



Arrangements for:

**NCGA Sport and Fitness at
SCQF level 5**

Group Award Code: G92G 45

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Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of National Qualification Group Awards.

History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date
04	Revision of Unit: D36H 11 Work Experience <i>has been revised by HF88 45 Work Placement and will finish on 31/07/2017.</i>	21/07/2016
03	Optional groups 1, 2 and 3 condensed to allow greater flexibility in delivering award.	22/12/2015
02	H23W 75 Literacy <i>has been added as an alternative to F3GB 11 Communication</i> Revision of Unit: D01B 11 Communication <i>has been revised by F3GB 11 Work Placement and finished 31/07/2010.</i> Revision of Unit: D01D 11 Information Technology <i>has been revised by F3GC 11 Information and Communication Technology and finished 31/07/2010.</i>	28/05/2014

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1 Introduction

This is the Arrangements Document for the new Group Award in Sport and Fitness, at SCQF level 5, which was validated in June 2008. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

The National Qualification Group Award (NCGA) in Sport and Fitness at level 5 has been developed by the Scottish Qualifications Authority (SQA) with a Qualifications Design Team (QDT), representing Further Education Colleges and practitioners throughout Scotland. One of the key drivers for this development has been to update existing Units and to provide a standardised approach to Sport and Fitness delivery within Further Education whilst retaining a degree of flexibility to accommodate centre specific needs.

The Qualification Design Team (QDT) for Sport and Fitness was formed in January 2007, after initial SQA consultation event held in November 2006. Part of the emphasis of the consultation meeting was to approach the subject of creating a standardised NCGA award for Sport and Fitness.

It was discussed at the initial consultation event that many of the Units in current delivery were outdated and irrelevant to today's industry practices. The uptake of the current Units is centre driven. The development of the award content would be 'centre devised and driven'.

As a result of the consultation, it was agreed to further investigate the feasibility of developing the new award and accurately assess demand for it within Further Education delivery centres.

The development of the new National Qualification Group Award in Sport and Fitness included the following processes:

- ◆ Desk research.
- ◆ National Consultations using a questionnaire with participating Colleges in Scotland which offered Sports and Fitness programme. The questionnaire was sent to twenty-eight colleges and sixteen colleges returned the completed questionnaire.

Qualitative, primary research, in the form of questionnaires and individual centre consultation visits were conducted during early to mid 2007. All were invited to participate. On analysis of the feedback collated from 16 colleges, it was clearly evident that the majority of relevant delivery centres supported the development of an NCGA Sport and Fitness at level 5.

In September 2007, the Qualification Design Team for Sport and Fitness using the information collated from the research carried out earlier that year, the development of a new qualification, NCGA award for Sport and Fitness (SCQF level 5) began.

The following document is based upon the award which has been developed by SQA and the Sport and Fitness, in consultation with participating Further Education colleges

2 Rationale for the development of the Group Awards

The rationale for the development of the NCGA Sport and Fitness (SCQF level 5) award is partly influenced by the recent increase in financial, political and social investment in Sport and Fitness in Scotland and the UK as a whole. It is also influenced by the current standards/age and relevance of current educational provision within SCQF level 5 Sport and Fitness related studies.

Given the expansion of this market and its projected long-term growth, the hosting of many international sporting events, it is imperative that learners entering this field of employment are provided with a strong basis of education that will not only enhance their employability, but prepare them to enter the sport and fitness industry, an industry which that is soon to be put on the global map through the hosting of Olympic and Commonwealth events.

The need to ensure that educational standards in this sector are as relevant and up to date for lecturers in the centres is paramount, ensuring that lecturers have up-to-date skills, knowledge and understanding to deliver high quality learning and teaching to candidates.

The target group for the award is principally school leavers and learners wishing to commence study at an introductory level within sport and fitness. Other target group may be learners who are currently employed with the sport and fitness sector and wish to develop their knowledge and employability with this sector.

The award may be also linked to other awards currently in development. A National Progression Award (NPA) in Sport and Fitness is in the final stages of development.

This NPA may be studied as a standalone award; which could be suitable for targeted learners such as part-time candidates and school groups. The NPA may also be delivered in tandem with the NCGA award in order to enhance the subject diversity of the award and increase candidate/centre contact time.

Therefore, the NPA could complement the NCGA Sport and Fitness award by allowing centres to increase the candidates learning experience of sport and fitness studies by incorporating additional relevant Units.

The NPA Units are centred on practical based sport participation and related fitness prescription.

With regards to the NCGA Sport and Fitness (SCQF level 5) mapping National Occupational Standards please refer to Appendix 1 of this document..

It is also proposed that a SCQF level 6 in Sport and Fitness is to be developed in order to allow candidates the opportunity to progress their studies from successful completion of the NCGA Sport and Fitness (SCQF level 5) course. Not only would this provide a smooth and gradual transition from SCQF level 5 studies, but would also act as an appropriate transitional study platform onto Higher National (SCQF level 7) study progression.

