



# Arrangements for: NPA in Sports Coaching SCQF levels 4, 5 and 6

Validation date: January 2006 (SCQF level 4)

## Group Award Codes:

Group Award Code	Group Award Title	SCQF Level
GH1N 44	Sports Coaching: Angling Coarse (UKCC Level 1)	Level 4
GH1P 44	Sports Coaching: Angling Game (UKCC Level 1)	Level 4
GH2L 44	Sports Coaching: Angling Sea (UKCC Level 1)	Level 4
GJ1G 44	Sports Coaching: Archery (UKCC Level 1)	Level 4
GH4P 44	Sports Coaching: Badminton (UKCC Level 1)	Level 4
GH1R 44	Sports Coaching: Basketball (UKCC Level 1)	Level 4
GH1T 44	Sports Coaching: Boccia (UKCC Level 1)	Level 4
GH9V 44	Sports Coaching: Bowling (UKCC Level 1)	Level 4
GH1E 44	Sports Coaching: Canoeing (UKCC Level 1)	Level 4
GH2M 44	Sports Coaching: Coaching Diving (UKCC Level 1)	Level 4
GH62 44	Sports Coaching: Coaching Swimming (UKCC Level 1)	Level 4
GH1V 44	Sports Coaching: Coaching Synchronised Swimming (UKCC Level 1)	Level 4
GH1W 44	Sports Coaching: Coaching Water Polo (UKCC Level 1)	Level 4
GH1F 44	Sports Coaching: Curling (UKCC Level 1)	Level 4

Group Award Code	Group Award Title	SCQF Level
GH1G 44	Sports Coaching: Cycling (UKCC Level 1)	Level 4
GJ1E 44	Sports Coaching: Dance Sport UKCC Level 1)	Level 4
GH1H 44	Sports Coaching: Equestrian Generic (UKCC Level 1)	Level 4
GH1J 44	Sports Coaching: Equestrian Riding for the Disabled Driving (UKCC Level 1)	Level 4
GH1K 44	Sports Coaching: Equestrian Vaulting (UKCC Level 1)	Level 4
GH1Y 44	Sports Coaching: Golf (UKCC Level 1)	Level 4
GH1X 44	Sports Coaching: General Gymnastics (UKCC Level 1)	Level 4
GH1M 44	Sports Coaching: Gymnastics Acrobatic (UKCC Level 1)	Level 4
GH20 44	Sports Coaching: Gymnastics Men's Artistic (UKCC Level 1)	Level 4
GH26 44	Sports Coaching: Gymnastics Pre-School (UKCC Level 1)	Level 4
GH21 44	Sports Coaching: Gymnastics Rhythmic (UKCC Level 1)	Level 4
GH2F 44	Sports Coaching: Gymnastics Trampolining (UKCC Level 1)	Level 4
GH22 44	Sports Coaching: Gymnastics Women's Artistic (UKCC Level 1)	Level 4
GL1F 44	Sports Coaching: Handball (UKCC Level 1)	Level 4
GH1L 44	Sports Coaching: Hockey (UKCC Level 1)	Level 4
GH23 44	Sports Coaching: Judo (UKCC Level 1)	Level 4
GH9W 44	Sports Coaching: Modern Pentathlon (UKCC Level 1)	Level 4
GH9X 44	Sports Coaching: Mountaineering (UKCC Level 1)	Level 4
GH24 44	Sports Coaching: Netball (UKCC Level 1)	Level 4
GH25 44	Sports Coaching: Orienteering (UKCC Level 1)	Level 4
GH27 44	Sports Coaching: Rugby League (UKCC Level 1)	Level 4

Group Award Code	Group Award Title	SCQF Level
GH2A 44	Sports Coaching: Squash (UKCC Level 1)	Level 4
GH29 44	Sports Coaching: Shinty (UKCC Level 1)	Level 4
GH2C 44	Sports Coaching: Table Tennis (UKCC Level 1)	Level 4
GH56 44	Sports Coaching: Teaching Aquatics (UKCC Level 1)	Level 4
GH2D 44	Sports Coaching: Team Gymnastics (UKCC Level 1)	Level 4
GH2E 44	Sports Coaching: Tennis (UKCC Level 1)	Level 4
GH2G 44	Sports Coaching: Triathlon (UKCC Level 1)	Level 4
GK90 44	Sports Coaching: Tumbling (UKCC Level 1)	Level 4
GH28 44	Sports Coaching: Rugby Union (UKCC Level 1)	Level 4
GJ09 44	Sports Coaching: Weightlifting (UKCC Level 1)	Level 4
GH2H 44	Sports Coaching: Volleyball (UKCC Level 1)	Level 4

Group Award Code	Group Award Title	SCQF Level
GH7P 45	Sports Coaching: Angling Coarse (UKCC Level 2)	Level 5
GH7R 45	Sports Coaching: Angling Game (UKCC Level 2)	Level 5
GH7T 45	Sports Coaching: Angling Sea (UKCC Level 2)	Level 5
GH36 45	Sports Coaching: Badminton (UKCC Level 2)	Level 5
GH37 45	Sports Coaching: Basketball (UKCC Level 2)	Level 5
GJ3Y 45	Sports Coaching: Boccia (UKCC Level 2)	Level 5
GH38 45	Sports Coaching: Bowling (UKCC Level 2)	Level 5
GH39 45	Sports Coaching: Canoeing (UKCC Level 2)	Level 5
GH3C 45	Sports Coaching: Coaching Diving (UKCC Level 2)	Level 5
GH57 45	Sports Coaching: Coaching Swimming (UKCC Level 2)	Level 5
GH3D 45	Sports Coaching: Coaching Synchronised Swimming (UKCC Level 2)	Level 5
GH3A 45	Sports Coaching: Coaching Water Polo (UKCC Level 2)	Level 5
GH3E 45	Sports Coaching: Cricket (UKCC Level 2)	Level 5
GH3H 45	Sports Coaching: Curling (UKCC Level 2)	Level 5
GH3K45	Sports Coaching: Cycle Speedway (UKCC Level 2)	Level 5
GJ01 45	Sports Coaching: Cycling (UKCC Level 2)	Level 5
GH3L 45	Sports Coaching: Cycling BMX (UKCC Level 2)	Level 5
GH3N 45	Sports Coaching: Cycling Mountain Bike (UKCC Level 2)	Level 5
GH3P 45	Sports Coaching: Cycling Road and Time Trial (UKCC Level 2)	Level 5
GH3R 45	Sports Coaching: Cycling Track (UKCC Level 2)	Level 5
GH3J 45	Sports Coaching: Cyclocross (UKCC Level 2)	Level 5
GJ02 45	Sports Coaching: Dance Sport (UKCC Level 2)	Level 5
GH7G 45	Sports Coaching: Equestrian British Dressage (UKCC Level 2)	Level 5
GH7H 45	Sports Coaching: Equestrian Driving (UKCC Level 2)	Level 5

Group Award Code	Group Award Title	SCQF Level
GH7J 45	Sports Coaching: Equestrian Generic (UKCC Level 2)	Level 5
GJ1F 45	Sports Coaching: Equestrian Riding for the Disabled (UKCC Level 2)	Level 5
GH3X 45	Sports Coaching: Equestrian Riding for the Disabled Driving (UKCC Level 2)	Level 5
GH3Y 45	Sports Coaching: Equestrian Vaulting (UKCC Level 2)	Level 5
GH40 45	Sports Coaching: General Gymnastics (UKCC Level 2)	Level 5
GH41 45	Sports Coaching: Golf (UKCC Level 2)	Level 5
GH42 45	Sports Coaching: Gymnastics Acrobatic (UKCC Level 2)	Level 5
GH44 45	Sports Coaching: Gymnastics Men's Artistic (UKCC Level 2)	Level 5
GH45 45	Sports Coaching: Gymnastics Pre-School (UKCC Level 2)	Level 5
GH46 45	Sports Coaching: Gymnastics Rhythmic (UKCC Level 2)	Level 5
GH47 45	Sports Coaching: Gymnastics Trampoline (UKCC Level 2)	Level 5
GH48 45	Sports Coaching: Gymnastics Women's Artistic (UKCC Level 2)	Level 5
GL1J 45	Sports Coaching: Handball (UKCC Level 2)	Level 5
GH49 45	Sports Coaching: Hockey (UKCC Level 2)	Level 5
GH4A 45	Sports Coaching: Judo (UKCC Level 2)	Level 5
GJ04 45	Sports Coaching: Modern Pentathlon (UKCC Level 2)	Level 5
GJ04 45	Sports Coaching: Mountaineering (UKCC Level 2)	Level 5
GH4C 45	Sports Coaching: Netball (UKCC Level 2)	Level 5
GH4D 45	Sports Coaching: Orienteering (UKCC Level 2)	Level 5
GJ41 45	Sports Coaching: Paddlesport Canoe (UKCC Level 2)	Level 5
GJ40 45	Sports Coaching: Paddlesport Canoe and Kayak (UKCC Level 2)	Level 5
GJ42 45	Sports Coaching: Paddlesport Kayak (UKCC Level 2)	Level 5

Group Award Code	Group Award Title	SCQF Level
GJ07 45	Sports Coaching: Rowing( UKCC Level 2)	Level 5
GH4E 45	Sports Coaching: Rugby League (UKCC Level 2)	Level 5
GH4F 45	Sports Coaching: Rugby Union (UKCC Level 2)	Level 5
GH4H 45	Sports Coaching: Squash (UKCC Level 2)	Level 5
GH4J 45	Sports Coaching: Table Tennis (UKCC Level 2)	Level 5
GH55 45	Sports Coaching: Teaching Aquatics (UKCC Level 2)	Level 5
GH4K 45	Sports Coaching: Team Gymnastics (UKCC Level 2)	Level 5
GH4L 45	Sports Coaching: Tennis (UKCC Level 2)	Level 5
GH4M 45	Sports Coaching: Triathlon (UKCC Level 2)	Level 5
GK91 45	Sports Coaching: Tumbling (UKCC Level 2)	Level 5
GH4N 45	Sports Coaching: Volleyball (UKCC Level 2)	Level 5
GH71 45	Sports Coaching: Weightlifting (UKCC Level 2)	Level 5

Group Award Code	Group Award Title	SCQF Level
GH65 46	Sports Coaching: Badminton (UKCC Level 3)	Level 6
GH66 46	Sports Coaching: Basketball (UKCC Level 3)	Level 6
GJ43 46	Sports Coaching: Boccia (UKCC Level 3)	Level 6
GH6A 46	Sports Coaching: Canoe Freestyle (UKCC Level 3)	Level 6
GH6D 46	Sports Coaching: Canoe Polo (UKCC Level 3)	Level 6
GH6F 46	Sports Coaching: Canoe Racing (UKCC Level 3)	Level 6
GH6G 46	Sports Coaching: Canoe Slalom (UKCC Level 3)	Level 6
GH6H 46	Sports Coaching: Canoe Touring (UKCC Level 3)	Level 6
GH6J 46	Sports Coaching: Canoe Wild Water Racing (UKCC Level 3)	Level 6
GH97 46	Sports Coaching: Coaching Diving (UKCC Level 3)	Level 6
GH98 46	Sports Coaching: Coaching Swimming (UKCC Level 3)	Level 6
GH99 46	Sports Coaching: Coaching Synchronised Swimming (UKCC Level 3)	Level 6
GH9A 46	Sports Coaching: Coaching Water Polo (UKCC Level 3)	Level 6
GH6K 46	Sports Coaching: Cricket (UKCC Level 3)	Level 6
GH6L 46	Sports Coaching: Curling (UKCC Level 3)	Level 6
GH7K 46	Sports Coaching: Cycling Mountain Bike (UKCC Level 3)	Level 6
GH7L 46	Sports Coaching: Cycling Road and Time Trial (UKCC Level 3)	Level 6
GH7M 46	Sports Coaching: Cycling Track (UKCC Level 3)	Level 6
GJ0A 46	Sports Coaching: Cycling BMX (UKCC Level 3)	Level 6
GJ0C 46	Sports Coaching: Cycle Speedway (UKCC Level 3)	Level 6
GJ0D 46	Sports Coaching: Cyclocross (UKCC Level 3)	Level 6
GJ44 46	Sports Coaching: Equestrian British Dressage (UKCC Level 3)	Level 6
GH68 46	Sports Coaching: Equestrian British Eventing (UKCC Level 3)	Level 6

Group Award Code	Group Award Title	SCQF Level
GH69 46	Sports Coaching: Equestrian British Showjumping (UKCC Level 3)	Level 6
GH6M 46	Sports Coaching: Equestrian Generic (UKCC Level 3)	Level 6
GH6N 46	Sports Coaching: Gymnastics (UKCC Level 3)	Level 6
GL1H 46	Sports Coaching: Handball (UKCC Level 3)	Level 6
GL2D 46	Sports Coaching: Judo (UKCC Level 3)	Level 6
GH6C 46	Sports Coaching: Open Canoe (UKCC Level 3)	Level 6
GH6R 46	Sports Coaching: Netball (UKCC Level 3)	Level 6
GJ0E 46	Sports Coaching: Rowing (UKCC Level 3)	Level 6
GH6T 46	Sports Coaching: Rugby Union (UKCC Level 3)	Level 6
GH6V 46	Sports Coaching: Sea Kayak (UKCC Level 3)	Level 6
GH6W 46	Sports Coaching: Squash (UKCC Level 3)	Level 6
GH6X 46	Sports Coaching: Surf Kayak (UKCC Level 3)	Level 6
GH6Y 46	Sports Coaching: Table Tennis (UKCC Level 3)	Level 6
GH70 46	Sports Coaching: Tennis (UKCC Level 3)	Level 6
GJ0G 46	Sports Coaching: Triathlon (UKCC Level 3)	Level 6
GK92 46	Sports Coaching: Tumbling (UKCC Level 3)	Level 6
GH71 46	Sports Coaching: White Water Kayak (UKCC Level 3)	Level 6

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## **The Arrangement Document will apply to any additional sporting contexts added as they receive nationwide endorsement.**

### **IMPORTANT TO NOTE**

Before any SQA centre decides that they would like to deliver the qualifications in this Arrangements Document please be aware of the Approval stipulations which require to be fulfilled.

The Approval Criteria will ensure that the National Progression Awards in Sports Coaching at SCQF levels 4, 5 and 6 continue to meet the requirements of the United Kingdom Coaching Certificate (UKCC).

The following Approval Criteria pertains to these qualifications:

- Centres must contact Sportscotland ([www.sportscotland.org.uk](http://www.sportscotland.org.uk)) to obtain a Letter of Support prior to seeking SQA Approval. This should be submitted with the Approval Application to SQA;
- The Scottish/National Body of the sport must be recognised by Sportscotland;
- The Assessors/Internal Verifiers must be recognised by the Scottish/National Governing Body of the sport to be delivered;
- Assessors and Internal Verifiers must be “operationally competent”;
- Assessors and Internal Verifiers must have evidence of Continual Professional Development (CPD) which the Scottish/National Body of the sport recognises,
- No NPA Sports Coaching groups awards and/or units are auto-approved or non-devolvable to centres.

## 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
10	Updated to include new Sporting Context Handball level 4,5 and 6, Judo level 6 and Tumbling level 4,5 and 6	08/04/2015
09	Updated to reflect Group Award Title changes	08/04/2014
08	Updated to include new Sporting Context: Volleyball at SCQF Level 5.	31/08/2012
07	Update to include new Sporting Context: Triathlon at SCQF Level 6.	18/05/2012
06	Important Note added regarding approval criteria.	14/02/12
05	Update to include new Sporting Context: Boccia at SCQF Level 4, Shinty at SCQF level 4, Orienteering at SCQF Level 5, Shooting @SCQF Level 5.	10/10/11
04	Update the list of sporting contexts available. Update legislation requirements, removal of Disclosure Scotland and add Protection of Vulnerable Groups (PVG) (Scotland) Act 2007.	01/03/11
03	Addition of sporting contexts: Angling, Bowling, Dance Sport, Modern Pentathlon, Mountaineering, Tae Kwon Do, Shooting, Weightlifting	20/07/10
02	Addition of sports context — Curling	15/08/08

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# 1 Introduction

This is the combined Arrangements Document for the new National Progression Awards in Sports Coaching at SCQF levels 4, 5 and 6, which were validated in 2006 and 2007. 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 new National Progression Awards (NPA) in Sports Coaching are awarded by SQA. These awards have been specifically developed to align with the United Kingdom Coaching Certificate (UKCC) which was (and continues to be) developed by Sports Coach UK under instructions (and funded by) Central government. The current intention is that in due course, all coaching may be regulated and a license may be required. The document accepted by all four home countries 'UK Vision for Coaching' (page 7) states that by 2012 'Coaching will have.... a regulated and licensed structure'. While this is some way in the future, it is important that coaching in Scotland moves towards a position of readiness. This must align with United Kingdom requirements and this development is (most significantly) supported by the (then) Scottish Executive and Scottish Government. See Appendix 1 for this information.

