiology, anatomy and physiology and in his history of this curriculum, Gouws (1993) stated that these types of modules would remain in the curriculum at RAU, despite not being in the NASSM guidelines. It seems from the above analysis that the 2019 curriculum has not changed, and these Health Sciences modules remain as part of the curriculum.

NASSM requires that 20% of the course work comes from sport management modules and be taught through the faculty in which the programme is housed; this excludes the practical or field experience modules (NASPE-NASSM, 1993:160). The analysis shows that this curriculum does meet this requirement. The "home unit or department" of the sport management degree at UJ is the Faculty of Health Sciences. UJ's programme has 47% of its modules that are not from this faculty, and which are housed in the College of Business. Of its modules, 17% are located within its home faculty and do not relate specifically to sport management, for example

kinesiology and biokinetics. Eight percent of the programme is practical in nature and 21% sport management modules are taught in the home faculty.

The above analysis shows that UJ's curriculum has predominantly foundational areas of study, in terms of NASSM's categories, with a few applied areas and very little field experience. Foundational areas of study that come directly from areas of the commerce discipline are very important within a qualification such as sport management. However, because the developers of the curriculum in question opted to include scientific modules from the HSF, this has led to there being fewer business (management) related modules on offer.

### Common Professional Components (CPCs) – COSMA

COSMA has categorised the CPCs into five components that should comprise a sport management programme. These major components are then made up of different topics which "should be adequately covered within the content of undergraduate sport management programmes" (COSMA, 2016:12).

The CPCs, taken directly from COSMA's Accreditation Manual (COSMA, 2016), are given in the first column of Table 4.3 below, and then compares these CPCs with what UJ's curriculum offers (their full definitions can be found in the Appendix 6).

The analysis in the table shows that UJ's curriculum does not include content in three of these areas: the Foundations of Sport Management, the Functions of Sport Management, and the Environment of Sport Management. The question of whether students are adequately prepared to work in the sport industry thus arises.

**Table 4.3** Common Professional Components and UJ’s modules

<b>Common Professional Component</b>	<b>Modules from UJ’s Curriculum</b>
Foundations of Sport: Historical, Sociological, and Psychological	Sport Sociology Sport Psychology and Perceptual Motor Learning Sport Administration
Foundations of Sport Management Management Concepts Governance & Policy International Sport	Sport Management
Functions of Sport Management Sport Operations Sport Marketing Sport Communications Sport Finance and Economics	Sport Marketing and Finance Sport Sociology Sport Administration
Sport Management Environment Legal aspects of sport management Ethical aspects of sport management Diversity issues in sport management Technological advances in sport management	Sport Sociology Sport Administration
Integrative Experiences & Career Planning Internship/Practical/Experiential Learning Capstone Experience	Work Integrated Learning Practical Aspects

With regard to the first CPC, Foundations of Sport (looking specifically at the historical, sociological, and psychological aspects), three modules cover these topics: Sport Sociology, Sport Administration, and Sport Psychology and Motor Learning Skill. Sport Sociology covers sociological aspects of the sport industry. Sport Psychology covers aspects of performance anxiety and the mental stress of being an athlete, as well as aspects of how managers can manage stress (University of Johannesburg, 2019b). An important aspect to raise with regard to this module, is the fact that only 50% of this module covers sport psychology. The other half of the module is dedicated to motor learning skill, which focuses on how a person moves (University of Johannesburg, 2019b: 140). Sport Administration covers many of the foundational aspects of sport. It looks at the history of sport, how it was modernized, and the development of sport in South Africa (University of Johannesburg, 2019b).

The second CPC, Foundations of Sport Management, requires that management concepts, governance and policy, and international sport be looked at. However, UJ’s curriculum only has one sport-specific module that looks at these topics: Sport Management and it only covers some of these topics. This module covers the management of sport, how to organise, plan, lead and control in the sport industry, but it does not cover governance and policy, nor does it cover

international sport (University of Johannesburg, 2019b). No other module in this programme covers these topics.

Some of the modules may relate to this CPC but are not sport specific. Business Management is one such module. It can be classified under this CPC because it looks at important management theories, but it is not directly related to the sport industry (University of Johannesburg, 2019a). Industrial Psychology 2A and 2B look at the organisational behaviour which aligns itself well with this CPC, but it is also not sport specific (University of Johannesburg, 2019a).

Three modules (Sport Marketing and Finance, Sport Sociology, and Sport Administration) cover topics found in the Functions of Sport Management CPC. This CPC requires the following content to be covered: sport operations, sport marketing, sport communication, and sport finance and economics (COSMA, 2016). The Sport Marketing and Finance module covers some of these topics (University of Johannesburg, 2019b). However, the CPCs have separated these two topics, whereas UJ's curriculum has combined them. Each of these could be a stand-alone module. This raises the question, of whether the UJ curriculum provides enough time for students to acquire all the knowledge they need to either further their studies or to be work ready. Sport operations and sport communication are not covered by UJ's curriculum.

The Functions of Sport Management CPC also requires that sport economics be looked at (COSMA, 2016). UJ has a module that looks at economics, but it is not sport specific (University of Johannesburg, 2019a). This is true of the other elective in this programme, Accounting. These electives are offered through the College of Business and do not relate specifically to the sport industry. Students are learning important economic or accounting concepts, but those concepts may not link directly to their industry.

The Sport Management Environment is the fourth CPC. There are two modules that cover topics found in this CPC, Sport Sociology and Sport Administration. Sport Sociology touches on diversity issues in sport when it discusses gender in sport (University of Johannesburg, 2019b). Ethical issues may be discussed in this module under the topic "Deviance in Sport". However, there are no modules that fully cover ethics in sport, and which include "critical ethical areas of the day such as the use of performance enhancing drugs, gambling and sports agents" (COSMA, 2016:13). UJ's curriculum also does not cover legal and technological advances in sport.

With regards to the last CPC, Integrative Learning and Experience, UJ's curriculum offers two modules that cover this type of practical learning, Work Integrated Learning (WIL) and Practical Aspects (University of Johannesburg, 2019b). This CPC is defined as: "An experience that enables students to work for a sports organisation, or in a sports-related office to gain

useful, relevant experience for a career in the sports field” (COSMA, 2016:13). During the interview, the question around what students do during the Work Integrated Learning module was asked. Students are tasked with finding a sports organisation to work for. They then receive a study guide that is used to evaluate their experience (Interview).

It was mentioned at the beginning of this section that COSMA categorised all its content areas into five important CPCs and it has been shown that UJ’s curriculum falls short in three of these categories.

As stated above, the purpose of using both the NASSM and the COSMA guidelines to analyse the UJ sport management programme was to see how UJ’s programme compares to these international standards. It was found that when using NASSM’s guidelines as a tool for analysis, then one can see that UJ’s curriculum is mainly made up of foundational areas of study. The difference though, is that NASSM requires these foundational areas of study to be sport specific, and UJ’s is not necessarily.

With regard to COSMA and its CPCs it was shown that UJ’s curriculum falls short in three of these areas: the foundations of sport management, the functions of sport management and the environment of sport management.

## Chapter 5 Conceptual Analysis of the Curriculum Logic

This chapter will explore the curriculum logic of the UJ Sport Management degree, using the following conceptual ‘toolkit’, that was derived from theoretical models discussed earlier in Chapter 2:

- Gamble’s (2016) model is used to answer the question: What types of knowledge does the curriculum have and which is the predominant knowledge type?
- Shay’s (2013) model is used to answer the question: With regards to sequencing, what type of curriculum is it?
- Barnett’s (2006) work is used to answer the question: What types of recontextualisation have taken place in this curriculum and what is the predominant type?
- Gamble’s (2009) work is used to answer the question: What kind of pacing takes place and what elements stand out?
- Shay (2011) is used to answer the question: What type of coherence is predominant in this curriculum?

### Types of Knowledge - Selection

In Chapter 2, it was stated that it is important to know what types of knowledge are selected into the curriculum, so that one can better understand the curriculum logic. Gamble’s (2016) model of different types of knowledge will be used to analyse UJ’s Sport Management curriculum, specifically with regard to what types of knowledge are found in this curriculum. This is followed by an analysis drawing on Shay who, using Maton’s Legitimation Code Theory, analyses curricula in terms of semantic gravity and density. This analysis also aims to see what type of knowledge is predominant in this curriculum and, therefore, what type of curriculum it can be classified as.

### Gamble’s Curriculum Model

As was explained in the conceptual chapter, Gamble identifies two types of knowledge, situated knowledge and formal knowledge (2016). She then describes the logic found within each type of knowledge, whether procedural or principled logic. Both situational and formal knowledge can have either of these logics.

Gamble’ conceptual model, (refer to Figure 2.1 and Appendix 7 for coding) was used to see what knowledge types could be found in UJ’s Sport Management curriculum.

In this analysis, Gamble’s categories have been interpreted so as to align them to the nature of a sport management programme. Craft knowledge has been interpreted as sport specific knowledge, and scientific knowledge has been interpreted as disciplinary knowledge.

Craft knowledge is situated knowledge but with a principled logic. This category has been adapted to refer to sport-specific knowledge because the sport industry is a very specific industry with unique aspects and requirements only found in that industry (therefore similar to situated knowledge) and it is principled because it is derived from a discipline and adapted to fit (or focus on) the sport industry.

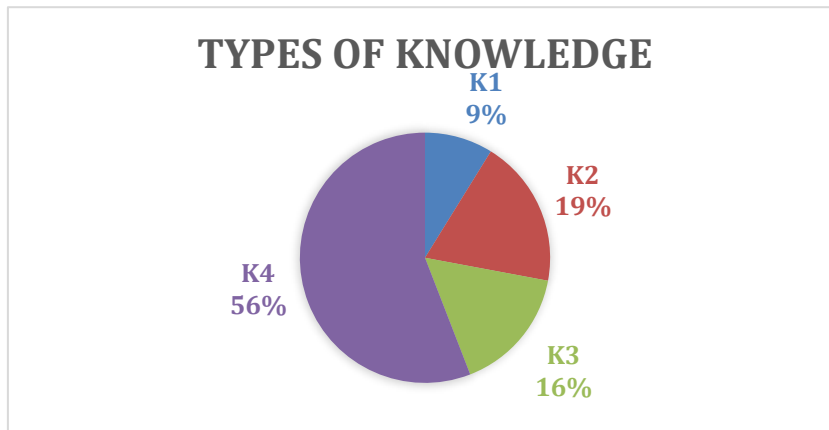
According to Gamble, scientific knowledge is formal knowledge which has a principled logic. This is seen as disciplinary knowledge in this analysis because the Sport Management discipline is drawn from a number of disciplines, like management and psychology.

Table 5.1 shows where each of UJ’s modules would fall within this model, thus classifying these modules according to the type of knowledge. (See Appendix 7 for how coding was carried out).

**Table 5.1** Types of knowledge found in UJ’s Curriculum

<b>Situated knowledge (Specific)</b>	<b>Formal knowledge (General)</b>
<p>‘How-to’ knowledge</p> <ul style="list-style-type: none"> <li>• Practical Aspects</li> <li>• Work Integrated Learning</li> <li>• Sport Practice 1D</li> </ul> <p><b>K1</b></p>	<p>Systems knowledge</p> <ul style="list-style-type: none"> <li>• Exercise Science</li> <li>• Business Management (2 modules)</li> <li>• The Exercise Science half of Didactics and Exercise Science</li> <li>• Leisure and Sport Tourism</li> <li>• Accounting A and B</li> </ul> <p><b>K2</b></p>
<b>Sport specific knowledge</b>	<b>Disciplinary knowledge</b>
<ul style="list-style-type: none"> <li>• Sport Marketing and Finance</li> <li>• Sport Psychology and Perceptual Motor Learning – the Sport Psychology half</li> <li>• Facility, Event and Human Resource Management in Sport 3D</li> <li>• Sport Administration</li> <li>• Sport Sociology</li> <li>• Sport Management</li> </ul> <p><b>K3</b></p>	<ul style="list-style-type: none"> <li>• Economics 1 and 2</li> <li>• Didactics and Exercise Science – the Didactics half of the module</li> <li>• Industrial Psychology (6 modules)</li> <li>• Analytical Techniques 1 and 2</li> <li>• Business Management (4 modules)</li> <li>• Kinesiology 1A and 1B</li> <li>• Anatomy and Physiology A and B</li> <li>• Sport Psychology and Perceptual Motor Learning – the perceptual motor learning half of the module</li> </ul> <p><b>K4</b></p>

Figure 5.1 shows what proportion of the course is made up of these different types of knowledge:



**Figure 5.1** Proportion of Gamble’s knowledge types in UJ’s curriculum

The analysis using Gamble’s knowledge categories shows that UJ’s curriculum is mostly located in K4, disciplinary knowledge (56%), which is formal and principled knowledge. This means that a significant part of this curriculum is based on disciplinary knowledge.

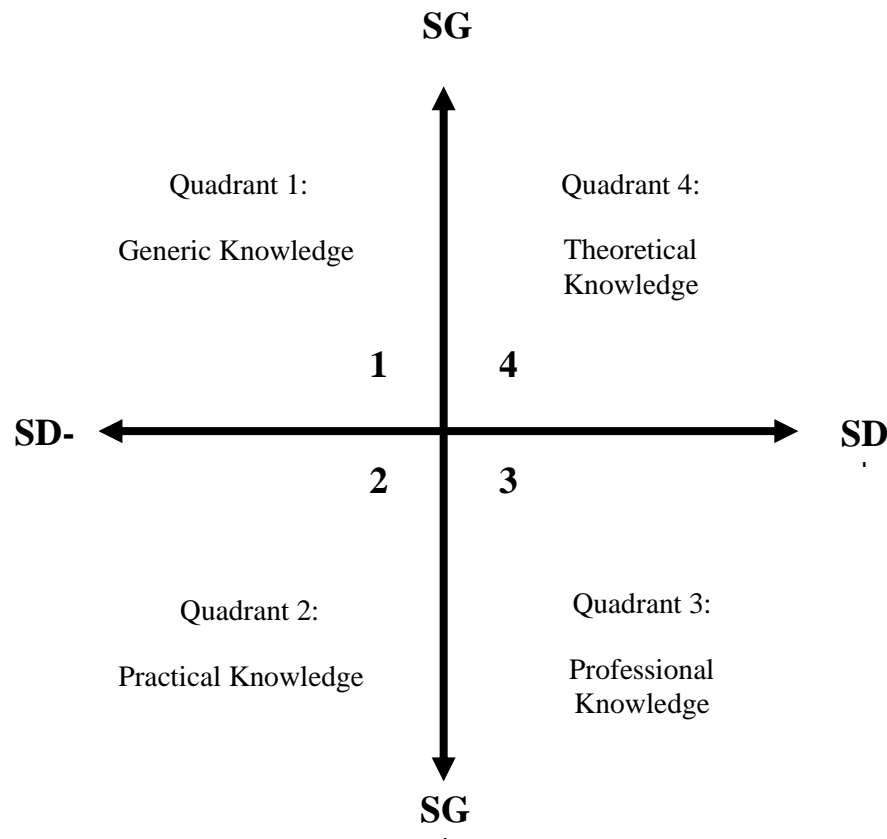
K2 knowledge (systems knowledge) is also important in the make-up of this curriculum (19%). That means that the curriculum is made up of a significant number of modules that have formal knowledge which is procedural in nature. Situated knowledge (K1) is not very prominent at all (9%), while sports specific knowledge (K3) is relatively prominent (16%).

