



Higher National Unit specification

General information

Unit title: Sports Education: Preparing to Support Learning
(SCQF level 7)

Unit code: HE07 34

Superclass: MA

Publication date: May 2016

Source: Scottish Qualifications Authority

Version: completed by SQA

Unit purpose

The Unit is part of a suite of Units which together make up a PDA award in Sports Education Tutoring. If this Unit is delivered as part of the Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The other Units included in the PDA award are:

- ◆ HE08 34 *Sports Education: Facilitating, Enabling and Evaluating Learning*
- ◆ HE09 34 *Sports Education in Scotland*

The Unit is designed for those who are deployed in sport education.

It would be expected that learners will have been identified by a sports governing body, local authority or **sportscotland** to take on the role of sports educator. Learners will have been recruited to deliver governing body courses or those recognised by **sportscotland**. Learners may hold other governing body awards appropriate for sports educators or already be a sport educator recognised by the governing body for one or more sports. Sports governing bodies are considered to be those recognised by **sportscotland** as the lead body.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Describe the responsibilities and attributes of an effective sports educator.
- 2 Describe the skills and knowledge required by a facilitator to create a positive learning environment.
- 3 Explain the importance of continuous professional development (CPD) in relation to the sports educator role.
- 4 Plan for the facilitation of sports educator tutoring sessions.

Higher National Unit specification: General information (cont)

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Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the Unit

Learners will be expected to already be employed or deployed in a role as a sports educator or have recently been recruited to start such a role. That role will include those who may have other role titles such as Tutor or Coach Developer. Learners will be those who in turn facilitate courses and workshops.

It is expected that learners will be identified by **sportscotland**, a Scottish governing body of sport or local authority as a person who can fulfil the role of facilitating courses and workshops to learners in sport. It is anticipated that learners will already have experience in these areas.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit Specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

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.

The other Units included in the Group Award are:

- ◆ HE08 34 *Sports Education: Facilitating, Enabling and Evaluating Learning*
- ◆ HE09 34 *Sports Education in Scotland*

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

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. Learners 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

Describe the responsibilities and attributes of an effective sports educator.

Knowledge and/or Skills

- ◆ Attributes
- ◆ Skills
- ◆ Qualities
- ◆ Abilities

Outcome 2

Describe the skills and knowledge required by a facilitator to create a positive learning environment.

Knowledge and/or Skills

- ◆ Describe methods to create a positive learning environment
- ◆ Identify methods to build rapport with learners
- ◆ Plan how to create and maintain a positive environment
- ◆ Identify the positioning of:
 - Learners
 - Sports Educators
- ◆ Demonstrate how to challenge inappropriate behaviour

Higher National Unit specification: Statement of standards

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Outcome 3

Explain the importance of continuous professional development (CPD) in relation to the sports educator role.

Knowledge and/or Skills

- ◆ Need for being up to date
- ◆ Safety issues for all involved
- ◆ Legal implications
- ◆ Importance of CPD in excellence
- ◆ Quest for learning
- ◆ Ensuring relevant lifelong learning

Outcome 4

Plan for the facilitation of sports educator tutoring sessions.

Knowledge and/or Skills

- ◆ Need for advanced planning
- ◆ Elements included in a plan:
 - Health and safety check
 - Resources required
 - Room lay out
 - Number of learners
 - Individual needs of learners
 - Introduction
 - Content
 - Conclusion
 - Timings
 - Facilitation methods
 - Key questions
- ◆ Clarity of plan which would enable another sports educator to pick up and deliver
- ◆ Contingency planning for 'what ifs'

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

Outcome 1 — Describe the responsibilities and attributes of an effective sports educator.

- ◆ Identify the key responsibilities of a sports educator.
- ◆ Evaluate their own attributes as a sports educator.
- ◆ Identify their own strengths and areas to work on.

Outcome 2 — Describe the skills and knowledge required by a facilitator to create a positive learning environment.

- ◆ Describe two theories detailing how to create a positive learning environment.
- ◆ Identify a number of methods to create a positive learning environment.
- ◆ Plan to create a positive learning environment.
- ◆ Demonstrating how to challenge inappropriate behaviour.

