



**Arrangements for:**

**National Progression Award in:  
Sports Development**

**at SCQF level 6**

**Group Award Code: G9GF 46**

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## **Acknowledgement**

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

## History of changes

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

Version number	Description	Date
02	A minor edit to section '6.3 – Assessment' has been made.	13/06/2022

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# 1 Introduction

This is the Arrangements Document for the new Group Award in Sports Development, at SCQF level 6, which was validated in May 2009. This document includes information on the NPA Sports Development Award including its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

The NPA Sports Development was developed to support candidates wishing to pursue Sports Development as a possible career path. The competences achieved will allow candidates to make other career decisions and follow different pathways. The National Progression Award is designed to equip candidates with the skills, knowledge and understanding required for progression to further academic and/or professional qualifications

Centres are able to use the award or the Units order to best support their own candidates.

The Units link to Skillsactive National Occupational Standards (NOS) in Sports Development. Links are also made to Core Skills units.

# 2 Rationale for the development of the Group Award

The **NPA in Sports Development** will allow candidates who may wish to articulate in the future with Sports Coaching HN awards to consider Sports Development in its own right and not simply as a part of Coaching. The NPA has been designed to provide links to the Sports Development NOS. The award will allow candidates to develop their personal leadership qualities and to develop their knowledge, skills and understanding of current theories and concepts surrounding the topic. The award is designed to articulate with current HN provision and to support candidates who may wish to follow that particular pathway. However it will at the same time allow an exit pathway and be valuable in its own right.

The award will provide:

- ◆ A choice of vocational pathways to be followed
- ◆ Flexible approaches within a national framework
- ◆ The opportunity to preserve and build upon existing good practice
- ◆ The opportunity to investigate current trends and theories
- ◆ Compatibility with feeder qualifications, in particular Skills for Work (SfW) Sport and Recreation at SCQF level 4 and 5 together with the NQGA Sport and Fitness level 5
- ◆ Articulation with HN provision in Sports Coaching with Development of Sport at HNC and HND levels
- ◆ Articulation with SVQ in Sports Development at SVQ level
- ◆ A focus on the working practices being demanded by the industry

### **3 Aims of the Group Award**

#### **3.1 Principal aims of the Group Award**

- ◆ Develop the candidate's knowledge and understanding of current practices, thinking and philosophies of Sports Development and its impact on communities and sport in general.
- ◆ Develop the candidate's knowledge and skills in planning, implementing and evaluating aspects of Sports Development.
- ◆ Enhance the candidate's prospects for their continuing education in the industry or outside it by the development of transferable skills.
- ◆ Enable progression within the Scottish Credit and Qualifications Framework (SCQF) and allow candidates to progress to another level of education, if so desired.
- ◆ Further develop study skills and skills in investigating aspects of the industry which are specific to their interests and needs.
- ◆ Offer opportunities to develop Core Skills in a setting relevant to the industry.
- ◆ Allow candidates to acquire some of the basic skills and knowledge required by the industry.
- ◆ Contribute to both the UK and Scottish Governments' targets regarding Lifelong Learning, Health Initiatives and Sport and Fitness targets for 2012, 2014 and beyond.

#### **3.2 General aims of the Group Award**

- ◆ To focus and develop an appropriate range of functional skills and knowledge of Sports Development which reflect the ongoing and rapid changes within the industry.
- ◆ To develop options to meet the needs of the industry and allow the candidate to make informed choices regarding possible career pathways based upon their specific interests and skills.
- ◆ To provide delivery centres with a flexible award which can be tailored to suit their individual and market needs, hence increasing candidate employability via relevant and ongoing education.