3 Aims of the Group Awards

3.1 Principal aims of the Group Awards

The principal aims of the award are to:

- ◆ develop the candidate's knowledge and understanding of current philosophies of sport and fitness and their implications on contemporary provision
- ◆ develop the candidate's knowledge and skills in planning, implementing, evaluating, the context of Sport and Recreation
- ◆ enhance the candidate's employment prospects
- ◆ enable progression within the Scottish Credit and Qualifications Framework (SCQF) and allow candidates to progress to another level of education, if so desired
- ◆ further develop study skills
- ◆ further develop Core Skills
- ◆ further develop transferable skills
- ◆ meet the skills needs of the industry
- ◆ contribute to Scottish Government targets regarding Lifelong Learning and Scottish Skills Strategy

3.2 General aims of the Group Awards

The general aims of the award are to:

- ◆ prepare the candidate for employment in the field of Sport and Fitness
- ◆ focus and develop an appropriate range of functional skills Sport and Fitness which reflect the ongoing changes within the industry
- ◆ develop options to meet the needs of the industry and allow the candidate to make informed choices regarding possible career paths
- ◆ provide delivery centres with a flexible award which can be bespoke to suit their individual and market needs, hence increasing candidate employability via relevant and required education
- ◆ develop a standardised award that employers will recognise and become familiar with

3.3 Target groups

The target group for the award is principally school leavers and learners wishing to commence study at an introductory level within sport and fitness. Other target group may be learners who are currently employed with the sport and fitness sector and wish to develop their knowledge and employability with this sector.

3.4 Employment opportunities

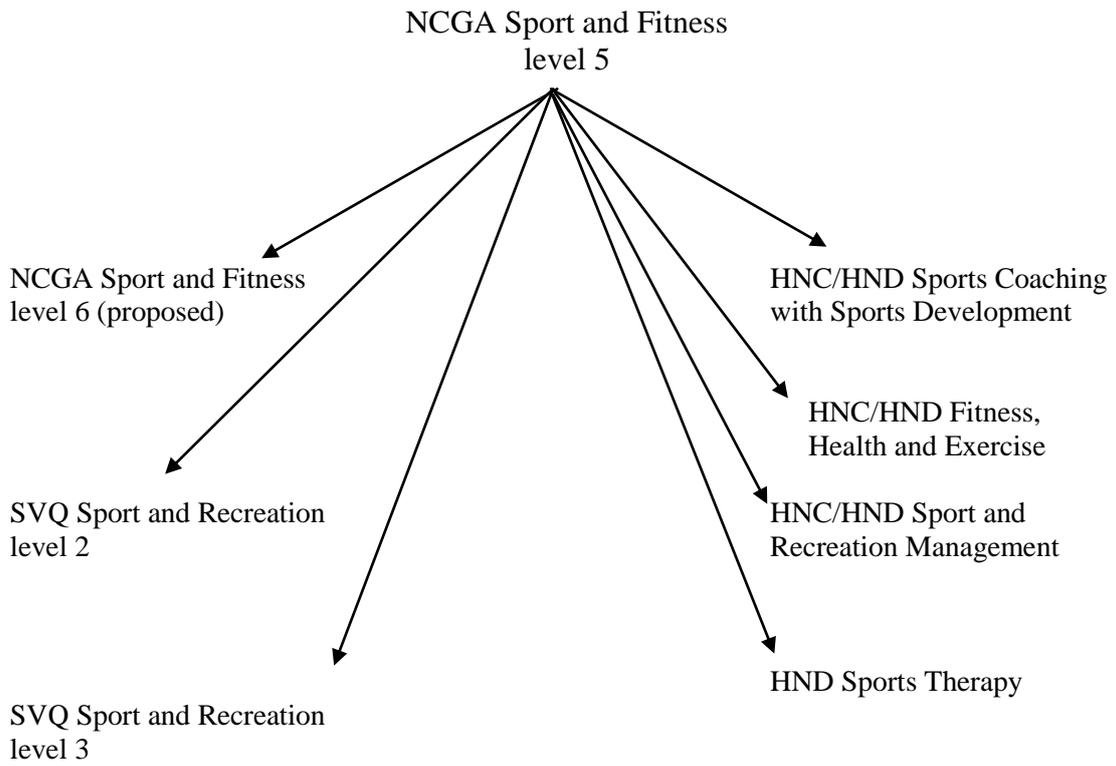
There is a continued national demand for Sport and Fitness education within and this demand is expected to increase over the next few years. This could be seen to be partially due to the expanding market in the Sports and Fitness Industry Sectors and, also through high profile media exposure and political influence of upcoming global sporting events to be held within the UK; such as the Olympic Games in London 2012 and the Commonwealth games in Glasgow 2014. Investment and development in this sector has grown significantly and will continue too over the next decade. This development will be mainly through investment in constructing International standard sporting facilities, creating sports volunteering opportunities, elite performance investment and grass roots sports development. All these will naturally result in the direct expansion of the labour market with this industry sector.

This sector development was taken into account and the Units associated within the award were designed to reflect and prepare candidates for entry into the expanding sector.

With this in mind, there are, and will be increased employment opportunities within the sport and fitness sector. Typical positions that successful learners of the NCGA Sport and Fitness (level 5) could attain would typically be:

- ◆ Leisure centre attendant
- ◆ Sports club attendant
- ◆ Fitness/Gym attendant
- ◆ Sports development assistant

Progression



4 Access to Group Awards

Access to the award will be at the discretion of the centre. Normal recommended entry qualifications for candidates will be:

- ◆ a strong interest in Sport, Fitness and/or outdoor education.
- ◆ SQA (SCQF level 4) pass in English (or language based subject such as Communications) along with three (SCQF level 4) passes or equivalent in relevant subject areas (such as Physical Education, Biology/Human Anatomy.)
- ◆ active involvement within a sports or fitness based environment/organisation. (For example; participation in playing/coaching/officiating with a sport based club and/or fitness, participating/instructing within an exercise/fitness based group, etc...).
- ◆ mature candidates may bring other qualities and qualifications which may be appropriate. Prior or experiential learning may also be considered appropriate in some circumstances.
- ◆ given the practical emphasis within many of the Units in this award, it is recommended that the candidate is made aware of the level of physical fitness that would allow them to competently participate within practical activities. Delivery centres should be allowed, at their own discretion, to devise methods of determining suitable candidate fitness.

