



**Group Award Specification for:
SQA Advanced Certificate in Sports Coaching and
Development**

Group Award code — GT8V 47

**SQA Advanced Diploma in Sports Coaching and
Development**

Group Award code — GT8X 48

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1 Introduction

1.1 General

This document was previously known as the Arrangements Document. The purpose of this document is to:

- ◆ assist centres to implement, deliver, and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers, teaching staff, assessors, learners, employers, and higher education institutions of the aims and purpose of the qualification
- ◆ provide details of the range of learners that the qualification is suitable for and the progression opportunities

1.2 Introduction

There is no doubt that the power of sport and recreation can change lives and bring communities together. In 2017, *Coaching Scotland: A framework to guide the development of coaching in Scotland*, was published and this profoundly changed the strategic setting that the sector operates. The landscape for the sector has evolved and involves objectives around addressing inactivity, targeting inequalities among sports participation rates and using the transformative power of sport not just to enrich lives but address long standing social problems. As a result, the workforce ranging from volunteers to paid staff needs to change in order to deliver these targets.

The SQA Advanced Certificate/Diploma in Sports Coaching and Development provides an overview and introduction to the disciplines within the sports coaching and development industry, and facilitates the investigation of these topics in an academic manner. The SQA Advanced Certificate/Diploma provides learners with an industry-recognised qualification and the knowledge and skills necessary to work as a professional within the sports industry in a variety of contexts.

The SQA Advanced Certificate/Diploma is a qualification which includes embedded, stand-alone, industry-recognised Professional Development Awards (PDAs) within the field of Sports Coaching. These group awards are designed to meet the specific needs and aspirations of learners who wish to work in this sector of the wider sports industry, and learners do not have to complete sports governing body qualifications in addition to the SQA Advanced Certificate/Diploma to become employable as a sports coach. The awards deliver the specialist skills required of a professional hoping to seek employment within the field of sports coaching.

The award is suitable for school leavers or adult returners who wish to work as sports coaches or within a sports development role.

1.3 Titles of the group awards

The title of the SQA Advanced Certificate/Diploma is Sports Coaching and Development, which reflects the content of the award and the inter-relationships inherent within the elements of the award title. The qualification contains units that provide underpinning knowledge and skills required to work within the sports coaching and development industry.

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The title of the embedded Professional Development Award is PDA in Sports Coaching at both SCQF level 7 and 8. These PDAs are embedded within the SQA Advanced Certificate/Diploma in Sports Coaching and Development. These qualifications contain units that provide underpinning knowledge and skills and develop the necessary intrapersonal, interpersonal and professional knowledge to be an effective coach within the industry.

1.4 Progression routes

The SQA Advanced Certificate/Diploma in Sports Coaching and Development is designed to build on National Units and National Qualifications in relevant subjects, as well as other vocationally accredited qualifications in sports and recreation, and/or prior experience of the learner who may have worked within the occupational area. sportscotland (2017) research has suggested two key age entry stages into coaching at 16–24 and 35–44 in Scotland which is in line with the demographic of applicants.

The main component of the SQA Advanced Certificate/Diploma award reflects the requirements of the professional development body for the UK's sport and physical activity sector (Chartered Institute for the Management of Sport and Physical Activity — CIMSPA) to provide the necessary knowledge and skills required to work in this sector.

Successful learners may gain employment with local authorities, leisure trusts, sports clubs, or may become self-employed as freelance coaches. This may involve working independently or as part of a team of other professionals.

The SQA Advanced Certificate in Sports Coaching and Development will articulate directly into the SQA Advanced Diploma in Sports Coaching and Development. Additionally, local agreements exist with several universities to allow entry into year 2 (or 3 following the SQA Advanced Diploma) of a variety of degree pathways for those who wish to develop their knowledge and skills.