Outcome 3 — Explain the importance of continuous professional development (CPD) in relation to the sports educator role.

- ◆ Explain the importance of a sports educator having an action plan to direct their CPD.
- ◆ Keep their training needs analysis and CPD record up to date.
- ◆ Describe activities which would be relevant CPD to develop a sports educator.
- ◆ Explain who might be affected by the lack of CPD.
- ◆ Explain the consequences that omitting to keep up to date with CPD might bring.

Outcome 4 — Plan for the facilitation of sports educator tutoring sessions.

- ◆ Complete appropriate dynamic health and safety checks for each session.
- ◆ Plan for the facilitation of two sessions.
- ◆ Contingency plan.

While it is possible to assess each Outcome in isolation, it is recommended that Outcomes are as far as possible integrated with the each other and also across other Units in the PDA. This will depend on the mode of delivery and assessment.



Higher National Unit Support Notes

Unit title: Sports Education: Preparing to Support Learning
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Unit Support Notes are offered as guidance and 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

Outcome 1 — Describe the responsibilities and attributes of an effective sports educator.

Requires the learners to develop skills and knowledge about the responsibilities and attributes required for a sports educator.

The responsibilities of a sports educator may be taken from the following but is not confined to these aspects:

Planning sessions	Facilitating sessions	Reviewing sessions
Health and Safety Checks	Enabling learning	

The list of these attributes may be taken from the following but is not confined to these aspects:

Active	Convincing	Flexible	Motivated	Respectful
Adaptable	Creative	Friendly	Open-minded	Responsive
Approachable	Decisive	Humorous	Patient	Sensitive
Audible Dedicated	Innovative	Perceptive	Strategic	
Clear	Dynamic	Interested	Positive	Tolerant
Committed	Empathetic	Knowledgeable	Punctual	
Confident	Experienced	Logical	Relaxed	

Articulation	Interpersonal	Questioning
Audio-visual techniques	Leadership	Revision
Communication	Listening	Social
Delivery styles (variety of)	Objective-setting	Summarising
Demonstration	Presentation	Time management
Facilitation	Projection	

Acting	Generating interest	Organising	Reassuring
Checking	Informing	Planning	Relaxing
Clarifying	Involving	Probing	Supporting
Controlling	Learning	Preparing	Teaching
Directing	Managing	Prompting	Translating
Evaluating	Motivating	Reacting	Understanding

Higher National Unit Support Notes (cont)

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Outcome 2 — Describe the skills and knowledge required by a facilitator to create a positive learning environment.

Requires the learners to describe the skills and knowledge required by a sports educator to create a positive learning environment.

Learners will research a number of theories on creating positive learning environments before applying their learning to real life situations.

The positioning of the sports educator and the learners will be explored.

Learners will also consider how to deal with challenging behaviour; this might be behaviour within the group or individual learners, parents, ground-staff, caretaker, spectators, etc.

Learners should consider and share strategies they have used for dealing with real or potential situations they might envisage for their working environment.

Assessments may be integrated where and when appropriate or may be discrete.

Outcome 3 — E Explain the importance of continuous professional development (CPD) in relation to the sports educator role.

Requires learners to explore the importance of continuous professional development.

Learners will demonstrate methods of ensuring they identify their needs before planning to achieve them.

Learners need to be aware of the legal implication of their duty of care and relevant legislation that impacts upon their actions as coaches and educators. They will need an understanding of the main principles of the relevant laws and regulations and the significance of not being compliant with these requirements.

Outcome 4 — Plan for the facilitation of sports educator tutoring sessions.

This requires the learners to plan to facilitate two education sessions in an appropriate environment. Learners will plan for a workshop of around 10 minutes (session one) and 15 minutes (session two) and will have responsibility of using hardware and software and managing any other resources they might require. They will be expected to prepare questions to facilitate learning; contingency plans for the session should also be detailed in the plan. The plan should be written in enough detail that would allow another sports educator to deliver if necessary.

There are opportunities to integrate this assessment with the other two Units in the PDA award.