Drawing on the findings of Gamble’s (2016) research report discussed in Chapter 2, Sport Management, like Mechatronics, is largely based on K4 (disciplinary) knowledge, with K2 (systems) knowledge being the next prominent knowledge type. The difference here is that Sport management has very little K1 (‘how to’) knowledge and it relies on knowledge from K3 that is very sport specific. The content would vary significantly between these two types of qualifications, where Mechatronics relies on engineering-based modules while Sports management relies on disciplines within the management field. However, they both require disciplinary knowledge. Gamble argues that K3 and K4 knowledge types are required for work of innovation and for uncertainty (Gamble, 2016:18). This means that UJ’s curriculum is preparing the students to be able to problem solve using the disciplinary knowledge taught to them combined with the sport specific knowledge types found in K3, where the end goal is uncertain. This is appropriate for the sport industry as it has various occupational fields and can therefore not only teach procedural knowledge if it is to accomplish the goals of the varying organisation types within the sport industry. This is also important as it is also a growing, dynamic occupation where its goals vary and shift.

## Shay's Curriculum Model

As stated in Chapter 2, Shay et al. (2011) used Maton's Legitimation Code Theory to assist with understanding the external and internal relations of knowledge within a curriculum. This model enables us to understand what types of modules have been selected and what this means for the curriculum in terms of the occupational field it forms part of. Looking at knowledge through these semantic codes allows us to evaluate whether a module and its meaning relate more to context (semantic gravity, in which case this module would be outward looking) or to theory (semantic density; in which case this module would be inward looking).

Figure 5.2 shows the different quadrants and the type of knowledge found in each quadrant. UJ's curriculum has been analysed in order to see which modules fit into which quadrant according to their semantic density and semantic gravity. Appendix 8 has the reasoning behind the coding decisions for each one.



**Figure 5.2** Shay's fields of production (Shay, 2013:569.)

In analysing UJ's curriculum according to these quadrants, the following emerged:

### Quadrant 2: Practical Modules

This quadrant displays a strong semantic gravity (SG+) and a weak semantic density (SD-). The modules in this quadrant are based on experience and are generally more task orientated: "practical knowledge: 'knowledge largely free of formal concepts and theories, learned by experience, and instrumental for performing concrete tasks in concrete settings'" (Shay, 2013:569).

Three of the modules found in UJ's curriculum fall within this quadrant: Sport Practice, Practical Aspects, and Work Integrated Learning.

### Quadrant 4: Theoretical Modules

Quadrant 4 knowledge is different to Quadrant 2 knowledge in that its meaning is derived from disciplines and not from practical experience. As Bernstein describes it, this knowledge is specialised and symbolic and its meaning is organised hierarchically (Shay, 2013:570). Friedson refers to this as "formal knowledge" and Shay argues that such knowledge cannot be applied directly to the world of work (Shay, 2013:570).

This quadrant displays a strong semantic density (SD+) and a weak semantic gravity (SG-). There are 10 modules in UJ's curriculum that fit into Quadrant 4. The Quadrant 4 modules are:

- Business Management (2A, 2B and 3A)
- Economics (1A and 1B)
- Accounting (1A and 1B)
- Kinesiology (only A)
- Anatomy and Physiology (1A and 1B)

### Quadrant 3: Professional Modules (SG + and SD +)

Quadrant 3 is almost an amalgamation of Quadrants 2 and 4 and refers to knowledge rooted in theory and practice (Shay, 2013:571). Shay defines this quadrant as follows:

Q3 is the recontextualisation of both theoretical and practical knowledge for vocational and professional curricula. It is distinctive from Q4 because the logic of the curriculum is the demands of the practice. It is distinctive from Q2 because the principles informing the practice are derived from theory. (Shay, 2013:575)

This quadrant displays a strong semantic density (SD+) and a strong semantic gravity (SG+). There are 21 modules in UJ's curriculum that fit into Quadrant 3: these modules are:

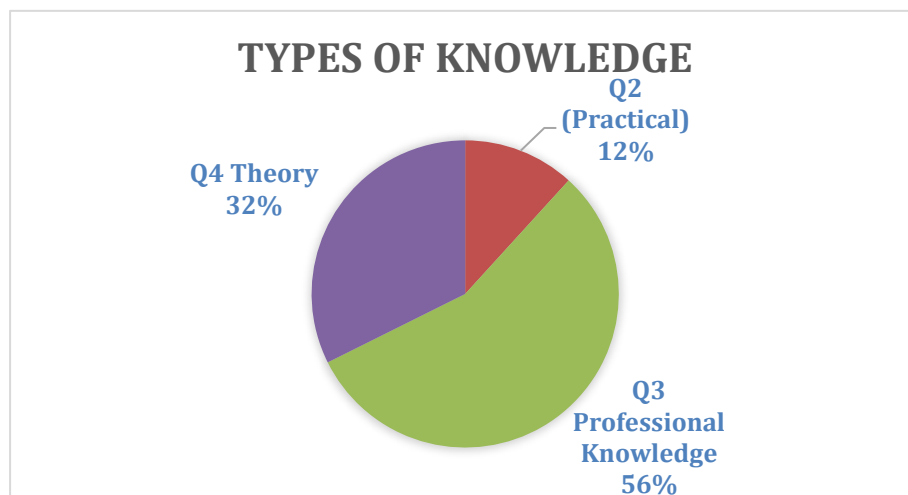
- Industrial Psychology (6 modules over 3 years)
- Business Management (1A, 1B, 2A, 3B)

- Analytical techniques (A)
- Kinesiology (B);
- Sport Administration
- Sport Management
- Leisure and Sport Tourism
- Sport Psychology and Perceptual Motor Learning
- Sport Sociology
- Didactics and Exercise Science
- Exercise Science
- Sport Marketing and Finance
- Facility; and Event and Human Resource Management

Quadrant 1: Generic Curricula (SG - and SD -)

As noted earlier, Shay defines this quadrant as “the recontextualisation of a pseudo-practical knowledge”. It is a generic curriculum because it focuses on generalised skills that can be transferred to many different settings (Shay, 2013:576). UJ does not have any modules that fall within this category.

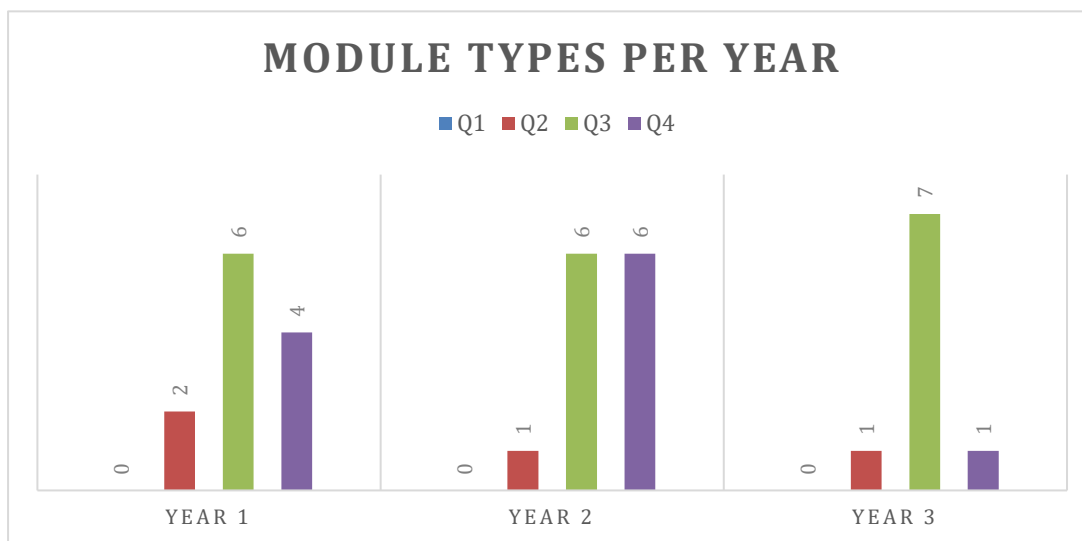
A close look at UJ’s curriculum reveals the following (Figure 5.4): 56% is found in Quadrant 3 (professional knowledge), 32% of its curriculum is found in Quadrant 4 (theoretical knowledge), 12% in Quadrant 2 (practical knowledge), and 0% in Quadrant 1 (generic knowledge).



**Figure 5.3** Proportion of Maton’s knowledge types in UJ’s curriculum

If the curriculum is broken down by year of study, it shows that Quadrant 3 modules (professional knowledge) remain the predominant form of module in each year, with Quadrant

3 decreasing rapidly in the third year of study. Figure 5.4 shows how many modules are from which quadrant per year of study:



**Figure 5.4** Module types per year of study

The conclusion reached based on the data above is that because UJ’s curriculum is predominantly made up of Quadrant 3-type modules, it may be categorised as a professional curriculum. This means that the Sport Management curriculum primarily involves the recontextualisation of both Q2 (practical knowledge) and Q4 knowledge (theoretical knowledge).

According to the rules of selection, Shay’s conceptual toolkit shows us that UJ’s curriculum has selected modules that predominantly fall within Q3 and Q4 quadrants. According to Muller’s Occupational fields, UJ’s programme is therefore a professionally orientated degree made up of both Quadrant 3 and Quadrant 4 and its purpose is professional practice (Shay, 2013).

## Sequencing and Directionality

In order to explore the idea of what sequencing signals about the nature of the UJ curriculum the thesis now turns to Gamble’s work on the different ways in which knowledge and practice can combine and what this means for both the student and the employer when the student enters the working world. Gamble deals with the order in which theory and practice are combined (Gamble, 2009:11) and explores the idea that the relationship between practice and theory in programmes can indicate whether it aims for a student to be (specifically) employable or to have (general) employability.

As noted in Chapter 2, Gamble (2009) divides Higher Education qualifications into four types of qualifications depending on whether they include work experience/direct link to the world of work. These types of qualifications are general formative undergraduate qualifications, postgraduate and professional qualifications, technical and technological qualifications, and qualifications of the future (Gamble, 2009). A qualification of the future differs from a general formative undergraduate diploma in that before a student graduates, a qualification of the future would have equipped them with a degree, specific skills and work experience, whereas a general formative undergraduate qualification focuses only on providing the degree.

In order to classify UJ’s curriculum as one of these types of qualifications, it was firstly necessary to understand what elements of the current curriculum are practical in nature, and where the modules are located sequentially. Also, does this curriculum offer work experience and skills and therefore qualify as a qualification of the future, or is does it fit into one of the other categories?

The postgraduate degree category can be ruled out as UJ’s BCom in Sport Management is an undergraduate degree and the technology and technological qualification may also be ruled out as it is a university degree that doesn’t offer technological subjects in the way that is required for it to meet the criteria of a technological qualification.

Therefore, it is either a general formative degree, or a qualification of the future. To evaluate which one it is, it was necessary to look into the work experience and practical elements of this curriculum. This curriculum only offers the following modules that have a practical, work related element to it (Table 5.2):

**Table 5.2** A closer look at the practical modules offered (The University of Johannesburg, 2019)

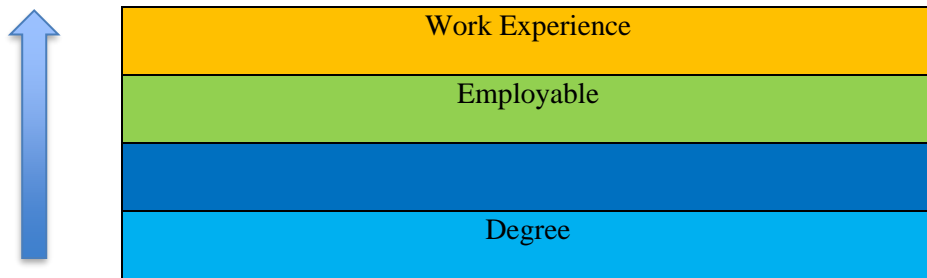
<b>Practical Subject</b>	<b>Description in Yearbook</b>
Work Integrated Learning (Third Year)	Practical experiential learning of a professional.
Practical Aspects (Second Year)	The students are tasked with creating a fun day for senior citizens. This draws on event management skills.
Sport Practice (First Year)	This practical module has an element of theory to it where the students learn the rules of a specific sport and how to apply them. They also apply other theory that they have learnt thus far.

Only one of these modules – Work Integrated Learning – offers a direct link to the world of work. The other two modules have elements that are practical in nature but are not directly related to the world of work. However, they do teach certain skills that could help in certain jobs in the sport industry; for example, students engage with the strategy of the organisation;

its marketing approach; and how they manage its administration (Interview). This is linked to knowledge that the students have previously acquired.

The lack of direct interaction with the world of work suggests that this curriculum is a general formative degree, the purpose of which is employability with an indirect link to the labour market.

UJ's programme can be visually represented as the following according to Gamble:



**Figure 5.5** UJ's programme as a general formative degree

During the interview with the course convenor, questions around the industry and the practical nature of the programme were asked in order to gain further insight into the curriculum. The first question was, "What do you believe the sport management industry wants of its employees?"

According to the interviewee, a sport business looks for candidates that have characteristics such as creativity, motivation, leadership, entrepreneurial skills, and the ability to work.

This question was followed up with one asking if the undergraduate degree that is currently offered equips the students with characteristics like entrepreneurship and the type of creativity that is required in the sport industry. The interviewee admitted that these sorts of aspects are not covered in depth in subjects that relate to the sport industry (subjects like sport management or sport sociology) but may be covered in more detail within subjects that are housed in the College of Business and Economics.

He was also asked whether he believed that the qualification offered enough practical modules. He replied that he does not believe that it does. He believes that if a student wishes to progress to the honours level in sport management then there are enough practical modules, however there are not enough if they do not progress to honours.

This reinforces the conclusion made above, in terms of sequencing; this course is a general formative undergraduate degree and not a degree of the future because although it may have some practical modules, it does not provide enough work experience and specific skills for it to be considered a qualification of the future. The interviewee further supported this finding when he answered the question: what is the broad aim of this curriculum?

I think that the broader aims of the undergraduate degree are to develop a sport manager for entry level into a business environment.