These awards will encompass both the Knowledge requirements and the Competence requirements of the UKCC certificates at UKCC levels 1, (SCQF level 4) level 2 (SCQF level 2) and level 3 (SCQF level 6).

This qualification is one of a number of NPAs offered by SQA that are designed to meet the changing needs in vocational education and training. SQA has undertaken wide consultation with the sector to identify what kind of qualification was required. A gap in the market for a shorter, more manageable introductory qualification was identified.

The validation of SCQF levels 4 and 5 preceded that of SCQF level 6 and this document is designed to show the structure for all three levels, as the structure is progressive in nature with each level being built upon the competencies, skills and experiences of the preceding level.

Mapped against the following principles, the UK-wide structure will in time be a five level framework (that remains the current plan) and will:

- ◆ be coach and participant centred
- ◆ be based on national occupational standards
- ◆ offer opportunities for vertical and horizontal progression
- ◆ feature quality assurance systems and procedures
- ◆ be flexible to meet the demands of sport
- ◆ be centrally co-ordinated
- ◆ be owned by sport
- ◆ build on existing good practice

Governing Bodies for sport will have their own policies on various issues. These may well be appropriate while still meeting the requirements of the Units and the Award. These issues may include:

Selection of candidates: Access requirements: Legal and Ethical codes: Modes of delivery: Tutor and assessor requirements: Assessment material: Methodology.

All of these may vary according to the specific needs of each sport and the requirements nationally of each governing body. The governing bodies referred to will be considered to be those recognised by Sport Scotland or any successor body.

## **2 Rationale for the development of the Group Awards**

### **Background information**

The **'Coaching Task Force'** Final Report (July 2002) concluded that in the UK, coach education and qualification schemes varied enormously in terms of quality of content, delivery and assessment, both within and across sports.

This lack of a coherent system has resulted in an inconsistent approach to coach education and qualification programmes. There is no equivalence of qualifications across sport, and no consistency in quality assurance procedures. Inevitably this has resulted in the lack of a recognised professional framework for coaching, and subsequently a poor public recognition of coaches and coaching. Central Government gave the task of requiring sport governing bodies across the UK (four home countries where possible) to Sports Coach UK (SCUK) overseen by the Sector Skills Council (Skills Active). Detailed and lengthy research was carried out the SCUK and numerous meetings and events were held over several years as the five stage plan was developed. Governing bodies and awarding bodies worked together (and indeed continue to do so) to ensure success.

### **What will the United Kingdom Coaching Certificate (UKCC) be?**

Mapped against the following principles, the UKCC will be a five level framework and will:

- ◆ be coach and participant centred
- ◆ be based on national standards
- ◆ offer opportunities for vertical and horizontal progression
- ◆ feature quality assurance systems and procedures
- ◆ be flexible to meet the needs of sport
- ◆ be centrally coordinated
- ◆ be owned by sport
- ◆ build on existing good practice

### **Which sports will be included in the UKCC?**

The Department for Culture, Media and Sport (DCMS) announced that 31 sports had endorsed the UKCC, the new national qualification for coaching.

The 31 sports are:

Angling, archery, athletics, badminton, basketball, bowls, canoeing, cricket, cycling, equestrian, football, golf, gymnastics, hockey, judo, karate, mountaineering, movement/dance, netball, orienteering, rounders, rowing, rugby league, rugby union, sailing, squash, swimming, table tennis, tennis, triathlon and volleyball.

DCMS announced the 22 sports which will be part of the first wave to implement the new NCC (UKCC). Of these 22, six sports — athletics, cricket, rowing, rugby union, swimming and triathlon — will be fast tracked, with support from **sports coach UK**, to report back on how it is working and help to modify the process to ensure it works best. These sports should be in a position to offer UKCC qualifications.

### **How will the UKCC work?**

Accreditation will be via an endorsement of coaching qualifications that reflect the underpinning principles of the United Kingdom Coaching Certificate. This endorsement process will also enable sports to develop and deliver qualifications that meet the needs of their sport.

The SQA was invited as Scotland's National Awarding body, to work with Scottish Governing Bodies for Sport, together with Sport Scotland and the Sector Skills Council to create a qualifications structure which could be used by Sport in Scotland to access the UKCC award and meet the requirements National for Endorsement. This was supported by the then Scottish Executive (now government).

### **Background to Rationale**

- (i) SQA has been part of the group developing the structure nationwide for a period of several years. Each 'home nation' has had to address a number of issues to try to ensure that the award was genuinely a UK-wide award but still took account of the individual nature of the devolved nature (structure, funding etc) of Scottish Education and coaching and different legal systems.
- (ii) SQA also along with SportScotland, The Scottish Rugby Union (SRU), Sports Coach UK and SkillsActive, formed a 'Scottish Task group' to take the development forward. A number of meetings and events were held and these included numerous events at which most Scottish/National Sports Governing (S/NGB) bodies were represented. The team circulated draft copies of the proposed structures to a substantial number of S/NGBs and accepted feedback. This has been a most positive process and was a development appreciated by all concerned in that perhaps for the first time, sports, the SSC, S/NGBs, SportScotland and SQA were seen to be working towards a shared vision. In addition meetings with individual sports have been held to support the development of sport specific material. These include Badminton, Cricket, Equestrian, Gymnastics, Hockey, Rugby and Swimming. Other sports have continue to move toward UK wide endorsement by SCUUK and in Scotland Scottish Governing Bodies for sport (SGBs) seek to work with the new NPA award at SCQF levels 4, 5 and 6 to permit UKCC endorsement.

### **Rationale**

The development of the award has therefore been driven by a perceived and identified need (by central government) to create a structure for sports coaching within which sports governing bodies can professionalise what is mainly a volunteer work force in line with current European-wide trends.

The fact that London was awarded the Olympic Games (2012) and the current success of Glasgow in hosting the Commonwealth Games (2014) has further focussed the need to develop a unified coaching structure which is truly UK-wide.

The (then) Scottish Executive gave their clear support of this central government initiative as have all the home countries. It is recognised that the largest group of leaders and coaches in sport in general are in fact volunteers. Many are enthusiastic and knowledgeable but have no formal qualification. There has been no standardisation across sports in regard to standards, competence or knowledge. It is in an effort to address these issues (which have particular significance in terms of working with young people and vulnerable adults), that this initiative has been born.

The SQA Units have been developed along-side and with the full support of the stakeholders involved and who are keen to see the award being used by a number of the governing bodies for sport and improve and ensure the quality and standard of those who aspire to coach.

At all three levels the awards have to be accessible to coaches who may well be volunteers. There must be no unnecessary barriers to achievement while at the same time ensuring that the awards fully meets the requirements of the Governing Bodies for sport UK wide, the needs of Sport Scotland (or any successor body), the SQA (the Awarding Body) and be eligible for UKCC endorsement. It will build upon previous experience and allow progression to the next level, if a candidate so wishes, while at the same time being a significant achievement in its own right.

The awards will form a hierarchical structure with the knowledge and competence each level being the assumed as the 'starting point' for the next Unit and award in the hierarchy.

The Units and Awards have been devised to meet the need of the coaching industry from the outset. Support has been given by all governing bodies for all sports included and Sport Scotland. See Appendix 2 for further details.

The current plan UK-wide is to develop two more levels at around SCQF 8/9 and also 11/12 but that is still under consideration. The opportunity for further progress will clearly exist.

The Individual Units for each level has been mapped to the current National Occupational Standards and this has been supported by the SSC. The mapping is included in Appendices 3, 4 and 5.

### **Market research summary**

It is important to understand that the drive for the development was initiated by central government. Substantial funding was made available through DCMS and the contract for the UK-wide development was awarded to SportsCoachUK. They in turn worked with the SSC (SkillsActive) and UK sports governing bodies.

This began in 2002 and the SQA as Scotland Awarding body was a partner in the process.

The research was conducted in a variety of ways but mostly by large and small events in London, Leeds, Ireland, Wales, Edinburgh, Glasgow and other venues.

Sports governing bodies from all four home countries were actively involved to ensure that they would buy into the process.

The SQA working with SportScotland, SkillsActive, SportsCoachUK and Scottish Governing Bodies (SGB), formed a task group to ensure that the needs of sport in Scotland were fully met.

The group met frequently over this extended period and there were frequent large and small scale events where the views of SGBs were fully recognised. The SGBs mandated the task group to develop a unitised structure for Scotland which mapped to the UKCC needs in order that they could work with SQA as their awarding body.

At each and every stage, draft Units and proposals were circulated to SGBs and this informed the next stage of development of the Units and award.

The process has so far been almost 5 years in development and is still on-going.

As stated the research took the form of live meetings conducted by SportsCoachUK, SportScotland and SQA (in Scotland) with the support of SkillsActive as the representative of the employers who have all given their full support for the process in Scotland.

### **3 Aims of the Group Awards**

#### **3.1.1 Principal aims of the qualifications:**

The aim for all levels (SCQF level 4 — Intermediate 1, SCQF level 5 — Intermediate 2 and SCQF level 6 — Higher) are as follows:

To create a cohesive and progressive award structure on the form of a series of National Progression Awards (NPA) which are sports specific at each level in order to allow Sports Governing Bodies access to the United Kingdom Coaching Certificate (UKCC) as agreed by the four home countries.

#### **3.1.2 Aims for SCQF level 4 — Intermediate 1 — UKCC level 1**

- 1 To introduce an aspiring coach to their role in a supervised environment.
- 2 To allow the development of knowledge of rules, regulations and control procedures.
- 3 To expand knowledge of conduct and ethics in a specific sports context.
- 4 To assist in the delivery of a prepared sports sessions.

#### **3.1.3 Aims for SCQF level 5 — Intermediate 2 — UKCC level 2**

- 1 To deliver the skills and knowledge required in order that the coach is able to plan and deliver coaching sessions while not directly supervised.
- 2 To develop skills in evaluating techniques in order to inform the coaching process.
- 3 To develop knowledge of sound working practice in coaching.
- 4 To ensure a safe coaching environment conducive to learning.
- 5 To develop a variety of communication techniques and to develop skills in planning and delivery.



### **3.1.4 Aims for SCQF level 6 — Higher — UKCC level 3**

- 1 To allow an experienced coach to further develop their knowledge of the sport and further develop their planning and delivery skills in both breadth and depth.
- 2 To develop analytical skills in order to inform future planning.
- 3 To further develop and refine skills in communication.
- 4 To develop the ability to utilise feedback to inform future plans.
- 5 To develop strategies which will allow the goals of a programme to be met in a safe and ethical coaching environment.

### **3.2 Other aims and future objectives**

- 1 To encourage candidates to continue with their CPD.
- 2 To allow progression where desired, to the next level (UKCC 4) SCQF 8/9 and SCQF 10/11: these levels being under development and discussion nationally.
- 3 To give the opportunity for candidates to continue to S/NVQ award level and utilise evidence and experience from previously undertaken work.
- 4 To further explore links between S/NGBs and Further Education this ensures the place of the S/NGB as key partners.

### **3.3 Target groups**

#### **SCQF level 4 — Intermediate 1 — UKCC level 1**

The awards form a progression route and are considered suitable at SCQF level 4, for a person who aspires to be a coach and wishes to learn by assisting the coaching process. The candidate at this level may be still at school but has a keen interest in sport or may have long since left school, be interested or involved in coaching but has never formalised his or her qualification. This level will lead to skills development in the coaching process and allow the development of relevant skills and competencies. This may be school leavers, HNC/HND candidates, adults involved in sport and leading activity. This can even lead to work on a contractual basis at this level although again, many will remain volunteer workers.

#### **SCQF level 5 — Intermediate 2 — UKCC level 2**

At this level the candidates will be expected to already have completed or will have demonstrated the skills and knowledge of the previous level of award.

It will be suitable therefore for candidates who have moved or wish to move towards independent working and will allow the development of a higher level of autonomy but still have support accessible. Candidates will learn about making best use of other professional and colleagues to support the process of coaching. Again there will be no barriers to achievement apart from the requirement that candidates will already have experience of the activity and the coaching of the activity. At this level, the candidates will learn to work independently but still make use of other professionals to support their client(s).

#### **SCQF level 6 — Higher — UKCC level 3**

At this level, candidates will upon entry be assumed to either already hold the previous level of award, or have the skills and knowledge the previous level requires.

Coaches at this level will be more experienced and be capable of supporting other less experienced coaches and colleagues and candidates therefore will require sufficient experience of coaching to allow this process to take place. The award therefore is suitable for more experienced coaches.

For all levels, selection of candidates is ultimately at the discretions of the centre delivering the Units and award.

### **3.4 Employment opportunities**

There are many types of opportunities but as previously indicated, most people involved in coaching are either not paid at all or are paid session rates. Working as a either a aid employee or working in a sports club as a volunteer, still places the same obligations on the leader or coach and it would be wrong to assume that the competencies of the volunteer were in some way inferior to those of the paid worker. Both are essential members of the sports coaching community and make essential contributions to the process nationally.

Coaches are required by Sports Clubs for all sporting activities and all 31 of the sports listed under Section 2, clearly state that they require more coaches and helpers at all levels.

Currently, Local authorities in Scotland require a number of coaches for various sports for session work and these coaches will require a recognised qualification. These awards now fulfil that requirement and if in time a licence is mandatory, these awards may well become an 'essential' one for insurance purposes. Sports have all given this their full attention and have worked log and hard to make the new system work for the benefit of all sport.

### **3.5 Links to SVQ and links to HNC/HND**

The NPA awards have been developed as indicated in the Appendices 3, 4 and 5 to align with and build upon NOS. These same standards have been the basis of the HNC/HND awards in Sports Coaching with Development of Sport and the SVQ at level 2 and 3 in Coaching.

There is therefore a clear opportunity for candidates to build upon the awards and move in either direction (toward or from) each of the awards.

Candidates doing so may well be able to bring APL with them and this has already taken place for some sports involved in the development of these awards.

## **4 Access to Group Awards**

Candidates do not require any formal entry qualifications, although Scottish/National Governing Bodies may wish to set a minimum entry requirement. It is anticipated that candidates will have achieved the level below this award before undertaking this level. However candidates clearly must have an active involvement in coaching of sport. At SCQF level 4 it is expected that all will have had involvement in the coaching process at a supported level and are keen to develop their coaching skills and personal knowledge to a higher level with the support of the S/NGB. It will be suitable mainly for those working in a volunteer capacity but it is worth noting that this represents over 90% of those involved in sport in a coaching capacity.

At subsequent levels the preceding level of knowledge or skills will be assumed and while it is not a requirement of SQA that the previous level has been achieved, the preceding level of competencies clearly will have to be achieved even so.

#### 4.1 Protection of Vulnerable Groups (PVG) (Scotland) Act 2007

Delivers must ensure that where candidates are to be or could be working with children or any group covered by legislation they fully adhere to the requirements of these provisions.

#### 4.2 Age Discrimination Legislation

As with the above section, current legislation must be considered in this respect.

### 5 Group Awards structure

Due to the fact that this document is designed to address the requirements of three different levels of NPA award, each covering a separate sport, the codes for those current at the time of publication are contained in This is available for each award in Appendices 7, 8 and 9

This list may well be subject to additions during the life of this document.

#### 5.1 Framework

##### SCQF level 4 — Intermediate 1 — UKCC level 1

For SCQF level 4, the codes are contained in Appendix 7 as stated above however the structure is given below. Each sport follows an identical structure.