NOTE: this should not be confused with a candidate's physical ability and to do so could result in a discrimination of candidates with physical needs.

5 Group Awards structure

The award comprise of 12 credits (72 SCQF credit points at SCQF level 5).
8 mandatory credits and 4 optional credits.

5.1 Framework

Mandatory Units — 8 credits

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Contemporary Fitness and Exercise Training Methods: An Introduction	F40B 11	6	5	1
Developing Leadership within Physical Activities	F40D 11	12	5	2
Human Anatomy, Physiology and Physical Activity	F40E 11	6	5	1
Nutrition, Health and Wellbeing	F40G 11	6	5	1
Teamwork through Sport and Recreation Activity	F40A 11	6	5	1
Communication or Literacy	F3GB 11* H23W 75	6 6	5 5	1 1
Information and Communication Technology	F3GC 11*	6	5	1

Optional Units — 4 credits

Group 1: from 2.0 to 4.0 credits needed				
Citizenship through Sport and Fitness Volunteering	F40C 11	6	5	1
Countryside Recreation	D839 11	6	5	1
Health and Safety in the Provision of Sporting Activities: An Introduction	D683 11	6	5	1
Map Reading within Expedition Leadership	F40F 11	6	5	1
Residential Experience	D36M 11	6	5	1
Sport and Recreation: An Introduction	F40L 11	6	5	1
Sports Development: An Introduction	F40H 11	6	5	1
Sports Injuries: Identification, Prevention and Treatment: An Introduction	F40J 11	6	5	1
Sports Mechanics: An Introduction	F40K 11	6	5	1
Work Placement	HF88 45*	6	5	1
Sporting Activity Participation and Performance	Various (sport context)	6	5	1
Sports Officiating and Organising: Recreational	Various (sport context)	6	5	1

5.2 Mapping information

For information on the NCGA Sport and Fitness SCQF level 5 mapping to National Occupational Standards, See Appendix 1.

6 Approaches to delivery and assessment

6.1 Guidance on context and content

The purpose of the award is to prepare candidates for either progression towards further study at a higher SCQF level (SCQF level 6 being the preferred and natural progression) or employment various sectors of the sports industry. As sport and leisure are fast changing areas of employment, candidates may undertake the course from a variety of backgrounds. Some may begin straight from school, whilst others may choose the route as a new career path. For some candidates therefore it is anticipated that the award will serve as an ‘introductory stepping-stone’ to continue their education and study.

Candidates entering the course would be expected to have a strong interest in sport, fitness and/or outdoor activities. Given that the sports industry is a public orientated service industry, it is advised that prospective candidates will have strong interpersonal skills and centres may wish to consider these issues when selecting candidates. Prospective candidates will of course also wish to consider these matters when selecting possible career paths.

Many of the Units incorporated, will provide a substantial base for candidates wishing to further specialise in the workplace — through National/Scottish Governing Body awards, NPA Sports Coaching or SVQ Sport and Recreation routes. A number of employers (such as professional football clubs, public/private sports and leisure facilities and armed forces) have placed employees on existing NC awards to gain both practical and theoretical knowledge.

6.2 Delivery

The National Certificate Group Award has been designed principally for candidates who are seeking to study Sport and Fitness to progress either to further studies in Further Education or to employment in the Sport and Fitness industry. As such, these Awards can be delivered by a variety of modes which can include full-time, part-time modes which can include day-release, block-release or evening class delivery. It would also be possible to deliver some or all parts of the Award in a work-place environment providing, of course, that suitable accommodation (eg classrooms and sporting environments) were available for the delivery of the awards. Some Units of the awards could be delivered by Open/Distance Learning.

A normal full-time NCGA award consists of a minimum of 12 credits. Credits chosen by the College will depend on local circumstances and market demands.

The teaching and learning of the Sport and Fitness Units are most effective when the concepts, principles and theories are set in a relevant context eg making reference to applications and to real world situations. This is especially noteworthy in consideration with the generic Information Technology and Communication Units with the mandatory section of the NCGA Sport and Fitness.

It is expected that all Units will be applied in the context of Sport, Fitness and/or outdoor pursuits. It is a central theme that Units will be delivered in contexts appropriate to the award purpose. For all mandatory Units and some optional Units, assessment packs have been developed which will contextualise each Unit.

Appropriate contexts, applications, illustrations and activities relating to the Content Statements are provided in the Arrangement documents. Practical activities provide opportunities to develop a wide range of skills associated with Sport and Fitness and practical problem solving. The practical based Units in the awards are — *Contemporary Fitness and Exercise Training Methods: An Introduction; Teamwork through Sport and Recreation Activity; Developing Leadership within Physical Activities; Map Reading within Expedition Leadership; Residential Experience; Citizenship through Sport and Fitness Volunteering; Work Experience; Sporting Activity Participation and Performance; Sports Officiating and Organising*. These Units, along with the theory based Units in the award provide opportunity for a diverse and hands on approach towards the learning experience.