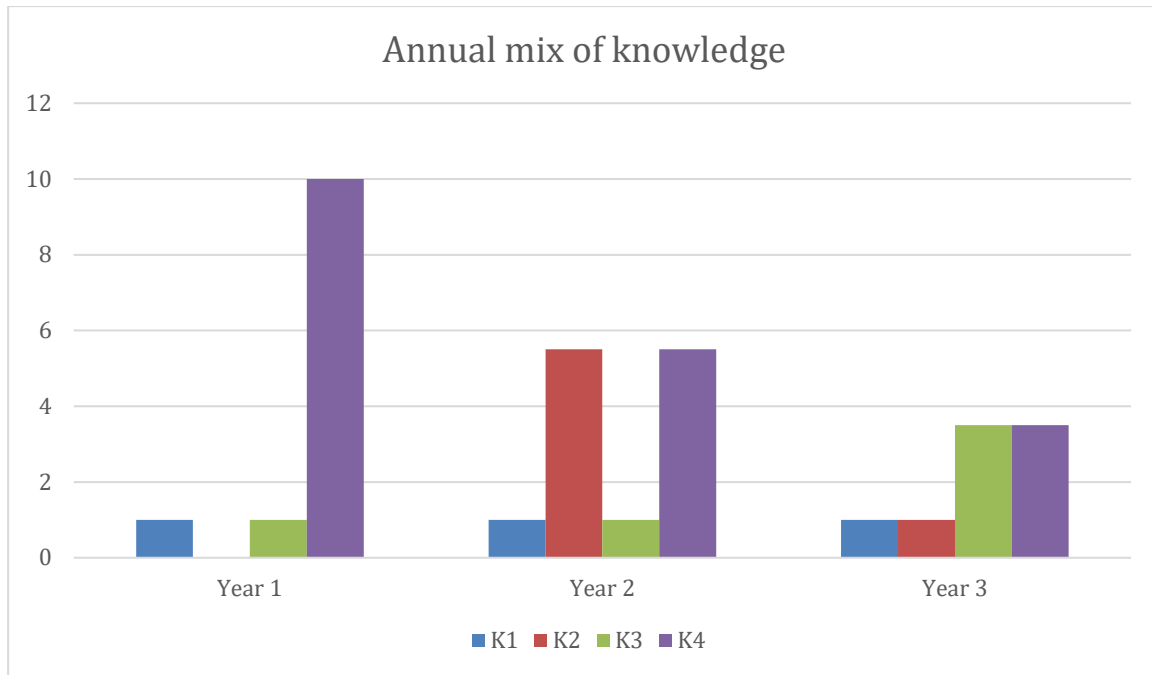
The interview also addressed the issue of employable versus employability. The interviewee was given the definition provided in Chapter 2 (page 21) on the difference between the two, where employability allows for greater mobility within the workforce as opposed to being more specific with regard to skills as is the goal for employment (Kruss, 2002).

When asked whether he consider the students exiting this programme to be employable or have employability, the interviewee replied:

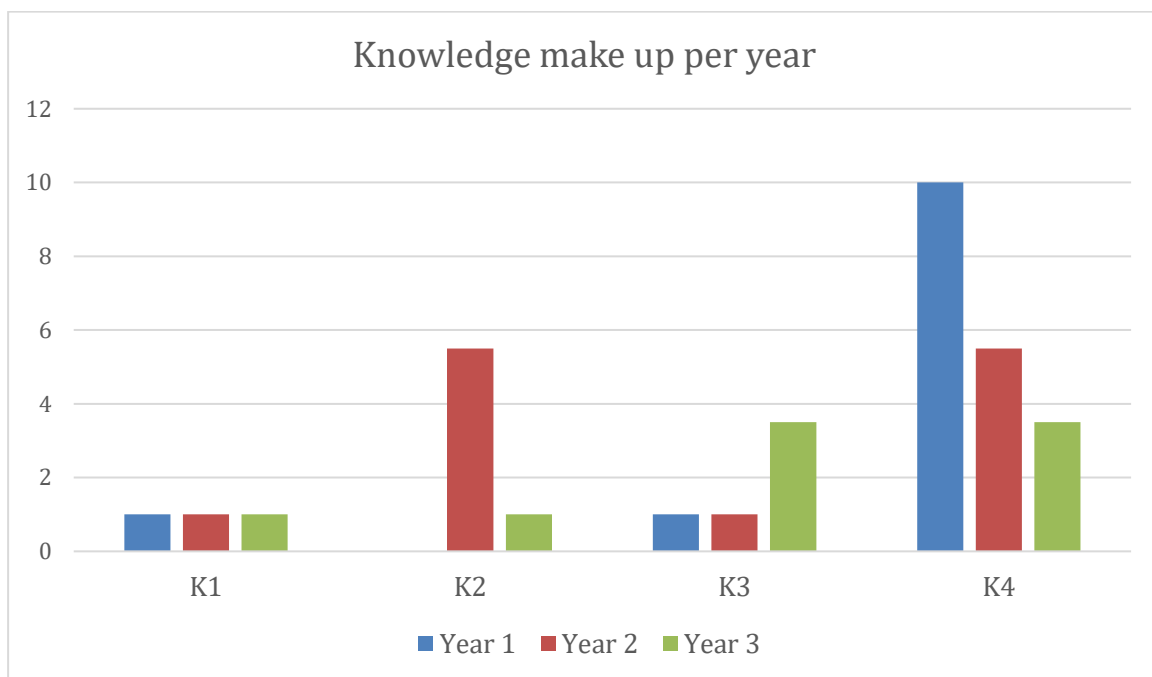
The aim of the existing programmes (diploma, degree and honours) is to develop the knowledge, skills and attitudes of students to be able to be equipped for both employment in the field of sport but also to have greater mobility and flexible to be employable in different managerial contexts. Reason why I say this is that students do Economics, Accounting, Industrial Psychology and Business Management in the degree programme with all other students in these modules where the application is not necessarily sport but rather business. I think that the answer is therefore not an either/or one but rather an and/and one. On the honours level we specialise more in sport management (application) but outcomes would also link with employability.

He was clearly saying that the undergraduate degree is broader and that the honours programme is more specific and focused on sport management, therefore, strengthening the conclusion that this programme can be classified as a general formative undergraduate degree.

The sequencing of UJ's curriculum was also analysed by looking at Gamble's (2016) work on the different types of knowledge that was explained above. Figure 5.6 shows the spread of the knowledge types per year. There is one K1 knowledge type every year. There are no K2 knowledge types in year 1, but they spike significantly in year 2, and drop back down in year 3. K3 stays the same in years 1 and 2 and the majority of K3 modules are taught in the last year. The majority of K4 modules are taught in the first year and then steadily decline as the years go on.



**Figure 5.6** The mix of knowledge types by year

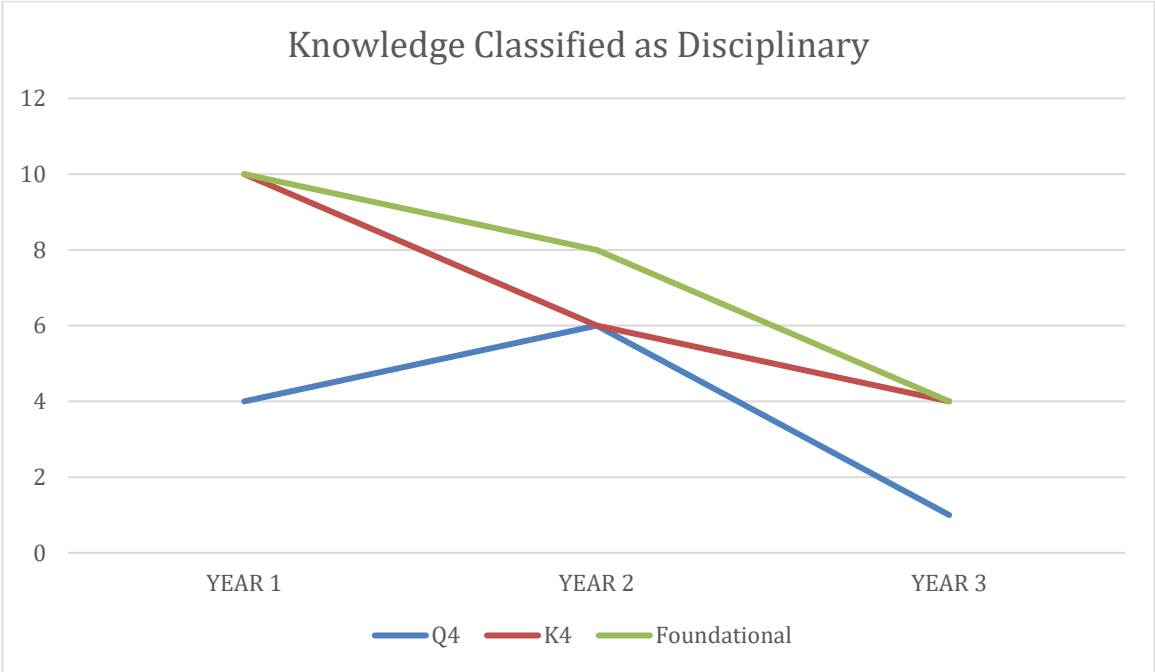


**Figure 5.7** Knowledge make up per year

This shows that this programme is sequenced in such a way that disciplinary knowledge that is not sport specific, for example the modules found in the College of Business (Industrial Psychology, Business management and the Commerce electives) are placed earlier on this programme, whereas the K3 knowledge type, which is the sport specific modules are clustered more into the third year. One possible reason for this is that the sport specific modules build on

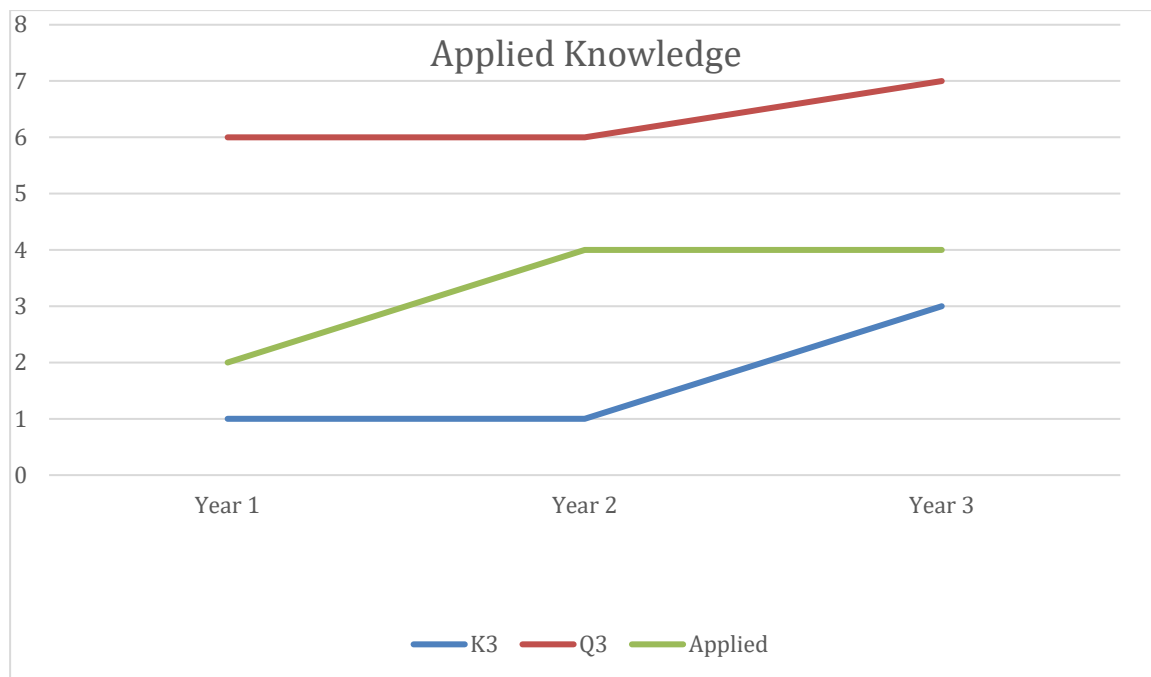
the theoretical knowledge learnt in the earlier years, meaning that students can apply the theory to specific sport scenarios. However, this sequencing is questionable because students participate in practical modules before having really come to grips with the sport industry. It would be interesting to research whether sequencing these modules differently would allow students to be more knowledgeable around the practical work that they are participating in (this will be discussed in more detail in Chapter 6 below).

With regards to directionality, the following graphs draw on the data that has been presented in this chapter to show the directionality of the knowledge types found throughout UJ’s programme. Each graph will be briefly explained.



**Figure 5.8** Comparison between types of knowledge

Figure 5.8 has taken the foundational areas stipulated by NASSM, the number of modules found in Q4 which is the theoretical curriculum modules (Shay, 2013); and the number of modules found in K4, disciplinary knowledge (Gamble, 2016). It then tracks them per year. The graph shows that the number of disciplinary type modules decrease as the years increase.



**Figure 5.9** Comparison of knowledge types

Like Figure 5.8, Figure 5.9 takes the number of applied modules per year and tracks them. The data it uses is the Applied modules stipulated by NASSM; the Q3 modules, which are the professional qualification modules (Shay, 2013); and the K3 modules, which are the sport specific modules (Gamble, 2016). It is clear that the directionality of these modules is opposite to that of the disciplinary modules, in that applied modules in fact increase over time. Theoretical modules still remain the dominant module types that UJ offers, however year 3 is made up of more applied modules than year 1 or year 2.

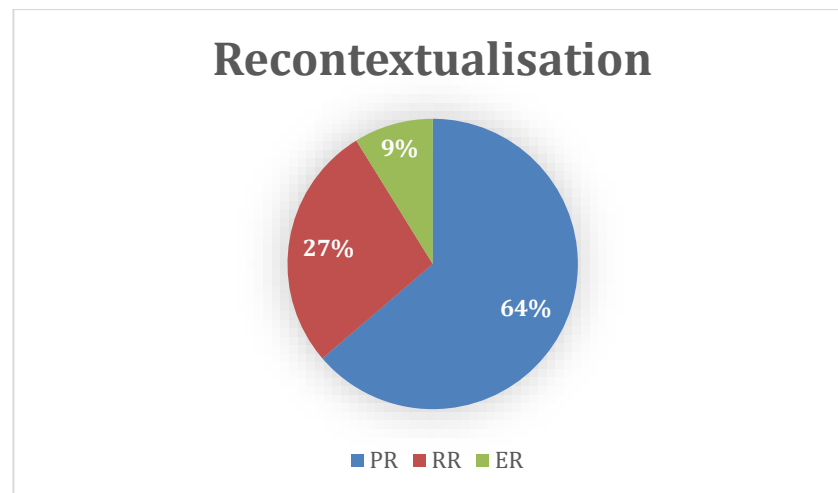
## Recontextualisation

In order to analyse the ways in which different kinds of knowledge have been recontextualised into the curriculum of this programme, I will refer to Barnett's work that was summarised in Chapter 2.

Barnett (2006) refers to two types of recontextualisation: pedagogic recontextualisation (PR) and reclassificatory recontextualisation (RR). PR is where knowledge from the field of research is turned into knowledge in the curriculum. It takes knowledge from its original source and pedagogises it. Whereas RR is where knowledge which has already been pedagogised is transformed into teachable knowledge with reference to a specific context or occupation.

When UJ's curriculum was analysed using these two types of recontextualisation, it was found that the knowledge in the majority of the modules has been recontextualised pedagogically, but some knowledge has been recontextualised under the category of reclassificatory recontextualisation (Figure 5.10). However, there are three modules that do not conform to

either of these categories. These modules are: Sport Practice, Practical Aspects, and Work Integrated Learning. A separate category is needed for these modules and this category will be referred to as “experiential recontextualisation” (ER), this will be looked at in more detail below.



**Figure 5.10** How knowledge in UJ's curriculum is recontextualised

Knowledge in the following modules has been pedagogically recontextualised: Industrial Psychology (all the modules throughout all three years), Business Management (all the modules throughout all three years), Anatomy and Physiology (both modules), Kinesiology (both modules), Analytical Techniques (both modules), Accounting (both modules), and Economics (both modules). The modules with knowledge that has been pedagogically recontextualised seem to be those of well-established disciplines, for example, the Industrial Psychology modules draw knowledge from the field of research, recontextualised for the classroom. Appendix 9 outlines the reasoning for these modules being considered as being pedagogically recontextualised.