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Promoting Safe and Ethical Sport: [Sport name]	App 7	3	4	0.5
Prepare for the Delivery of a Coaching Activity: [Sport name]	App 7	3	4	0.5
Conduct and review the delivery of a coaching activity: [Sport name]	App 7	6	4	1.0

##### SCQF level 5 — Intermediate 2 — UKCC level 2

For SCQF level 5 the codes are contained in Appendix 8 as stated above however the structure is given below. Each sport follows an identical structure.

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Plan and Prepare a Series of Coaching Sessions: [Sport name]	App 8	6	5	1.0
Coach Participants and Develop Personal Practice: [Sport name]	App 8	6	5	1.0

## SCQF level 6 — Higher — UKCC level 3

For SCQF level 6, the codes are contained in Appendix 9 as stated above however the structure is given below. Each sport follows an identical structure.

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Analyse Participants' Needs and Plan a Coaching Programme: (Sport Name) (SCQF level 6)	App 9	6	6	1.0
Manage a Coaching Environment: (Sport Name) (SCQF level 6)	App 9	6	6	1.0
Manage and Develop Personal Coaching Programmes and Practice: (Sport Name) (SCQF level 6)	App 9	6	6	1.0
Deliver a coaching programme: (Sport Name) (SCQF level 6)	App 9	6	6	1.0

The awards are progressive in nature rather than forming a true hierarchical structure as each level builds upon the previous level of skill, knowledge and competence. For this reason, it is important that candidates achieve all the Units for the level of the Group Award being undertaken. Units do not necessarily cover the same ground as the preceding level.

### 5.2 Mapping information

Due to the extended nature of the mapping which has been supported by SCUUK and the SSC it is given in Appendices 3, 4 and 5.

This ensures that the Units covers both SQA requirements for mapping to the NOS and also shows how and where the individual Units map to the nationally agreed endorsement criteria for the UKCC award.

All three levels of the awards are designed to be based upon the NOS standards and awards at SVQ levels 1, 2 and 3 for Sport and Recreation (at level 1) and coaching at levels 2 and 3. These National Occupational Standards can be found on Skills Active's website and SQA web-site for the award information.

### 5.3 Articulation, professional recognition and credit transfer

The awards allow natural progression if desired while being a significant achievement in its own right. The coaching structure in the UK is under considerable review and this is expected to become the de facto standard by which licensing may take place. As such this has been embraced by sports not only in Scotland but UK wide.

### 5.4 Core Skills opportunities

There are opportunities at each of the three levels, for candidates to develop aspects of Core Skills. While these are not embedded, there will be many possibilities even so and the list is not intended to be an exhaustive one. See Appendix 6 for further information on Core Skill opportunities.

## 6 Approaches to delivery and assessment

### 6.1 Delivery modes

The structures of the awards are suited to delivery by a variety of methods. Some sports may wish to undertake a major part of the delivery over a continuous period of many days. Candidates may be given out work for home study prior to attending the Course itself and be questioned during the Course. Some may deliver over a number of weekends or separate days.

These awards will take time to deliver and assess due to the fact that candidates are required to refine and develop skills and knowledge. It is envisaged that candidates will be assessed over a period of time and supported in their development over a period of time as well.

At SCQF level 4, it is envisaged that delivery may be shorter and that candidates will have carried out pre-course work to ensure that they are familiar with the key rules and relevant codes for the sport.

At SCQF level 5 and 6, delivery and subsequent assessment is likely to take place over longer periods to ensure that the candidate has the time to acquire the skill and knowledge needed and display competence over an appropriate period of time.

### 6.2 Assessment approaches

Scottish Governing bodies have worked together with their home country counterparts and the SQA has supported the SGB to develop both support material and assessment material appropriate to the sport and its required level.

All NPAs are internally assessed and internally verified (ie verified by the centre) and externally verified (by SQA).

SQA working with individual SGBs will support the production of assessment exemplars for these awards as is the norm for other SQA qualifications. Centres will be able to use these materials to develop their own assessment instruments, which SQA will, on request, verify prior to use with candidates.

In general there are three key stages to carrying out assessment:

- ◆ planning assessment and designing the assessment instruments
- ◆ collecting and assembling evidence — through tests, assignments, observation, etc
- ◆ making and recording assessment decisions

Some of these stages will occur simultaneously in the natural course of events. For example collecting, judging assessment evidence and recording assessment decisions can often be completed at the same time.

For the award at SCQF level 4, the likely order of delivery would be *Promoting Safe and Ethical Sport:[Sport name]*, followed logically by *Prepare for the Delivery of a Coaching Activity: [Sport name]* and then *Conduct and Review the Delivery of a Coaching Activity: [Sport name]*. It follows that in order to 'deliver' first you must prepare your material and before that you must have sufficient knowledge to make the plan one that is safe.

Centres may wish to give candidates pre-delivery work to ensure that this knowledge has some basis and for each sport there will be differences in their codes and requirements. Candidates may be able to provide strong evidence of competence quickly if they already have a sound level of experience prior to delivery.

For SCQF level 5 again the delivery order is likely to be similar in that candidates will have to plan before they deliver. Suggested order is therefore *Plan and Prepare a Series of Coaching Sessions: [Sport name]* followed by *Coach Participants and Develop Personal Practice: [Sport name]*.

With regard to SCQF level 6, the order is less clear although again candidates will need to cover their 'plan' stage before the 'do' stage and then the 'review' stage.

Possible order is therefore *Analyse Participants' Needs and Plan a Coaching Programme: [Sport Name]* (SCQF level 6), *Manage a Coaching Environment: [Sport Name]* (SCQF level 6), *Manage and Develop Personal Coaching Programmes and Practice:[Sport Name]* (SCQF level 6), *Deliver a coaching programme: [Sport Name]* (SCQF level 6).

For all levels it should be noted that there is a strong recommendation that Units are not generally delivered in isolation but that as far as is possible, an integrated approach to both delivery and assessment is used to enhance the total candidate experience.

Due to the practical nature of many if the assessments for all these Units and levels, it is unlikely that e-assessment will be appropriate although it could be possible for some of the knowledge aspects. Some of the Underpinning knowledge of the legal and ethical issue could for example be delivered and assessed in this way but even so, assessors will need to be able to ensure the practical application of this knowledge in a real coaching environment. Governing bodies already hold substantial amounts of material and more is available from SportScotland sources supported by SQA.

### **6.3 Tutor and Assessor roles**

The tutor of a Course may also carry out some of the assessment. Delivering centres will wish to ensure that their tutors are appropriately trained to deliver the award.

It is a requirement for this award, that assessors are recognised as being acceptable by the S/NGB for the sport in question and that the S/NGB is recognised by SportScotland. It would be necessary for this to be confirmed at the time of specific award approval and at each external verification visit. Tutors and Assessors may have undergone a recognised Coach Education Tutor Award as recognised by (eg) SportScotland, S/NGBs or SCUK. Assessors must also be 'operationally competent' and have evidence of CPD. The SQA has developed an appropriate recognised award in conjunction with the stakeholders already involved in this development. Endorsement of the UK Coaching Certificate is held by the SGB and it is for this reason that the assessor must be recognised by the SGB.

The role of the tutor is to:

- ◆ guide and support the candidates during the delivery
- ◆ facilitate the process to allow the candidate to achieve the required competence
- ◆ support and guide the candidate during the gathering of evidence

The Assessor may also do some of the Course delivery or may be another person not involved in the delivery as a tutor.

The Assessor must as stated be recognised as an appropriate assessor by the governing body (recognised in turn by SportScotland) and also be an appropriate person to assess the candidate at the level of the award. Assessors must be familiar with the requirements of the award (at the level required) and be 'operationally competent' and have evidence of CPD. Assessors may have attended an approved Course run by (eg) SportScotland or SCUUK. There are also SQA Assessor awards which are suitable and are based upon the existing A1 and A2 standards.

The role of the **assessor** in the assessment process is to:

- ◆ ensure that the candidates are ready for assessment
- ◆ identify opportunities to carry out assessments, agree an assessment plan and set flexible target dates with the candidate
- ◆ work with the candidate to collect evidence of achievement
- ◆ assess evidence and make decisions about the candidate's achievement
- ◆ record assessment decisions and keep records
- ◆ provide feedback to the candidate
- ◆ liaise with the Internal Verifier

### **The Internal Verifier**

The Internal Verifier must be a person not directly involved with the delivery or assessment of the Course being verified. The verifier must also be knowledgeable about SQA procedures and the requirements of the Unit and award and 'operationally competent'.

The role of the **Internal Verifier** is to:

- ◆ help assessors to prepare for, and standardise, assessments
- ◆ help standardise the judgement of candidate evidence
- ◆ support the assessors by offering guidance and advice
- ◆ co-ordinate the appeals procedure

See advice in Section 7.

### **The External Verifier**

The role of the SQA **External Verifier** is to make sure that national standards are being met in all centres. External verification is carried out in a number of ways, including:

- ◆ centrally — with assessment instruments and candidates' work being verified by a team of external verifiers in our offices
- ◆ visiting — to view practical work or activities or where the assessment evidence is not easily transportable

External verifiers monitor the assessment process, verify the assessment decisions of assessors and internal verifiers, and gather feedback on the operation of the award. They can also discuss and help resolve issues causing concern and provide clarification of SQA's requirements.

Additional information on assessment can be found in the SQA publication: *Guide to Assessment*.

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

## **8 General information for candidates**

### **SCQF level 4 — Intermediate 1 — UKCC level 1**

At this level you will be expected to be knowledgeable about the main rules, laws and control procedures of your own sport. It is anticipated that you will have gained this knowledge and have a keen interest in coaching to start with.

Before the Course begins you may be asked to study the code of conduct or ethics for your sport. During delivery you will put this into a practical setting while you work under some direction. You will be supported in the process of developing sessions and delivering part of a session. You are not expected to be solely in charge although it is recognised that some sports make close supervision very hard due to their nature. Even so your tutor will explain the process in detail.

You will learn how to plan parts of a session and how to deliver followed by a review of the session. This is more commonly known as 'Plan — Do — Review'. This underpins virtually all coaching. Assessment is mainly in the form of a log book but your assessor will give you guidance and feedback on each stage of your progress. You are encouraged to consider advancing your skills and if appropriate, move to the next level in due course.



## **SCQF level 5 — Intermediate 2 — UKCC level 2**

At this level you will be considered to have gained good experience on coaching with support and are ready to accept greater responsibility and you will learn how to plan in more detail. You will gain further insight into the process of coaching and further develop skills in evaluation. Delivery and assessment will take place over a longer period to allow your development and to ensure that you are safe and competent to work on your own with those you coach. As with the previous level you are encouraged to progress in the coaching structure and to take your knowledge and skill to the next level if you can.

## **SCQF level 6 — Higher — UKCC level 3**

At this level, you will have considerable responsibility and autonomy for the development of your own coaching material and delivery styles. You will also have to demonstrate your ability to work with other less experienced coaches and offer guidance and assist them with their coaching development.

There are three components:

- 1 Practical assignments: The purpose of this award is to ensure your competence in the coaching process. Assessments are intended to be completed in the coaching environment as far as is possible. The use of simulation is permitted in some circumstances but still within a 'real' sports environment and is stated within the Evidence Requirements of each Unit.
- 2 Test of knowledge and understanding: The Knowledge and Understanding (K&U) component is broadly based on the underpinning knowledge contained within the NOS for Sport and Recreation at SVQ level 3 in Coaching and the award structure has been mapped against these by SkillsActive (the Sector Skills Council). Knowledge and Understanding may be assessed by the use of logbooks, assignments, observation checklists and/or questioning as required by the needs of each individual sport.
- 3 Review the process to inform the next stage of development. This will include aspects of:
  - ◆ analysing participants' performance, needs and aspirations
  - ◆ monitoring and evaluating the effectiveness of coaching programmes
  - ◆ managing a safe coaching environment
  - ◆ managing and developing own coaching practice

Again you are encouraged to consider advancing your skill and knowledge and may wish to consider undertaking an SVQ award or HNC/HND if that is appropriate for you.

## 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](http://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 Core Skill Unit:** This is a Unit that is written to cover one or more particular Core Skills, eg National Units in *Information Technology* or *Communications*.

**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: Support from Government in Scotland

Appendix 2: Support from Sport Scotland, Scottish Governing Bodies and Skills Active

Appendix 3: NOS mapping for SCQF level 4 (Intermediate 1 — UKCC level 1)

Appendix 4: NOS mapping for SCQF level 5 (Intermediate 2 — UKCC level 2)

Appendix 5: NOS mapping for SCQF level 6 (Higher — UKCC level 3)

Appendix 6: Core Skills opportunities

Appendix 7: Unit codes for SCQF level 4

Appendix 8: Unit codes for SCQF level 5

Appendix 9: Unit codes for SCQF level 6

# Appendix 1: Support from Government in Scotland

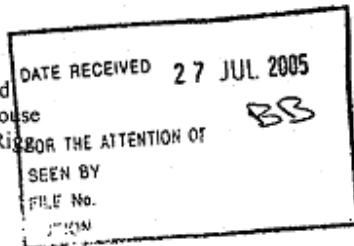


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18 July 2005

Dear Billy

At our recent meeting we discussed the work **sportscotland** is undertaking with sports coach UK, Scottish sports governing bodies and the other UK sports councils on the development of the UK Coaching Certificate which is to be linked to national occupational standards.

We believe that it is important for the future of sport in Scotland that we have well qualified coaches and recognise the benefits of a standard approach across the UK that will facilitate the transfer of skills. We discussed the difficulties which have arisen about recognition and funding for the UKCC and agreed that we would join you in meeting with the Scottish Qualifications Authority and the Further and Higher Funding Councils. It is important that the Certificates awarded in Scotland should be endorsed by the Scottish Qualification Authority. As Scotland's national agency for the development, accreditation, assessment and certification of qualifications other than degrees, the SQA works with all sectors on qualifications within Scotland and its awards are recognised by employers, local and central government and further and higher education institutions.

I look forward to receiving details of the meetings.

Yours sincerely

Pat Morrison



2005 Approved  
Version 1.1

## Appendix 2: Support for the Awards' Development

Support was received prior to validation from the following organisations and is held by SQA.

### **SportScotland**

Scottish Governing bodies for:

- ◆ Angling
- ◆ Athletics
- ◆ Badminton
- ◆ Basketball
- ◆ Canoeing
- ◆ Cricket
- ◆ Equestrian
- ◆ Golf
- ◆ Hockey
- ◆ Netball
- ◆ Rowing
- ◆ Squash
- ◆ Rugby Union
- ◆ Swimming
- ◆ Table Tennis

Subsequently the following sports have also given support:

- ◆ Cycling
- ◆ Diving
- ◆ Football
- ◆ Gymnastics
- ◆ Rugby League
- ◆ Synchronised Swimming
- ◆ Tennis
- ◆ Triathlon
- ◆ Water Polo

Skills Active — the Sector Skills Council has supported the development since its inception and has been actively involved in the development process and mapping.

## **Appendix 3: NOS mapping SCQF level 4**

**SCQF level 4 — UKCC level 1 — mapping to National Occupational Standards and also to UKCC Qualification Guidance (UKCC 19/2004)**

**Key to SQA Units:**

**S&E = Promoting Safe and Ethical sport**

**Outcome 1 — Promote a healthy and safe environment for participants.**

**Performance Criteria**

- (a) Completion of a Basic Risk Assessment is appropriate to the activity in terms of:
  - ◆ player safety
  - ◆ environment
  - ◆ resources
- (b) Description of relevant emergency procedures and accident reporting is appropriate.

**Outcome 2 — Promote the relevant code of practice/conduct for your sport.**

**Performance Criteria**

- (a) Knowledge of SportsCoachUK/NGB/SGB code of conduct is appropriate.
- (b) Knowledge of the Protection of Children and Vulnerable Adults from abuse.
- (c) The role of the coach as a role model is described.

**PfD = Prepare for the delivery of coaching activities**

**Outcome 1 — Prepare coaching activities for the selected sport.**

**Performance Criteria**

- (a) Preparation is appropriate to the ability level of the participants.
- (b) Preparation takes account of individual needs.

**Outcome 2 — Plan efficient use of resources.**

**Performance Criteria**

- (a) Plan resources:
  - ◆ equipment
  - ◆ facility
  - ◆ human (as appropriate)
  - ◆ safety
- (b) Planned use of time would be effective.