#### **3.3 Target groups**

This National Progression Award is suitable for a wide range of candidates including:

- ◆ Candidates with a strong leaning towards and interest in Sport and Fitness.
- ◆ S5 and S6 candidates (who may have achieved S or H Phys. Ed. awards).
- ◆ School leavers.
- ◆ Progression candidates (eg Skills for Work, Candidates who may have achieved a PBNC at Int. 1 or who have achieved the NQGA at SCQF 5 or other comparable award).
- ◆ Candidates who aspire towards 'Elite' status (not for all awards).
- ◆ Adults returning to education.
- ◆ Employed candidates who wish to enhance their career prospects.
- ◆ Unemployed candidates who wish to enhance their job prospects.

### 3.4 Employment opportunities

The award is designed to permit candidates to develop knowledge and skills in the areas which most interest them and to allow better articulation with the HNC/HND College based programmes in Sport and Recreation Management, rather than offer direct access to employment. The industry continues to become more regulated and employers and insurance tends towards professional recognition for many positions. It is seen as important that candidates are prepared as well as they can be to allow these full skills to be developed within the HNC/HND programme.

Within the area of Sport and Fitness, there is a substantial range of employment opportunities for properly qualified staff.

The area of Sports Development has many job titles and roles.

<b>Coaches, teachers and instructors</b>	<b>Sports Development facilitators</b>	<b>Facility operators and managers</b>	<b>Sports administrators</b>	<b>Other roles</b>
Sports leader	Sports Development assistant	Manager	Club secretary	Cleaner
Sports helper	Sports Development officer	Assistant/Deputy Manager	National Governing Body secretary	Receptionist
Preliminary coach	Sports officer	Duty Manager/Officer	Chairman	Grounds person/ Groundskeeper
Assistant/deputy coach	Sports assistant manager/manager	Leisure/Recreation/ Sports Assistant	Treasurer	Secretary
Various 'Grade' coaches, eg Grade four Rugby League Coach	Various 'Programme' managers/officers, eg Active Sport Manager	Lifeguard	Committee member	Administrator
Senior coach	School sport coordinator	Director of 'various' departments		Book Keeper/Accountant
Sports facilitator	Coach	Regional manager director		Professionals, eg Golf professional
Coach assistant	Sports facilitator	Chief Officer (generally LA sector)		Sports journalist
Various 'Programme' coaches				Sports media presenter
Coach educator				Physiotherapist
Coach tutor				Sport psychiatrist
Coach mentor				
Play Leader	Sports Development assistant	Manager		
Playworker	Active Schools Co-ordinator			
Play Ranger				

## **4 Access to Group Award**

As with all SQA qualifications, access to the awards will be at the discretion of the centre although the National Progression Award in Sports Development (SCQF level 6) is designed to support candidates who have a strong interest in the area of Sports Development.

One of the major attractions of the progression award is tailored to the needs, circumstances and personal ambitions of the candidates. The assessments for the NPAs will be challenging and meaningful, and achievable for all candidates who are prepared to work to gain the awards.

### **For the NPA in Sports Development**

The entry requirements are that candidates have an interest and recent sport or fitness experience so that the delivering centre believes the candidate has a realistic chance of success provided that work is put into the award.

The Units and NPA award is designed to allow candidates to develop and undertake challenging assessment tasks, supported by the delivering centre but have no unreasonable barrier put between them and achievement.



## 5 Group Award structure

### 5.1 Framework

#### Sports Development

The NPA has two Units. Both must be completed to obtain the Group Award.

The Units are as follows:

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Sports: Activity and Participation Opportunities in the Community (Higher)	F7JL 12	6	6	1
Sports: Investigate Activity Development Opportunities in an Organisation (Higher)	F7JM 12	12	6	2

### 5.2 Mapping information

Links to the NOS which apply to the Sports Development units are shown in the table below. The table is designed to show that the SQA award has been built upon and takes detailed account of the NOS for the industry. The mapping is therefore in the form of signposting. There are *many* other additional links within the suite of NOS for Sports Development and these are only examples as the suite of NOS is extensive.