With regard to reclassificatory recontextualisation, knowledge in the following modules seem to have gone through this type of transformation: Sport administration, Didactics and Exercise Science, Sport Management, Sport Marketing and Finance, Sport Sociology; Facility, Event and Human Resource Management in Sport, Sport Psychology and Perceptual Motor Learning and Leisure and Sport Tourism. These modules all stem from different original disciplines and have been reworked in order to relate to the sport industry. Appendix 9 outlines the reasoning for these modules being considered as being reclassificatory recontextualised.

As noted earlier, two potential problems may arise from RR. Firstly, a module that needs to be recontextualised like this may result in it being either too superficial in nature or too complex for the particular context that it finds itself in. UJ's curriculum potentially faces one such recontextualising issue. In its Sport Marketing and Finance module. Without going into the specific details of this module it is difficult to tell whether or not the module is too superficial or too complex; however, by adding this module into the curriculum, it runs the risk of either

of these situations and may end up not being beneficial to the students. This is especially true since this module involves two modules from separate disciplines which have been combined into a single semester module. Therefore, not only does the module run the risk of being ‘watered down’, but there may also be insufficient time to go into sufficient detail of either marketing or finance.

The second problem that could arise through reclassificatory recontextualisation is that there may be a risk of not offering a sufficient base of disciplinary knowledge required to underpin such a module. For example, sports marketing is offered in this programme; it is possible to study marketing as a discipline on its own and become a specialist in it. A module like this offered in this context may not provide a sufficient knowledge base in this particular area for a student to progress in the labour market or to further learning.

However, both NASSM and COSMA recommend that such subjects are offered for the degree programmes in the United States, so these types of module are clearly important.

With regard to ER, three modules have been classified as this because they do not fit in with either of the definitions that Barnett gives for pedagogic and reclassificatory recontextualisation. These modules are of a practical nature and seem to have specific purposes, respectively. Each of these modules will be briefly discussed.

The first module is Sport Practice: the 2019 yearbook describes this module as a module in which students learn the rules, coaching methods, and assessment methods of an array of different sports (University of Johannesburg, 2019b). Learning these elements of sport does not stem from a specific discipline but happens rather through experience.

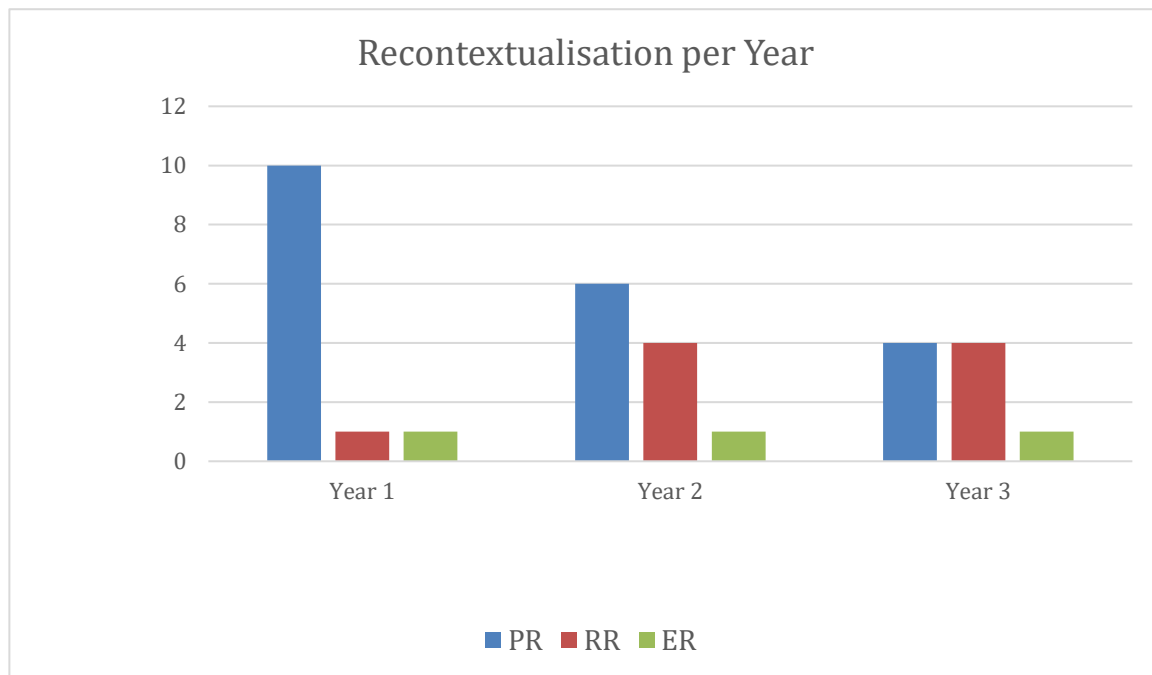
The module Practical Aspects is a second-year module in which students are tasked with managing a sport fun day, a recreation camp and other volunteer programmes (University of Johannesburg, 2019b). Students may be guided in terms of certain requirements that they will be assessed on; however, it is through the practical nature of this event that students will learn. This module may be said to stem from the content of an events management module; however, it is interesting to note that these students only study the events management module in their third year.

Students’ involvement in these projects may also differ in terms of the role they play and their level of involvement in the project. For example, if this project requires group work, one student may take on the role of activity coordinator and the other of the financial manager; this would mean that these students would learn something different through their experiences.

The third module is Work Integrated Learning. This module requires students to gain practical experience of a professional field (University of Johannesburg, 2019b). Although students are

guided by questions within a manual, it is unclear where this knowledge stems from. However, the students will learn about the business environment through experiencing it. Much like the Practical Aspects module, each student will have a different experience and learn something different from the other students.

Figure 5.11 shows UJ's curriculum by year and how many PR, RR and ER modules are found in each year.



**Figure 5.11** Recontextualisation per year

It is clear that PR and RR have opposite trajectories to one another. Pedagogically recontextualised modules start off high in number and decrease as the years of study go on, whereas the majority of the reclassificatory recontextualised modules take place in the third year of study, increasing in number from the first and second years. This is similar to what was discussed above in that it seems that the sport specific modules are the focus of the last year of study.

## Pacing

Pacing refers to how much time is dedicated to the different elements within a curriculum. UJ's curriculum will be looked at with regards to how much time is allocated per module over a year.

The pacing of this programme was first thought to be an issue when, during the interview, the interviewee referred to there not being enough time for certain modules. He expressed this

concern when he was asked why certain modules that are not conceptually linked to each other were taught together (for example, Facility, Event and Human Resource Management in Sport). He stated that there was not enough time to dedicate to each of these modules separately:

I think that the programme is over full. I am not sure how many credits but it's definitely not 360, I think it's close to 450, so that time is a challenge.

Each module is allocated a certain number of credits. UJ's 2019 Yearbooks provide this information for each module that forms part of this curriculum. The total amount of credits of this programme is 401, which is an indication that it has more credits than is necessary for a degree programme.

A student of sport management at this university is required to have three majors to obtain a Bachelor of Commerce degree. Two of these majors need to be from the College of Business (Industrial Psychology and Business Management); the other major must come from the Faculty of Health Sciences. Therefore, time is already scarce in this programme. As a result, a decision was made to start integrating all applied modules into other modules like Sport Psychology and Perceptual Motor Learning (Interview).

Another reason for the combination of modules that are not necessarily conceptually linked is that sport management draws on a large number of disciplines. The curriculum developers needed to find a way to cover a wide range of topics and therefore started combining modules (Interview).

For example, the module description of the Facility, Event and Human Resource Management in Sport module in the university yearbook (University of Johannesburg, 2019), highlights how different each topic is:

Introduction to Facility Management; Systems and Operations management; Equipment & Supplies Management; Crowd Management; Event Management;

And

HR in Sport & Recreation: volunteerism; Professionalism; Clients as HR; Staffing & Career Considerations; South African Labour Law; Leadership; Time Management; Stress Management. (University of Johannesburg, 2019:195)

The first column of Table 5.3 below illustrates the number of credits that has been allocated to each module. Credits are: "...a measure of the volume of learning required for a qualification or part-qualification, quantified as the number of notional study hours required for achieving

the learning outcomes specified for the qualification or part-qualification. one (1) credit is equated to ten (10) notional learning hours”<sup>2</sup> (SAQA, 2020:4).

The second column refers to the number of notional hours allocated to each module, while the third column refers to the proportion of time each module takes up as a percentage of the whole the programme.

**Table 5.3** How UJ’s curriculum is paced

<b>Course Name</b>	<b>Number of Credits</b>	<b>Number of notional hours</b>	<b>Percentage of entire Curriculum</b>
Analytical Techniques (A and B)	30	300	8%
Industrial Psychology (6 modules)	96	960	24%
Kinesiology (A and B)	16	160	4%
Sport Administration	8	80	2%
Anatomy and Physiology (A and B)	16	160	4%
Business Management (6 modules)	96	960	24%
Sport Practice	8	80	2%
Didactics and Exercise Science	35	350	9%
Sport Management	8	80	2%
Economics/Accounting (1 elective)	24	240	6%
Exercise Science	8	80	2%
Practical Aspects	8	80	2%
Leisure and Sport Tourism	8	80	2%
Sport Psychology and Perceptual Motor Learning	8	80	2%
Sport Marketing and Finance	8	80	2%
Sport Sociology	8	80	2%
Work Integrated Learning	8	80	2%
Facility, Event and Human Resource Management in Sport	8	80	3.3

2 Notional hours “...means the agreed estimate of the learning time that it would take an average learner to meet the defined outcomes, it includes consideration of contact time, research, completion of assignments, time spent in structured learning in the workplace, individual learning. Ten (10) notional hours equate to one (1) credit” (SAQA, 2020:5).

The above analysis shows that in terms of time allocated, Business Management and Industrial Psychology combined total roughly 48% of this curriculum and that the other modules take up very much less time.

If one were to break this down into the different aspects of this degree that students are learning, it shows that: business or commerce modules found in the College of Business makes up 61% of this degree. Sport specific modules (including practical modules) make up 20% of the degree while scientific modules (such as kinesiology) make up 19% of the degree.

Once again this shows that majority of the time is spent on Business Management and Industrial Psychology (Commerce) modules with very few on Sport Management or practical experience.

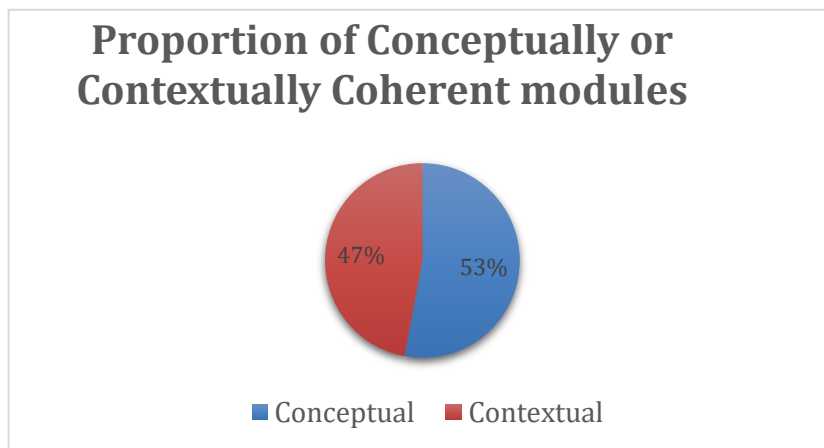
## Internal Curriculum Coherence

In order to fully understand the nature of UJ's curriculum, it is necessary to understand its internal coherence. Two types of coherence have been identified: contextual coherence and conceptual coherence. A curriculum that is conceptually coherent relies on sequencing that involves prerequisite subjects. In a curriculum that is contextually coherent the more important the link is to its context (Shay, 2011).

In order to evaluate the nature of this curriculum coherence, each module was examined to see if it was either a prerequisite for another module or if it had a prerequisite, this being the best indicator for conceptual coherence. If a module did not have prerequisites, or was not itself a prerequisite, the module was investigated to see to which context it was related. The results were as follows.

Conceptually coherent modules totalled 18 modules out of a total of 34 modules, including those in Industrial Psychology; Business Management, Analytical Techniques, Accounting, and Economics. These modules have been sequenced in a way that allows concepts in a specific module to be built on in a later module.

Contextually coherent modules totalled 16 modules out of a total of 34 modules, including: Kinesiology; Sport Administration, Anatomy and Physiology, Sport Practice, Didactics and Exercise Science, Sport Management, Practical Aspects, Leisure and Sport Tourism, Sport Marketing and Finance, Sport Sociology; Work Integrated Learning, Facility, Event and HR management in Sport, Psychology and Perceptual Motor Learning. A comparison between these two types of coherence over the entire programme is shown in Figure 5.12.



**Figure 5.12** Proportion of modules with conceptual and contextual coherence in UJ’s curriculum

With regard to modules categorised as having contextual coherence, the context which each module relates to is slightly different for each module based on the analysis of the module descriptions in the course Yearbook (University of Johannesburg, 2019b). Table 5.4 below shows the module in the first column and the context it relates to in the second column:

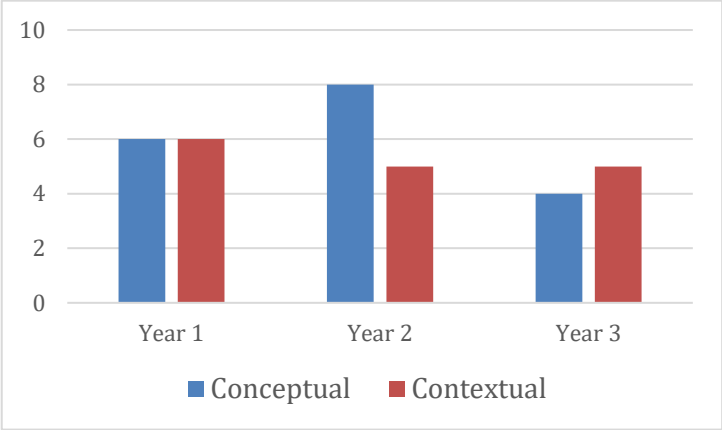
**Table 5.4** The context of different modules

Module	Its particular context
Kinesiology	Training aspects of sport.
Sport Administration	Foundations of sport and sport management.
Anatomy and Physiology	Training aspects of sport.
Sport Practice	The application of the rules of different sporting codes.
Didactics and Exercise Science	Coaching of sport using scientific techniques
Sport Management	Management of a sport business
Practical Aspects	Managing events that are related to sports.
Leisure and Sport Tourism	How sport can be used in tourism and as leisure activities.
Sport Marketing and Finance	Financial and marketing concepts are related to the business of sport.
Sport Sociology	How sociological concepts relate to the sports industry.
Work Integrated Learning	Hands on experience in a sports business.
Facility, Event and Human resource management in Sport	The management of sport facilities; human resource management in sport enterprises; and event management for sport specific events.
Psychology and Perceptual Motor learning	The psychological aspects of sport players; and perceptual motor learning skills that are relevant to the teaching of sport skills.

Five of the 16 modules (Kinesiology A & B, Anatomy A & B & Physiology, and Didactics & Exercise Science) can be considered contextually related to the sport industry in that they involve exercise science, training techniques and coaching. However, it is questionable whether these are indeed relevant to a sport *management* degree. All the other modules are relevant to a Bachelor of Commerce Sport Management degree.

Figure 5.13 shows how the number of modules bearing either conceptual or contextual coherence respectively, varies across each year of the degree. It is noticeable that in the first

year these are evenly spread. In the second year, there is an increase in modules bearing conceptual coherence and a decrease in those bearing contextual coherence. In the third year, modules bearing contextual coherence constitute the majority and the number of those bearing conceptual coherence decreases.