6.3 Guidance on timing of delivery

Individual Units contain advice regarding the knowledge and skill a candidate may require to benefit from that Unit. This may influence a centre regarding the order of delivery of Units.

Given, the individualised operational procedures and timetabling considerations for each delivery centre, centres will manage this at their discretion.

There are real possibilities of integrating assessments within Units and even on placements. Evidence to establish competence in individual Units must be available, as integration does not mean a reduction of the demand level. Again each Unit details possibilities for evidence integration.

It is strongly recommended that the *Teamwork through Sport and Recreation Activity* Unit is delivered as early as possible within the award programme as the Unit lends qualities that are required for successful induction and early retention; working as part of a team and candidate cohesion/socialisation. This Unit gives particular opportunity for teamworking, problem solving and communication skills. It could be used early on in a programme to allow new learners to work together and bond as a team. It would be hoped that this would contribute to a more function learner group and help enhance candidate retention through accelerated team bonding and friendships.

It is advised that the *Information Technology* Unit is taught at the beginning of the delivery of the award to enable the candidates to develop their IT skills which may be utilised when carrying out theory based assessment and research.

The *Human Anatomy, Physiology and Physical Activity* Unit should also be placed towards the earlier stages of the programme to ensure that the candidates have developed some understanding of the bodies anatomical/physiological functions as this information will be necessary in other Units within this award.

It should also be noted that the *Developing Leadership within Physical Activities* is a 2 credit Unit, which is Unit for this award, and programme delivery should take this into consideration.

Candidate placements (where applicable: ie ‘Work experience’ or ‘Citizenship through Sport and Fitness Volunteering.’) must meet the design intentions of the individual Units although it is possible for centres to consider a degree of integration with Units. In this event, it is important that centres manage this so as to allow candidates to overtake the Outcomes for individual Units and meet all the requirements. The management of this is the responsibility of centre. The evidence gathered must be available for moderation of each Unit.

A number of Units within the Options list are focused on the practical side of sport (eg *Sporting Activity Participation and Performance, Sports Officiating and Organising — Recreational*). This may be significant for prospective employers and if these or similar Units are selected as options, it may enhance the job prospect for candidates. Candidate employability may also be enhanced if these Units are used as a preparatory basis for candidates wishing to partake in SGB/NGB coaching and industry recognised fitness based awards.

The choice of options should be complementary to the aspirations of the candidates.

6.4 Guidance on Tutor and Assessor issues

Centres with SQA approval to use this award will have been judged competent to deliver it. One of these requirements is that there is no unnecessary barrier to achievement. However it remains the responsibility of each centre to ensure that current SQA requirements are met regarding the competence of Assessors and centres will of course be aware of the legal implications of these issues. This is particularly significant when delivering Units which have a high technical demand and/or a real risk factor.

It is the responsibility of each centre to ensure that staff holds appropriate qualifications whether they are delivering and/or assessing. This would be particularly significant where ‘speciality’ Units are being delivered — such as technical sports, fitness and/or Outdoor Education related Units. These may be legal requirements in addition to a recognised teaching/lecturing/coaching qualification.

6.5 Guidance on old (predecessor) style Units and current Units

It will be noted that this award includes Units written in the current format along with Units written in the ‘predecessor’ format. Where Units with the ‘predecessor’ format are included in the framework, the levels applied to these Units are noted. Units within the award that are written in this ‘predecessor’ format are:

- ◆ Countryside Recreation
- ◆ Health and Safety in the Provision of Sporting Activities
- ◆ Residential Experience
- ◆ Sports Officiating and Organising — Recreational
- ◆ Work Experience

6.6 Assessment Support Packs

The Qualifications Design Team and Unit writers have developed Assessment Support Packs (ASP) for the NCGA Sport & Fitness. These are scheduled for publication August 2008.

Assessment Support Packs are in development for the following Units:

- ◆ *Communication* (contextualised for Sport and Fitness)
- ◆ *Contemporary Fitness and Exercise Training Methods: An Introduction*
- ◆ *Developing Leadership within Physical Activities*
- ◆ *Human Anatomy, Physiology and Physical Activity*
- ◆ *Information Technology* (contextualised for Sport and Fitness)
- ◆ *Nutrition, Health and Well Being*
- ◆ *Teamwork through Sport and Recreation Activities*
- ◆ *Citizenship through Sport and Fitness Volunteering*
- ◆ *Sport and Recreation: An Introduction.*
- ◆ *Sports Injuries: Identification, Prevention and Treatment: An Introduction*
- ◆ *Sports Mechanics: An Introduction*

The Assessment Support Pack for the Units provides sample assessment material. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

6.7 Formative assessment

Formative assessment should be used throughout the delivery of Units to reinforce learning, build candidate's confidence and prepare candidates for summative assessment.

6.8 Open and Distance Learning

One of the principal aims of the Group Awards is to develop the practical skills of the candidates to enable them to work effectively within a sports and fitness environment. Candidate practical and theory work provide important aids to the development of the concepts considered in sports and fitness studies. Though a large emphasis of the awards are practical based, some Units may lend themselves to delivery by Open and Distance Learning.

It is considered that there is a real possibility of delivering this award by a variety of routes. It may be delivered on a full-time or part-time basis or by an Open Learning route. Centres will make their own decisions in the matter. Again however, regardless of the mode of delivery, Evidence Requirements will be as described and required by the Units' specifications.