SQA Unit/Outcome PC	NOS Unit and Element	What you must do	What you must cover	Knowledge and Understanding
001, 1a	D62.1	1, 2, 3	a1, 2, 3	K1–4
	D61.1	1, 2, 3, 8	a1–4 and b1–10 and c1–6	ALL
001, 1b	D62.1	6, 7	a4 and b3, 5, 6	K2, 3, 6, 7, 19
	D62.2	1, 2, 3	b2, 3, 5, 9, 10	K2, 3, 6, 7, 19
	D61.1	1, 2, 3, 8	a1–4 and b1–10 and c1–6	ALL
001, 1c	D62.1	4, 5, 6, 10	a1, 3 and b2, 3, 4, 5, 7 and c2, 3	ALL
	D62.2	2, 4	a2, 3 and b2, 3, 10	ALL
	D61.1	1, 2, 3, 8	a1–4 and b1–10 and c1–6	ALL
001, 2a	D62.1	1, 3	b3–7	K1–19
	D61.1	7	a1–4 and c1–6	K3, 5, 7, 8, 9, 10
001, 2b	D62.1	4–8	a1–4, b1–8	K8–10 and 14–16 and 18, 19
	D61.1	1–8	a1–4, b1–8	K7–15
001, 2c	D62.1	10	a1–3 and 2–8	ALL
	D61.1	8	a3, 4	K19–25

<b>SQA Unit/Outcome PC</b>	<b>NOS Unit and Element</b>	<b>What you must do</b>	<b>What you must cover</b>	<b>Knowledge and Understanding</b>
001, 2d	D62.1	10	a1-3 and 2-8	ALL
	D61.1	8	a3, 4	K19-25
001, 3a	D62.2	1, 2, 4	b1-10	K1-6, 8, 9, 14
	D61.3	1-4	a1-6	K1-12
001, 3b	D62.2	1, 2, 4	b1-10	K1-6, 8, 9, 14
	D61.3	1-4	a1-6	K1-12
002, 1a	D61.1	1-8	a1-4 and b1-10 and c1-3	K1-10
	D62.1	1-6	b1-7	K1-9
002, 1b	D61.1	5-8	b1-10 and c1-6	K10-16
	D62.1	4-10	b1-7 and c1-5	K11-22
002, 1c	D61.1	5-8	b1-10 and c1-6	K10-16
	D62.1	4-10	b1-7 and c1-5	K11-22
002, 2a	D61.1	1-8	a1-4 and b1-10 and c1-5	K7-16
	D62.1	1-10	a1-3 and b1-8 and c1-5	K1-9
002, 2b	D61.1	1-8	a1-4 and b1-10 and c1-5	K7-16
	D62.1	1-10	a1-3 and b1-8 and c1-5	K1-9
002, 2c	D61.1	1-8	a1-4 and b1-10 and c1-5	K7-16
	D62.1	1-10	a1-3 and b1-8 and c1-5	K1-9
002, 3a	D61.2	1-10	a1-5 and b1-5 c1-5	ALL
	D62.2	1-4	a1-5 and b1-10	K1-23
002, 3b	D61.2	1-10	a1-5 and b1-5 c1-5	ALL
	D62.2	1-4	a1-5 and b1-10	K1-23
002, 3c	D61.2	1-10	a1-5 and b1-5 c1-5	ALL
	D62.2	1-4	a1-5 and b1-10	K1-23
002, 3d	D61.2	1-10	a1-5 and b1-5 c1-5	ALL
	D62.2	1-4	a1-5 and b1-10	K1-23
002, 4a	D61.3	1-9	a1-5 and b1-7, 9	K9-15 and 33-42
	D62.3	1-6	a1-5	K18-23
002, 4b	D61.3	1-9	a1-5 and b1-7, 9	K9-15 and 33-42
	D62.3	1-6	a1-5	K18-23
002, 4c	D61.3	1-9	a1-5 and b1-7, 9	K9-15 and 33-42
	D62.3	1-6	a1-5	K18-23
002, 4d	D61.3	1-9	a1-5 and b1-7, 9	K9-15 and 33-42
	D62.3	1-6	a1-5	K18-23