Industry and employment

At the centre of the nation's sporting industry are thousands of staff and volunteers who assist others to take part and progress within club, community, performance, school and educational settings. It is the vision of sportscotland that an active Scotland is where everyone benefits from sport. This qualification enables graduates to work within a sporting system that encourages these environments to work together to enable people to take part in sport at all levels.

The sports industry is changing where new roles are emerging in response to new participant needs. These new coaching or development roles are being taken up by people with different backgrounds, reflecting the audience they are exposed to. The current style of coaching or leadership is often less about procedure, and more about the experience. In consequence, developing individuals with effective behaviours, values and attitudes, the so called 'soft' leadership skills, is a priority.

This qualification aims to produce a new generation of sports personnel who are better equipped to engage people and help individuals change their behaviour. The coaching PDA qualifications which are embedded within the SQA Advanced Certificate/Diploma, encourage the ideology that good coaching is about understanding your role and personal philosophy, connecting with individuals to understand their needs, and to help them do something that they might struggle to do alone.

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This qualification aims to support the Scottish Government's *Active Scotland Outcomes* (<https://www2.gov.scot/About/Performance/scotPerforms/partnerstories/Outcomes-Framework>) and the *Sports Development 1* unit provides learners with an introduction to sport and physical activity development and the opportunity to develop research skills, key within a development role.

Successful completion of the SQA Advanced Certificate/Diploma may lead to career opportunities which may include, but are not confined within, the following contexts: sports coaching and/or activity leadership, active school roles, sports development, disability sports development, fitness/gym staff, leisure centre staff, swimming pool staff, health and fitness staff.

Employers may include the following: local authorities, leisure trusts, sports and national governing bodies, local sports organisations, private clubs/hotels. The practical nature of the course will equip learners to work in the promotion and development aspects of sports or within the coaching aspect of sport. Throughout the sports coaching and sports development mandatory units there is a strong emphasis on placement learning and developing the practical skills relevant to modern sports coaching and development.

Centres are encouraged to develop industry links to provide work-based learning opportunities and offer opportunities for attainment of the technical and tactical element of the coaching qualifications.

The qualification has a robust mandatory framework, to enable learners to develop skills which meet the demands of the sporting industry.

The mandatory units within the group awards provide standardisation across the education sector and ensure all learners can develop the fundamental skills required for working in the sports coaching and/or sports development industry.

The Sports Coaching PDA is mapped to the sportscotland effective coaching map and is recognised by Community Leisure UK (Scotland) as a qualification that will meet their workforce needs and therefore represents a passport to employment. The holistic approach to delivery and assessment within the PDA encourages learners to develop applied coaching skills in relation to knowing yourself, others and coaching. The SQA Advanced Certificate/Diploma aims to offer learners the opportunity to develop their coaching ability in a horizontal fashion and not be restricted to having to work with performers at a higher level. Learners may choose to enhance their coaching ability within the SQA Advanced Certificate/Diploma across a variety of population groups.

The weighting within the framework of the sports development aspect of the course reflects the title and specific aims of the awards. The three-credit unit within the SQA Advanced Certificate allows all-year-long delivery where learners can fully embrace a role within the sports development field. Embedded within the SQA Advanced Certificate sports development unit is time to develop embryonic research skills which will be required across all aspects of the course. The unit offers the opportunity to liaise with industry stakeholders/partners while allowing flexibility for internal cross-college projects. Within the SQA Advanced Diploma, the Sports Development unit holds two credits providing learners with a broad experience of sport and physical activity development and the impact on communities in a much wider context. Building upon embryonic research skills developed within the SQA Advanced Certificate, learners will identify and analyse contemporary issues that may impact on communities.

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Learners will then have the opportunity to implement a sport or physical activity development project in the community. Given the importance of developing research skills, these are introduced early in the SQA Advanced Certificate and are developed further in the SQA Advanced Diploma. The development of research skills is well placed within the context of sports development and therefore sits firmly within the mandatory section of the course.