## **C&R = Conduct and review coaching activities**

**Outcome 1 — Undertake pre activity checks to allow for meaningful and safe activities.**

### **Performance Criteria**

- (a) Player/coach dress and personal equipment conforms to recognised standards.
- (b) Resources/environment/equipment are appropriate for delivery.
- (c) Emergency 1st Aid provision is made.

**Outcome 2 — Communicate planned activities to participants.**

### **Performance Criteria**

- (a) Gain attention of participants before giving information.
- (b) Adopt a participant centred approach.
- (c) Clear and appropriate use of voice.
- (d) Provide demonstrations to facilitate learning.
- (e) Limit instruction — expressing message clearly and free from jargon, discriminatory language and behaviour.
- (f) Utilise positive feedback based on observation.
- (g) Encourage participants to ask questions, giving appropriate responses.
- (h) All coached activities are technically correct and adopt 'best practice' for the sport.
- (i) Candidates must prove a basic understanding of rules/laws of the activity.

**Outcome 3 — Deliver planned activity appropriate to participants' ability.**

### **Performance Criteria**

- (a) 'Warm up' participants mentally for the activity ensuring that ground rules for acceptable behaviour are outlined.
- (b) Warm up participants physically for the activities.
- (c) Adhere to overall plan.
- (d) Modify plan where appropriate taking account of participants' behaviour.
- (e) Activities are meaningful, developmental and rewarding.
- (f) Conclude activities giving relevant and appropriate feedback on performance and outline future options to group.

**Outcome 4 — Evaluate the activity and use evaluation to develop continuous personal practice.**

### **Performance Criteria**

- (a) Evaluation must accurately reflect the coaching performance, the thoughts of others involved and propose modifications for future sessions.
- (b) Agree a personal action plan to develop current practice.

As an example 'S&E 1a' refers to *Promoting Safe and Ethical Sport*, Outcome 1 and Performance Criteria (a).

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



<b>SCQF level 4 — UKCC Level 1 — United Kingdom Coaching Certificate (UKCC) — Section A</b>			
<b>Prepare for the delivery of coaching activities</b>			
<b>UKCC learning Outcome</b>	<b>NOS mapping</b>	<b>UKCC — Assessment criteria</b>	<b>SQA mapping to Unit, Outcome and Performance Criteria</b>
1 Prepare for activities, taking into account participants' needs and motives	D41.1 D41.2 D15.2	1.1 Identify the roles and responsibilities of a coach	S&E2c
		1.2 Identify the needs of a range of participants	PfD1b& Included within Evidence Requirements
		1.3 Identify and collect relevant information about the participants and the selected activities	PfD1a & Included within Evidence Requirements
		1.4 Deal with confidential information using appropriate guidelines	S&E2a,b,c
		1.5 Identify responsibilities for arranging and delivering the activities	S&E2a,b,c
		1.6 Check that the activities meet different participants' needs	PfD1a,b & Included in C&R AND Ev. Req for C&R
		1.7 Identify a range of coaching styles to promote learning, motivation and enjoyment	C&R2c,d,e,f,g,h
		1.8 Identify methods to evaluate activities	C&R4a
		1.9 Identify the importance of evaluation for both the coach and participants	C&R4a
2 Establish a safe working environment	C21.1 C11.1 C11.2	2.1 Check with others that the planned use of the coaching environment is in line with good practice	PfD2a and S&E1 and subsumed in Risk Assessment
		2.2 Check equipment used in the activity to ensure that it meets relevant health and safety standards	C&R1a,b
		2.3 Identify potential risks within the coaching environment	S&E1a
		2.4 Identify relevant information for participants and others on health, safety and emergency issues and procedures related to the coaching environment	S&E1b
		2.5 Set up and lay out equipment for the activities safely and effectively	C&R1b
		2.6 Report any problems with equipment to a responsible person	S&E1a PfD2a

<b>SCQF level 4 — UKCC level 1 — United Kingdom Coaching Certificate (UKCC) — Section B</b>			
<b>Deliver prepared activities of the coaching sessions</b>			
<b>UKCC learning Outcome</b>	<b>NOS mapping</b>	<b>UKCC — Assessment criteria</b>	<b>SQA mapping to Unit, Outcome and Performance Criteria</b>
3 Establish working relationships with the participants and others	D15.1 D15.2	3.1 Create and maintain positive relationships with participants and others using agreed guidelines and codes of practice	S&E2c C&R2b,g,h
		3.2 Identify the relevant organisational guidelines relating to the protection of children and vulnerable adults from abuse	S&E2b
4 Prepare the participants for the coaching activities	D42.1	4.1 Explain to participants and others their roles and contribution to the activities	C&R3a
		4.2 Check that participants and others equipment and dress are suitable for the activities	C&R1a
		4.3 Check participants' readiness to participate in the activities	C&R1a C&R3b C&R2b and Ev Req for PfD2
		4.4 Use appropriate communication methods to check participants understanding of the planned activities	C&R2a
5 Support participants behaviour	D15.1 D42.2	5.1 Identify and communicate ground rules for acceptable behaviour during the activities	C&R2b
		5.2 Encourage and reward positive behaviour	C&R2d
		5.3 Identify the methods that could be used to challenge inappropriate behaviour	C&R3d Standard practice to ask questions where no performance evidence.
6 Deliver prepared activities	D42.2 C35.1 C35.2	6.1 Use appropriate coaching styles to meet participants needs and to promote learning	C&R2a,b,c,d,e,f,g,h,i
		6.2 Ensure that all participants are actively involved in appropriate activities to develop performance	C&R2a,b,c,d,e,f C&R3c re "best practice"
		6.3 Use realistic timings and sequencing to deliver activities	PfD2b C&R3c and subsumed under codes of conduct

<b>SCQF level 4 — UKCC level 1 — United Kingdom Coaching Certificate (UKCC) — Section B</b>			
<b>Deliver prepared activities of the coaching sessions</b>			
<b>UKCC learning Outcome</b>	<b>NOS mapping</b>	<b>UKCC — Assessment criteria</b>	<b>SQA mapping to Unit, Outcome and Performance Criteria</b>
		6.4 Provide technically correct explanations and demonstrations at appropriate times during the activities	C&R2d,h
		6.5 Identify procedures for dealing with minor injuries, illness and accidents in line with the health and safety guidelines	S&E1a,b C&R1c
		6.6 Deal with problems when they arise and refer those that cannot be resolved to a responsible person	C&R3d S&E2a
7 Conclude the activities	D42.3 C21.1 C21.3	7.1 Identify appropriate tasks to conclude the activities	C&R3e,f C&R3c re “best practice”
		7.2 Identify and encourage opportunities for feedback appropriate for the activities and needs of the participants	C&R2g
		7.3 Identify participants strengths and weaknesses	C&R3f
		7.4 Follow correct procedures for taking down and storing equipment	C&R3f S&E2a f, C&R3c re “best practice”
		7.5 Check coaching environment is suitable for future use	C&R3f S&E2a, C&R3c re “best practice”

<b>SCQF level 4 — UKCC level 1 — United Kingdom Coaching Certificate (UKCC) — Section C</b>			
<b>Evaluate the effectiveness of coaching activities</b>			
<b>UKCC learning Outcome</b>	<b>NOS mapping</b>	<b>UKCC — Assessment criteria</b>	<b>SQA mapping to Unit, Outcome and Performance Criteria</b>
8 Review the activities	D42.4	8.1 Encourage participants and others to contribute to the review of activities	C&R2g C&R4a
		8.2 Review the effectiveness of activities in relation to aims and objectives of the session	C&R4a
		8.3 Identify and propose modifications for future activities	C&R3f
9 Contribute to the evaluation of participants	D42.4	9.1 Identify participants' achievements and progress	C&R3f
		9.2 Identify future coaching opportunities to improve participants' performance	C&R3f
10 Continuously develop personal practice	D15.3	10.1 Use feedback from a variety of sources in order to review current coaching practice	C&R4a
		10.2 Record feedback identifying areas of strength and weakness in coaching practices	C&R4a,b
		10.3 Prepare a personal action plan to develop current coaching practice	C&R4b
		10.4 Review and update a personal action plan identifying the achievement of development activities	C&R4a-c

## **Appendix 4: NOS mapping SCQF level 5**

### **SCQF level 5 — UKCC level 2 — mapping to National Occupational Standards and also to UKCC Qualification Guidance (UKCC 19/2004)**

#### **Key to SQA Units:**

#### **P&P = Plan and Prepare a Series of Coaching Sessions**

#### **Outcome 1 — Review and analyse the needs of the participants.**

##### **Performance Criteria**

- (a) Utilise appropriate methods to gather and analyse data concerning the participants' needs.
- (b) Record and communicate this information where appropriate.
- (c) Identify the implications of the data for the coaching sessions and the participants.
- (d) Refer any participants whose needs cannot be met to a competent person or agency and maintain confidentiality.
- (e) Use analysis to establish appropriate goals for a series of four linked sessions.

#### **Outcome 2 — Produce Plans for at least four linked sessions.**

##### **Performance Criteria**

- (a) Identify resources to support planned sessions.
- (b) Plan realistic timings, sequences, volume and intensity.
- (c) Plan for the appropriate use of delivery modes, coaching styles, technical content and evaluation.
- (d) Record plans in a format that can be shared with others.

#### **Outcome 3 — Plan a safe coaching environment for each session.**

##### **Performance Criteria**

- (a) Undertake risk assessment for each session.
- (b) Ensure any recommendations or concerns are communicated to relevant persons.
- (c) Ensure procedures are in place to protect children or vulnerable adults from possible abuse.

## **CP&D = Coach Participants and Develop Personal Practice**

### **Outcome 1 — Prepare the Environment and the Participants for the Coaching Sessions.**

#### **Performance Criteria**

- (a) Ensure that equipment is set up in accordance with accepted guidelines.
- (b) Undertake safety checks to ensure the coaching environment meets the required standards.
- (c) Explain emergency procedures and safety requirements to participants.
- (d) Inform participants of goals and activities.
- (e) Ensure participants level of experience and ability is relevant to session.
- (f) Ensure that the dress of all involved is safe and appropriate.

### **Outcome 2 — Establish and maintain good working relationships.**

#### **Performance Criteria**

- (a) The role and responsibilities of the coach is explained to participants.
- (b) Use appropriate methods of communication to create a positive environment for learning.
- (c) Set appropriate rules for participants' behaviour.
- (d) Ensure the communication with participants is both encouraging and motivating.
- (e) Encourage participants to provide constructive feedback and to adopt a positive attitude.

### **Outcome 3 — Deliver two coaching sessions which develop participants' performance.**

#### **Performance Criteria**

- (a) Use appropriate warm up activity or activities for the sessions.
- (b) Sessions follow the delivery plans showing appropriate timings, sequences, volume and intensity, taking into account any changes in circumstances/needs.
- (c) Apply the planned delivery techniques, strategies and principles.
- (d) Observe and react to the participants' performance.
- (e) Demonstrations and explanations are technically correct and meet needs of the participant.
- (f) Session conclusion is inclusive and summarises progress, achievements and development.
- (g) Future opportunities are outlined.
- (h) Equipment and facilities are left in condition appropriate for future use.

### **Outcome 4 — Use session evaluations to monitor and develop personal practice for six sessions.**

#### **Performance Criteria**

- (a) Analyse current coaching practice using feedback from participants and others.
- (b) Reflect of current coaching practice to evaluate own strengths and weaknesses.
- (c) Record, implement and review own progress of personal action plan to develop coaching practice.

As an example 'CPI 2b' refers to *Coach Participants to Improve.....* Outcome 2 and Performance Criteria (b).

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

<b>SCQF level 5 — UKCC level 2 — United Kingdom Coaching Certificate (UKCC) — Section A</b>			
<b>Plan a series of coaching sessions</b>			
<b>UKCC learning Outcome</b>	<b>NOS mapping</b>	<b>UKCC — Assessment criteria</b>	<b>SQA mapping to Unit, Outcome and Performance Criteria</b>
1 Review participants' needs	D43.1 D43.2	1.1 Explain the different needs of a range of participants	P&P1a,b,c
		1.2 Select and use appropriate methods to collect, review and analyse participants' needs	P&P1a,e
		1.3 Record and communicate the information that will assist the analysis of participants' needs	P&P1b
		1.4 Establish goals for the series of sessions that meet the needs and potential of the participant and the coaching environment	P&P1e
		1.5 Refer participants that cannot be supported within the current coaching environment to an appropriate person or agency	P&P1d
		1.6 Deal with confidential information using appropriate guidelines	P&P1d
2 Produce plans for a series of sessions that support participants' development	D43.2 D43.3 D44.1	2.1 Use analysed information on participants to establish session goals that are consistent with personal level of competence and accepted good practice for the sport	P&P1e
		2.2 Outline plans for a series of sessions to enable participant development and learning	P&P2c,d
		2.3 Select and check the sessions are appropriate for the participants' stage of development and accepted good practice for the sport	P&P2a,b,c,d
		2.4 Plan for the use of resources to support the series of sessions	P&P2c, d and Ev. Req. of P&P



<b>SCQF level 5 — UKCC level 2 — United Kingdom Coaching Certificate (UKCC) — Section A</b>			
<b>Plan a series of coaching sessions</b>			
<b>UKCC learning Outcome</b>	<b>NOS mapping</b>	<b>UKCC — Assessment criteria</b>	<b>SQA mapping to Unit, Outcome and Performance Criteria</b>
		2.5 Plan realistic timings, sequences, volume and intensity of the sessions	P&P2b
		2.6 Plan for the appropriate use of delivery modes, coaching styles and technical content to meet participants' needs	P&P2c
		2.7 Record the plan in a format that can be shared with others	P&P2d
3 Plan for an evaluation of the series of sessions	D416.1	3.1 Explain the purpose and value of evaluation to participants and others	CP&D3 and Evidence Requirements
		3.2 Select appropriate evaluation methods that can be used to monitor participants' development and learning	CP&D4b
		3.3 Prepare an evaluation schedule for the series of sessions identifying and justifying the role of others	CP&D4c

<b>SCQF level 5 — UKCC level 2 — United Kingdom Coaching Certificate (UKCC) — Section B</b>			
<b>Prepare the coaching environment for the delivery of coaching sessions</b>			
<b>UKCC learning Outcome</b>	<b>NOS mapping</b>	<b>UKCC — Assessment criteria</b>	<b>SQA mapping to Unit, Outcome and Performance Criteria</b>
4 Establish a safe coaching environment	D43.4 D44.4 C35.1 C35.2	4.1 Undertake risk assessments for the coaching sessions	P&P3a
		4.2 Follow instructions to set up equipment safely and effectively	CP&D1a
		4.3 Complete safety checks to ensure that the coaching environment meets relevant health and safety standards, reporting any problems to the appropriate person	CP&D1b
		4.4 Explain to participants and others health and safety requirements and emergency procedures for the coaching sessions	CP&D1c
		4.5 Explain the procedures for dealing with injury, illness and accidents	CP&D1c
		4.6 Pass on suggestions to the relevant person for improving the health and safety of the coaching environment	P&P3b
5 Prepare participants for the series of coaching sessions	D45.1 D45.2	5.1 Communicate with participants details of the sessional goals and planned activities	CP&D1c
		5.2 Check participants' level of experience, ability and readiness to participate	CP&D1e
		5.3 Check the participants and others dress and equipment to ensure they are safe and appropriate for the coaching environment	CP&D1e
		5.4 Modify session plans to meet the needs of a range of participants	CP&D3b
		5.5 Use appropriate activities to prepare participants for the sessions	CP&D3a

<b>SCQF level 5 — UKCC level 2 — United Kingdom Coaching Certificate (UKCC) — Section C Deliver a series of coaching sessions to develop participants' performance</b>			
<b>UKCC learning Outcome</b>	<b>NOS mapping</b>	<b>UKCC — Assessment criteria</b>	<b>SQA mapping to Unit, Outcome and Performance Criteria</b>
6 Establish and maintain working relationships with participants and others	D44.2 C36.1 C36.2	6.1 Explain the roles and responsibilities of the coach	CP&D2a
		6.2 Select and use effective methods to create and maintain positive and equitable working relationships with participants and others	CP&D2b
		6.3 Select and use effective communication methods with participants and others that reflect the coaching environment	CP&D2d
		6.4 Explain organisational guidelines to protect children and vulnerable adults from abuse	P&P3c
7 Deliver coaching sessions	D44.3 D45.1 D45.2	7.1 Provide clear ground rules for behaviour of participants in the sessions	CP&D2c
		7.2 Set standards of behaviour through personal practice	CP&D2 Evidence Requirements re personal behaviour
		7.3 Provide opportunities for the active involvement of all participants throughout the series of sessions	CP&D3c — apply plan and this calls for activity involvement throughout and P&P Ev. Req. best practice
		7.4 Use planned delivery modes and coaching styles to meet participants' needs and session goals	CP&D3c
		7.5 Deliver realistic timings, sequences, volume and intensity of the sessions	CP&D3b
		7.6 Communicate in a way that motivates and encourages the participants	CP&D2d
		7.7 Encourage and reward positive behaviour in a fair and equitable manner	CP&D2d
		7.8 Manage inappropriate behaviour in a fair and equitable manner to meet participants needs	CP&D3c and UK Code of conduct — see guidance on O2 content re maintaining good relationships.