<b>SQA Unit/Outcome PC</b>	<b>NOS Unit and Element</b>	<b>What you must do</b>	<b>What you must cover</b>	<b>Knowledge and Understanding</b>
002, 5a	A21.1	1–6	a1–3 and b1, 2	K2–14
	A22.2	1–7	a1, 2 and b1–3	K2–14
002, 5b	A21.1	1–6	a1–3 and b1, 2	K2–14
	A22.2	1–7	a1, 2 and b1–3	K2–14
002, 5c	A21.1	1–6	a1–3 and b1, 2	K2–14
	A22.2	1–7	a1, 2 and b1–3	K2–14

#### **SQA Unit Titles:**

**001 Activity and Participation Opportunities in the Community (Higher)**

**002 Investigate Activity Development Opportunities in an Organisation (Higher)**

#### **NOS Titles (SVQ level 3 Units)**

**Unit D61 Facilitate community-based sport and physical activity**

**Unit D62 Support the development of sport and physical activity in education**

**Unit A21 Support the efficient use of resources**

### **5.3 Articulation, professional recognition and credit transfer**

The National Progression Award in Sports Development is designed as a progression route to the full range of Sport and Fitness HN awards as well as an articulation route from the Skills for Work Sport and Recreation awards.

The awards are designed to allow candidates to progress from the Units and awards available at SCQF level 5 and if appropriate, enter at SCQF level 6 in order to acquire many underpinning skills and knowledge which will be required within the HN sport and fitness programmes.

It will articulate with Standard Grade and Higher level awards in Physical Education and permit candidates with a genuine interest for the subject areas, to develop that interest, widen their education and progress to employment within (or indeed out with) the active leisure and learning industry.

The Awards will articulate also with the range of SVQ qualifications and again will supply many of the skills and some of the basic aspects of the underpinning knowledge required.

#### **Credit transfer**

There are at this time no plans for credit transfer as the Units are new, designed to fill an educational gap and do not duplicate others at similar levels.

## 6 Approaches to delivery and assessment

### 6.1 Content and context

Progression award is not designed to train people to full industrial competence. Rather there is an emphasis on developing the basic skills and knowledge required to engage in the next stages of the acquisition of those skills and knowledge that will be attractive to future employers both within and outwith the industry. Candidates can then build on these skills when working towards achieving an HNC/HND or SVQ award.

The programme can be delivered in the context of the sport and/or fitness environments in order to allow candidates to develop a greater understanding of terminology, working practices, the significance of research, personal skills, local and national targets together with political objectives for sport and fitness. Candidates will also develop an understanding of many safety issues.

The intention is that candidates undertaking any of the Units will gain personal skills and knowledge can lead towards employment in the future. Candidates will develop a broad knowledge of the industry and accepted practices.

Each award stands by itself with its own aims and objectives and the Units show these clearly.

Delivery would in all cases require that candidates are well supported in the initial stages and would require support throughout to ensure that standards were maintained and that there was no compromise of health or safety issues at any time.

Assessments would where appropriate be observational, written or oral and may be supported in some cases by a second line assessor or mentor. These are further detailed within the Units where relevant.

The **Sports Development** award required all Units to be delivered in the context of sport or fitness with both Units being required for the Group Award. Candidates will be required to participate and investigate provision and develop an understanding of the issues surrounding the topics. The subject is not static but a continuously changing scenario and assessors will recognise this fact when making judgements on performance.

### 6.2 Delivery

Centres will form their own judgement as to the delivery schedule but this is likely to be in a logical sequence for the award.

It is recommended that centres decide what best suits the needs of the candidates and their own and local facilities.

Some Units may require much of the delivery to take place in a 'classroom' environment while others will clearly require candidates to be working outwith that environment while still receiving tutor support. This approach has its own challenges and centres will form their own judgements as to how to best support learning in a safe environment.

Full-time, part-time, block release, day release or evening classes are all possibilities for delivery. Again, the type of support needed will vary depending which Units and awards are being delivered.

