



Higher National Unit Specification

General information for centres

Unit title: Supporting Talented Sports Performers

Unit code: F505 34

Unit purpose: This Unit introduces the importance of the ethical and legal responsibilities and codes of personal and professional standards currently in operation in recreational and competitive sport. Furthermore, it introduces candidates to the support networks in place to enhance the progress of sports performers to elite status and possible national and international success.

On completion of the Unit the candidate should be able to:

- 1 Define elite sport and explain its place within the sports development continuum.
- 2 Evaluate support for athletes as they seek elite status.
- 3 Explain the role of support personnel in supporting the elite athlete.

Credit points and level: 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Although access to this Unit is at the discretion of the centre, candidates should have an interest in sport and possess Communication skills equivalent to SCQF level 6.

Core Skills: There are opportunities to develop the Core Skills of *Communication, Problem Solving* and *Information Technology* at SCQF level 6 although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment: Outcomes 1, 2 and 3 could be assessed together by means of an extended response or by each Outcome could be assessed individually. Alternatively Outcome 1 and Outcome 2 could be assessed together using a single assessment and Outcome 3 could be assessed separately.

Higher National Unit specification: statement of standards

Unit title: Supporting Talented Sports Performers

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Define elite sport and explain its place within the sports development continuum

Knowledge and/or Skills

- ◆ Sports development continuum and concepts
- ◆ Current national and UK sport development planning
- ◆ Elite sports performers
- ◆ Governing body performance targets

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ explain the sports development continuum and two current concepts and make reference to the movement between the different levels of participation from recreational level to elite sport level for one individual and one team sport
- ◆ explain the main aim behind the requirement to set sports development targets in national policy documentation from governing bodies in the home country
- ◆ define the term 'elite sport performer' for centrally funded sports persons and professional sportspersons
- ◆ provide evidence of agreed sports development targets from a current Scottish/National governing body development plan

This is an open-book assessment. All sources must be referenced in a standard format.

Assessment Guidelines

This Outcome could be assessed as a practical assignment based around a brief with findings reported back. If evidence is produced in the form of an assignment report, it is recommended that sufficient time is allowed between the setting of the assessment task and the submission date to allow candidates to carry out the necessary research and produce the evidence. Candidates could choose sports in which they have a personal interest. Alternatively, this Outcome could be assessed in conjunction with Outcome 2. Further details can be found under Assessment Guidelines for Outcome 2.

Higher National Unit specification: statement of standards (cont)

Unit title: Supporting Talented Sports Performers

Outcome 2

Evaluate support for athletes as they seek elite status

Knowledge and/or Skills

- ◆ Athlete support networks
- ◆ Local and national support organisations
- ◆ Talent identification
- ◆ Athlete development funding
- ◆ Contemporary sports funding strategies

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ evaluate the role of the immediate family, volunteers, coaches and a club system in supporting promising athletes
- ◆ using examples from a chosen sport, describe the aims and structure of one local and one regional organisation who have a talent identification role and who support talented athletes to achieve elite status
- ◆ explain the main qualifying criteria of a contemporary national funding strategy designed to fund the technical and living expenses of an athlete for a chosen
- ◆ explain the funding stream behind this financial support for the talented athlete from source to distribution for the chosen sport and evaluate its impact on a recent global sporting competition

This is an open-book assessment.

Assessment Guidelines

This Outcome could be assessed as a practical assignment based around a brief with findings reported back. If evidence is produced in the form of an assignment report, it is recommended that sufficient time is allowed between the setting of the assessment task and the submission date to allow candidates to carry out the necessary research and produce the evidence. Candidates could choose a sport in which they have a personal interest. Alternatively, this Outcome could be assessed in conjunction with Outcome 1. Candidates could focus on one sport to provide evidence for all of the Evidence Requirements. This would allow for individuals to showcase personal experience of or involvement in athlete development.