To develop as a coach, knowledge of anatomy, physiology and biomechanics is vital, alongside an understanding of how to apply this to the training process. The inclusion of the Anatomy, Physiology and Biomechanics unit is also necessary for articulation links with higher institutions who require this element to be taught within this level. The SQA Advanced Certificate unit integrates body systems and aims to assist learners in their understanding in terms of application to movement analysis, for example. This should aid the appreciation of how these systems interact in terms of fitness development and skill acquisition. The inclusion of biomechanics within the SQA Advanced Certificate unit assists learners in analysing sporting technique for the purpose of enhancing or limiting physical performance. Exposure to the basic biomechanical concepts and how they relate to basic human movement is introduced at SCQF level 7 and integrated within the teaching of anatomy and physiology. The unit, where possible, should be delivered practically to allow for contextualisation in a sporting environment. This unit bridges the gap between sports coaching and sports science by introducing techniques and skills required to analyse a performer using evidence-based practice.

Advances in technology have had a profound impact within the sporting industry which includes: heightened accuracy in performance measurement, enhanced quality of feedback to players/athletes through analysis of performance, augmented design of sports equipment and apparel, inclusion of systems that enable officials in decision making, offering unique spectator experience. In addition to this, research¹ by sportscotland (2017) revealed that 36% of coaches said that their participants used wearable technology. However, only 8% of the coaching group used the data, and surprisingly three quarters of the coaches did not have access to the data yielded. Sports Coach UK (2014) emphasised the potential for coaches to help participants/athletes to understand and use such data. There is a need for future coaches to develop an awareness of technological advances within a sporting context. The three coaching units within both SQA Advanced Certificate/Diploma as well as the Human Anatomy, Physiology and Biomechanics in Sport unit provide a range of opportunities for the learner to collect, analyse, interpret and present such data through exposure to technology used in the sports industry.

The coaching profession is ever evolving and within each level of competitive sport, the coach needs to be equipped with much more than the technical and tactical knowledge of their chosen discipline. In fact, coaches are tasked with developing athletes in order to reach performance goals. Consequently, coaches need to possess a working knowledge of all areas associated with performance enhancement. Physical preparation encompasses all aspects of strength and performance conditioning and the unit Physical Preparation for Sport Performance builds upon knowledge and/or skills gained within the SQA Advanced Certificate year to embed this aspect of sports coaching. The unit combines practical and theoretical elements relating to the physical preparation and performance attributes of a sports performer and/or team. This area of the SQA Advanced Diploma framework aims to develop knowledge and applied skills of physical assessment and monitoring, culminating in the development of a

¹ Sportscotland (2017) Coaching in Scotland <https://sportscotland.org.uk/media/2452/coaching-in-scotland-2017.pdf>
Sports Coach UK (2014) Coaching, Social Media and New Technology

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training intervention with formulated rationales. It was felt necessary for physical preparation be placed within the mandatory section of the SQA Advanced Diploma framework.

In the SQA Advanced Certificate/Diploma graded units, the grades are not restricted to practical coaching performance towards project-based assignments. The units allow the learner freedom to explore a contextualised subject matter in relation to their chosen career pathway.

2 Qualifications structure

The SQA Advanced Certificate/Diploma in Sports Coaching and Development has been designed so that it meets SQA's Design Principles.

In addition, embedded within the SQA Advanced Certificate/Diploma are Professional Development Award (PDA) in Sports Coaching at SCQF level 7 and 8 respectively. This award is jointly certificated with sportscotland and the CIMSPA.

2.1 SQA Advanced Certificate in Sports Coaching and Development

The SQA Advanced Certificate in Sports Coaching and Development has been designed so that it meets SQA's Design Principles, ie it will be achieved on completion of 12 SQA credits/96 SCQF credit points. At least 48 SCQF credit points must be at SCQF level 7. The SQA Advanced Certificate also includes one graded unit (8 SCQF credit points) at SCQF level 7.