**Figure 5.13** Types of coherence by year

With regards to the contextually-coherent modules, it is useful to assess the extent to which the practical modules that are offered draw on theory (whether systems knowledge or disciplinary knowledge) that has been taught prior to the module. A closer look at UJ’s modules shows the following (Table 5.5):

**Table 5.5** The extent to which practical modules draw on theoretical modules

Practical Subject	Description in Yearbook	What theoretical knowledge does it draw from?
Sport Practice (First Year)	This practical module has an element of theory to it where the students learn the rules of a specific sport and how to apply them. They also apply other theory that they have learnt thus far.	<ul style="list-style-type: none"> <li>Judging from the description, it looks like some theory is taught in this module in terms of rules of the sport.</li> <li>However, it does not look like it draws from any other theory from the program</li> </ul>
Practical Aspects (Second Year)	The students are tasked with creating a fun day for senior citizens. This draws on event management skills.	<ul style="list-style-type: none"> <li>Here students are expected to run an event, however they have not yet covered any theory that will assist them in this endeavour. This is a second-year module and the events management module is in the third year</li> <li>Knowledge that has been taught thus far does not seem to have any relevance to the tasks that they must perform</li> </ul>
Work Integrated Learning (Third Year)	Practical experiential learning of a professional.	<ul style="list-style-type: none"> <li>This module seems to be located at a suitable time; this module can draw from knowledge taught in Business</li> </ul>

Therefore, this brief analysis suggests that there is not always conceptual coherence in the sequencing of the theory and practical modules. This could mean that UJ needs to look at the selection and sequencing of modules in the curriculum.

## Conclusion

This chapter has shown that UJ's curriculum is predominantly based on principled logic and mainly draws on disciplinary knowledge. There is an almost even spread between knowledge that has contextual and conceptual coherence, with knowledge with conceptual coherence being slightly more dominant. Most of the knowledge found in this curriculum has been pedagogically recontextualised, however many sports-based modules have also involved reclassificatory recontextualisation, drawing on (and sometimes merging) disciplinary modules to create new modules. Pacing was seen to be a problem, which is why some modules have been combined. A new category for recontextualisation had to be created, ER modules did not seem to fit into either of the other categories and they stem from sport specific work environments. The major discrepancy in this analysis is that related to sequencing. Drawing on Shay's (2011) curriculum model leads to the conclusion that this curriculum is a professionally orientated one. However, Gamble's (2016) work on how theory and practice are combined leads to the conclusion that this is a general formative degree. There are therefore some significant tensions or contradictions in this sport management curriculum. These aspects will be discussed further in the final chapter.

## Chapter 6 Conclusions

As mentioned in Chapter 2, Muller (2009:211) shows that individual disciplines can merge to form new cross disciplinary fields. This is how I view the field of sports management studies. As the sport industry underwent rapid growth, becoming more and more commercialised and complex, it became necessary to create a new cross disciplinary educational field in order to prepare people to manage sport as a business. The question is which disciplines to draw from in creating this new field, and how to combine them?

Within the three sectors of the sport industry (public, non-profit and professional as discussed in Chapter 1), the varied amount of knowledge that is required is significant. Practitioners require specialised knowledge as well as general knowledge from several disciplines. As Muller states, “More usually, regions are designed to support a domain of practice. In the process, they may retain their specialised distinctiveness as in certain sections of medicine and law; or they may be ‘recontextualised’ into a virtual generic field like ‘Business Studies’” (Muller, 2009:213).

This being said, it is no easy task to logically merge different disciplines in order to create a new one, and a curriculum developer is bound to run into difficulties. Therefore, the aim of my study was to investigate the logic of the curriculum of a South African university degree programme in sports management and to evaluate its appropriateness to the labour market. This was done by first comparing the curriculum against international guidelines. and then secondly, by drawing on a selected conceptual toolkit to analyse the internal logic of the curriculum in this case study.

### International Guidelines

The NASSM guidelines and the Common Professional Components (CPCs) used by COSMA were used to analyse UJ’s curriculum. This was done to compare this curriculum with international standards. It was found that UJ’s curriculum is lacking in several areas related to these American accreditation bodies’ requirements.

Using the three areas of study that NASSM requires (foundational, applied, and field experience), it was found that UJ’s curriculum relies heavily on the foundational areas of study. However, an important issue that was brought to light through this exercise was that because UJ has chosen to leave the scientific modules in the curriculum (which do not conform to the definitions of NASSM’s areas of study, nor is it advised by this body to include such modules), this means that there is not enough time left to study other applied modules or to add extra field

experience. This relates to pacing as well as to this curriculum's relationship with the labour market (to be discussed below).

COSMA sets out five CPCs, each of which have related topics, that a sport management curriculum should cover. They are foundations of sport management (with specific reference to history, sociology and psychology), the foundations of sport management (with specific reference to management concepts, governance, policy and international sport), the functions of sport management, the sport management environment, and integrative learning and experiences. It was found that UJ's curriculum fell short in three of these CPCs: foundations of sport management, functions of sport management, and environment of sport management.

This means that UJ's curriculum does not cover topics like the legal aspects of sport, ethics in sport, technical advancements in sport management, governance and policy, international sports, sport operations, and sport communications. The implications of this will be elaborated on below when the curriculum's relationship with the labour market is discussed.

NASSM and COSMA stipulate that "twenty percent, exclusive of the field experience credit, of the total number of credit hours required for a baccalaureate degree must be sport management course work offered in the home unit" (NASPE-NASSM, 1993:160).

Based on the pacing exercise done, and when one looks back at Table 5.3 it is evident that sport management course work accounts for only 56 out of the 401 credits in this programme. That means that only 14% of the total notional hours is focused specifically on sport management. UJ's curriculum therefore falls short of the NASSM and COSMA requirement in this regard.

The conclusion that can be drawn from this is that UJ's curriculum would most likely not be accredited by COSMA. This could have several implications for this programme and for its graduates. One is that if students are looking to work or study in America after graduating, this programme may not be recognised in certain institutions in that country. With the labour market becoming increasingly an international labour market, it is important that such a qualification aligns with international standards. This being the case, perhaps what is needed is a coming together of sport management academics from around the world to create certain international standards that higher education institutions could follow. The creation of a recognised professional body is also needed.

## Internal Curriculum Logic

The analysis in Chapter 5 drew on a number of conceptual toolkits to analyse the logic of UJ's sport management curriculum.

## Analysis of Selection

Using two different conceptual models I was able to answer the question: What types of knowledge comprise the curriculum and which is the predominant knowledge type?

Using Gamble's (2016) model, it was found that UJ's curriculum predominantly has disciplinary and theoretical knowledge, with sport specific knowledge contributing a significant amount to the make-up of this curriculum.

Using Shay's (2013) model, it was found that the predominant knowledge type found in UJ's curriculum comes from quadrant 3 (professional knowledge), with theoretical knowledge making up the second-most significant type and practical knowledge contributing a minimal amount to the curriculum. This leads to the assumption (based on Shay) that the curriculum is primarily a professionalising one.

With regard to selection and the types of knowledge found within this curriculum, it seems that the analysis leads to the same conclusion in both models, that this curriculum has predominantly theoretical or disciplinary knowledge at its core.

## Analysis of Sequencing

Gamble (2009) uses the way in which practical and theoretical knowledge is sequenced to deduce whether a specific curriculum would lead to a student being employable or having employability. Having analysed the way in which the practical and theoretical knowledge are sequenced in UJ's curriculum, one is forced to conclude that the curriculum is a general formative degree (according to Gamble's (2009) definition), meaning that when a student graduates, s/he will have employability with an indirect link to the labour market, but not be directly employable.

It is here where the first major tension between Gamble and Shay's models is found, as this is not the conclusion reached when using Shay's model. Shay (2011) looked at different types of coherence found within a curriculum. Using Maton's work on semantic density and gravity, she developed a framework that can be used to ascertain whether a curriculum is practical, professional, generic, or theoretical. When analysed using Shay's model, UJ's curriculum was found to have 53% of its modules in Q3 (professional) and 32% of its modules in Q4 (theoretical). Therefore, the majority of UJ's modules were found to be of a professional nature and the curriculum, according to this model, may be classified as a professional curriculum.

In terms of Gamble's toolkit, if the curriculum were to be a professional qualification it would need to increase the amount of practical work, teach more specialised knowledge, and teach the general knowledge required for a general degree.

### Analysis of Recontextualisation

As discussed in Chapter 2, there are two problems that are associated with recontextualisation of knowledge into curriculum. The first is that a module can end up being too superficial or too complicated for its intended purpose. The second problem relates to whether or not the student learns enough to progress academically as further study.

The analysis showed that 27% of UJ's curriculum is made up of modules that have been recontextualised in order for the discipline to become more relevant to its intended context (reclassificatory recontextualised) and 64% is made up of modules that have been recontextualised pedagogically. 9% of the curriculum had to be classified under a new category that was called Experiential Recontextualisation as it did not fit into one of the other categories. This is broadly in line with what has been found in the analysis of this curriculum in other areas; it shows that at the core, this curriculum is based on disciplinary knowledge.

The issues that arise from this mainly relate to that of reclassificatory recontextualisation and its consequences for the programme's link to the labour market, which will be discussed below.

### Analysis of Pacing

Pacing is the amount of time that is allotted to each module. The analysis shows that UJ's sport management curriculum may have a problem with regard to the amount of time spent on different core content areas of a sport management programme. It is evident that the combined modules, like Facility, Event and Human Resource Management in Sport, do not spend enough time on each of these different areas of study.

### Analysis of Coherence

Using Shay (2011) I was able to answer the question: What type of coherence is predominant in this curriculum? There are two types of coherence that a curriculum can have, contextual coherence and conceptual coherence. According to the analysis in Chapter 5, UJ's curriculum was seen to have an almost equal amount of each of these types of coherence, with conceptual coherence being the slightly more dominant type. This aligns itself with the other findings in

this case study, as we have seen that this curriculum is mainly based on conceptual types of knowledge.

## Relationship to the Labour Market

The aim of my study was twofold. Firstly, I wanted to identify the specific curriculum logic of a sport management degree programme; secondly, I wanted to evaluate its appropriateness to the labour market. In previous chapters, it has been mentioned that sport management is a complex, multiple disciplinary field that draws from many disciplines and may lead to many different types of jobs. A section of Chapter 2 looked at the different debates that are happening among researchers in the field of higher education around the role that the labour market should play in the design of curricula. An argument that was put forward (Allais & Shalem, 2018), was that perhaps one should look at the curriculum through an “occupational lens”, meaning that the needs of the occupation (or labour market) should be looked at first in order to guide the decisions made when developing the curriculum. However, with the sport management industry being so vast, this means that the curriculum developer’s task is not an easy one. This leads to interesting questions, such as should the curriculum develop a broad overview of general sport management, or should it aim to specialise?

When researchers used the “occupational lens” proposed by Allais & Shalem (2018b), they found the following issues at play: the relationship between practical and theoretical knowledge is a tricky one and a curriculum developer should take heed of this; developers need to provide students with the opportunity to apply knowledge; developers should be mindful of the process of knowledge recontextualisation, as it may lead to problems; developers should understand that knowledge can serve several purposes; they must acknowledge that there are other ways of thinking about a problem and that disciplinary knowledge outside of their core focus, may be valuable for problem solving; and that a curriculum should be focused. These issues will be discussed with regard to UJ’s curriculum.

The relationship between practical and theoretical knowledge is the cause for many debates in adult and further education. With regard to UJ’s curriculum, the analysis has shown that the way in which this curriculum has been sequenced suggests that it is a general formative degree, meaning that it has an indirect link to the labour market. At the same time, the NASSM guidelines argue that the practical aspect of sport management is highly important. UJ only has three modules dedicated to practical knowledge and only one of these has a direct link to the labour market.

Another aspect is that the findings show that there is limited time in this course, therefore leaving little time for more practical modules. The issue of time is also related to the fact that a

professional curriculum should provide students with the opportunity to practice applying their knowledge. It is difficult to provide students with this opportunity if there is not enough time, especially in modules that have been combined. However, an interesting aspect of this curriculum has to do with its directionality. Figures 5.7–5.10 in the previous chapter reveal a trend. The first two years of the programme cover a lot of theoretical or disciplinary type modules, like business management, economics and accounting, with very few sport specific modules. It is only in the second and third years that these sport specific modules are predominant in the programme. It could be argued that the disciplinary knowledge that is initially acquired early on in the programme may later be applied to sport specific modules, therefore giving the students an opportunity to problem solve within their chosen occupational context. So, the challenge is: how to retain this (useful) disciplinary knowledge and at the same time create more opportunities for application, in a very full curriculum?

As discussed above, it is also necessary to be mindful of the process of knowledge recontextualisation, as it may lead to problems. It was seen that the modules in UJ's curriculum that have been recontextualised in a reclassificatory way may not be grounded sufficiently in prior knowledge, for example the sport marketing module. One can study marketing as a discipline on its own, therefore, does the one module offered in UJ's programme cover the theory in enough detail? This also relates to the issue of pacing in that there is not enough time in the programme to study these disciplines in an in-depth manner. Therefore, adopting a broad approach to sport management as well as looking at it through an occupational lens may add to the problem.

This brings me to the fact that Hewlitt's analysis (in Allais and Shalem, 2018b) of the curriculum of a public management programme led to the conclusion that a curriculum needs to be focused and its aims prioritised. Following the NASSM and COSMA's requirements would focus the programme more, provide it with a more solid foundation with regard to the sport industry, and provide students with an education more directly linked to the labour market.

In order to develop a curriculum via looking at knowledge through an occupational lens, it is suggested that the developers understand that knowledge can serve several purposes. Using Gamble's (2016) model, it was found that UJ's curriculum comprises mainly K4 and K3 knowledge, which Gamble suggests is the type of knowledge used for innovation. This therefore suggests that UJ's curriculum provides students with the knowledge to be able to problem solve in an increasingly complex and unpredictable world of work. However, the analysis also found that UJ's curriculum falls short in three of COSMA's CPCs. Therefore, if the curriculum is not providing the students with all the knowledge that they need, will they really be able to problem solve effectively?

Shay (2011) shows that the power of a curriculum may lie in a thoughtful mix of verticality and contextuality, and this may be what UJ's curriculum has started to do. UJ's curriculum shows that it has a good mix of the different knowledge types and a good mix of conceptual and contextual coherence. However, the analysis has also shown that UJ's curriculum may need to be re-examined in terms of a few of its elements so that it does not experience too many shortfalls.

In conclusion, this curriculum seems to be trying to be all things for all purposes, and in order to enhance its curriculum coherence, it would need to be more focused, and selective.

As a first step, it could choose to follow the American guidelines as an occupational qualification that is tied closely to the labour market; in my own view, this would be the most fruitful option (I have proposed more detail for UJ's curriculum developers - see Appendix 10). One of the major conclusions emerging from this case study is that the UJ sport management curriculum is trying to cover too much. This – together with achieving closer links with the labour market - could be addressed by laying much less emphasis on the scientific modules (Exercise Science, Didactics and Exercise Science; Anatomy and Physiology, and Kinesiology) and increasing the amount of applied knowledge in the programme by including more practical elements in the form of practicums (where specialised skills could be learnt) or internships.

Alternatively, the programme could choose to strengthen its status as a professional qualification where both theoretical and applied modules become the most important aspects. This would be in keeping with both Gamble's and Shay's models. It would mean that curriculum developers would need to be a lot more selective so that they could go into more detail in both theoretical and applied modules.