<b>SCQF level 5 — UKCC level 2 — United Kingdom Coaching Certificate (UKCC) — Section C</b>			
<b>Deliver a series of coaching sessions to develop participants' performance</b>			
<b>UKCC learning Outcome</b>	<b>NOS mapping</b>	<b>UKCC — Assessment criteria</b>	<b>SQA mapping to Unit, Outcome and Performance Criteria</b>
7 Deliver coaching sessions (continued)		7.9 Identify alternative activities as appropriate to meet changing needs of participants and the coaching environment	CP&D3b
		7.10 Select and apply appropriate modifications to the coaching environment in order to minimise risks	CP&D3b
8 Develop participants' performance	D45.3	8.1 Use appropriate intervention strategies and activities to develop participants' performance	CP3d, e
		8.2 Apply training principles and methods within sessions to develop participants' performance	CP3c, d, e
		8.3 Observe and analyse participants' performance identifying strengths and weaknesses	CP3d
		8.4 Provide technically correct explanations and demonstrations at appropriate times during the activity to meet participants needs	CP3e
		8.5 Provide and encourage constructive feedback that helps participants to reflect on progress and achievement	CP2d,e
9 Conclude sessions	D45.4	9.1 Identify the purpose, value and use of concluding activities	CP3 — covered by standard bank of 'why' questions
		9.2 Provide activities to effectively conclude the session summarising participants progress, achievements and development	CP3f
		9.3 Communicate relevant information regarding future sessions	CP3g

<b>SCQF level 5 — UKCC level 2 — United Kingdom Coaching Certificate (UKCC) — Section C</b>			
<b>Deliver a series of coaching sessions to develop participants' performance</b>			
<b>UKCC learning Outcome</b>	<b>NOS mapping</b>	<b>UKCC — Assessment criteria</b>	<b>SQA mapping to Unit, Outcome and Performance Criteria</b>
9 Conclude sessions (continued)		9.4 Follow instructions to take down and store equipment safely and effectively	CP3h
		9.5 Ensure coaching environment is suitable for future use	CP3h

<b>SCQF level 5 — UKCC level 2 — United Kingdom Coaching Certificate (UKCC) — Section D Monitor and evaluate coaching sessions and personal practice</b>			
<b>UKCC learning Outcome</b>	<b>NOS mapping</b>	<b>UKCC — Assessment criteria</b>	<b>SQA mapping to Unit, Outcome and Performance Criteria</b>
10 Evaluate participants' performance and the effectiveness of sessions	D416.1	10.1 Communicate the purpose and value of evaluation to participants and others	CP3f — CP4 and questions
		10.2 Provide opportunities for participants and others to reflect on progress and achievement	CP4 Ev. Req. — eg log book CP2d
		10.3 Collate and use available and accurate information to evaluate the effectiveness of coaching sessions and participants' performance	CP4b
		10.4 Record, negotiate and agree any modifications to future sessions with participants and others	CP4 — Guidance notes — views of others
11 Monitor personal coaching practice	D416.2	11.1 Analyse current coaching practice using feedback from participants and others	CP4a
		11.2 Reflect on current coaching practice to identify and evaluate strengths and weaknesses	CP4b
		11.3 Record, implement and review progress of personal action plan to develop coaching practice	CP4c

## Appendix 5: NOS mapping SCQF level 6

**SCQF level 6 — UKCC level 4 — mapping to National Occupational Standards and also to UKCC Qualification Guidance (UKCC 19/2004)**

**Key to SQA Units:**

**AP = Analyse Participants' Needs and Plan a Coaching Programme: (Sport Name)  
(SCQF level 6)**

**Outcome 1 — Establish participants' current and potential needs and key performance factors within the coaching programme.**

### **Performance Criteria**

- (a) Negotiate and agree appropriate methods for collecting and reviewing information used as a basis for the programme.
- (b) Analyse information collected on the participants' current and potential needs and key performance factors.
- (c) Prioritise participants' performance needs using analysed information.
- (d) Justify the use of specialist support within the programme.
- (e) Explain the process which is used to refer participants whose needs cannot be met within the programme.
- (f) Use appropriate guidelines when deal with confidential information.

**Outcome 2 — Design and plan coaching programmes that supports participants' needs.**

### **Performance Criteria**

- (a) Establish appropriate goals for structured coaching programmes.
- (b) Develop programme structures which encourage participants' development and retention.
- (c) Develop coaching programme outlines which are consistent with current practice and allow participant progression.
- (d) Justify the choice of proposed delivery modes and coaching styles for the programme.
- (e) Identify methods to minimise potential risks which may arise during the coaching programme.
- (f) Plan the use of resources to support the coaching programme.

**Outcome 3 — Produce an evaluation schedule which takes account of the changing needs and aspirations of participants and others.**

### **Performance Criteria**

- (a) Establish appropriate timings for evaluation activity during the programme.
- (b) Establish appropriate methods for the evaluation activity which will be conducted during the programme.
- (c) Discuss with participants and others the proposed evaluation schedule.
- (d) Modify the evaluation schedule in line with feedback received from participants and others.

## **DC = Deliver a coaching programme: (Sport Name) (SCQF level 6)**

### **Outcome 1 — Prepare participants and others for the coaching programme.**

#### **Performance Criteria**

- (a) Confirm the coaching programme and session goals with the participants and others.
- (b) Establish whether the participants' level of experience and ability is appropriate for inclusion in the coaching programme.
- (c) Establish whether the participants' are physically and mentally prepared for the demands of the programme.
- (d) Support and encourage participants to undertake activities that are safe and effective.

### **Outcome 2 — Deliver the coaching programme with the involvement of participants.**

#### **Performance Criteria**

- (a) Provide appropriate opportunities for the active involvement of all participants throughout the coaching programme.
- (b) Use an appropriate range of techniques to motivate participants involved in the programme.
- (c) Involve participants in identifying their own developmental and performance needs using a range of appropriate communication methods and styles.
- (d) Involve participants in the selection, application and modification of the session in line with programme goals, participants' changing needs and new learning opportunities.
- (e) Deliver planned sessions with timings, sequences, volume and intensity which are appropriate for the participants' level of development.
- (f) Provide technically correct explanations and demonstrations throughout the coaching programme.

### **Outcome 3 = Develop participants' performance within the coaching programme.**

#### **Performance Criteria**

- (a) Observe and analyse participants' performance during the coaching programme.
- (b) Apply and justify a range of intervention strategies and training methods to support participants' development.
- (c) Use a range of coaching styles to encourage participants to develop and make decisions about their own performance.
- (d) Provide coaching points and techniques during the coaching programme to address areas that require change or further development.

### **Outcome 4 = Conclude the coaching programme.**

#### **Performance Criteria**

- (a) Support and encourage participants to select and undertake safe and effective activities to conclude sessions.
- (b) Discuss with participants' their performance, progress and achievements using appropriate communication methods.
- (c) Summarise the performance, progress and achievements which have been agreed with the participants.
- (d) Ensure that the coaching environment is suitable for future use.



## **MC = Manage a Coaching Environment: (Sport name) (SCQF level 6)**

### **Outcome 1 — Establish and maintain a safe coaching environment for participants and others.**

#### **Performance Criteria**

- (a) Provide relevant information to manage and minimise health and safety implications that can affect participants and others.
- (b) Implement planned procedures for managing risk during the coaching programme in line with current practice.
- (c) Ensure that dress and equipment used by participants and others is safe and appropriate for the coaching environment.
- (d) Complete safety checks to ensure that the coaching environment meets relevant health and safety standards.
- (e) Report any problems identified during safety checks to the appropriate person.
- (f) Manage the safe and effective set up and taking down of equipment.

### **Outcome 2 — Establish and maintain supportive working relationships with the participants and others involved in the coaching environment.**

#### **Performance Criteria**

- (a) Manage the roles and contributions of participants and others to ensure an equitable coaching environment.
- (b) Use a range of communication methods that are responsive to the changing needs of participants and others to establish supportive working relationships.
- (c) Implement strategies to protect children and vulnerable people from abuse which are in line with the sports governing body requirements.

### **Outcome 3 — Managing the behaviour of participants and others to ensure a safe and effective coaching environment.**

#### **Performance Criteria**

- (a) Establish ground rules for behaviour with the participants and others involved in the process.
- (b) Set appropriate standards of behaviour through own professional practice.
- (c) Use an appropriate variety of methods to manage and reward participants' behaviour.
- (d) Encourage participants and others to find solutions to manage disagreements, conflict and inappropriate behaviour.

**MD = Manage and Develop Personal Coaching Programmes and Practice (Sport Name) (SCQF level 6)**

**Outcome 1 — Monitor, evaluate and refine the goals of a coaching programme.**

**Performance Criteria**

- (a) Collect and analyse information from appropriate sources on the effectiveness of your coaching programme and its goals.
- (b) Review your coaching programme effectively using an evaluation schedule.
- (c) Discuss and agree proposed modifications to the coaching programme with the participants and others.
- (d) Record any agreed modifications to your coaching programme accurately.

**Outcome 2 — Monitor and evaluate participants' performance and development.**

**Performance Criteria**

- (a) Collect and analyse information on participants performance and development using appropriate sources and methods.
- (b) Create appropriate opportunities throughout the programme for the participants to discuss their performance and development.
- (c) Use appropriate communication styles to ensure that participants and others understand the purpose and principles of evaluation.
- (d) Implement the planned evaluation schedule to review progress of participants' performance and development.
- (e) Negotiate and agree priorities for improvement with participants and others.

**Outcome 3 — Assist others to develop their own coaching practice.**

**Performance Criteria**

- (a) Review coaching practice of others to identify strengths and weaknesses.
- (b) Negotiate and agree action plans to develop the coaching practice of others.
- (c) Provide appropriate advice and guidance to others about their coaching practice and action plan maintenance.

**Outcome 4 — Develop personal coaching practice.**

**Performance Criteria**

- (a) Collect and analyse feedback from participants and others on own current coaching practice to establish areas of improvement.
- (b) Review the impact of current developments in coaching practice across the sport to establish areas of improvement.
- (c) Develop a personal action plan to address areas of improvement identified by feedback received and developments in coaching practice in the sport.
- (d) Implement improvements in own coaching practice in line with personal action plan.

As an example 'MD 1a' refers to *Manage and Develop Personal Coaching Programmes and Practice*, Outcome 1 and Performance Criteria (a).

**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.**

<b>SCQF level 6 — UKCC level 3 — Section A</b>			
<b>Analyse participants' current and potential performance, needs and aspirations</b>			
<b>UKCC learning Outcome</b>	<b>NOS mapping</b>	<b>UKCC — Assessment criteria</b>	<b>SQA mapping to Unit, Outcome and Performance Criteria</b>
1 Establish participants' current and potential needs and key performance factors	B28.1	1.1 Collect and analyse information in order to identify participants' current and potential performance	AP 1a, b, c
		1.2 Explain the potential use of specialist support within the programme	AP1 d
		1.3 Explain the referral process for participants whose needs cannot be met within the programme	AP1 e
		1.4 Deal with confidential information using appropriate guidelines	AP1 f
2 Involve participants in analysis of performance needs and aspirations	B28.1	2.1 Negotiate and agree with participants and others a variety of methods for collecting information on current and potential performance	AP1 c
		2.2 Prioritise participants' performance needs using analysed information	AP3 d
		2.3 Agree with participants and others ongoing review strategies	AP3 a, b, c

<b>SCQF level 6 — UKCC level 3 — Section B</b>			
<b>Plan a coaching programme according to agreed goals</b>			
<b>UKCC learning Outcome</b>	<b>NOS mapping</b>	<b>UKCC — Assessment criteria</b>	<b>SQA mapping to Unit, Outcome and Performance Criteria</b>
3 Design and plan a coaching programme that supports participants' needs	B28.2 B28.3	3.1 Negotiate, agree and design the goals of the programme to meet participants' needs, the coaching environment, technical requirements of the sport and within personal level of competence	DC 1 a, b, c,
		3.2 Structure the programme in order to provide sessions that promote and support participants' development	DC 1 b
		3.3 Plan outlines for each session of the programme that are progressive and consistent with accepted good practice	AP 2 a, b
		3.4 Identify and use methods to retain participants throughout the coaching programme	AP 2 b
		3.5 Select and justify the choice of proposed delivery modes and coaching styles to promote participants' development and meet the overall programme goals	AP 2 d
		3.6 Plan realistic timings, sequences, volume and intensity for all the sessions within the overall coaching programme	AP 2 d
		3.7 Identify potential risks throughout the coaching programme and methods to minimise them	AP 2 e, MC 1 d,
		3.8 Explain the adaptations required for coaching programmes to meet the needs of a range of participants	AP 2 e
		3.9 Prepare contingency plans for all aspects of the programme	AP 2 3

<b>SCQF level 6 — UKCC level 3 — Section B</b>			
<b>Plan a coaching programme according to agreed goals</b>			
<b>UKCC learning Outcome</b>	<b>NOS mapping</b>	<b>UKCC — Assessment criteria</b>	<b>SQA mapping to Unit, Outcome and Performance Criteria</b>
4 Plan for the use of resources to support the coaching programme	B28.4	4.1 Plan for the integration of appropriate resources across the coaching programme ensuring that they are available to participants and others as required	DC 1, AP 2, MC 1 c
		4.2 Manage and allocate the human and physical resources required to support the coaching programme	DC 1, AP 2, MC 1 c
5 Plan an evaluation schedule for the coaching programme	B28.6	5.1 Explain the range of evaluation techniques that can be used to monitor and review the impact of the coaching programme	AP 3 b
		5.2 Negotiate and agree an evaluation schedule for the programme with participants and others that takes account of changing needs and aspirations	AP 3 a,
		5.3 Explain the potential contribution of participants and others to the evaluation schedule	AP 3 c

<b>SCQF level 6 — UKCC level 3 — Section C</b>			
<b>Manage a safe and effective coaching environment</b>			
<b>UKCC learning Outcome</b>	<b>NOS mapping</b>	<b>UKCC — Assessment criteria</b>	<b>SQA mapping to Unit, Outcome and Performance Criteria</b>
6 Establish and maintain a safe coaching environment for participants and others	B28.5 D420.3	6.1 Explain to participants and others their contribution to maintain a safe and effective coaching environment	MC1 a
		6.2 Implement planned procedures for managing risk during the coaching programme in line with accepted good practice	MC 1 b
		6.3 Check the suitability of participants and others dress and equipment to ensure that they are safe and appropriate for the coaching environment	MC 1 c
		6.4 Complete safety checks to ensure that the coaching environment meets relevant health and safety standards, reporting any problems to the appropriate person	MC 1 d
		6.5 Manage the safe and effective set up and taking down of equipment	MC 1 f
		6.6 Analyse new risks during the programme and minimise them to an acceptable level for the coaching environment	MC1 d
		6.7 Communicate information related to health, safety, emergency and operating procedures with participants and others	MC 1 e
		6.8 Explain the methods to manage and minimise the range of injuries and illnesses that can affect participants and others	MC 1 d & Evidence Requirements
		6.9 Summarise the range of medical support that can be used to help with injury reduction, management and rehabilitation	MC 1 d & Evidence Requirements

