



## Higher National Unit specification

### General information

**Unit title:** Sports Education in Scotland (SCQF level 7)

**Unit code:** HE09 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.*
- ◆ HE08 34 *Sports Education: Facilitating, Enabling and Evaluating Learning.*

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 Explain the key requirements to meet regulatory needs for sports educators in Scotland.
- 2 Describe ways of working with other sports educators, professionals and support services to ensure high quality delivery and on-going learning.
- 3 Describe the pathway for the sports educator within the Coaching Scotland framework.

## Higher National Unit Specification: General information (cont)

**Unit title:** Sports Education in Scotland (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 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:

- ◆ HE07 34 Sports Education: Preparing to Support Learning.
- ◆ HE08 34 Sports Education: Facilitating, Enabling and Evaluating Learning.

### 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](http://www.sqa.org.uk/assessmentarrangements).

## Higher National Unit specification: Statement of standards

**Unit title:** Sports Education in Scotland (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

Explain the key requirements to meet regulatory needs for sports educators in Scotland.

#### Knowledge and/or Skills

- ◆ Applicable laws and regulations:
  - National
  - Scottish
- ◆ Health and Safety demands
- ◆ Carry out a dynamic risk assessment
- ◆ Emergency procedures: NOP and EASP
- ◆ Data Protection: confidentiality and involvement of others
- ◆ Child and vulnerable groups protection
- ◆ Inclusion and discrimination
- ◆ Ethics and values around professional practice
- ◆ Equality: anti discriminatory practice
- ◆ Code of conduct
- ◆ Record keeping
- ◆ Duty of care — legal commitment

### Outcome 2

Describe ways of working with other sports educators, professionals and support services to ensure high quality delivery and on-going learning.

#### Knowledge and/or Skills

- ◆ When, how and whom to refer to or seek advice from
- ◆ Reasons for seeking advice and/or reasons for referral
- ◆ Scottish/National Governing Body, Local Authority, scUK or other deployer requirements to ensure high quality delivery and on-going learning

## **Higher National Unit specification: Statement of standards (cont)**

**Unit title:** Sports Education in Scotland (SCQF level 7)

### **Outcome 3**

Describe the pathway for the sports educator within the Coaching Scotland framework.

#### **Knowledge and/or Skills**

- ◆ Describe the Coaching Scotland framework and the role of sports educators in this
- ◆ Identify education and development opportunities for sports educators within the Coaching Scotland pathway

## Higher National Unit specification: Statement of standards (cont)

**Unit title:** Sports Education in Scotland (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 — Explain the key requirements to meet regulatory needs for sports educators in Scotland.**

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can explain the key features and implications for each of the Knowledge and/or Skills detailed. Learners will be expected to have satisfactory responses to all parts of the Knowledge and/or Skills.

This evidence will be in the form of a series of restricted response questions covering all of the above; these questions will be given to the learner and submitted for assessment.

Each section must be deemed to be satisfactory as all sections are required for the safety of those involved.

The purpose of the assessment is to test the knowledge not so much of the law or regulation in itself, but to ensure that the learner understands the reason for the regulation, rule, law or requirement, its implications for and applications within Sports Education.

Learners may support their responses with references and this would be encouraged.

#### **Outcome 2 — Describe ways of working with other sports educators, professionals and support services to ensure high quality delivery and on-going learning.**

- ◆ Describe the reasons and explain how a sports educator would refer a learner for further advice (when, how and to whom).
- ◆ Describe and explain reasons for a sports educator seeking further support for themselves and how they would do this (when, how, from whom)
- ◆ Explain what support is required from the 'employer' — S/NGB, **sportscotland** or local authority — by a sports educator to facilitate a course (administration, resources, policies, quality control, qualification framework).

This evidence will be in the form of a series of restricted response questions covering all of the above; these questions will be given to the learner and submitted for assessment.

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

## Higher National Unit specification: Statement of standards (cont)

**Unit title:** Sports Education in Scotland (SCQF level 7)

**Outcome 3 — Describe the pathway for the sports educator within the Coaching Scotland framework.**

- ◆ Link their role as a sports educator into a wider national framework for sport in Scotland.
- ◆ Understand the opportunities for their training and development as a sports educator as supported by the Coaching Scotland framework.
- ◆ Understand the opportunities for their training and development as a sports educator as supported by applicable 'work place' S/NGB, local authority or **sportscotland**.

This evidence will be in the form of a series of restricted response questions covering all of the above; these questions will be given to the learner and submitted for assessment.

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

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 in Scotland (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 — Explain the key requirements to meet regulatory needs for sports educators in Scotland.**

Requires the learners to explain the relevant regulations, laws and requirements that surround the duty of care that all must have. It is not intended that learners know every law or regulation in-depth, but it is the intention to ensure that the learner is aware of the implications of the key regulations and the effect they have on the actions of the coach and sports educator in terms of their duty of care.