A third option might be for the curriculum to settle for being a general formative undergraduate degree with professional specialisation happening only at the postgraduate level.

These choices might be informed by a thorough industry analysis to see where South Africa stands currently is in terms of its sport industry. Such an analysis would provide better understanding of what is currently needed in the sports management labour market.

## Limitations

The analysis that took place was based on the curriculum outlines in the university's year book and an interview with only one staff member at the University of Johannesburg. Therefore, the amount of curriculum detail was limited and a deeper analysis is called for. Other studies similar to this but on a larger scale have looked at aspects like the assessment of each module and what the staffing structure of the faculty is in order to have a deeper understanding of the curriculum.

Because sport management is a relatively new discipline, there has been little research in this field, specifically with regards to pedagogy and sport management. There is also limited research with regards to this topic in South Africa. In addition, South Africa does not have an overarching accreditation body that defines what knowledge is important to this discipline, like COSMA in the United States. This means that practitioners and the specific needs in the South African sport industry are not being fully addressed. This made it difficult in this study to fully comprehend what a South African curriculum requires.

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## Appendix 1: Findings of Shay’s Curriculum Study

<b>Course</b>	<b>Overall Curriculum Logic</b>	<b>Sequencing of curriculum type</b>
Building Environment: National Diploma	Contextual with high proportion of proceduralised conceptual knowledge	High level of cognitive complexity
Building Environment: BSC	Contextual with a high proportion of C2 and C3	Cognitive complexity increases across the 3 years
Journalism & Media Studies: National Diploma	Contextual with a very high and increasing proportion of principled procedural knowledge Low proportion of conceptual knowledge	Increases in complexity with regards to conceptual knowledge
Journalism & Media Studies: BA	Contextual with a high proportion of conceptual knowledge	Increases in complexity with regards to both contextual and conceptual knowledge
Chemistry: National Diploma	Contextual with a high proportion of C3 and 4 (evidence of conceptual knowledge)	No apparent increase in cognitive complexity
Chemistry: BSC	Conceptual	High levels of cognitive complexity
Architecture: National Diploma	Contextual curriculum logic	No clear evidence of an increase in cognitive ability
Architecture: Bachelor of Architectural Studies	Contextual curriculum logic with higher levels of C4 than its Diploma counterpart	No clear evidence of an increase in cognitive ability

(Shay et al., 2011)

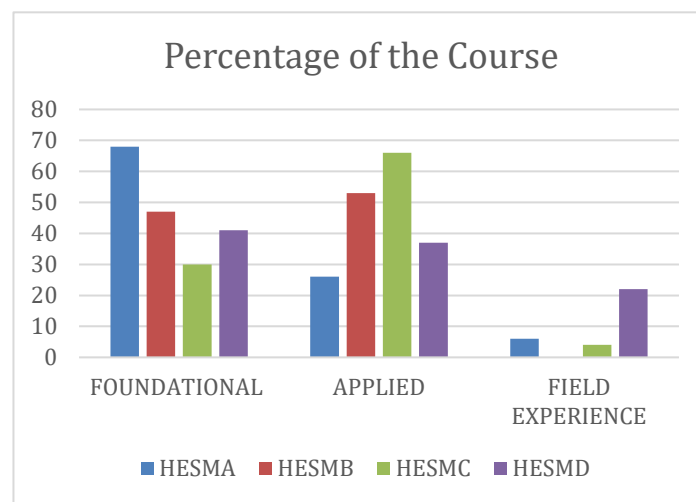
## Appendix 2:

Each University was given a pseudonym in order to protect their identity. Each curriculum was analysed using the NASSM guidelines, the types of knowledge, sequencing, selection, and recontextualisation.

The following is a comparison between the four institutes, this gives one an overview of the initial analysis that was conducted.

### NASSM Guidelines

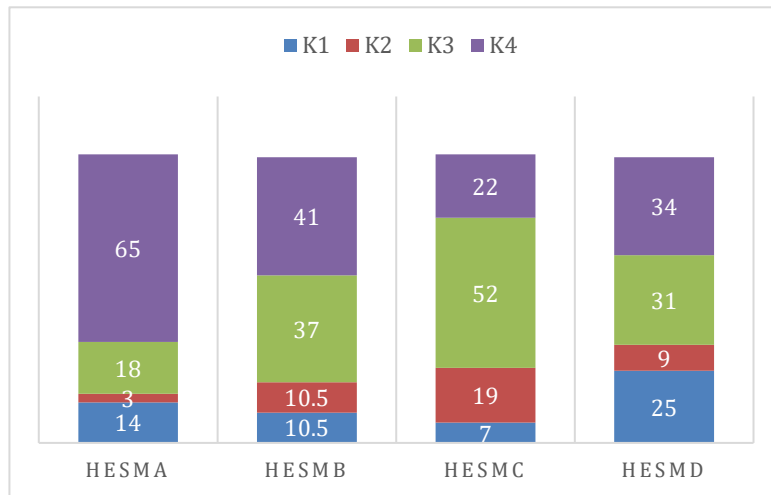
The following bar graph shows the difference between the 4 universities. The comparison is made using the percentage of the course make-up of the course. For example, HESMA is made up of 66% of Foundational courses.



One can note some obviously striking differences between some of the courses. HESMA is dependent on Foundational courses whereas HESMC is dependent on Application type courses. HESMB does not offer any practical experience and this section in general is lacking in comparison to the other areas of study.

### Types of Knowledge

It is very difficult to truly compare the different types of knowledge that is present within each of the curricula that is presented. The following graphs show what percentage of each course consists of these different types of knowledge defined by Gamble (2016):



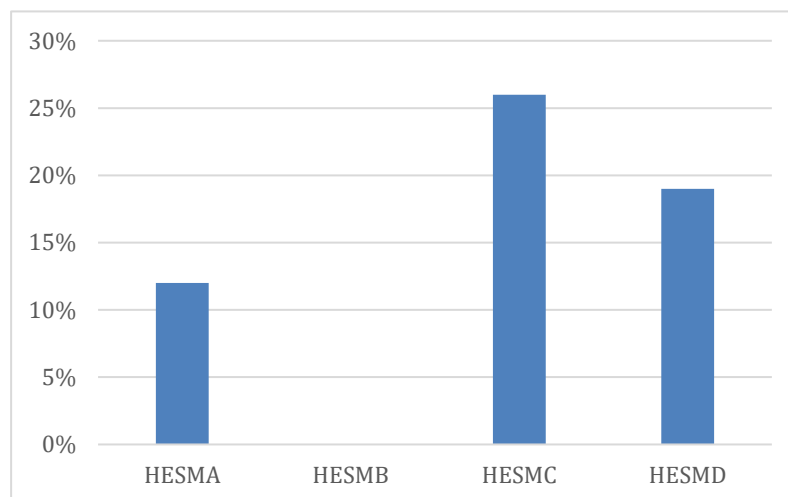
## Sequencing and Selection Rules

With regards to sequencing and selection rules, it seemed that all the sports management showed the following characteristics:

- prepares a student for employability with an indirect link to the workplace
- More contextually coherent

## Recontextualisation

The following bar graph shows what percentage of each course is made up of recontextualised modules:



It is very interesting to note that in a new discipline like sport management that uses a lot of core disciplines to make-up its curricula that HESMB does not have any recontextualised courses.

It was seen earlier that HESMC was made up of a lot of applied areas of study, this is thus reflected in this figure above.

## Appendix 3: Interview Questions

### Format of the interview

#### General questions:

I will be asking you general questions around the curricula and the sports industry.

#### Specific questions

I will then go into a little more detail on the modules. For example, lengths of each module and reasons for their selection.

#### History of the course

We will then just have a conversation about the history of the course.

### The interview questions

#### General questions

#### Labour market/career trajectories:

1. What do you believe that the sport management industry wants in their workers?
2. What types of careers do you see your students going into?
3. Which modules would they draw from in order to go into these careers?
4. Would you consider your students to be employable or have employability on exiting this course?
5. When designing the curriculum, do you take the workplace into consideration?

#### Curriculum questions:

1. What do you see as the broad aims of this course?
2. When last was the curriculum amended? What changed, and why?
3. Who made the changes? Did you draw on any external sources when developing the curriculum? If so, which sources?
4. Why is a BCom in Sport Management housed in the Health Sciences faculty?

5. Do you think this course sets up a student for further study? If so, could they study? If not, why not?

### Specific Curriculum Questions

1. Looking at the curriculum outline, could you sort the modules into theoretical and practical modules?
2. With regard to the ones that you have put into the theory column, what is the purpose of each one? Is it to provide a foundation of knowledge or to provide a basis for application?
3. For the modules that are supposed to translate into practice: how? What practical skills do they require?
4. The following modules are drawn from general disciplines:

Industrial Psychology

Kinesiology

Anatomy and Physiology

Business Management

Economics

Accounting

How specific are these modules to the sport industry?

5. The following modules progress from years 1 – 3:

Business management

Industrial Psychology

On what is this progression based?

6. The following modules require prerequisites:

Analytical Techniques B > Analytical Techniques A

Business Management 2A > Business Management 1A

Business Management 2B > Business Management 1B

Business Management 3A > Business Management 2A

Business Management 3B > Business Management 2B

Industrial Psychology 3B > Industrial Psychology 2B

Industrial Psychology 3A > Industrial Psychology 2A

What knowledge from previous modules is necessary for progression?

7. The following modules don't require prerequisites:

Industrial Psychology 2A

Industrial Psychology 2B

Kinesiology

Why do they not have prerequisites?

8. What is the relevance of the following modules to sport management?

Industrial Psychology (the research module)

Exercise Science

Scientific modules

Didactics and Exercise Science

9. Why offer courses that do not allow for further study?

Accounting

Economics

10. What is the reasoning behind the following modules being combined into one module?

Sport Administration

Sport Psychology and Perceptual Motor Learning

Sport marketing and Finance

## Facility, Event and Human Resource Management

11. The following modules all have practical or application elements:

Sport administration

Sport practice

Didactics and Exercise Science

Sport Sociology

12. How is the theory from the course applied?

### Practical Courses

Field Experience	Questions
Practical Aspects	Do students do all three?  Event management is only done in the third year, would the theory from that course not help the students in this practical? Or is the leisure module enough?  How guided is the practical?
Work Integrated Learning	What does the WIL module entail?

1. Do you believe that enough practical elements are included?
2. If you could add more, what would you add?
3. What stops you from adding more practical elements to the course?

### History of the course

1. Do you have records of how the curriculum has progressed over time?
2. Since you have been involved, how have you seen this curriculum change?
3. Let's briefly look at the difference that I have noted since 1993. What are your general thoughts on some of the changes that are seen?

# Appendix 4: Ethical Clearance

Original Consent form:

Consent Form

I [redacted] hereby consent to participate in the research study that is being conducted by Megan Landman in 2018.

I consent to the following:

- 1. A one on one interview  
Yes  no
- 2. The interviews being recorded  
Yes  no
- 3. Providing the researcher with the necessary documents such as the course outline.  
Yes  no

[redacted] \_\_\_\_\_

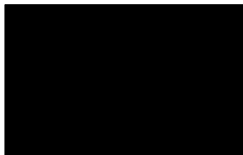
\_\_\_\_\_ 11/6/2018

Follow up Consent form:

**Consent Form 2020**

I Willem Johannes Hollander hereby consent to participate in the research study that is being conducted by Megan Landman.

I hereby allow Megan Landman to use the information given to her during the one on one interview in 2018, knowing that she will use the name of the institute, however she will not use my name.

A solid black rectangular box used to redact the signature of the participant.

Signature

31 December 2020

Date

## Appendix 5: Coding: Using NASSM Guidelines

	<b>Foundational Areas</b>	<b>Applied Areas</b>	<b>Field Experience</b>
Definition	“...consist of courses typically offered through the business department on most campuses...” (Brassie, 1989:160).	“...build upon the foundational areas and deal specifically with sport and the sport enterprise” (Brassie, 1989:161).	“...includes part-time work experiences, called practica, and full-time work experiences called internships...” (Brassie, 1989:161).
Examples	Marketing Accounting Finance Economics Law Management	Sport sociology History of sport Sport law Sport sponsorship	

Excerpts taken from UJ’s Yearbooks (University of Johannesburg, 2019b) and (University of Johannesburg, 2019a).

<b>YEAR 1</b>	<b>NASSM</b>	<b>EXCERPTS FROM YEARBOOK</b>	<b>REASONING BASED ON DEFINITION AND EXCERPT</b>
Industrial Psychology 1A	Foundational	“Introduction to the field of Industrial Psychology” Students need to identify, describe and distinguish concepts and theories applicable to the scientific field of IP	This module is situated in the business department This module is a stand-alone discipline, meaning that it comes directly from a specific body of knowledge
Business Management 1A	Foundational	Global overview of Business Management as a science and prepare them for challenges in the South African Business environment in a multicultural context. The purpose of this module is to provide the student with knowledge and understanding of management as a science The purpose of this module is to provide the student with intellectual competencies, practical skills and an understanding of General	This module is situated in the business department This module is a standalone discipline, meaning that it comes directly from a specific body of knowledge

		Management based on historical and modern approaches as well as management tasks, namely planning, organising, leading and controlling	
Analytical Techniques 1A	Foundational	Develop a basic ability to define terms commonly used in Statistics, to show how a set of data can be organised in a meaningful way and presented so as to reveal or enhance its fundamental properties	This module deals with specific theories on statistics, meaning that it comes directly from a specific body of knowledge It does not deal with sport nor the sport enterprise
Kinesiology 1A	Foundational	Introduction, terminology and definitions	This is a science-based module and therefore does not fit with any of the 3 components prescribed by NASSM However, if one were to look at it, it would have to be foundational as it is subject matter that relates to more than just sport and sport enterprises
Sport Administration	Applied	History of sport Development of sport through the ages including modern sport Development in sport in South Africa Political influences in South Africa Sport and gender Administering of a club/sport enterprise; running meeting; organising different tournaments; managing equipment and facilities; managing sponsorships and financial aspects	This is considered an applied area as it deals specifically with sport and the sport enterprise
Sport Practice	Applied	Students should develop intellectual competencies and practical skills in the analysis, interpretation and application of the rules, coaching and assessment in swimming, rugby, cricket, football, hockey, tennis and netball.	Deals specifically with sport and the sport enterprise
YEAR 2	NASSM	REASONING	REASONING BASED ON DEFINITION AND EXCERPT
Industrial Psychology 2A	Foundational	“Introduction to the field of Organisational Behaviour” Students need to identify, describe, distinguish, apply and analyse concepts and theories related to the scientific field of	This module is situated in the business department This module is a standalone discipline, meaning that it comes directly from a specific body of knowledge

organisational psychology

Didactics and Exercise Science	Applied	Education and training structures for Sport in South Africa Centres around the learning experience	This module is considered an applied module as it builds on the foundational modules of coaching and anatomy and deals specifically with sport and the sport enterprise
Sports Management	Applied	After completion of this quarter module the learner will be able to distinguish between management and sport management, describe and apply the planning process, explain and apply the competence of directing in a practical situation, defend and implement the principles of control in the management of sport	This module is considered an applied module as it builds on the foundational module of management and deals specifically with sport and the sport enterprise
Exercise Science	Applied	After completion of this module, the student will be able to periodise a training programme, design different training programmes by applying the training principles for muscle strength and endurance, cardiovascular endurance speed, power and agility.	This module is considered an applied module as it builds on the foundational modules of anatomy and deals specifically with sport and the sport enterprise
Practical Aspects	Field Experience	Practical experiential learning of presentation of a fun day for senior citizens Practical implementation of theoretical knowledge of management at recreation camp Practical experience of event management and presentation of volunteer projects	This module may not be practica nor an internship However, it is hands on experience and could therefore be classified as such

<b>YEAR 3</b>	<b>NASSM</b>	<b>EXCERPTS FROM YEARBOOK</b>	<b>REASONING BASED ON DEFINITION AND EXCERPT</b>
Business Management 3A	Foundational	Provide the learners with intellectual and practical competencies of Strategic management The purpose of this module is to provide the learner with knowledge... Focusing on the strategic management planning process...	This module is situated in the business department This module is a standalone discipline, meaning that it comes directly from a specific body of knowledge

Sport Marketing and Finance	Applied	Introduction to sport marketing Introduction to basic financial concepts	This module is considered an applied module as it builds on the foundational modules of marketing and finance and deals specifically with sport and the sport enterprise
WIL	Field Experience	Practical Experiential learning of a professional (career) field	This is practical work experience in the workplace and can therefore be classified as field experience
Sport Psychology and Perceptual Motor Learning	Applied	Learning what motor skills are and learning about the elements that go around it The content entails an introduction to sport psychology, the mind and sport performance, stress and anxiety in sport, arousal and sport performance, stress management, ...	This module is considered an applied module as it builds on the foundational modules of psychology and the science of motor learning. It deals specifically with sport and the sport enterprise

## Appendix 6: COSMA's CPCs

Taken from: Commission on Sport Management Accreditation (COSMA). 2016. *Accreditation Principles Manual & Guidelines for Self-Study Preparation*. Available: <https://www.cosmaweb.org> [2020, December 29].