If assignments are completed out with the centre, it will be the responsibility of the centre to ensure the authentication of a candidate's work. This will not often be a problem. If a candidate's duty log accurately reflects the work assessed, then this would be strong evidence of authenticity. It would be good practice to have the candidates sign or initial work that had been completed outside the centre. There are many ways to support this process, mentor reports being signed, a written record of oral questions and responses being signed and dated as accurate, to name a few. Experienced centres will often devise valid and imaginative ways to do this.

Advice on the use of open and distance learning is given in individual Unit specifications. However, where it is used with regard to assessment, planning would be required by the centre concerned to ensure the sufficiency and authenticity of candidate evidence. Arrangements would be required to be put in place to ensure that the assessment or assessments were conducted under the conditions specified in the Unit specification. For example, in the case of a Unit which involved an assessment paper a centre would have to make arrangements for the assessment to be conducted under controlled, supervised conditions. Likewise, where a Unit involves a practical based assessment, a centre would have to make arrangements for candidates to come into the centre to undertake the assessment under conditions specified in the Unit specification.

6.9 Electronic Learning and Assessment

A number of Units may lend themselves to on-line/distance learning at least in part, and some also lend themselves to Electronic Assessment. This may include marking or may only be submitted in this way and marked off-line.

6.10 Risk management

A number of Units contain either a reference or a need for the candidate to be able to be aware of the management of risk. This is in fact inherent within a number of both mandatory and optional Units (eg *Map Reading within Expedition Leadership*, *Sports Injuries: Identification, Prevention and Treatment: An Introduction*; *Contemporary Fitness and Exercise Training Methods: An Introduction*, etc...). For the majority of these Units, Assessment Support Pack material will expand on this issue.

7 General information for centres

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).

Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment and Quality Assurance for Colleges of Further Education* (www.sqa.org.uk).

8 General information for candidates

This award is relevant to you if you wish to commence further educational studies with the Sport, Outdoor and/or Fitness industry. The main aims of the award are to:

- ◆ provide you with an introductory insight and knowledge of the sport and fitness industry
- ◆ allow you the opportunity to develop an educational path to higher level study in sport and fitness
- ◆ build your confidence and learning skills
- ◆ develop your employable skills, such as; Teamwork, Communication, IT, Problem Solving, Timekeeping and Leadership

The mandatory Units within the award will provide you with the knowledge, skills and understanding to:

- ◆ describe the roles and functions of a physical activity leader
- ◆ consider legal and ethical considerations within sport and fitness provision
- ◆ use communication and leadership styles required to conduct activity sessions
- ◆ lead physical activity sessions
- ◆ plan, implement and review activity sessions as part of a team
- ◆ describe the anatomical and physiological components of the major body systems and the long term effects that exercise has on them
- ◆ use a computer and electronic software packages effectively
- ◆ identify the key elements of nutrition and a healthy, balanced diet
- ◆ understand the effects of substance use on the individual
- ◆ identify stress and use exercise to relieve stress

Assessment of the Units in the award includes both written and practical evidence. This will take the form of logbooks, performance observation, report writing, evaluations, plans, question and answers.

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2–6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

SCQF levels: The SCQF covers 12 levels of learning. National Qualification Group Awards are available at SCQF levels 2-6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the National Certificate/National Progression Award from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised National Certificates/National Progression Awards are those developments or revisions undertaken by a group of centres in partnership with SQA.

10 Appendices

Appendix 1: Sport and Fitness SCQF level 5 mapping to National Occupational Standards

Key to mandatory SQA Units:

CO = Communication

CF = Contemporary Fitness and Exercise Training Methods: An Introduction

DL = Developing Leadership within Physical Activities

HA = Human Anatomy, Physiology and Physical Activity

IT = Information Technology

NH = Nutrition, Health and Wellbeing

TS = Teamwork through Sport and Recreation Activities

The references are not exhaustive and most criteria may be further referenced in various Units and Outcomes. This may vary from sport to sport and is dependant on delivery styles

As an example 'CO 1a' refers to **Communication**, Outcome **1** and Performance Criteria (**a**).

The following awards are those which have been deemed most relevant and thus chosen for this mapping exercise:

- ◆ Instructing Exercise and Fitness NVQ/SVQ level 2
- ◆ Activity Leadership NVQ/SVQ level 2

Instructing Exercise and Fitness NVQ/SVQ level 2

This NVQ/SVQ consists of three mandatory Units and one optional pair of two Units.

Mandatory Units

- 1 C35 Deal with accidents and emergencies
- 2 D448 Evaluate and develop own practice in instructing exercise and fitness
- 3 D417 Motivate and support clients to develop and maintain their fitness

Activity Leadership NVQ/SVQ level 2

This NVQ/SVQ consists of five mandatory and two optional Units.