Higher National Unit specification: statement of standards (cont)

Unit title: Supporting Talented Sports Performers

Outcome 3

Explain the role of support personnel in supporting the elite athlete

Knowledge and/or Skills

- ◆ License to practice
- ◆ Sport and Applied Exercise Scientist
- ◆ Sports Therapist
- ◆ Sports Psychologist
- ◆ Physiotherapist
- ◆ Sports Nutritionist

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ explain the key skills of the following personnel and describe the benefits these support personnel may have on an elite athlete's performance by identifying their role and giving examples of when their expertise may be called upon:
 - Sport and Applied Exercise Scientist
 - Sports Therapist
 - Sports Psychologist
 - Physiotherapist
 - Sports Nutritionist
- ◆ explain how regulatory schemes such as 'licenses to practice' ensure that athletes, especially youngsters or adults in at risk categories, receive the most appropriate treatment, to the highest personal and professional standards, are treated ethically and any details of treatment are safeguarded
- ◆ provide a copy of a document from a sports profession or support service occupation which contains professional practice details and their Code of Practice statement

This is an open-book assessment.

Assessment Guidelines

Extended response questions could be used to gather the evidence.

Administrative Information

Unit code: F505 34

Unit title: Supporting Talented Sports Performers

Superclass category: MA

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Higher National Unit specification: support notes

Unit title: Supporting Talented Sports Performers

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

The main aim of the Unit is to develop within the candidate the ability to identify the individuals, the level of support given, the agencies and the roles they play in supporting athletes throughout their quest to achieve elite status.

A possible approach to this Unit would be develop an 'issues based' structure whereby lectures and seminars cover a range of topics that are relevant to contemporary sports policy debates and are likely to be of interest to candidates. Sessions could thus cover areas such as: the historical development of sports policy to include recent moves towards financial support and central sports technical support; sports policy and the public sector; sports policy and the voluntary and commercial sector; sports professionalism; sports development (themes and issues); the role of partnerships in sports policy; sport and social inclusion; sports policy and the National Lottery; the globalisation of sports policy. The subject's high-profile lends itself to debate and argument that can be stimulated by use of contemporary material from web based material, video and newspapers amongst other possible sources. The issues lend themselves to class debates and constructive argument which aids candidates' theoretical thinking and the development of critical thinking, whether it be the arguments 'for' and 'against' a lottery based system; allocating public monies to attract global sports events; central funding elite sport over community sport, sponsorship support. Reference to major sports policy documents should be encouraged so as to differentiate between the targets NGBs and UK GBs set as they have marginally different objectives.

Relevant books, journals, web based materials could be used to theorise topics. Theoretical aspects could be taught initially. Thereafter, knowledge applied to scenarios in an effort to evaluate best practice and operational issues.

Content for Outcome 1 could include discussions and personal experiences of support for sport from the education system from secondary, further and higher education to support talented athletes.

Candidates should be able to define the term 'elite' athlete as defined for central funding purposes. Remember that 'athlete' is used in its generic sense to mean all types of sports performer. Elite status may be conferred by rank, status, professional status, performance achievement, league played in, performance targets, income.

Higher National Unit specification: support notes (cont)

Unit title: Supporting Talented Sports Performers

Outcome 2

The role of immediate family, volunteers, helpers, volunteers may be investigated, with the use of personal experience being a useful tool to share.

In this Outcome the candidate may explore the athlete support networks available and identify the structures in place to support talented athletes such as schools, clubs, Local Authority Sport Development, Regional Sport Development, Institutes of Sport, national support services. Of particular interest might be the Commercial sector and its response to sports policy, the effect of the National lottery, sports professionalism and its impact on elite development.

Candidates may investigate how funds may be acquired and the criteria for distribution and maintaining funding status.

Outcome 3

Where available, codes of practice relating to specific legislation should receive frequent referencing. Where legal publications are available, these should be used. It should be noted that current legislation may not make it a legal requirement to be licensed but it may be essential even so as insurance may not be available and that may be a barrier to employment.

