



Higher National Unit specification

General information

Unit title: Sports Education: Facilitating, Enabling and Evaluating Learning (SCQF level 7)

Unit code: HE08 34

Superclass: MA

Publication date: May 2016

Source: Scottish Qualifications Authority

Version: 01

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:

- ◆ HE07 34 *Sports Education: Preparing to Support 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 Facilitate sports education learning sessions in a designated environment.
- 2 Analyse different facilitation methods in sports education.
- 3 Demonstrate effective use of communication methods for sports educators.
- 4 Review and evaluate the facilitation of the planned sessions.

Higher National Unit specification: General information (cont)

Unit title: Sports Education: Facilitating, Enabling and Evaluating Learning (SCQF level 7)

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. 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:

- ◆ HE07 34 *Sports Education: Preparing to Support 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

Unit title: Sports Education: Facilitating, Enabling and Evaluating Learning (SCQF level 7)

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

Facilitate sports education learning sessions in a designated environment.

Knowledge and/or Skills

- ◆ Record the process — plan/facilitate/review
- ◆ Time Management
- ◆ Organising learners into groups to optimise learning
 - Individual
 - Smaller groups or pairs
 - All learners as a single group
- ◆ Use of media and presentation software to enhance/support facilitation
- ◆ Facilitation
- ◆ Questioning
- ◆ Empower learners
- ◆ Managing challenging behaviour

Outcome 2

Analyse different facilitation methods in sports education.

Knowledge and/or Skills

- ◆ Current practice
- ◆ Group needs
- ◆ Facilitation method in relation to situation
- ◆ Alternative theories

Higher National Unit specification: Statement of standards

Unit title: Sports Education: Facilitating, Enabling and Evaluating Learning (SCQF level 7)

Outcome 3

Demonstrate effective use of communication methods for sports educators.

Knowledge and/or Skills

- ◆ Communication:
 - Written
 - Verbal
 - Non-verbal
 - Interpersonal
 - Listening
- ◆ Questioning techniques
- ◆ Adult learning environment
- ◆ Building rapport with the learners
- ◆ Reflective techniques

Outcome 4

Review and evaluate the facilitation of the planned sessions.

Knowledge and/or Skills

- ◆ Self-reflection:
 - Intrinsic feedback
- ◆ Consideration of group and other feedback:
 - Extrinsic feedback
- ◆ Future Needs
- ◆ Management/facilitation of feedback sessions for other sports educators
- ◆ Offer accurate feedback and action planning support to sports educators

Higher National Unit specification: Statement of standards (cont)

Unit title: Sports Education: Facilitating, Enabling and Evaluating Learning (SCQF level 7)

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 — Facilitate sports education learning sessions in a designated environment.

- ◆ Select, check and use audio-visual aids for a range of learning styles.
- ◆ Facilitate sessions using presentation software to enhance the sessions.
- ◆ Facilitate the organisation of learners and equipment.
- ◆ Address both group and individual needs.
- ◆ Group learners to optimise learning opportunities.
- ◆ Use questioning to draw out learning.
- ◆ Invite and respond to questions from learners.
- ◆ Empower learners through giving ownership of learning.
- ◆ Keep to planned timings.
- ◆ Challenge inappropriate behaviour, language or attitude.

Outcome 2 — Analyse different facilitation methods in sports education.

- ◆ Address both group and individual needs through use of different facilitation methods in their sessions.
- ◆ Provide a commentary on effective facilitation methods for their sports education environment.
- ◆ Provide a short description of alternative theories relating to sports education delivery styles.

Outcome 3 — Demonstrate effective use of communication methods for sports educators.

- ◆ Demonstrate effective communication skills to ensure engagement of the learners.
- ◆ Effectively use terminology appropriate to the learning environment.
- ◆ Produce hand out or other material to support learning sessions.
- ◆ Explain the purpose, relevance and application of questioning techniques.
- ◆ Explain the communication factors which encourage adults to learn and how they could be included in facilitation sessions.

Outcome 4 — Review and evaluate the facilitation of the planned sessions.

- ◆ Lead structured reviews of sports educator facilitated sessions.
- ◆ Use questioning to draw out an action plan for each of the sports educators reviewed.
- ◆ Carry out a realistic, critically reflective and personal evaluation of two facilitation sessions taking into account the learners own impressions (intrinsic feedback) and feedback received (extrinsic feedback).
- ◆ Identify own training needs to enable development as a sports educator.

Higher National Unit specification: Statement of standards (cont)

Unit title: Sports Education: Facilitating, Enabling and Evaluating Learning (SCQF level 7)

This will take the form of feedback received from the group of learners (extrinsic feedback) and will be the submission of an accurate reflective review by the learner of their own performance (intrinsic feedback). This should identify any steps they could take to advance further. The review should be a fair reflection of what took place. Group discussion is likely to allow learners to develop this skill in reflection.

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: Facilitating, Enabling and Evaluating Learning (SCQF level 7)

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 — Facilitate sports education learning sessions in a designated environment.