Mandatory Units

- 1 D21 Prepare for a session
- 2 D22 Lead a session
- 3 D23 Conclude and review a session
- 4 A52 Contribute to the work of your team
- 5 C22 Promote safety in the sport and activity environment

Appendix 1: Sport and Fitness SCQF level 5 mapping to National Occupational Standards

NCGA Sport and Fitness SCQF level 5 mapping to Instructing Exercise and Fitness NVQ/SVQ level 2 National Standards			
Unit Number and Title	Outcome Number and Title	National Standards	SQA mapping to Unit, Outcome and Performance Criteria
Unit C35 Deal with accidents and emergencies	C35.1 Deal with injuries and signs of illness	1 remain calm and follow your organisation's procedures	Covered in option Unit D683 11 (O2)
		2 protect the casualty and other people involved from further risk	Covered in option Unit D683 11 (O2)
		3 call for qualified assistance that is appropriate to the casualty's condition	Covered in option Unit D683 11 (O2)
		4 provide reassurance and comfort to those involved	Covered in option Unit D683 11 (O2)
		5 give the qualified assistance clear and accurate information about what happened	Covered in option Unit D683 11 (O2)
		6 follow the accident reporting procedures, as required	Covered in option Unit D683 11 (O3)
	C35.2 Follow emergency procedures	1 give the people involved in the emergency clear and correct instructions	Covered in option Unit D683 11 (O2)
		2 carry out your role in the emergency procedures calmly and correctly	Covered in option Unit D683 11 (O2)
		3 maintain the safety of the people involved.	Covered in option Unit D683 11 (O2)
		4 follow the correct procedures for reporting the emergency	Covered in option Unit D683 11 (O3)
		5 report any problems with the emergency procedures to the relevant colleague	Covered in option Unit D683 11 (O3)

NCGA Sport and Fitness SCQF level 5 mapping to Instructing Exercise and Fitness NVQ/SVQ level 2 National Standards

Unit Number and Title	Outcome Number and Title	National Standards	SQA mapping to Unit, Outcome and Performance Criteria
Unit D448 Evaluate and develop own practice in instructing exercise and fitness	D448.1 Evaluate your own professional practice	1 review the Outcomes of working with clients, their feedback and feedback from other staff	DL 5a&b
		2 identify:	
		◆ how well the Outcomes and feedback met the clients' goals	DL 5a&b
		◆ how effective planned activities were	DL 5a&b
		◆ how effective and motivational your relationship with the client was	DL 5a&b
		◆ how well you implemented professional codes of ethics when working with clients	DL 5a&b
		◆ how well your instructing style matched clients' needs	DL 5a&b
		◆ how well you managed the clients' physical activities, including their health, safety and welfare	DL 5a&b
		◆ how well you interact and work with other members of staff	DL 5a&b
		3 identify ways in which you can improve future practice	DL 5c
4 discuss your evaluation with another professional and take account of their views	Covered in option Unit D36H 11 (O4)		
5 record all aspects of your evaluation for future reference	DL 5a-c		

NCGA Sport and Fitness SCQF level 5 mapping to Instructing Exercise and Fitness NVQ/SVQ level 2 National Standards

Unit Number and Title	Outcome Number and Title	National Standards	SQA mapping to Unit, Outcome and Performance Criteria
	D448.2 Improve your own professional practice and career Opportunities	1 review your own professional practice on a regular basis	
		2 keep up-to-date with developments in health related physical activity	CF 1a-c
		3 consider your own career goals	
		4 identify areas where you need to develop your professional practice further	DL 5b&c
		5 identify and record a personal action plan that will help you to improve your professional practice and further your career	DL 5c
		6 take part in relevant development activities as part of your personal action plan	CF 3a-c
		7 review your progress in developing your professional practice and update your personal action plan accordingly	CF 3a-c

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Unit No and Title	Outcome No and Title	National Standards	SQA mapping to Unit, Outcome and Performance Criteria
D417 Motivate and support clients to develop and maintain their fitness	D417.1 Establish and maintain an effective and motivational relationship with the client	1 establish an effective and motivational relationship with your clients	DL 1a&b, 2a&b, 4d
		2 clearly define your own role and responsibilities with your clients	DL 1a&b, 4d
		3 communicate clearly with clients and use instructing styles that match their needs	DL 2a&b, 4d
		4 work with your clients in a way that maintains their motivation and adherence	DL 2a&b, 4d
		5 maintain a relationship with your clients which is in line with good practice and ethical requirements	DL 3b, 4d
		6 show that you value diversity and equal opportunities for all clients	DL 3b, 4d
		7 maintain confidentiality requirements	DL 3b, 4d
	D417.2 Promote the benefits of regular physical activity	1 be clear about clients reasons for taking part in regular physical activity and any incentives and barriers to doing so	
		2 identify the clients' preferences for exercise	
		3 provide clients with accurate information about the health benefits of regular physical activity	HA 3a-d
		4 provide clients with accurate information about the recommended amount of physical activity for them to derive health benefits	HA 3a-d
		5 provide clients with information about how to achieve their goals	
		6 clearly inform clients about other opportunities for regular physical activity appropriate to their needs, abilities and preferences	
		7 provide clients with appropriate answers to enquiries about the benefits of regular physical activity	HA 3a-d

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Unit No and Title	Outcome No and Title	National Standards	SQA mapping to Unit, Outcome and Performance Criteria
	D417.3 Respond to clients' needs	1 respond positively to clients' needs	CO 3a-e
		2 gather as much information as possible about clients' needs	
		3 listen to and ask clients questions to check your understanding	CO 3a-e
		4 discuss with clients different ways of meeting their needs	CO 3a-e
		5 make sure your response to clients' needs is consistent with accepted good practice and your level of competence	
		6 if clients' needs are beyond your level of competence, consult another professional	
		7 provide clients with clear information and advice	CO 3a-e
		8 find out how well your response works and provide alternative guidance if necessary	