### 3.2 Common Professional Component

**Excellence in sport management education at the undergraduate level requires coverage of the key content areas of sport management – the Common Professional Component (CPC). The CPC topic areas, as outlined below, should be adequately covered within the content of undergraduate sport management programs. Evaluation of the “balance” within the sub-areas is based on the sport management academic unit’s mission to allow maximum flexibility. For clarification of each content area, see “Definitions” in this section.**

- A. Foundations of Sport: Historical, Sociological, and Psychological
- B. Foundations of Sport Management
  - 1. Management Concepts
  - 2. Governance & Policy
  - 3. International Sport
- C. Functions of Sport Management
  - 1. Sport Operations
  - 2. Sport Marketing
  - 3. Sport Communications
  - 4. Sport Finance and Economics
- D. Sport Management Environment
  - 1. Legal aspects of sport management
  - 2. Ethical aspects of sport management
  - 3. Diversity issues in sport management
  - 4. Technological advances in sport management
- E. Integrative Experiences & Career Planning

#### Description

COSMA expects the curricula of accredited undergraduate sport management programs to provide a broadly based, functional education in sport management. The purpose of this principle is to ensure that the CPC topical areas are covered in undergraduate sport management

programs. However, COSMA does not expect that all of the CPC topical areas will have equal contact hour coverage.

*Certain specialized sport management programs at the undergraduate level may not cover all of the CPC topical areas as a result of having a different focus than that of mainstream sport management programs. To the extent that such specialized programs are mission-driven, academically rigorous and market-responsive, some variance from CPC topical area coverage may be justifiable. It is the responsibility of the sport management academic unit to provide appropriate rationale for any significant CPC coverage variations.*

Compliance with the CPC principle is evaluated by examining the course content contained in the *required undergraduate sport management core* of all sport management programs. There is no requirement that each CPC topical area must be covered by a specific course. It is expected that the use of new technologies will be appropriately integrated into the CPC topical areas, such as social networking platforms.

For each required course in the sport management core, an Abbreviated Course Syllabus must be prepared (see Appendix B), which includes a course outline specifying the CPC topical area coverage in that course. Since a course may simultaneously cover multiple topics (such as international sport covered in a foundations of sport management course), the total hours of CPC topical area coverage in a given course may in fact exceed the actual number of scheduled student contact hours.

## **Definitions:**

### ***Foundations of Sport Management***

*Management Concepts* — Includes planning, organizing, leading, evaluating, controlling, strategic planning and decision-making.

*Governance and Policy* — Methods of oversight for and control over sports and recreation programs in schools and communities, both nationally and internationally.

*International Sport* — A global perspective is critical for a complete understanding of sport management.

### ***Functions of Sport Management***

*Sport Operations* — Includes event and facility/venue operations from one game to a multi-day international event. Activities include, but are not limited to strategic planning, emergency management, ticketing, concessions, transportation, crowd management, parking and coordination of dignitaries.

*Sport Marketing* — Includes promotions, sales, fundraising, advertising, branding and sponsorship. Strategies need to be created for individuals, teams and/or events, depending on the marketing needs and projections.

*Sport Communications* — Includes fostering two-way communication with key stakeholders. Such communications include, but are not limited to social media, all aspects of media guides, press releases, websites, statistical archives, record keeping and game-day obligations.

*Sport Finance and Economics* — Includes budget management and financial forecasting with foundations in principles of budgeting (capital, master, departmental, line-item, zero-based, etc.), financial statements, basic accounting principles, public vs. private sources of revenue, budget reallocation and economic impact statements.

### ***Sport Management Environment***

*Legal aspects* — Foundation of knowledge ranging from understanding day-to-day contracts for sports participation to multi-billion-dollar contracts. Negligence, risk identification, mitigation and constitutional protection.

*Ethical aspects* — Includes critical ethical areas of the day such as the use of performance enhancing drugs, gambling and sports agents.

*Diversity* — Through its curricular activities, the sport management academic unit should ensure that students possess the knowledge, skills and experiences needed to understand and deal effectively with diversity in a diverse sport environment.

*Technical advances* — Technological advancements such as web streaming, instant replay for officials, injury rehabilitation and social media in addition to uses of technology in the classroom to enhance and stimulate learning.

### ***Integrative Experiences and Career Planning***

*Internship/Practical/Experiential Learning* — An experience that enables students to work for a sports organization, or in a sports-related office to gain useful, relevant experience for a career in the sports field.

*Capstone experience* — An experience such as a thesis, project, comprehensive examination or course that enables a student to demonstrate the capacity to synthesize and apply knowledge.

## Appendix 7: Coding: Using Gamble’s Model

Excerpts taken from UJ’s Yearbooks (University of Johannesburg, 2019b) and (University of Johannesburg, 2019a).

<b>YEAR 1</b>	<b>QUADRANT</b>	<b>EXCERPTS FROM YEARBOOK</b>	<b>REASONING BASED ON DEFINITION AND EXCERPT</b>
Industrial Psychology 1A	K4 – Scientific (disciplinary) knowledge	“Introduction to the field of Industrial Psychology” Students need to identify, describe and distinguish concepts and theories applicable to the scientific field of IP	Based on the theories and scientific knowledge found in the field of psychology. No other reason not to classify it as K4.
Business Management 1A	K4– Scientific (disciplinary) knowledge	Global overview of Business Management as a science and prepare them for challenges in the South African Business environment in a multicultural context. The purpose of this module is to provide the student with knowledge and understanding of management as a science The purpose of this module is to provide the student with intellectual competencies, practical skills and an understanding of General Management based on historical and modern approaches as well as management tasks, namely planning, organising, leading and controlling	Description uses the words: “provide the students with knowledge and understanding of management as a science”. Therefore, this implies that this course will be based on disciplinary knowledge and theories. Shows elements of K2 in terms of providing practical skills as well. And the outcomes highlight that they must be able to explain the strategic management process
Analytical Techniques A	K4– Scientific (disciplinary) knowledge	Basic understanding of inferential statistics and the ability to apply the methodology to a variety of business-oriented problems Equip students with mathematical skills involving the differential and integral calculus...apply these to understand modern theories about the functioning of the economy Outcomes state: Demonstrate the ability to USE... Show how raw data can be	The description of this module shows that this module is one where the students need to know how to apply certain knowledge. This shows that it has formal procedural knowledge, it can therefore be classified as K2

		<p>tabulated</p> <p>Calculate and interpret</p> <p>Show how to analyse</p> <p>Determine and use...</p>	
Sport Administration	K3 – craft (sport specific) knowledge	<p>History of sport</p> <p>Development of sport through the ages including modern sport</p> <p>Development in sport in South Africa</p> <p>Political influences in South Africa</p> <p>Sport and gender</p> <p>Administering of a club/sport enterprise; running meeting; organising different tournaments; managing equipment and facilities; managing sponsorships and financial aspects</p>	<p>The knowledge taught in this module is very specific to the sport industry, therefore it can be considered situated knowledge.</p> <p>It is based on principles and not procedures (except for a small amount when looking at the administering of a club</p> <p>Majority is principle based; therefore, it can be classified as K3</p>
Sport Practice	K1 – how-to knowledge	<p>Students should develop intellectual competencies and practical skills in the analysis, interpretation and application of the rules, coaching and assessment in swimming, rugby, cricket, football, hockey, tennis and netball.</p>	<p>This module seems to be situational and procedural</p> <p>It is situational because it relates directly to specific sporting codes</p> <p>It is procedural because the student must know how to coach and assess athletes in that given sport, as well as know how to apply the rules of that sporting code</p> <p>Therefore, it is K1</p>
YEAR 2	QUADRANT	EXCERPTS FROM YEARBOOK	REASONING BASED ON DEFINITION AND EXCERPT
Business Management 2A	K2–systems knowledge	<p>Develop an understanding of the inter-relationship between the various value creating activities in an organisation through the learning, knowing, understanding and application of theory, standards and principles</p> <p>Introduction to the systems approach after which a thorough identification and interpretation will follow of organisational strategy</p> <p>With the understanding of basic principles and concepts relating to operations, the design activity together with the planning activities will follow</p> <p>The purpose of this module will</p>	<p>The following statement shows that this module is K2 because it has formal knowledge and is procedural: The purpose of this module will result in the student being able to link the body of knowledge of operational management to the achievement of the organisational strategy</p>

result in the student being able to link the body of knowledge of operational management to the achievement of the organisational strategy  
 Outcomes: examples  
 Use the techniques of systems thinking  
 Apply the economic order quantity (EOQ) model  
 A lot deal with defining and description of terms

Didactics and Exercise Science	K4– Scientific (disciplinary) knowledge  And  K2 – Systems knowledge	Education and training structures for Sport in South Africa  Centres around the learning experience and curriculum design  With regards to the exercise component, learning centres around the science: Reflect on metabolic pathways Muscular contraction and movement during exercise	This module is one that consists of 2 different disciplines, combined into 1 module. As one will see in-text, this was done as a time saving measure  Therefore, there are aspects of both K4 and K2 in this module  Unable to tell which is the dominant aspect
Sports Management	K3– how-to knowledge	After completion of this quarter module the learner will be able to distinguish between management and sport management, describe and apply the planning process, explain and apply the competence of directing in a practical situation, defend and implement the principles of control in the management of sport	Initially the students learn theory around what the sport industry is; the macro/micro markets in the sport industry; organising and time management of sport; directing/leading; and the control management of sport  The students then need to apply this in a practical situation  Therefore, they have principled but situated knowledge = K3
Practical Aspects	K1– how-to knowledge	Practical experiential learning of presentation of a fun day for senior citizens  Practical implementation of theoretical knowledge of management at recreation camp Practical experience of event management and presentation of volunteer projects	Albeit the fact that students need to plan prior to an event a lot of the learning happens in the actual running of the event  Therefore, it is situated knowledge (as it relates to sport specific events) and it is procedural as there are certain procedures one would need to follow in order to run a successful event
Leisure and sport tourism	K2– systems knowledge	Introduction to leisure, recreation and recreational theories  Learners should develop an	Initially the students learn theory around what leisure, recreation and tourism is  They need to apply this

		<p>understanding and insight into the phenomenon of tourism from a sport and leisure perspective.</p> <p>The focus will be on the management of behaviour of the tourist and satisfying his/her needs to various sport and leisure events and facilities. Learners should be able to plan, organize and lead sport and leisure tours</p>	<p>knowledge in setting up programmes or tours</p> <p>Therefore, the students are using formal knowledge along with procedural as they will be guided in how to set up tours or recreational activities in a specific way</p>
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<b>YEAR 3</b>	<b>QUADRANT</b>	<b>EXCERPTS FROM YEARBOOK</b>	<b>REASONING BASED ON DEFINITION AND EXCERPT</b>
Industrial Psychology 3A	K4– Scientific (disciplinary) knowledge	<p>Two parts: Personnel Psychology and Career Psychology</p> <p>A few of the outcomes state: “conceptualise the academic field of personnel psychology” “comprehend all the key constructs, theories and strategies...”</p>	<p>This module is looking at theories and concepts, therefore it can be classified as K4</p>
Sport Marketing and Finance	K3 – craft (sport specific) knowledge	<p>Introduction to sport marketing</p> <p>Introduction to basic financial concepts</p>	<p>This is another module that has combined 2 disciplines into one</p> <p>However, both seem to focus on theoretical work that I specifically related to the sports industry</p>
Facility, event and HR in Sport	K3 - craft (sport specific) knowledge	<p>Introduction to these three managements and others</p>	<p>A module that has combined 3 different disciplines</p> <p>According to the outcomes, all 3 focus on theoretical aspects that are applicable to the sports industry</p>
Sport Psychology and Perceptual Motor Learning	<p>K3- craft (sport specific) knowledge</p> <p>And</p> <p>K4 - Scientific (disciplinary) knowledge</p>	<p>Learning what motor skills are and learning about the elements that go around it</p> <p>The content entails an introduction to sport psychology, the mind and sport performance, stress and anxiety in sport, arousal and sport performance, stress management, ...</p>	<p>A module that combines 2 different disciplines</p> <p>Sport psychology could be classified as K3 as this relates to situated knowledge (the sports industry) and principles (from Psychology</p> <p>Perceptual motor learning is based more on scientific principles; therefore, this could be classified as K4</p>

## Appendix 8: Coding: Using Shay's model

Excerpts taken from UJ's Yearbooks (University of Johannesburg, 2019b) and (University of Johannesburg, 2019a).

<b>YEAR 1</b>	<b>QUADRANT</b>	<b>EXCERPTS/SUMMARY FROM YEARBOOK</b>	<b>REASONING BASED ON DEFINITION AND EXCERPT</b>
Industrial Psychology 1A	Q3 SG + SD +	Introduction and basic knowledge.	SG + = relates specifically to the field of Industrial Psychology, its context is then the workplace and is relatively specific. SD + = Based on symbols (terms, concepts, phrases) from Psychology.
Business Management 1A	Q3 SG + SD +	Looks at history and society; introduces the students to the main themes and concepts in the business environment. Global overview.	SG + = This module gravitates towards the context of business. Therefore, management principles are related to the world of business. SD + = Based on symbols (terms, concepts, phrases) from management.
Kinesiology 1A	Q4 SG - SD +	Introduction, terminology and definitions The course outline states that the topics covered in this module are things like: The skeletal system; muscles of the spinal column; principles of physics; and more	SG - = this module does not seem to be outward looking. SD + = more inward looking with many references to symbols, terms, concepts about anatomy.
Sport Administration	Q3 SG + SD -	History of sport Development of sport through the ages including modern sport Development in sport in South Africa Political influences in South Africa Sport and gender Administering of a club/sport enterprise; running meeting; organising different tournaments; managing equipment and facilities; managing sponsorships and financial aspects	SG + = this module is very outward looking and context dependent. It is a look at the sport industry from different perspectives like history, politics; development; and gender. Even the application aspects revolve around administration in the context of a sport enterprise. SD - = not inward looking nor based on concepts or symbols of a

specific discipline.