<b>SCQF level 6 — UKCC level 3 — Section C</b>			
<b>Manage a safe and effective coaching environment</b>			
<b>UKCC learning Outcome</b>	<b>NOS mapping</b>	<b>UKCC — Assessment criteria</b>	<b>SQA mapping to Unit, Outcome and Performance Criteria</b>
6 Establish and maintain a safe coaching environment for participants and others (continued)		6.10 Explain the use of guidelines, procedures and practices for reporting accidents, injuries and illness	MC — Evidence Requirements
7 Establish and maintain supportive working relationships with the participants and others	D420.1 D420.2	7.1 Manage the roles and contributions of participants and others to ensure an equitable coaching environment	MC 2 a
		7.2 Select and use effective communication methods to establish supportive working relationships that are responsive to the changing needs of participants and others	MC 2 b
		7.3 Implement strategies to protect children and vulnerable adults from abuse	MC 2 c
8 Manage participants and others behaviour to ensure a safe and effective coaching environment	D420.4	8.1 Agree ground rules for behaviour with the participants and others	MC 3 a
		8.2 Set appropriate standards of behaviour through own professional practice	MC 3 b
		8.3 Select and use a variety of methods to manage and reward participants behaviour	MC 3 c
		8.4 Encourage participants and others to discover personal solutions to manage disagreements, conflict and inappropriate behaviour	MC 3 d

<b>SCQF level 6 — UKCC level 3 — Section D</b>			
<b>Deliver programme goals using a range of coaching styles and methods</b>			
<b>UKCC learning Outcome</b>	<b>NOS mapping</b>	<b>UKCC — Assessment criteria</b>	<b>SQA mapping to Unit, Outcome and Performance Criteria</b>
9 Prepare participants and others for the coaching programme	D418.1 D419.1	9.1 Communicate and confirm the programme and session goals to the participants and others	DC 1 a
		9.2 Assess the participants' physical and mental readiness, level of experience and ability to participate in the coaching programme	DC 1 b
		9.3 Modify the programme in response to the changing needs of the participants or new learning opportunities	DC 2 a, d
		9.4 Support and encourage participants to undertake activities that are safe and effective in order to ensure physical and mental readiness	DC 1 c
10 Deliver the coaching programme	D418.1 D419.1 D419.2	10.1 Provide opportunities for the active involvement of all participants throughout the programme	DC 2 a
		10.2 Use a range of methods to motivate and encourage all participants appropriate to their level of development	DC 2b
		10.3 Involve participants in personal development and performance needs using a range of communication methods and styles	DC 2 c
		10.4 Involve participants in the selection, application and modification of session and programme goals	DC d



<b>SCQF level 6 — UKCC level 3 — Section D</b>			
<b>Deliver programme goals using a range of coaching styles and methods</b>			
<b>UKCC learning Outcome</b>	<b>NOS mapping</b>	<b>UKCC — Assessment criteria</b>	<b>SQA mapping to Unit, Outcome and Performance Criteria</b>
10 Deliver the coaching programme (continued)		10.5 Deliver realistic timings, sequences, volume and intensity for each planned session appropriate for the participants' level of development	DC 2 e
		10.6 Provide technically correct explanations and demonstrations throughout the programme to support participants' needs, development and aspirations	DC 2 f
11 Develop participants' performance within the coaching programme	D419.3	11.1 Apply and justify a range of intervention strategies and training methods to support participants' development	DC 3 b
		11.2 Use a range of coaching styles to promote participants' own development and decision-making	DC 3 c
		11.3 Observe and analyse participants' performance during the coaching programme	DC 3 a
		11.4 Provide coaching points and techniques to address areas that require change or further development during the programme	DC 3 d
12 Conclude the coaching programme	D419.4	12.1 Support and encourage participants to select and undertake safe and effective activities to conclude sessions	DC 4 a
		12.2 Manage the coaching environment to ensure it is suitable for future use	DC 4 a, d
		12.3 Use a range of methods to identify, discuss and summarise participants' performance, progress and achievement in line with the programme goals	DC 4 b, c,

<b>SCQF level 6 — UKCC level 3 — Section E</b>			
<b>Monitor and evaluate the effectiveness of coaching programmes</b>			
<b>UKCC learning Outcome</b>	<b>NOS mapping</b>	<b>UKCC — Assessment criteria</b>	<b>SQA mapping to Unit, Outcome and Performance Criteria</b>
13 Monitor, evaluate and refine the goals of the coaching programme	D418.2 D418.3 D421.1	13.1 Implement the planned evaluation schedule to review the effectiveness of programme goals	MD 1 b
		13.2 Collect and analyse accurate information from a range of sources to evaluate the effectiveness of the programme	MD 1 a
		13.3 Negotiate, agree and record any modifications to the coaching programme with the participants and others	MD 1 c, d
		13.4 Monitor and evaluate the role of others in supporting the coaching programme and developing participants' progress and achievement	MD 1 c
14 Monitor and evaluate participants' performance and development	B28.1 B28.6	14.1 Use a range of communication styles and methods to ensure that participants and others understand the purpose and principles of the evaluation	MD 2 c
		14.2 Implement the planned evaluation schedule to review progress of participants' performance and development	MD 2 d
		14.3 Use a range of methods to collect and analyse information from a range of sources to evaluate participants' performance and development	MD 2 c, a
		14.4 Create opportunities for participants to discuss their performance and development throughout the programme	MD 2 b
		14.5 Negotiate and agree priorities for improvement with participants and others	MD 2 e

<b>SCQF level 6 — UKCC level 3 — Section F</b>			
<b>Manage and develop personal coaching practice</b>			
<b>UKCC learning Outcome</b>	<b>NOS mapping</b>	<b>UKCC — Assessment criteria</b>	<b>SQA mapping to Unit, Outcome and Performance Criteria</b>
15 Develop personal coaching practice	D421.2	15.1 Monitor and review current coaching practice using information and feedback from participants and others	MD 4 a
		15.2 Analyse own coaching practice identifying strengths, weaknesses and areas for professional development	MD 4 b
		15.3 Implement current developments across sport, reviewing the impact of new coaching practices on participants and others	MD 4 c
		15.4 Develop, record and implement a personal action plan in order to update current coaching practice	MD 4 d
16 Assist others to develop their own coaching practice	D420.2	16.1 Review coaching practice of others	MD 3 a
		16.2 Negotiate and agree action plans to develop the coaching practice of others	MD 3 b
		16.3 Provide advice and guidance to others to ensure that they update and agree changes to their action plan	MD 3 c

## Appendix 6: Core Skills Signposting

Information on possible routes to gaining Core Skills is contained in each individual Unit Specification. However a summary is given below for information.

For both SCQF levels 4 and 5 these are given in a tabulated format as was agreed at the time of award validation.

Each Unit contains information regarding the possibility of gathering evidence towards Core Skills, however the following is a summary of that process:

### Communication

#### Skill component Written Communication (Reading)

a Read, understand and evaluate written communication.

Core Units	Knowledge and Skills/Evidence	a
All Units	Underpinning knowledge: Understanding and evaluating relevant background information as well as notices/procedural notes to ensure compliance with all legal and safety requirements.	✓
Prepare for the Delivery of a Coaching Activity	Identifying and understanding significant information on safety and health issues.	✓
Promoting Safe and Ethical Sport	Identifying and summarising key information for participants, including codes of practice, legal issues and Health and Safety.	✓

## Written Communication (Writing)

### Produce simple but detailed written communication

- a Present essential ideas/information in a logical order.
- b Use a structure mainly appropriate for purpose and audience.
- c Use conventions which are appropriate for purpose and audience.
- d Use accurate spelling, punctuation, sentence structures.

Unit	Knowledge/Skills/Evidence	a	b	c	d
All Units	Skills developed during the Course will include the ability to produce and present accurate and well presented written data to industry standards.	✓	✓	✓	✓
Plan and Prepare a Series of Coaching Sessions	Preparation of four coaching plans. Consistent accuracy and detail is critical.	✓	✓	✓	✓
Conduct and Review the Delivery of a Coaching Activity	Data records/reports in appropriate format. Progress Reports.	✓	✓	✓	✓
Coach Participants and Develop Personal Practice	Evaluation sheets and records. Personal Evaluation and Development Plan.	✓	✓	✓	✓

## Oral Communication

### Produce and respond to straightforward oral communication

- a Convey appropriate information, opinions and/or ideas.
- b Sequence and link information, opinions and/or ideas.
- c Use appropriate language.
- d Take account of situation and audience during delivery.
- e Respond to others taking account of their contributions.

Unit	Knowledge/Skills/Evidence	a	b	c	d	e
All Units	Practical application of listening and talking skills. Use of active communication techniques to adapt to needs of others. Professional image maintenance.	✓	✓	✓	✓	✓
Conduct and Review the Delivery of a Coaching Activity	Maintaining a professional image in all interactions. Communication responding to stated and inferred customer needs. Ability to support clients with particular needs.	✓	✓	✓	✓	✓
Coach Participants and Develop Personal Practice.	Ability to adapt to different types of people and to maintain tone and language which is courteous and calm under pressure. Planning for and undertaking review meetings and professional interviews with supervisor/assessor.	✓	✓	✓	✓	✓
Promoting Safe and Ethical Sport	Ability to communicate and promote safe practice to others.	✓	✓	✓	✓	✓

## Using Information Technology

### Use an IT system effectively to perform a range of straightforward tasks

- a Make effective use of a computer system.
- b Carry out straightforward processing, using three types of software.
- c Carry out searches to find and present information from electronic sources.

Unit	Knowledge/Skills/Evidence	a	b	c	d
All Units	Accessing data from various sources including electronic. Selecting, integrating and presenting information in a range of formats-records, e-mails to customers and colleagues.	✓	✓	✓	✓
	Research of electronic data. Producing plans/targets.	✓	✓	✓	✓

## Numeracy

### Apply a range of straightforward numerical skills

- ◆ Work confidently with basic numbers
- ◆ Decide on numerical operations
- ◆ Carry out straightforward calculations

### Interpret and communicate graphical information in everyday contexts

- ◆ Interpret information from tables, graphs, charts or diagrams

Unit	Knowledge/Skills/Evidence	a	b
Plan and Prepare a series of Coaching Activities	Theoretical and underpinning knowledge. Risk Assessment to ensure safe environment including measurement of temperature, space, calculation of resource needs. Interpretation and application of concepts of target setting in plans.	✓	✓
Prepare for the Delivery of a Coaching Activity	Target setting and monitoring results. Improvement calculation and monitoring.	✓	✓



## Problem Solving

### Skill components

- ◆ Critical Thinking
- ◆ Planning and Organising
- ◆ Reviewing and Evaluating

Unit	Knowledge/Skills/Evidence	CT	PO	RE
All Units	Planning approaches to developing skills and implementing appropriate strategies underpins all coaching activities. The review and evaluation of performance is critical across the award.	✓	✓	✓
Prepare for the Delivery of a Coaching Activity	Plan activities taking all resources and safety considerations into account.	✓	✓	
Coach Participants and Develop Personal Practice	Applying techniques to review and match client needs. Establishing and maintaining relationships. Dealing with client needs. Evaluation of personal development achievement against targets.	✓	✓	✓
Conduct and Review the Delivery of a Coaching Activity	Undertake all pre-activity checks, communicate with others, deliver and review successful achievements.	✓	✓	✓

## Working with Others

### Work with Others in a group to complete a straightforward activity

- ◆ Identify the main tasks
- ◆ Agree allocation of responsibilities taking account of strengths and weaknesses
- ◆ Seek and provide information and support
- ◆ Identify strengths and weaknesses of own contribution to group activity

Unit	Knowledge/Skills/Evidence	a	b	c	d
All Units	Assessment across the award requires practical activity, analytical observation and experiential development in effective group working practices.	✓	✓	✓	✓
Coach Participants and Develop Personal Practice.	Practical work will cover all aspects of the skill such as developing and maintaining appropriate relationships with a range of others in order to maximise their potential.	✓	✓	✓	✓
Conduct and Review the Delivery of a Coaching Activity	Delivery and analysis of activity to progress maximum co-operation and improvement.	✓	✓	✓	✓
Promoting Safe and Ethical Sport	Promotion of safe practice and giving others an understanding of healthy environments.	✓		✓	

## **SCQF level 5 (UKCC level 3) is given in the format agreed at Validation**

Each individual Unit contains full details of the opportunity to develop Core Skills. However the type of opportunity and the possible Core Skill involved will inevitably depend on the activity itself, the delivery style in use and the method of research and working practice in use in a specific situation. The type of assessment in use and the method of gathering evidence will also have an effect on Core Skill development.

Core Skill signposting has been rigorous.

### **Analyse Participants' Needs and Plan a Coaching Programme**

While undertaking this Unit, candidates are required to analyse the needs and aspirations of sports participants. Candidates are also required to manage, negotiate and explain aspect of the coaching programme. These activities may present opportunities for development of aspects of the Core Skill in *Communication*.

Depending upon the recording system that the candidate uses, there may also be opportunities to develop aspect of the Core Skill in *Information Technology*, eg where information is recorded in an electronic medium.

Candidates will be required to negotiate and agree a course of action with participants and others which may present opportunities to develop aspects of the Core Skills in *Problem Solving* and *Working with Others*.

### **Manage a Coaching Environment**

While undertaking this Unit, the candidate is required to manage the coaching environment where opportunities may be present for the candidate to develop aspects of the Core Skill in *Communication*.

Candidates will be required to manage the behaviour of participants and others which may present opportunities to develop aspects of the Core Skills in *Problem Solving* and *Working with Others*.

### **Manage and Develop Personal Coaching Programmes and Practice**

While undertaking this Unit, the candidate is required to monitor, evaluate and develop aspects of performance which may provide opportunities to develop aspects of the Core Skill in *Communication*.

Candidates are also required to collect, analyse and record information from appropriate sources. Depending upon the recording system that the candidate uses, there may be opportunities to develop *Written Communication* and/or *Information Technology* as information may be electronic or paper based.

There may also be opportunities for candidates to develop aspects of the Core Skills in *Problem Solving* and *Working with Others* as they are required to negotiate and agree a course of action with participants and others.

## **Deliver a coaching programme**

While undertaking this Unit, opportunities will be present for the candidate to develop aspects of the Core Skill of *Communication* as the candidate is required to communicate the coaching programmes and its goals to participants and others, also candidates will use a variety of recording mechanisms which may also contribute to aspects of the *Communication* Core Skill.

Candidates are required to motivate participants in a real life coaching environment which may present opportunities to develop aspects of the Core Skill of *Problem Solving*.

## **Integration opportunities**

During the delivery of the Group Award, it is expected that these Units will be closely integrated and this in itself may lead to a more holistic approach and further opportunity for aspects of *Communication, Working with Others, Problem Solving* and *Information Technology* to be developed.