Learners should be encouraged to use information from the centre and to add to that by their own use of the Internet or other appropriate reference material.

Relevant regulations could include (but are not confined to):

- ◆ Duty of Care
- ◆ HASAW Act
- ◆ RIDDOR
- ◆ Risk assessment
- ◆ Relevant UK laws
- ◆ Relevant Scottish laws
- ◆ Protecting Vulnerable Groups Scheme (PVG Scheme)
- ◆ The Equality Act 2010 (or subsequent legislation)
- ◆ Codes of conduct
- ◆ Data protection rules
- ◆ Record keeping — why it is needed

Learners also need to be aware of any sports specific requirements from their governing body. These may be in the form of legal requirements, licensing requirements, recommendations, etc. The effect these issues may have on sports education should be explored.

## Higher National Unit Support Notes (cont)

**Unit title:** Sports Education in Scotland (SCQF level 7)

**Outcome 2 — Describe ways of working with other sports educators, professionals and support services to ensure high quality delivery and on-going learning.**

Requires the learners to be made aware that this should be considered to be a strength. It is important that learners know who to turn to for support and advice and under what circumstances this may be done. This may include but is not limited to:

- ◆ More senior sports educator regarding development of 'soft skills'.
- ◆ Mentor for constructive critical appraisal.
- ◆ Another sports educator who has delivered the course before.
- ◆ When a point requires clarification and the sports educator is unsure of the correct response or the sports educator wishes to improve their own knowledge and practice.

**Outcome 3 — Describe the pathway for the sports educator within the Coaching Scotland framework.**

Requires learners to develop knowledge and understanding of the Coaching Scotland framework, their role in this and the pathway described for sports educators. Through this the learners demonstrate an understanding of the importance and impact of coaching and sports education on individual participants and the Scottish nation.

If the learner will be a sports educator within a S/NGB local authority or **sportscotland**, they could also develop their Knowledge and/or Skills through investigation into the S/NGB, local authority or **sportscotland** pathway for sports educators.

### Guidance on approaches to delivery of this Unit

It would be appropriate for Outcome 1 to be delivered within the learning and teaching environment and to allow learners to discuss and share issues and concerns about the restrictions that all need to work under to ensure all involved are safe at all times. The learners should also undertake personal investigation to research any issues relevant to their potential work place.

Outcome 2 could be delivered through discussion in the learning and teaching environment to enable sharing of experiences.

Outcome 3 can be through personal research; each learner should be provided with a copy (electronic or hard copy) of the Coaching Scotland framework. Learners would be expected to carry out their own research relevant to the S/NGB, local authority or **sportscotland** pathway.

Assessment will be on an individual basis and will be recorded responses to questions designed to cover all requirements.



## Higher National Unit Support Notes (cont)

**Unit title:** Sports Education in Scotland (SCQF level 7)

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.
- ◆ HE08 34 Sports Education: Facilitating, Enabling and Evaluating Learning.

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 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.

It is anticipated that assessment will be largely integrated within this Unit and also across the other Units forming the PDA.

#### **Outcome 1 — Explain the key requirements to meet regulatory needs for sports educators in Scotland.**

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 addressed.

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

## Higher National Unit Support Notes (cont)

**Unit title:** Sports Education in Scotland (SCQF level 7)

**Outcome 2 — Describe ways of working with other sports educators, professionals and support services to ensure high quality delivery and on-going learning.**

Descriptions will be recorded and may be in response to restricted response questions to cover the relevant issues. This may be in the nature of a home assignment although other methods may be appropriate. Learners should be encouraged to use information from the S/NGB and to add to that by their own use of other appropriate reference material.

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

**Outcome 3 — Describe the pathway for the sports educator within the Coaching Scotland framework.**

Descriptions will be recorded and may be in response to restricted response to questions to cover the relevant issues. This may be in the nature of a home assignment although other methods may be appropriate. Learners should be encouraged to use information from the S/NGB, local authority or **sportscotland** and to add to that by their own use of other appropriate reference material.

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

### 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](http://www.sqa.org.uk/e-assessment)**.

## Higher National Unit Support Notes (cont)

**Unit title:** Sports Education in Scotland (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.

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, the consideration of relevant rules and regulations will give rise to opportunities to acquire skills in *Problem Solving*.

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 in Scotland

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 suite of Units with the full suite 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 key requirements to meet regulatory needs for sports educators in Scotland.

**Outcome 2** requires you to learn about ways of working with other sports educators, professionals and support services to ensure high quality delivery and on-going learning

**Outcome 3** requires you to learn about the pathway for the sports educator within the Coaching Scotland framework.

As much as possible, assessment will be on-going but you will be asked to do work on your own at home and submit. Your assessor will give you constructive feedback as quickly as possible at every stage.