Kinesiology 1B	Q3 SG + SD +	Introduction to Health Promotion Other examples of topics covered in this module: introduction and definitions; traumatic injuries; overuse injuries; congenital or acquired musculoskeletal conditions. To name a few. The student will be able to demonstrate assessment, record and interpret data of body composition, cardiovascular endurance, muscle strength and endurance, power, speed, reaction time, agility, flexibility and balance	SG + = this module looks ta the context of health promotion and health assessments. SD + = inward looking with many references to symbols, terms, concepts about anatomy.
Sport Practice	Q2 SG + SD -	Students should develop intellectual competencies and practical skills in the analysis, interpretation and application of the rules, coaching and assessment in swimming, rugby, cricket, football, hockey, tennis and netball.	SG + = outward looking and context dependant because it relates to specific sports codes. SD - = not based on symbols, terms or concepts.
YEAR 2	QUADRANT	EXCERPTS/ SUMMARY FROM YEARBOOK	REASONING BASED ON DEFINITION AND EXCERPT
Business Management 2A	Q4 SG – SD +	Develop an understanding of the inter-relationship between the various value creating activities in an organisation through the learning, knowing, understanding and application of theory, standards and principles Introduction to the systems approach after which a thorough identification and interpretation will follow of organisational strategy With the understanding of basic principles and concepts relating to operations, the design activity together with the planning activities will follow The purpose of this module will result in the student being able to link the body of knowledge of operational management to the achievement of the organisational strategy	SG - = this module looks to be more dependent on concepts than it is on context. SD + = this module delves into concepts, theories and symbols of strategy and operations
Didactics and Exercise Science	Q3 SG + SD +	Education and training structures for Sport in South Africa Centres around the learning experience and curriculum design With regards to the exercise component, learning centres around	An interesting module because it has 2 modules combined into 1, with no real connection to each other. The students learn theory with regards to

		the science: Reflect on metabolic pathways Muscular contraction and movement during exercise	both education and exercise science and then relate it to sport, which is then context heavy. Resulting in SD+ and SG+
Sports Management	Q3 SG + SD +	After completion of this quarter module the learner will be able to distinguish between management and sport management, describe and apply the planning process, explain and apply the competence of directing in a practical situation, defend and implement the principles of control in the management of sport.	SG + = very context dependent.  SD + = uses symbols, content and terms from management.
Leisure and sport tourism	Q3 SG + SD +	Introduction to leisure, recreation and recreational theories Learners should develop an understanding and insight into the phenomenon of tourism from a sport and leisure perspective. The focus will be on the management of behaviour of the tourist and satisfying his/her needs to various sport and leisure events and facilities. Learners should be able to plan, organise and lead sport and leisure tours	SG + = dependent on the tourism and leisure context. Outward looking.  SD + = based on symbols and theories from tourism and leisure.

## Appendix 9: Recontextualisation Coding

Excerpts taken from UJ's Yearbooks (University of Johannesburg, 2019b) and (University of Johannesburg, 2019a).

<b>Module</b>	<b>Type of Recontextualisation</b>	<b>Summary from Yearbook</b>	<b>Reasoning</b>
Industrial Psychology 3A	Pedagogic recontextualisation	Two parts: Personnel Psychology and Career Psychology A few of the outcomes state: "conceptualise the academic field of personnel psychology" "comprehend all the key constructs, theories and strategies..."	This can be considered PR as this course would have had to be recontextualised for the purpose of creating a course that is based on the Psychology discipline.
Business Management 3A	Pedagogic recontextualisation	Provide the learners with intellectual and practical competencies of Strategic management The purpose of this module is to provide the learner with knowledge... Focusing on the strategic management planning process... Outcomes examples: Identify and compare the different presently recognised types of philosophies concerning strategic management... ...comprehensive corporate strategic management framework or model and explain the essential phases or steps involved in this process	This can be considered PR as this course would have had to be recontextualised for the purpose of creating a course that is based on the Business discipline.
Sport Marketing and Finance	Reclassifactory recontextualisation	Introduction to sport marketing Introduction to basic financial concepts	This can be considered RR as this module would have had to be recontextualised in terms of being specific to the sport industry, drawn from disciplines such as marketing and finance.
Sport Sociology	Reclassifactory recontextualisation	Orientation, introduction and social theories Application of theories	This can be considered RR as this module would have had to be

recontextualised in terms of being specific to the sport industry, drawn from the sociology discipline.

Sport Practice	Experiential recontextualisation	Students should develop intellectual competencies and practical skills in the analysis, interpretation and application of the rules, coaching and assessment in swimming, rugby, cricket, football, hockey, tennis and netball.	This can be considered ER as this module would have had to be recontextualised in terms of being specific to the sport industry, drawn from knowledge in a specific work environment and sport specific environments.
Practical Aspects	Experiential recontextualisation	Practical experiential learning of presentation of a fun day for senior citizens Practical implementation of theoretical knowledge of management at recreation camp Practical experience of event management and presentation of volunteer projects	This can be considered ER as this module would have had to be recontextualised in terms of being specific to the sport industry, drawn from knowledge in a specific work environment; specifically, event management.
Leisure and sport tourism	Reclassifactory recontextualisation	Introduction to leisure, recreation and recreational theories Learners should develop an understanding and insight into the phenomenon of tourism from a sport and leisure perspective. The focus will be on the management of behaviour of the tourist and satisfying his/her needs to various sport and leisure events and facilities. Learners should be able to plan, organise and lead sport and leisure tours	This can be considered RR as this module would have had to be recontextualised in terms of being specific to the sport industry, drawn from knowledge in a specific work environment; that of tourism and the leisure industry. However, this module also shows elements of ER as this module would have had to be recontextualised in terms of being specific to the sport industry, drawn from knowledge in a specific work environment; that of tourism and the leisure industry.
Work integrated learning	Experiential recontextualisation	Practical experiential learning of a professional (career) field	This can be considered ER as this module would have had to be recontextualised in terms of being specific to the sport industry,

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drawn from knowledge  
in a specific work  
environment.

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## Appendix 10: Hypothetical Suggestions for a future Curriculum

### Options 1

What would happen in this curriculum if these modules were removed? If Exercise Science, Didactics and Exercise Science, Anatomy and Physiology (2 modules), and Kinesiology (2 modules) are removed, we are left with 56 credits. This would allow the curriculum developers to re-evaluate what else could be added to ensure that the curriculum is more coherent and in line with sport and with management.

The developers have many options available to them. One option concerns modules that have already been combined in order to save time. In the analysis chapter, it was mentioned that several core disciplines are combined into one module (whether they are relevant to one another or not). The following modules are combinations of disciplines that could stand on their own: Facility, Event and Human Resource Management in Sport, Sport Marketing and Finance, and Sport Psychology and Perceptual Motor Learning. The curriculum developers could separate these modules. The new curriculum would then have as semester modules Sport Marketing, Sport Finance, Sport Psychology, Facility Management, Event Management, and Human Resource Management in Sport. This would equal 48 credits.

By making only this change to the curriculum, in terms of the areas stipulated by NASSM the figures would change to 58% foundational, 32% applied and 10% practical. Therefore, the curriculum would meet one of the NASSM/COSMA requirements. However, this does not mean that the curriculum has in fact met all the Common Professional Components.

### Option 2

Another option that the developers might pursue is to analyse the Common Professional Components outlined by COSMA and see what other sport specific modules are available and considered important to a sport management programme. In the analysis it was found that UJ's curriculum does not fully cover the following CPCs: teaching the foundations of sport management, the functions of sport management, and the environment of sport management. Modules that they could consider adding in are Governance and Policy, International Sport, Legal Aspects of Sport, Ethical Aspects in Sport, Technological Advancements in Sport, Operations in Sport Management, Communication in Sport Management, and Economics in Sport Management.

Much like option 1, this would increase the amount of applied knowledge in the programme and it would cover the CPCs. However, the combined modules would remain combined, leaving UJ with the same problem, where it is questionable whether there is enough teaching time to cover the content comprehensively.

### Option 3

The removal of these modules may also create more space and time within the curriculum for more practical elements, whether it be in the form of an internship or more Work Integrated Learning modules throughout the three years. Theorists like Gamble have stressed the importance of having practical knowledge in a curriculum and this sentiment is shared by researchers in the sport management field such as Eagleman and McNary who state, “1100 sport industry executives were asked what they believed the most important aspects of a sport management curricular is and they said internships (3, check reference).

UJ could look at increasing the time that is spent on field experience or add more modules throughout the years. Alternatively, the credits that have been freed up above could be used to develop other skills that are needed in specialised industries. This would enable the curriculum developers to add elements to its make up so that, according to Gamble’s toolkit, the curriculum can be considered a professional qualification.

This looks like a good module; however, it would be of value to see how much time the students are required to spend at the workplace itself. UJ could consider offering a WIL component each year of the programme. This would give the students more time to explore the workplace and investigate different streams or sectors within the sport industry.

A module like Sport Practice, which looks at the specific rules of different sporting codes, could be turned into practicums in which a student could spend time at different sport federations as case studies. Parkhouse (1987) also suggested that a practicum may be linked to another course, therefore a module like Sport Practice could be included into another module such as Sport Management and the practicum could then form part of an assessment or inquiry into sport federations.

Similarly, a module like Practical Aspects could be used as a practicum and linked to a module like Event Management in Sport. Practical Aspects requires the students to run an event. This could form an assessment for a module such as Events Management, thereby giving the students both the theoretical knowledge in a classroom environment and practical experience and application of such knowledge.

With an increase in practicums (where specialised skills could be learnt) or internships, this curriculum begins to resemble a professional qualification in keeping with both Gamble’s and Shay’s requirements.

## General Observations and Suggestions:

UJ should be mindful of these two potential problems. It would be advantageous to create a relationship between the industry and the curriculum developers so that one is aware of the right amount of theory to use in modules such as these. It would also be beneficial to update the curriculum on a regular basis so as to continually align with the changes in the industry.

## Potential Options for UJ's Curriculum

### A Flexible Bachelor of Commerce Degree

Since the University of Johannesburg is offering this degree as a Bachelor of Commerce Sport Management, it need not limit the curriculum in terms of the commerce modules it offers.

The current curriculum stipulates that the students need to complete Industrial Psychology and Business Management, and it has an accounting or economics elective in the second year. Instead of stipulating this, the curriculum developers could look at letting the students choose their own stream within commerce to major in. Therefore, if a student believes that s/he would like to go into marketing, then s/he could choose those modules instead of Industrial Psychology, for example.

The Law Department offers a BA Law as well as a BCom Law. The reason this is being referred to is because each of these curriculums have been structured in such a way as to allow students to choose which extra modules they would like to take.

For example, the BCom Law allows students to choose between Business Management, Economics, and Accounting in their second year. What they choose in the second year will then carry over into their third year. In this way, the students decide which stream they will take separate to the core modules that have been selected to form part of the BCom Law degree.

Therefore, if the curriculum developers believe that Business Management is core to sport management, they could leave this as a core module. They could then let students choose a stream that not only forms part of a commerce degree but also is valuable to sport management. Industrial Psychology could be one option. As the College of Business and Economics Rules and Regulations show, students can also select from Accounting, Business Management, Economics, Entrepreneurial Management, Finance, Industrial Psychology, Information Systems, Logistics Management, and Marketing Management.

The electives that are on offer currently can also be changed to incorporate different modules from either a sport specific, anatomy specific, or commerce specific degree. This will allow students to control the direction they wish their sport management career and studies to take.

## A Hypothetical Curriculum

The curriculum below is a suggestion as to how, by making some changes based on the analysis of UJ's curriculum, one could make the curriculum more coherent:

### A Hypothetical Curriculum

Year 1	Year 2	Year 3
<b>First Semester:</b>		
Business Management 1A	Business Management 3A	Business Management 3A
Elective 1A (College of Business)	Elective 2A (College of Business)	Elective 3A (College of Business)
Analytical Techniques 1A	Sports Management	Sport Governance and Law
Sports Administration	Sports Marketing	Sport Psychology
Events Management in Sport	Sport Specific Elective/College of Business Elective	
Sports Science and Coaching for Sport Managers		
<b>Second Semester:</b>		
Business Management 1B	Business Management 2B	Business Management 3B
Elective 1B (College of Business)	Elective 2B (College of Business)	Elective 3B (College of Business)
Analytical Techniques 1B	Economics in Sport Management	Finance in Sport Management
Sports Sociology	Ethics in Sport Management	Communication in Sport
Sports in South Africa	Sport Specific Elective College of Business Elective	
WIL	WIL	Internship

How does this curriculum differ from the current UJ one? The scientific modules have been replaced; however, a general module in the first year (Coaching and Sport Science for Sport Managers) is inserted. This is because Gouws may be right when stating that one must be aware of one's resources. A general understanding of the physical aspects is sufficient for a manager.

Two core modules from the College of Business have been kept in this curriculum, as well as the option for two more elective modules in the second year. Business Management is kept as this provides students with knowledge of managing a business. The other module is an elective, which means that the student can take whichever module s/he is interested in, and which will lead them into the part of the sport industry which may be of interest to them.

The electives in the second year will depend on the amount of credit needed to fulfil the requirements for the majors; these electives can be from either the College of Business or from Health Sciences. Again, this allows the students to choose modules that will set them up for specific careers.

With regard to the Foundational, Applied, and Field Experience areas that NASSM and COSMA suggest, this curriculum would have the following split: if a student chooses a module

from the College of Business for their second-year elective, then the curriculum will have 16 Foundational area modules (50%), 13 Applied area modules (41%), and three field experience modules (9%). If a student chooses a module from the Health Sciences Faculty for their second-year elective, then the curriculum will have 14 Foundational area modules (44%), 15 Applied area modules (47%), and three field experience modules (9%). This then covers the requirement that the programme needs to have at least 20% of its modules being sports management modules coming from the school in which it is housed. Not only that, but it also covers all of the Common Professional Components stipulated by COSMA.

With regard to the Field Experience components, each year has been allocated a Work Integrated Learning module. These modules can be very hands-on and can involve students going out into the workplace to gain experience. It is recommended that knowledge acquired in the modules leading up to it be used when looking at the assessment of these modules. In the third year I have added in an internship which can be designed in different ways so that students are getting a more in-depth experience of the business environment.

A new module that has been included in the above curriculum is a module around sport in South Africa. This is to ensure that students learn more about the South African sport situation and how sporting federations and government policy works. This is also the ideal space to look at mass participation and developmental sport.

It is difficult to analyse the types of knowledge found in this curriculum, as I have not given details of each module. I am unable to say whether a module has disciplinary knowledge, sport-specific knowledge, systems knowledge or practical knowledge. I am therefore unable to clarify which quadrant and which logic this curriculum would have. The same could be said of using Shay's quadrants. It is difficult to distinguish whether the modules I have suggested above would be more semantically dense or have more semantic gravity. This would be dependent on the way in which the lecturer of that specific module develops it.

However, with the percentages given above the suggested curriculum appears more balanced. It also introduces more practical work in terms of work integrated learning, internships and the incorporation of practicums.