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Unit Number and Title	Outcome Number and Title	National Standards	SQA mapping to Unit, Outcome and Performance Criteria
Unit D21 Prepare for a session	D21.1 Plan the session	1 collect the necessary information about the session	CF 3a-c
		2 have a session plan that meets the aims of the programme and the needs and potential of individual participants	CF 3a-c
		3 make sure the plan has realistic objectives, sequences and timings	CF 3a-c
		4 make sure the plan satisfies health and safety requirements	CF 3a-c
		5 adapt the plan to take account of available equipment, facilities and time	CF 3a-c
		6 identify any circumstances that may change and plan how to deal with these	CF 3a-c
		7 get approval for the session plan from the colleague responsible for the programme	CF 3a-c
	D21.2 Prepare yourself for the session	1 have your plans and other essential information about the session readily available	CF 3a-c
		2 make sure your own personal competence and qualifications meet the requirements of leading the session and the participants	
		3 make sure you are physically and mentally prepared for the session	CF 2a&b, NH 3c
		4 make sure you have the correct and safe personal equipment ready for the session	CF 3a
		5 choose a style of leadership that is appropriate to the aims of the session and the needs and potential of the participants	DL 2a&b,

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Unit Number and Title	Outcome Number and Title	National Standards	SQA mapping to Unit, Outcome and Performance Criteria
	D21.3 Prepare equipment and facilities for the session	1 select and obtain equipment and facilities that are suitable for the participants and the session	CF 3a
		2 make sure that the equipment and facilities meet health and safety requirements and local codes of practice	DL 4c
		3 identify any unsafe or unserviceable equipment and facilities and follow the correct procedures for dealing with these	TS 2a, DL 3a, Covered in option Unit D683 11 (O3)
		4 encourage and help the participants to prepare equipment and facilities safely and in line with your organisation's procedures	TS 2a
		5 prepare equipment and facilities in a way that reduces harm to the local environment and injury to self and others	TS 2a
Unit D22 Lead a session	D22.1 Prepare participants for the session	1 meet the participants on time	DL 4a-d
		2 help the participants to feel welcome and at ease	DL 4a-d
		3 follow your organisation's procedures for checking the participants' present	DL 4a-d
		4 make sure the participants' dress and equipment are safe and appropriate	DL 4a-d
		5 organise the participants so that you can communicate effectively with them	DL 4a-d
		6 explain the aims and content of the session to all the participants	DL 4a-d, CO 3a-e
		7 find out if the participants have any relevant experience you could build on	DL 4a-d, CO 3a-e
		8 make sure the participants are mentally and physically prepared for the planned activities	CF 2a&b, NH 3c

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Unit Number and Title	Outcome Number and Title	National Standards	SQA mapping to Unit, Outcome and Performance Criteria
	D22.2 Introduce the participants to activities	1 explain and demonstrate key points to the participants, using methods appropriate to their needs	DL 4d
		2 emphasise the importance of, and reasons for, these key points to the participants	DL 4d
		3 encourage the participants to ask questions	CO 3a-e
		4 answer the participants' questions helpfully and clearly	CO 3a-e
		5 check that the participants understand what you want them to do	CO 3a-e
		6 motivate the participants without putting them under undue stress	CO 3a-e
	D22.3 Lead activities in the session	1 make sure the participants are following your instructions throughout the session	DL 4b&d
		2 follow your planned procedures for health and safety and environmental protection	DL 4d
		3 develop the session at a pace suited to the participants and in a way that meets its aims	DL 4d
		4 give the participants clear and supportive feedback at appropriate points	CO 3a-e, DL 4d
		5 provide the participants with additional explanations and demonstrations when necessary	CO 3a-e, DL 4d
		6 encourage the participants to say how they feel about the session and respond to their feelings appropriately	CO 3a-e, TS a-c, DL 5a
		7 vary your session plan to meet new needs and opportunities	DL 4d
		8 identify any new risks during the session and respond to these correctly	DL 4c&d

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Unit Number and Title	Outcome Number and Title	National Standards	SQA mapping to Unit, Outcome and Performance Criteria
	D22.4 Maintain and encourage effective working relationships during the session	1 communicate and interact with participants in a way that is appropriate to their needs	CO 3a-e
		2 maintain a relationship with participants that is in line with good practice, industry values and ethical requirements	DL 3b
		3 give adequate attention to each participant in the group, according to their needs	CO 3a-e
		4 encourage effective communication and interpersonal skills between participants and between participants and staff	CO 3a-e
		5 make clear to participants the effect their behaviour has on others	CO 3a-e
		6 highlight types of behaviour that have a positive effect on the group as a whole	TS 1c
		7 identify and challenge discriminatory and other unacceptable behaviour in a way that maintains the emotional welfare of the participants and follows agreed procedures	
		8 identify and deal with disagreements between participants or between participants and staff promptly and fairly	

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Unit Number and Title	Outcome Number and Title	National Standards	SQA mapping to Unit, Outcome and Performance Criteria
Unit D23 Conclude and review a session	D23.1 Bring the session to an end	1 manage your time effectively to bring the session to an end	CF 3a-c
		2 prepare the participants emotionally and physically to finish the activities safely	CF 2a&b 3a, NH 3c
		3 encourage and help the participants to clear up at the end of the session	TS 2e
		4 give the participants any further information they may need	TS 2d
		5 make sure the participants leave the session in a safe and orderly manner	CF 3b&c
		6 follow your organisation's procedures for reporting and recording incidents during the session	DL 3a, Covered in option Unit D683 11 (O3)
	D23.2 Review the session with participants	1 choose an appropriate time and place for the review	TS 3a-c
		2 help each participant to take part in the review as fully as possible	TS 3a-c
		3 make sure the review takes full account of the participants' experiences during the session	TS 3a-c
		4 help the participants to identify and celebrate what they have achieved during the session	TS 3a-c
		5 help the participants to learn from their experiences and achievements	TS 3a-c
		6 explore with the participants how learning can be applied in the future	TS 3a-c
		7 summarise with the participants how well the session achieved its planned aims and met their needs and expectations	DL 5a, TS 3a-c
		8 discuss the Outcomes of the review with the colleague responsible for the programme and agree future actions	DL 5c, TS 3a-c