## Appendix 7: Unit codes for SCQF level 4

SCQF level 4 (Intermediate 1 — UKCC level 1)

Unit Title	Unit Code	SCQF Level
Promoting Safe and Ethical Sport: Angling Intermediate 1	F9E7 10	4
Promoting Safe and Ethical Sport: Angling Coarse Intermediate 1	H4AM 10	4
Promoting Safe and Ethical Sport: Angling Game Intermediate 1	H4AF 10	4
Promoting Safe and Ethical Sport: Angling Sea Intermediate 1	H4AJ 10	4
Promoting Safe and Ethical Sport: Archery Intermediate 1	H5X6 10	4
Promoting Safe and Ethical Sport: Athletics Intermediate 1	F17P 10	4
Promoting Safe and Ethical Sport: Badminton Intermediate 1	F01P 10	4
Promoting Safe and Ethical Sport: Basketball Intermediate 1	F17R 10	4
Promoting Safe and Ethical Sport: Boccia Intermediate 1	FN37 10	4
Promoting Safe and Ethical Sport: Bowling Intermediate 1	F8Y3 10	4
Promoting Safe and Ethical Sport: Boxing Intermediate 1	H5XA 10	4
Promoting Safe and Ethical Sport: Canoeing Intermediate 1	F17S 10	4
Promoting Safe and Ethical Sport: Coaching Swimming Intermediate 1	H580 10	4

<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Promoting Safe and Ethical Sport: Cricket Intermediate 1</b>	<b>F01R 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Curling Intermediate 1</b>	<b>F8Y9 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Cycling Intermediate 1</b>	<b>F2F1 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Dance Sport Intermediate</b>	<b>F8YL 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Diving Intermediate 1</b>	<b>F2EX 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Equestrian Generic Intermediate 1</b>	<b>H4AR 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Equestrian Riding for the Disabled Driving Intermediate 1</b>	<b>H4AY 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Equestrian Vaulting Intermediate 1</b>	<b>H4AV 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Football Intermediate 1</b>	<b>F01T 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: General Gymnastics Intermediate 1 H4BB 10 N-HS</b>	<b>H4BB 10</b>	
<b>Promoting Safe and Ethical Sport: Golf Intermediate 1</b>	<b>F340 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Gymnastics Intermediate 1</b>	<b>F172 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Gymnastics Acrobatic Intermediate 1</b>	<b>H4BH 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Gymnastics Men's Artistic Intermediate 1</b>	<b>H4B5 10</b>	<b>4</b>

<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Promoting Safe and Ethical Sport: Gymnastics Pre-School Intermediate 1</b>	<b>H4BR 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Gymnastics Rhythmic Intermediate 1</b>	<b>H4B8 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Gymnastics Trampoline Intermediate 1</b>	<b>H4BE 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Gymnastics Women's Artistic Intermediate 1</b>	<b>H4B2 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Handball Intermediate 1</b>	<b>HA1A 44</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Hockey Intermediate 1</b>	<b>F01V 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Judo Intermediate 1</b>	<b>F33R 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Modern Pentathlon Intermediate 1</b>	<b>F8YT 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Mountaineering Intermediate 1</b>	<b>F900 10</b>	
<b>Promoting Safe and Ethical Sport: Netball Intermediate 1</b>	<b>F01W 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Orienteering Intermediate 1</b>	<b>F56N 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Rugby League Intermediate 1</b>	<b>F2ET 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Rugby Union Intermediate 1</b>	<b>F01X 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Shinty Intermediate 1</b>	<b>FN34 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Shooting</b>	<b>F8YF 10</b>	

<b>Intermediate 1</b>		
<b>Promoting Safe and Ethical Sport: Tumbling Intermediate 1</b>	<b>H9NX 44</b>	<b>4</b>



<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Promoting Safe and Ethical Sport: Squash Intermediate 1</b>	<b>F01Y 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Swimming Intermediate 1</b>	<b>F020 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Synchronised Swimming Intermediate 1</b>	<b>F2EL 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Table Tennis Intermediate 1</b>	<b>F1G0 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Teaching Aquatics Intermediate 1</b>	<b>H57W 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Team Gymnastics Intermediate 1</b>	<b>H4BL 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Tennis Intermediate 1</b>	<b>F02M 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Triathlon Intermediate 1</b>	<b>F2F5 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Volleyball Intermediate 1</b>	<b>F4TM 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Water Polo Intermediate 1</b>	<b>F2EP 10</b>	<b>4</b>
<b>Promoting Safe and Ethical Sport: Weightlifting Intermediate 1</b>	<b>F90A 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: General Gymnastics Intermediate 1</b>	<b>H4BC 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Angling Coarse Intermediate 1</b>	<b>H4AN 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Angling Game Intermediate 1</b>	<b>H4AN 10</b>	<b>4</b>

<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Prepare for the Delivery of a Coaching Activity: Angling Sea Intermediate 1</b>	<b>H4AK 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Archery Intermediate 1</b>	<b>H5X7 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Athletics Intermediate 1</b>	<b>F17K 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Badminton Intermediate 1</b>	<b>F021 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Basketball Intermediate 1</b>	<b>F17L 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Boccia Intermediate 1</b>	<b>FN38 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Bowling Intermediate 1</b>	<b>F8Y2 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Canoeing Intermediate 1</b>	<b>F17M 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Coaching Swimming Intermediate 1</b>	<b>H581 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Curling Intermediate 1</b>	<b>F8Y8 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Cycling Intermediate 1</b>	<b>F2F2 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Dance Sport Intermediate 1</b>	<b>F8YK 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Diving Intermediate 1</b>	<b>F2EY 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Equestrian Generic Intermediate 1</b>	<b>H4AS 10</b>	<b>4</b>

<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Prepare for the Delivery of a Coaching Activity: Equestrian Riding for the Disabled Driving Intermediate 1</b>	<b>H4B0 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Equestrian Vaulting Intermediate 1</b>	<b>H4AW 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Golf Intermediate 1</b>	<b>F341 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: General Gymnastics Intermediate 1</b>	<b>H4BC 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Gymnastics Intermediate 1</b>	<b>F17N 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Gymnastics Acrobatic Intermediate 1</b>	<b>H4BJ 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Gymnastics Men's Artistic Intermediate 1</b>	<b>H4B6 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Gymnastics Pre-School Intermediate 1</b>	<b>H4BS 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Gymnastics Trampoline Intermediate 1</b>	<b>H4BF 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Gymnastics Women's Artistic Intermediate 1</b>	<b>H4B3 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Gymnastics Rhythmic Intermediate 1</b>	<b>H4B9 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Handball Intermediate 1</b>	<b>HA19 44</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Hockey Intermediate 1</b>	<b>F024 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Judo Intermediate 1</b>	<b>F33S 10</b>	<b>4</b>

<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Prepare for the Delivery of a Coaching Activity: Modern Pentathlon Intermediate 1</b>	<b>F8YR 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Mountaineering Intermediate 1</b>	<b>F8YY 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Netball Intermediate 1</b>	<b>F025 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Orienteering Intermediate 1</b>	<b>F56P 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Rugby League Intermediate 1</b>	<b>F2EV 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Rugby Union Intermediate 1</b>	<b>F026 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Shinty Intermediate 1</b>	<b>FN35 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Shooting Intermediate 1</b>	<b>F8YE 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Squash Intermediate 1</b>	<b>F027 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Swimming Intermediate 1</b>	<b>F028 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Synchronised Swimming Intermediate 1</b>	<b>F2EM 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Table Tennis Intermediate 1</b>	<b>F1FY 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Teaching Aquatics Intermediate 1</b>	<b>H57X 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Team Gymnastics Intermediate 1</b>	<b>H4BM 10</b>	<b>4</b>

<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Prepare for the Delivery of a Coaching Activity: Tennis Intermediate 1</b>	<b>F02H 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Triathlon Intermediate 1</b>	<b>F2F6 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Tumbling Intermediate 1</b>	<b>H9NW 44</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Volleyball Intermediate 1</b>	<b>F4TN 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Water Polo Intermediate 1</b>	<b>F2ER 10</b>	<b>4</b>
<b>Prepare for the Delivery of a Coaching Activity: Weightlifting Intermediate 1</b>	<b>F909 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Angling Coarse Intermediate 1</b>	<b>H4AP 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Angling Game Intermediate 1</b>	<b>H4AH 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Angling Sea Intermediate 1</b>	<b>H4AL 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Archery Intermediate 1</b>	<b>H5X8 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Athletics Intermediate 1</b>	<b>F17A 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Badminton Intermediate 1</b>	<b>F029 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Basketball Intermediate 1</b>	<b>F17B 10</b>	<b>4</b>

<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Boccia Intermediate 1</b>	<b>FN39 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Bowling Intermediate 1</b>	<b>F8Y1 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Boxing Intermediate 1</b>	<b>H5X9 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Canoeing Intermediate 1</b>	<b>F17C 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Coaching Aquatics Intermediate 1</b>	<b>H583 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Cricket Intermediate 1</b>	<b>F02A 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Curling Intermediate 1</b>	<b>F8Y7 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Cycling Intermediate 1</b>	<b>F2F3 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Dance Sport Intermediate 1</b>	<b>F8YJ 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Diving Intermediate 1</b>	<b>F2F0 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Equestrian Generic Intermediate 1</b>	<b>H4AT 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Equestrian Riding for the Disabled Driving Intermediate 1</b>	<b>H4B1 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Equestrian Vaulting Intermediate 1</b>	<b>H4AX 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Football Intermediate 1</b>	<b>F02B 10</b>	<b>4</b>

<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Conduct and Review the Delivery of a Coaching Activity: General Gymnastics Intermediate 1</b>	<b>H4BD 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Golf Intermediate 1</b>	<b>F342 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Gymnastics Intermediate 1</b>	<b>F17D 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Gymnastics Acrobatic Intermediate 1</b>	<b>H4BK 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Gymnastics Men's Artistic Intermediate 1</b>	<b>H4B7 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Gymnastics Pre-School Intermediate 1</b>	<b>H4BT 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Gymnastics Trampoline Intermediate 1</b>	<b>H4BG 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Gymnastics Women's Artistic Intermediate 1</b>	<b>H4B4 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Gymnastics Rhythmic Intermediate 1</b>	<b>H4BA 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Handball Intermediate 1</b>	<b>HA18 44</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Hockey Intermediate 1</b>	<b>F02C 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Judo Intermediate 1</b>	<b>F33T 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Modern Pentathlon Intermediate 1</b>	<b>F8YP 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Mountaineering Intermediate 1</b>	<b>F8YX 10</b>	<b>4</b>

<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Netball Intermediate 1</b>	<b>F02D 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Orienteering Intermediate 1</b>	<b>F56R 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Rugby League Intermediate 1</b>	<b>F2EW 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Rugby Union Intermediate 1</b>	<b>F02E 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Shooting Intermediate 1</b>	<b>F8YC 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Squash Intermediate 1</b>	<b>F02G 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Swimming Intermediate 1</b>	<b>F02K 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Synchronised Swimming Intermediate 1</b>	<b>F2EN 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Table Tennis Intermediate 1</b>	<b>F1FV 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Teaching Aquatics Intermediate 1</b>	<b>H57Y 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Team Gymnastics Intermediate 1</b>	<b>H57Y 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Tennis Intermediate 1</b>	<b>F02J 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Triathlon Intermediate 1</b>	<b>F2F7 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Tumbling Intermediate 1</b>	<b>H9NV 44</b>	<b>4</b>



<b>Conduct and Review the Delivery of a Coaching Activity: Volleyball Intermediate 1</b>	<b>F4TP 10</b>	<b>4</b>
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<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Water Polo Intermediate 1</b>	<b>F2ES 10</b>	<b>4</b>
<b>Conduct and Review the Delivery of a Coaching Activity: Weightlifting Intermediate 1</b>	<b>F908 10</b>	<b>4</b>
<b>Conduct and Review the delivery of a Coaching Activity: Shinty Intermediate 1</b>	<b>FN36 10</b>	<b>4</b>

## Appendix 8

### SCQF level 5 (Intermediate 2— UKCC level 3)

Unit Title	Unit Code	SCQF Level
Plan and Prepare a Series of Coaching Sessions: Angling Coarse Intermediate 2	H4C0 11	5
Plan and Prepare a Series of Coaching Sessions: Angling Game Intermediate 2	H4BV 11	5
Plan and Prepare a Series of Coaching Sessions: Angling Sea Intermediate 2	H4BX 11	5
Plan and Prepare a Series of Coaching Sessions: Athletics Intermediate 2	F17F 11	5
Plan and Prepare a Series of Coaching Sessions: Badminton Intermediate 2	F012 11	5
Plan and Prepare a Series of Coaching Sessions: Basketball Intermediate 2	F17G 11	5
Plan and Prepare a Series of Coaching Sessions: Boccia Intermediate 2	H6WG 11	5
Plan and Prepare a Series of Coaching Sessions: Bowling Intermediate 2	F8Y5 11	5
Plan and Prepare a Series of Coaching Sessions: Canoeing Intermediate 2	F17H 11	5
Plan and Prepare a Series of Coaching Sessions: Coaching Swimming Intermediate 2	H584 11	5
Plan and Prepare a Series of Coaching Sessions: Cricket Intermediate 2	F015 11	5
Plan and Prepare a Series of Coaching Sessions: Curling Intermediate 2	F41V 11	5
Plan and Prepare a Series of Coaching Sessions: Curling Intermediate 2	F8YD 11	5

<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Plan and Prepare a Series of Coaching Sessions: Cycle Speedway Intermediate 2</b>	<b>H4CA 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Cycling Intermediate 2</b>	<b>F2F8 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Cycling BMX Intermediate 2</b>	<b>H4C8 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Cycling Mountain Biking Intermediate 2</b>	<b>H4C6 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Cycling Road and Time Trial Intermediate 2</b>	<b>H4C2 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Cycling Track Intermediate 2</b>	<b>H4C4 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Cyclocross Intermediate 2</b>	<b>H4CC 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Dance Sport Intermediate 2</b>	<b>F8YN 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Diving Intermediate 2</b>	<b>F2FG 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Equestrian Intermediate 2</b>	<b>F1FP 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Equestrian British Dressage Intermediate 2</b>	<b>H4CR 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Equestrian Driving Intermediate 2</b>	<b>H4CJ 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Equestrian Generic Intermediate 2</b>	<b>H4CE 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Equestrian Riding for the Disabled Intermediate</b>	<b>H4CL 11</b>	<b>5</b>

<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Plan and Prepare a Series of Coaching Sessions: Equestrian Riding for the Disabled Driving Intermediate 2</b>	<b>H4CN 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Equestrian Vaulting Intermediate 2</b>	<b>H4CG 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Football Intermediate 2</b>	<b>F016 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: General Gymnastics Intermediate 2</b>	<b>H4D3 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Golf Intermediate 2</b>	<b>F33X 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Gymnastic Rhythmic Intermediate 2</b>	<b>H4B9 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Gymnastics Intermediate 2</b>	<b>F17J 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Gymnastics Acrobatic Intermediate 2</b>	<b>H4D1 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Gymnastics Men's Artistic Intermediate 2</b>	<b>H4CW 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Gymnastics Pre-School Intermediate</b>	<b>H4D9 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Gymnastics Trampoline Intermediate 2</b>	<b>H4D5 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Gymnastics Women's Artistic Intermediate 2</b>	<b>H4CT 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Handball Intermediate 2</b>	<b>HA1D 45</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Hockey Intermediate 2</b>	<b>F017 11</b>	<b>5</b>

<b>Plan and Prepare a Series of Coaching Sessions: Judo Intermediate 2</b>	<b>F33V 11</b>	<b>5</b>
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<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Plan and Prepare a Series of Coaching Sessions: Modern Pentathlon Intermediate 2</b>	<b>F8YW 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Mountaineering Intermediate 2</b>	<b>F902 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Netball Intermediate 2</b>	<b>F018 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Orienteering Intermediate 2</b>	<b>FR0W 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Paddlesport Canoe Intermediate 2</b>	<b>H6WL 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Paddlesport Canoe and Kayak Intermediate 2</b>	<b>H6WN 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Paddlesport Kayak Intermediate 2</b>	<b>H6WJ 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Rowing Intermediate 2</b>	<b>F1FL 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Rugby League Intermediate 2</b>	<b>F2FJ 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Rugby Union Intermediate 2</b>	<b>F019 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Shinty Intermediate 2</b>	<b>H2Y5 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Shooting Intermediate 2</b>	<b>F8YH 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Squash Intermediate 2</b>	<b>F01A 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Synchronised Swimming Intermediate 2</b>	<b>F2FL 11</b>	<b>5</b>

<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Plan and Prepare a Series of Coaching Sessions: Table Tennis Intermediate 2</b>	<b>F1FW 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Teaching Aquatics Intermediate 2</b>	<b>H586 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Team Gymnastics Intermediate 2</b>	<b>H4D7 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Tennis Intermediate 2</b>	<b>F02L 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Triathlon Intermediate 2</b>	<b>F2FP 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Tumbling Intermediate 2</b>	<b>H9P1 45</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Volleyball Intermediate 2</b>	<b>H293 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Water Polo Intermediate 2</b>	<b>F2FS 11</b>	<b>5</b>
<b>Plan and Prepare a Series of Coaching Sessions: Weightlifting Intermediate 2</b>	<b>F90D 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Angling Coarse Intermediate 2</b>	<b>H4C1 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Angling Game Intermediate 2</b>	<b>H4BW 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Angling Sea Intermediate 2</b>	<b>H4BY 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Athletics Intermediate 2</b>	<b>F175 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Badminton Intermediate 2</b>	<b>F01D 11</b>	<b>5</b>