Requires the learners to prepare and deliver two sports education sessions in a designated environment. Learners will plan for a presentation of around 10 minutes (session one) and another of around 15 minutes (session two). They will have responsibility of using hardware and software and managing any other resources they might require. They will be expected to provide hand-out notes or other material to support their delivery and this will include discussion and questions from the group to whom they present.

Learners would learn about the types, uses and problems associated with Audio Visual aids and presentation software.

The topics should be allocated by and agreed with the assessor and will be relevant to the delivery of sports education in a designated environment.

Outcome 2 — Analyse different facilitation methods in sports education.

Requires the learners to be able to describe the key features of different facilitation methods and analyse where and when these might be effective. Learners need to be aware that there are a variety of facilitation models and that personal preference will inform the classification used.

Learners will be expected to conduct some personal research on facilitation models and to evaluate the strengths and weaknesses of the different classifications. The following are examples and not an exhaustive list as there are a number of different models, theorists and researchers to consider:

- ◆ Mosston Spectrum
- ◆ Tannenbaum — Schmidt Continuum
- ◆ International Coach Developer Framework (facilitative to directive approaches)
- ◆ Autocratic — democratic — bureaucratic — laissez-faire
- ◆ Command — reciprocal — problem-solving — guided discovery

Higher National Unit Support Notes (cont)

Unit title: Sports Education: Facilitating, Enabling and Evaluating Learning (SCQF level 7)

Outcome 3 — Demonstrate effective use of communication methods for sports educators.

Requires learners to demonstrate the skills needed for effective communication.

This will encompass written communication through the provision of hand-out notes or other material to support their sessions as well as the use of Audio/Visual presentations.

Learners will be required to be able to use questioning techniques. These may be used for diagnostic purposes, for formative purposes or for summative purposes. Learners will be made aware of these matters although other terminology may be used and other views may well be valid. They will also be able to invite and respond to questions from learners.

The learners will also be required to demonstrate active listening.

Learners will demonstrate rapport with the group through effective communication. They will be able to take into account the feelings of the learners and through questioning, develop and integrate ideas which the learners put forward.

Outcome 4 — Review and evaluate the facilitation of the planned sessions.

Requires the learners to lead a structured review of other sports educators, seeking the views of the group of learners in the sessions and negotiating an action plan for each of the sports educators.

Learners will complete a reflective account of their own abilities and this may take various formats. Centres may use a prepared template or learners may use their own format. This will take into account the learners own impressions (intrinsic feedback) and feedback received (extrinsic feedback) as well as identifying their own training needs.

Learners should complete each of these with integrity before the assessor gives a detailed view to the learner to ensure that it does reflect the learner's honest opinion of self.

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:

- ◆ HE07 34 *Sports Education: Preparing to Support 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.

Higher National Unit Support Notes (cont)

Unit title: Sports Education: Facilitating, Enabling and Evaluating Learning (SCQF level 7)

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.

As stated, it may be possible to judge the full knowledge of the learner from their performance but this may not always be possible. In this event, the assessor should use professional judgment and ask additional questions, record their action and note their judgement, to ensure that any evidence gaps are addressed.

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.

While it is anticipated that assessment will be largely integrated within this Unit and also across the other Units forming the PDA, it is anticipated that as far as possible evidence will be gathered from practical situations using peer groups or individuals as the client(s).

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

It would be expected that the assessment would cover at least two sessions in designated environments. This environment could be presentational, performance, tactical or theoretical in nature.

Outcome 1 — Facilitate sports education learning sessions in a designated environment.

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

Learners will be expected to facilitate two sessions. A relevant topic will be allocated and agreed with the assessors. The topic will be relevant to the background of the sports 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.

Higher National Unit Support Notes (cont)

Unit title: Sports Education: Facilitating, Enabling and Evaluating Learning (SCQF level 7)

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 assessed appropriately. The questions asked and responses given are noted together with the assessor's judgement.

Outcome 2 — Analyse different facilitation methods in sports education.

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

Outcome 3 — Demonstrate effective use of communication methods for sports educators.

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

Learners will be expected to facilitate two sessions and demonstrate effective communication skills during these sessions. 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 assessed appropriately. The questions asked and responses given are noted together with the assessor's judgement.

Outcome 4 — Review and evaluate the facilitation of the planned sessions.

As far as possible evidence may be gathered from practical situations using peer groups or individuals as the learners. Learners will be expected to lead the review of two sessions which have been facilitated by another sports educator.

Learners will complete a realistic, critically reflective and personal evaluation of two facilitation sessions which takes into account intrinsic and extrinsic feedback as well as identifying an action plan for their future development.

The assessor may use a checklist with detailed comments or similar methods to ensure that all knowledge/skills and Evidence Requirements have been met.

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)

Unit title: Sports Education: Facilitating, Enabling and Evaluating Learning (SCQF level 7)

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.

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: Facilitating, Enabling and Evaluating 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 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 facilitating sports education learning sessions in a designated environment.

Outcome 2 requires you to learn about analysing different facilitation methods in sports education.

Outcome 3 requires you to learn about effective use of communication methods for sports educators.

Outcome 4 requires you to learn about reviewing and evaluating the facilitation of the planned sessions.

As much as possible, assessment will be on-going 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.