In this Outcome, candidates may explore a number of issues related to practitioner standards. These could be issues such as Unified standards, Accountability, Ethical principles and responsibilities Personal and professional standards, Conduct/misconduct and complaints procedures and the importance of safeguarding professionals from false allegations.

Reference should be made to ethical principles of responsibility and personal/professional standards as stated by the current sports coaching parent body, currently **sportscoachUK**. (scUK).

The candidate may explore the importance of developing policy statements and Codes of Good Practice with respect to: the welfare and safeguarding of children; the roles of organisers and coaches; recruitment; employment and deployment of staff/volunteers; complaints procedures; Accountability; enable public to bring grievances; interface with general public and professional bodies.

Guidance on the delivery and assessment of this Unit

It is recommended that sufficient theoretical knowledge is delivered to provide an insight into the main issues surrounding athlete support and then group discussion and research tasks are used to develop more in depth knowledge and prepare for assessment tasks. The Unit lends itself to holistic assessment and candidates could undertake research tasks with evidence being submitted towards the end of the allocated time for the Unit. It is recommended that candidates are encouraged to learn through directed research while being supported by a tutor. Candidates should be advised of the project at the start of the Unit in order to allow them to compile a schedule for completion of project. If evidence is produced in the form of an assignment report, it is recommended that sufficient time is allowed between the setting of the assessment task and the submission date to allow candidates to carry out the necessary research and produce the evidence.

Higher National Unit specification: support notes (cont)

Unit title: Supporting Talented Sports Performers

Candidates should know how to access current information on sports legislation and sports guidelines and rules to remain up to date with these requirements at National/UK Governing Body level, Commonwealth, World and Olympic levels of competition. Furthermore, candidates must be able to recognise the different kinds of statutory, voluntary and independent (commercial) services and the way these services are funded and organised.

Assessment should provide opportunities to link key issues.

Opportunities for developing Core Skills

By developing an effective search strategy for accessing and evaluating paper based and electronic sources of complex information on current issues and ideas may be valuable, need to have efficient systems of recording, coding and storing outline information for ease of reference candidates may develop *IT* and *Problem Solving* Core Skills at SCQF level 6. Candidates should be encouraged to develop skills in computerised record keeping and be made aware of the importance of saving materials and performing back ups.

The production of assignments, class debate and research tasks are useful ways to support the development of Core Skill *Communication* at SCQF level 6. Although communication skills are not formally assessed, the candidate in this Unit is expected to produce and present research to a professional standard, to express essential complex ideas and information accurately and to use a formal structure and recognised format. Use of language, spelling, punctuation and syntax should be accurate and the availability of suitable software packages to support accuracy and professional presentation could further assist the development of skills in the use of IT.

Open learning

This Unit may lend itself to an open learning delivery and assessment approach if a Virtual Learning E platform is used to provide a candidate/tutor interface.

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

Unit title: Supporting Talented Sports Performers

This Unit introduces you to the opportunities and networks available to support elite athletes both technically and financially, and the personal and professional legislation and governing body guidelines all sports personnel must abide by.

This Unit is of relevance to sport support personnel as it introduces the importance of the ethical and legal responsibilities and codes of personal and professional standards currently in operation in recreational and competitive sport. Furthermore, it introduces you to the support networks in place to enhance the progress of sports performers to elite status and possible national and international success.

On completion of the Unit, you should be able to identify the individuals, the agencies and the roles they play in supporting athletes throughout their quest to achieve elite status. You should be able to define elite sport and explain its place within the sports development continuum, evaluate support for athletes as they seek elite status and explain the role of support personnel in supporting the elite athlete.

This Unit will be assessed by a mix of reporting back on topics and extended response questions.

There are opportunities to develop the Core Skills of *Communication*, *Problem Solving* and *IT* at SCQF level 6 although there is no automatic certification of Core Skills or Core Skills Components.