There are many opportunities for the integration of delivery of Units within the award.

Unit delivery should be in a practical environment as much as possible, and assessment should also be within the same environment.

### **6.3 Assessment**

Assessment guidance is provided in each Unit Descriptor and the Evidence Requirement statement contained in each of the Units makes clear exactly what minimum evidence is required to achieve success.

Centres can decide the order in which Units are delivered, (and therefore assessed) based on candidate recruitment patterns, mode of delivery, resource issues and logical progression dictated by topics and Unit content and level.

The timing of assessments is best decided by the centre with assessment taking place at the most logical time and after candidates have had the opportunity to acquire the skills and knowledge demanded by the Unit.

Candidates may be re-assessed if required, after appropriate remediation and again when their success may be considered to be at least possible.

Centres should follow their standard SQA Quality Assurance Procedures.

## **7 General information for centres**

### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

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

## 8 General information for candidates

National Progression award is designed to improve your skills and knowledge in the Sport and Fitness Industries. They are designed to allow progression to the HNC/HND programmes in:

- ◆ Sport Coaching with Sports Development
- ◆ Sport and Recreation Management
- ◆ Other SQA awards and SVQs are also real possibilities

The NPA Sports Development award has two Units. Both Units will need to be completed to achieve the NPA.

The Units will be carried out in a sports environment and assessments will reflect the nature and the knowledge that will relate to sports development.

The Units will involve team working but ALL candidates will need to play a full part as it will be your own work and contribution which will be assessed.

The Units are not designed to lead directly to employment but will underpin the knowledge and skills required by employers and are linked to the National Occupational Standards for each subject area which the Unit covers.

Your safety will be a consideration throughout and all candidates are expected to play a full part in ensuring their own safety and that of others.

## 9 Glossary of terms

**SCQF:** This stands for the Scottish Credit and Qualifications 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 Unit to cover Core Skills:** This is a non-subject Unit that is written to cover one or more particular Core Skills.

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

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

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

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

## 10 Appendices

Appendix 1: Core Skills

## **Appendix 1: Core Skills Signposting**

### **Activity and Participation Opportunities in the Community (Higher)**

The Unit requires elements of participation for a period in activities and this is likely to involve *Working with Others* and may give rise to opportunities of development of this Core Skill.

Candidates will be required to carry out some of their own research. This may involve use of the Internet and if that route is chosen will give rise to some aspects of *ICT* being acquired.

Candidates will be required to keep their own personal log and within this, include their own evaluations and reports on their own role and effectiveness. This will certainly give rise to opportunities to develop skills in *Written and Oral Communication*.

The aspects of self reflection required will also give rise to some opportunities to develop skills in *Problem Solving*.

If the candidate elects to use statistical data to support (say) local community issues, this would give opportunities for further development of skills in *Numeracy*.

### **Investigate Activity Development Opportunities in an Organisation (Higher)**

There is a wide range of opportunity for development of Core Skills. Organising a complex task as required in this Unit clearly requires aspects of a number of skills including: *Problem Solving*, *Working with Others*, *Communication Skills*, *Numeracy* skills and *Information Communication Technology*.

Candidates are required to investigate existing provision and its use in order to consider future developments. This may involve liaising with others in order to carry out the task and the sharing of information. It may also involve use of the internet and other published materials. This may give rise to additional opportunities in Core Skill development depending on how this research is carried out. Due to the nature of the task, there will be opportunities to develop Core Skills in *Problem Solving* and as the tasks required others to be involved. The Core Skill of *Working with Others* may be also developed.

As there is an investigative aspect to the Unit, Core Skills in *Communication*, both *Written* and *Oral*, may also be developed.

As candidates are required to present financial data and other numerical data to support their argument and plan, there will be many opportunities to develop skills in *Numeracy*.

Candidates are likely to make use of *ICT* to both research and record data and where this route is selected, there will be opportunities to develop Core Skills in *ICT*.