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Unit Number and Title	Outcome Number and Title	National Standards	SQA mapping to Unit, Outcome and Performance Criteria
	D23.3 Deal with equipment, clothing and facilities following the session	1 follow the correct procedures for checking equipment, clothing and facilities following the session	TS 2a
		2 identify and remove any unsafe or unserviceable equipment and clothing from use and report them to the responsible colleague	CF 3a, DL 3a, Covered in option Unit D683 11 (O3)
		3 make sure equipment, clothing and facilities are in a condition fit for future use	CF 3a, DL 3a, Covered in option Unit D683 11 (O3)
		4 make sure equipment is returned to the correct storage area	TS 2e
Unit A52 Contribute to the work of your team	A52.1 Work effectively with your colleagues	1 establish a working relationship with your colleagues that helps you to work well together	TS 1a-c,
		2 communicate with your colleagues clearly	TS 1a&b, 2d
		3 maintain standards of professional behaviour	
		4 carry out your duties and commitments to colleagues as agreed, or warn them in good time when you cannot do what they expect	TS 2b
		5 ask for help and information when you need it	DL 4a
		6 provide your colleagues with help and information when they need it, as long as this is in line with your organisation's policies and procedures	TS 2c
		7 contribute to team discussions	TS 2d
		8 follow the correct procedures when you have disagreements or difficulties with colleagues	TS 2c

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Unit Number and Title	Outcome Number and Title	National Standards	SQA mapping to Unit, Outcome and Performance Criteria
	A52.2 Improve your own work	1 evaluate all aspects of your work	DL 5a-c
		2 ask your colleagues and customers for feedback on your work	Covered in option Unit D36H 11 (O4)
		3 handle constructive criticism positively	Covered in option Unit D36H 11 (O4)
		4 work with a relevant person to:	
		♦ identify your strengths and areas where you could improve your work	DL 5b
		♦ identify new areas of skill and knowledge you may need for future responsibilities	DL 5c
		♦ plan ways in which you could improve your work and prepare for future responsibilities	DL 5c
		5 take part in relevant training and development	CF 3b&c
	6 regularly review your personal development	CF 3b&c	
	A52.3 Help to improve the work of your organisation	1 ask customers for feedback on the services your organisation provides	
		2 identify ways in which the team could improve your organisation's services to customers	
		3 suggest these improvements to your colleagues, following the correct procedures	
		4 discuss how these improvements could be put into practice with relevant colleagues and listen to their ideas	
		5 help to change services so that they meet the needs of your customers	

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Unit Number and Title	Outcome Number and Title	National Standards	SQA mapping to Unit, Outcome and Performance Criteria
Unit C22 Promote safety in the sport and activity environment	C22.1 Identify and deal with hazards in the sport and activity environment	1 follow required procedures for health and safety checks	DL 4c
		2 pay ongoing attention to possible hazards in your workplace	DL 4c
		3 identify hazards in your workplace when they occur	DL 4c
		4 follow your workplace procedures for risk assessment	DL 4c
		5 get advice from relevant colleagues when you are unsure about how to assess risks	Covered in option Unit D36H 11 (O3)
		6 take action appropriate to the hazard and level of risk	DL 4c&d
	C22.2 Help to reduce risks in the sport and activity environment	1 obtain up-to-date information on the health and safety policies and procedures for your workplace	DL 4b&c
		2 follow the relevant health and safety requirements for your area of work	DL 4c
		3 intervene to ensure that participants follow health and safety requirements	DL 4d
		4 encourage your colleagues to behave safely	DL 4d
		5 pass on suggestions for improving health and safety in your workplace to the relevant colleague	TS 1b
		6 identify and report any differences between health and safety requirements and your workplace's policies and procedures	TS 1b

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Unit Number and Title	Outcome Number and Title	National Standards	SQA mapping to Unit, Outcome and Performance Criteria
	C22.3 Deal with injuries and signs of illness	1 remain calm and follow your organisation's procedures	Covered in option Unit D683 11 (O2)
		2 protect the casualty and other people involved from further risk	Covered in option Unit D683 11 (O2)
		3 call for qualified assistance that is appropriate to the casualty's condition	Covered in option Unit D683 11 (O2)
		4 provide reassurance and comfort to those involved	Covered in option Unit D683 11 (O2)
		5 give the qualified assistance clear and accurate information about what happened	Covered in option Unit D683 11 (O2)
		6 follow the accident reporting procedures, as required	Covered in option Unit D683 11 (O3)
	C22.4 Follow emergency procedures	1 give the people involved in the emergency clear and correct instructions	Covered in option Unit D683 11 (O2)
		2 carry out your role in the emergency procedures calmly and correctly	Covered in option Unit D683 11 (O2)
		3 maintain the safety of the people involved	DL 4c
		4 follow the correct procedures for reporting the emergency	Covered in option Unit D683 11 (O2)
		5 report any problems with the emergency procedures to the relevant colleague	Covered in option Unit D683 11 (O3)