Higher National Unit Support Notes (cont)

Unit title: Sports Education: Preparing to Support Learning
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Guidance on approaches to delivery of this Unit

This Unit is designed to be delivered in conjunction with the other Units in the PDA award:

- ◆ HE08 34 *Sports Education: Facilitating, Enabling and Evaluating Learning*
- ◆ HE09 34 *Sports Education in Scotland*

The purpose of the Units is to lead to governing body recognition for a Sports Education Tutor, accepted by the Sports Industry nationwide.

Within the Unit and across the Units, there are opportunities to integrate both delivery and assessments as the recommended delivery pattern taken together with the entry recommendation means that the learners have already gained considerable experience in their area of expertise.

It is recommended that prior to attending any Course, learners are supplied with reference material and that some assessments are in the form of responses to restricted response questions. There may be cases where a more detailed response is appropriate.

Some learners will need longer than others to develop some skills and this is to be expected as experiences will be different depending on the skills acquired before delivery.

The Units may be delivered also in an integrated way with assessment taking place as and when learners are judged to be likely to succeed.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Outcome 1

Learners will be expected to address these matters by their recorded responses to restricted response questions. This may be in the form of an assignment with questions being asked for each of the Evidence Requirements. It may be appropriate to make use of other assessment methods as long as all knowledge and/or skill and Evidence Requirements are indeed addressed.

All responses and assessor judgments should be recorded in full detail.

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Outcome 2

Explanations made will be recorded and may be in response to restricted response questions to cover the relevant issues and may be in the nature of a home assignment although other methods may be appropriate.

Outcome 3

Explanations made will be recorded and may be in response to restricted response questions to cover the relevant issues and may be in the nature of a home assignment although other methods may be appropriate.

Learners may be expected to submit an up to date training needs analysis and personal development plans relevant to their roles as a sport educator.

Outcome 4

As far as possible evidence may be gathered from practical situations using peer groups or individuals as the learners.

Learners will be expected to plan for two sessions that they will facilitate. A relevant topic will be allocated and agreed with the assessors. The topic will be relevant to the background of the sport educator. The assessor may use a checklist with detailed comments or similar methods to ensure that all knowledge/skills and Evidence Requirements have been met.

It is unlikely that opportunities to address all eventualities will arise naturally. It is expected that supplementary questions will be used to ensure that the knowledge is indeed assessed appropriately and that the questions asked and responses given are noted together with the assessor's judgement.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Higher National Unit Support Notes (cont)

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Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skills of *Working with Others*, *Information and Communications Technology (ICT)*, *Numeracy* and *Communication* in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

As learners are required to have sound knowledge of the need to work with other professionals, there will be opportunities to acquire knowledge and skills in *Working with Others*.

Likewise, learners are required to make use of presentation software and this requires *Information and Communications Technology (ICT)* skills. This will allow development of skills in this area.

In addition, learners are required to impart information to others and so additional skills in *Communication* (both verbal and non-verbal) along with reading skills can be further enhanced.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Sports Education: Preparing to Support Learning
(SCQF level 7)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is part of a Group Award of Units with the full Group Award being:

- ◆ HE07 34 *Sports Education: Preparing to Support Learning*
- ◆ HE08 34 *Sports Education: Facilitating, Enabling and Evaluating Learning*
- ◆ HE09 34 *Sports Education in Scotland*

You may be given information prior to attending any Course and this may well include hard copy and or electronic material for home study.

It is likely that you will be given assessment tasks to complete at home and it is also likely that your assessor will ask questions to ensure that you understand all the required knowledge.

Outcome 1 requires you to learn about the responsibilities and attributes of an effective sports educator.

Outcome 2 requires you to learn about the skills and knowledge required by a facilitator to create a positive learning environment.

Outcome 3 requires you to learn about the importance of continuous professional development (CPD) in relation to the sports educator role.

Outcome 4 requires you to plan the facilitation of sports educator tutoring sessions.

As much as possible, assessment will be ongoing but you will be asked to do work on your own at home and bring it with you for submission. Your assessor will give you constructive feedback as quickly as possible at every stage.