<b>Coach Participants and Develop Personal Practice: Basketball Intermediate 2</b>	<b>F177 11</b>	<b>5</b>
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<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Coach Participants and Develop Personal Practice: Boccia Intermediate 2</b>	<b>H6WH 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Bowling Intermediate 2</b>	<b>F8Y6 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Canoeing Intermediate 2</b>	<b>F178 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Coaching Swimming Intermediate 2</b>	<b>H585 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Cricket Intermediate 2</b>	<b>F01E 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Curling Intermediate 2</b>	<b>F8YA 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Curling Intermediate 2</b>	<b>F41W 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Cycle Speedway Intermediate 2</b>	<b>H4CB 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Cycling Intermediate 2</b>	<b>F2FF 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Cycling BMX Intermediate 2</b>	<b>H4C9 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Cycling Mountain Biking Intermediate 2</b>	<b>H4C7 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Cycling Road and Time Trial Intermediate</b>	<b>H4C3 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Cycling Track Intermediate 2</b>	<b>H4C5 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Cyclocross Intermediate 2</b>	<b>H4CD 11</b>	<b>5</b>

<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Coach Participants and Develop Personal Practice: Dance Sport Intermediate 2</b>	<b>F8YM 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Diving Intermediate 2</b>	<b>F2FH 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Equestrian Riding for the Disabled Intermediate 2</b>	<b>H4CM 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Equestrian Intermediate 2</b>	<b>F1FM 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Equestrian British Dressage Intermediate 2</b>	<b>H4CS 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Equestrian Driving Intermediate 2</b>	<b>H4CK 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Equestrian Generic Intermediate 2</b>	<b>H4CF 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Equestrian Riding for the Disabled Driving Intermediate 2 H4CP 11 N-HS</b>	<b>H4CP 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Equestrian Vaulting Intermediate 2</b>	<b>H4CH 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: General Gymnastics Intermediate 2</b>	<b>F01F 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Golf Intermediate 2</b>	<b>F33Y 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Gymnastic Rhythmic Intermediate 2</b>	<b>H4D0 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Gymnastics Acrobatics Intermediate 2</b>	<b>H4D2 11</b>	<b>5</b>

<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Coach Participants and Develop Personal Practice: Gymnastics Men's Artistic Intermediate 2</b>	<b>H4CX 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Gymnastics Pre School Intermediate 2</b>	<b>H4DA 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Gymnastics Trampoline Intermediate 2</b>	<b>H4D6 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Gymnastics Women's Artistic Intermediate 2</b>	<b>H4CV 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Handball Intermediate 2</b>	<b>HA1C 45</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Hockey Intermediate 2</b>	<b>F01G 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Judo Intermediate 2</b>	<b>F33W 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Modern Pentathlon Intermediate 2</b>	<b>F8YV 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Mountaineering Intermediate 2</b>	<b>F901 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Netball Intermediate 2</b>	<b>F01J 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Orienteering Intermediate 2</b>	<b>FR0X 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Paddlesport Canoe Intermediate 2</b>	<b>H6WM 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Paddlesport Canoe and Kayak Intermediate 2</b>	<b>H6WP 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal</b>	<b>H6WK 11</b>	<b>5</b>

<b>Practice: Paddlesport Kayak Intermediate 2</b>		
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<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Coach Participants and Develop Personal Practice: Rowing Intermediate 2</b>	<b>F1FK 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Rugby League Intermediate 2</b>	<b>F2FK 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Rugby Union Intermediate 2</b>	<b>F01L 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Shinty Intermediate 2</b>	<b>H2Y6 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Shooting Intermediate 2</b>	<b>F8YG 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Squash Intermediate 2</b>	<b>F01M 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Synchronised Swimming Intermediate 2</b>	<b>F2FM 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Table Tennis Intermediate 2</b>	<b>F1FT 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Teaching Aquatics Intermediate 2</b>	<b>H587 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Team Gymnastics Intermediate 2</b>	<b>H4D8 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Tennis Intermediate 2</b>	<b>F02F 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Triathlon Intermediate 2</b>	<b>F2FR 11</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Tumbling Intermediate 2</b>	<b>H9P0 45</b>	<b>5</b>
<b>Coach Participants and Develop Personal Practice: Volleyball Intermediate 2</b>	<b>H294 11</b>	<b>5</b>

<b>Coach Participants and Develop Personal Practice: Water Polo Intermediate 2</b>	<b>F2FT 11</b>	<b>5</b>
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<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Coach Participants and Develop Personal Practice: Weightlifting Intermediate 2</b>	<b>F90C 11</b>	<b>5</b>



## Appendix 9

SCQF level 6 (Higher — UKCC level 3)

Unit Title	Unit Code	SCQF Level
Manage and Develop Personal Coaching Programmes and Practice: Athletics Higher	F2VM 12	6
Manage and Develop Personal Coaching Programmes and Practice: Badminton Higher	F2VN 12	6
Manage and Develop Personal Coaching Programmes and Practice: Basketball Higher	F2VP 12	6
Manage and Develop Personal Coaching Programmes and Practice: Boccia Higher	H6WW 12	6
Manage and Develop Personal Coaching Programmes and Practice: Canoe Freestyle	H4EH 12	6
Manage and Develop Personal Coaching Programmes and Practice: Canoe Open Higher	H4DB 12	6
Manage and Develop Personal Coaching Programmes and Practice: Canoe Polo Higher	H4E4 12	6
Manage and Develop Personal Coaching Programmes and Practice: Canoe Racing Higher	H4DF 12	6
Manage and Develop Personal Coaching Programmes and Practice: Canoe Slalom Higher	H4E0 12	6
Manage and Develop Personal Coaching Programmes and Practice: Canoe Touring Higher	H4ED 12	6
Manage and Develop Personal Coaching Programmes and Practice: Canoe Wild Water Racing Higher	H4E9 12	6
Manage and Develop Personal Coaching Programmes and Practice: Canoeing Higher	F2VR 12	6

<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Coaching Diving Higher</b>	<b>H60N 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Coaching Swimming Higher</b>	<b>H60T 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Coaching Synchronised Swimming Higher</b>	<b>H60J 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Coaching Water Polo Higher</b>	<b>H60E 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Cricket Higher</b>	<b>F2VS 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Curling Higher</b>	<b>F41Y 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Cycle Speedway Higher</b>	<b>H4F2 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Cycling BMX Higher</b>	<b>H4FA 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Cycling Mountain Bike Higher</b>	<b>H4EX 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Cycling Road and Time Trial Higher</b>	<b>H4EM 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Cycling Track Higher</b>	<b>H4ES 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Cyclocross Higher</b>	<b>H4F6 12</b>	<b>6</b>

<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Equestrian Higher</b>	<b>F2VT 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Equestrian British Dressage Higher</b>	<b>H6WR 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Equestrian British Eventing</b>	<b>H4FN 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Equestrian British Showjumping Higher</b>	<b>H4FJ 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Equestrian Generic Higher</b>	<b>H4FE 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Football Higher</b>	<b>F2VV 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Gymnastics Higher</b>	<b>F2VW 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Handball Higher</b>	<b>HA1H 46</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Hockey Higher</b>	<b>F2VX 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Judo Higher</b>	<b>HC4N 46</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Netball Higher</b>	<b>F2VX 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Rowing Higher</b>	<b>F2W0 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Rugby Union Higher</b>	<b>F2W1 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching</b>	<b>H4DP 12</b>	<b>6</b>

<b>Programmes and Practice: Sea Kayak Higher</b>		
<b>Manage and Develop Personal Coaching Programmes and Practice: Squash Higher</b>	<b>F2W2 12</b>	<b>6</b>

<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Surf Kayak Higher</b>	<b>H4DV 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Table Tennis Higher</b>	<b>F2W4 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Tennis Higher</b>	<b>F2W5 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Triathlon Higher</b>	<b>H1H0 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: Tumbling Higher</b>	<b>H9P5 12</b>	<b>6</b>
<b>Manage and Develop Personal Coaching Programmes and Practice: White Water Kayak Higher</b>	<b>H4DK 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Athletics Higher</b>	<b>F2X8 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Badminton Higher</b>	<b>F2X9 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Basketball Higher</b>	<b>F2XA 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Boccia Higher</b>	<b>H6WX 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Canoe Freestyle Higher</b>	<b>H4EJ 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Canoe Open Higher</b>	<b>H4DC 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Canoe Polo Higher</b>	<b>H4E5 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a</b>	<b>H4DG 12</b>	<b>6</b>

<b>Coaching Programme: Canoe Racing Higher</b>		
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<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Analyse Participants' Needs and Plan a Coaching Programmes: Canoe Polo Higher</b>	<b>H4E6 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Canoe Touring Higher</b>	<b>H4EE 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Canoeing Higher</b>	<b>F2XC 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Coaching Diving Higher</b>	<b>H60P 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Coaching Swimming Higher</b>	<b>H60V 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Coaching Synchronised Swimming Higher</b>	<b>H60K 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Cricket Higher</b>	<b>F2XD 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Curling Higher</b>	<b>F41X 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Cycle Speedway Higher</b>	<b>H4F3 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Cycling Mountain Bike Higher</b>	<b>H4EY 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Cycling Road and Time Trial Higher</b>	<b>H4EN 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching</b>	<b>H4ET 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Cyclocross Higher</b>	<b>H4F7 12</b>	<b>6</b>

<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Equestrian Higher</b>	<b>F2XE 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Equestrian British Dressage Higher</b>	<b>H6WS 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Equestrian British Eventing Higher</b>	<b>H4FP 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Equestrian British Showjumping Higher</b>	<b>H4FK 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Equestrian Generic Higher</b>	<b>H4FF 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Football Higher</b>	<b>F2XF 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Gymnastics Higher</b>	<b>F2XG 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Handball Higher</b>	<b>HA1E 46</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Hockey Higher</b>	<b>F2XH 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Judo Higher</b>	<b>HC4K 46</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Netball Higher</b>	<b>F2XJ 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Rowing Higher</b>	<b>F2XK 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Rugby Union Higher</b>	<b>F2XL 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a</b>	<b>H4DR 12</b>	<b>6</b>



<b>Coaching Programme: Sea Kayak Higher</b>		
<b>Analyse Participants' Needs and Plan a Coaching Programme: Squash Higher</b>	<b>F2XM 12</b>	<b>6</b>

<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Surf Kayak Higher</b>	<b>H4DW 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Table Tennis Higher</b>	<b>F2XP 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Tennis Higher</b>	<b>F2XR 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Triathlon Higher</b>	<b>H1H1 12</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: Tumbling Higher</b>	<b>H9P2 46</b>	<b>6</b>
<b>Analyse Participants' Needs and Plan a Coaching Programme: White Water Kayak Higher</b>	<b>H4DL 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Badminton Higher</b>	<b>F2W8 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Basketball Higher</b>	<b>F2WA 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Boccia Higher</b>	<b>H6X0 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Canoe Freestyle Higher</b>	<b>H4EK 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Canoe Open Higher</b>	<b>H4DD 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Canoe Polo Higher</b>	<b>H4E7 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Canoe Racing Higher</b>	<b>H4DH 12</b>	<b>6</b>

<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Deliver a Coaching Programme: Canoe Slalom Higher</b>	<b>H4E2 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Canoe Touring Higher</b>	<b>H4EF 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Canoe Wild Water Racing Higher</b>	<b>H4EB 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Canoeing Higher</b>	<b>F2WC 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Coaching Diving Higher</b>	<b>H60R 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Coaching Swimming Higher</b>	<b>H60W 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Coaching Synchronised Swimming Higher</b>	<b>H60L 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Coaching Water Polo Higher</b>	<b>H60G 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Cricket Higher</b>	<b>F2WG 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Curling Higher</b>	<b>F421 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Cycle Speedway Higher</b>	<b>H4F4 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Cycling BMX Higher</b>	<b>H4FC 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Cycling Mountain Bike Higher</b>	<b>H4F0 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Cycling Road and Time Trial Higher</b>	<b>H4EP 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Cycling Track Higher</b>	<b>H4EV 12</b>	<b>6</b>

<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Deliver a Coaching Programme: Cyclocross Higher</b>	<b>H4F8 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Equestrian Higher</b>	<b>F2WJ 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Equestrian British Dressage Higher</b>	<b>H6WT 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Equestrian British Eventing Higher</b>	<b>H4FR 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Equestrian British Showjumping Higher</b>	<b>H4FL 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Equestrian Generic Higher</b>	<b>H4FG 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Gymnastics Higher</b>	<b>F2WP 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Handball Higher</b>	<b>HA1F 46</b>	<b>6</b>
<b>Deliver a Coaching Programme: Hockey Higher</b>	<b>F2WS 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Judo Higher</b>	<b>HC4L 46</b>	<b>6</b>
<b>Deliver a Coaching Programme: Netball Higher</b>	<b>F2WT 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Rowing Higher</b>	<b>F2WW 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Rugby Union Higher</b>	<b>F2WY 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Sea Kayak Higher</b>	<b>H4DS 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Squash Higher</b>	<b>H4DS 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Surf Kayak Higher</b>	<b>H4DX 12</b>	<b>6</b>

<b>Deliver a Coaching Programme: Table Tennis Higher</b>	<b>F2X5 12</b>	<b>6</b>
<b>Deliver a Coaching Programme: Tennis Higher</b>	<b>F2X7 12</b>	<b>6</b>

<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Deliver a Coaching Programme: Triathlon Higher</b>	<b>H1H2</b>	<b>6</b>
<b>Deliver a Coaching Programme: Tumbling Higher</b>	<b>H9P3 46</b>	<b>6</b>
<b>Deliver a Coaching Programme: White Water Kayak Higher</b>	<b>H4DM 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Badminton Higher</b>	<b>F2W9 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Basketball Higher</b>	<b>F2WB 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Boccia Higher</b>	<b>H6X1 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Canoe Freestyle Higher</b>	<b>H4EL 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Canoe Open Higher</b>	<b>H4DE 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Canoe Polo Higher</b>	<b>H4E8 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Canoe Racing Higher</b>	<b>H4DJ 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Canoe Slalom Higher</b>	<b>H4E3 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Canoe Touring Higher</b>	<b>H4EG 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Canoe Wild Water Racing Higher</b>	<b>H4EC 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Canoeing Higher</b>	<b>F2WD 12</b>	<b>6</b>

<b>Manage a Coaching Environment: Coaching Swimming Higher</b>	<b>H60X 12</b>	<b>6</b>
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<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Manage a Coaching Environment: Coaching Synchronised Swimming Higher</b>	<b>H60M 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Coaching Water Polo Higher</b>	<b>H60H 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Cricket Higher</b>	<b>F2WE 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Curling Higher</b>	<b>F420 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Cycle Speedway Higher</b>	<b>H4F5 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Cycling BMX Higher</b>	<b>H4FD 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Cycling Mountain Bike Higher</b>	<b>H4F1 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Cycling Road and Time Trial Higher</b>	<b>H4ER 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Cycling Track Higher</b>	<b>H4EW 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Cyclocross Higher</b>	<b>H4F9 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Equestrian Higher</b>	<b>F2WF 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Equestrian British Dressage Higher</b>	<b>H6WV 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Equestrian British Eventing Higher</b>	<b>H4FS 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Equestrian British Showjumping Higher</b>	<b>H4FM 12</b>	<b>6</b>



<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Level</b>
<b>Manage a Coaching Environment: Equestrian Generic Higher</b>	<b>H4FH 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Football Higher</b>	<b>F2WH 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Gymnastics Higher</b>	<b>F2WL 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Handball Higher</b>	<b>HA1G 46</b>	<b>6</b>
<b>Manage a Coaching Environment: Hockey Higher</b>	<b>F2WN 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Judo Higher</b>	<b>HC4M 46</b>	<b>6</b>
<b>Manage a Coaching Environment: Netball Higher</b>	<b>F2WR 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Rowing Higher</b>	<b>F2WV 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Rugby Union Higher</b>	<b>F2WX 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Sea Kayak Higher</b>	<b>H4DT 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Squash Higher</b>	<b>F2X0 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Surf Kayak Higher</b>	<b>H4DY 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Table Tennis Higher</b>	<b>F2X4 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Tennis</b>	<b>F2X6 12</b>	<b>6</b>
<b>Manage a Coaching Environment: Triathlon Higher</b>	<b>H1H3 12</b>	<b>6</b>

<b>Manage a Coaching Environment: Tumbling Higher</b>	<b>H9P4 46</b>	<b>6</b>
<b>Manage a Coaching Environment: White Water Kayak Higher</b>	<b>H4DN 12</b>	<b>6</b>