Mandatory units — Learners must achieve all mandatory units (ie 12 SQA credits/ 96 SCQF credits)

| 4 code | 2 code | Unit title | SQA credit | SCQF credit points | SCQF level |
|--------|--------|---|------------|--------------------|------------|
| J6RA | 47 | Sports Development 1 | 3 | 24 | 7 |
| J6R4 | 47 | Human Anatomy, Physiology and Biomechanics in Sport | 2 | 16 | 7 |
| J6R5 | 47 | Sports Coaching and Development: Developing Professional Practice | 2 | 16 | 7 |
| J6R9 | 47 | Sports Coaching Practitioner: Knowing Yourself | 1 | 8 | 7 |
| J6R8 | 47 | Sports Coaching Practitioner: Knowing Others | 1 | 8 | 7 |
| J6R7 | 47 | Sports Coaching Practitioner: Knowing Coaching | 2 | 16 | 7 |
| J6P0 | 47 | Sports Coaching and Development: Graded Unit 1 | 1 | 8 | 7 |

2.2 SQA Advanced Diploma in Sports Coaching and Development

The SQA Advanced Certificate/Diploma in Sports Coaching and Development has been designed so that it meets SQA's Design Principles, ie it will be achieved on completion of 30 SQA credits/240 SCQF credit points. At least 64 SCQF credit points must be at SCQF level 8.

The mandatory section includes at least 96 SCQF credit points including a graded unit of 8 SCQF credit points at SCQF level 7, plus 1 or 2 graded unit(s) totalling 16 SCQF credit points at SCQF level 8.

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Mandatory units — Learners must achieve all mandatory units (ie 23 SQA credits/
184 SCQF credits)

| 4 code | 2 code | Unit title | SQA credits | SCQF credit points | SCQF level |
|--------|--------|---|-------------|--------------------|------------|
| J6RA | 47 | Sports Development 1 | 3 | 24 | 7 |
| J6R4 | 47 | Human Anatomy, Physiology and Biomechanics in Sport | 2 | 16 | 7 |
| J6R5 | 47 | Sports Coaching and Development: Developing Professional Practice | 2 | 16 | 7 |
| J6R9 | 47 | Sports Coaching Practitioner: Knowing Yourself | 1 | 8 | 7 |
| J6R8 | 47 | Sports Coaching Practitioner: Knowing Others | 1 | 8 | 7 |
| J6R7 | 47 | Sports Coaching Practitioner: Knowing Coaching | 2 | 16 | 7 |
| J6P0 | 47 | Sports Coaching and Development: Graded Unit 1 | 1 | 8 | 7 |
| J6RR | 48 | Sports Development 2 | 2 | 16 | 8 |
| J6RJ | 48 | Physical Preparation for Sports Performance | 2 | 16 | 8 |
| J6RN | 48 | Sports Coaching Practitioner: Knowing Yourself 2 | 1 | 8 | 8 |
| J6RP | 48 | Sports Coaching Practitioner: Knowing Others 2 | 1 | 8 | 8 |
| J6RM | 48 | Sports Coaching Practitioner: Knowing Coaching 2 | 3 | 24 | 8 |
| J6P1 | 48 | Sports Coaching and Development: Graded Unit 2 | 2 | 16 | 8 |

Optional units — Learners must achieve all mandatory units (ie 7 SQA credits/
56 SCQF credits)

| 4 code | 2 code | Unit title | SQA credits | SCQF credit points | SCQF level |
|--------|--------|--|-------------|--------------------|------------|
| J6RC | 47 | Coaching Children | 1 | 8 | 7 |
| J6PB | 47 | First Aid for Sport and Fitness | 0.5 | 4 | 7 |
| J6RK | 47 | Prevention and Rehabilitation of Sports Injuries | 0.5 | 4 | 7 |
| J6PD | 47 | Health Screening | 0.5 | 4 | 7 |
| J6PC | 47 | Flexibility Training | 1 | 8 | 7 |
| J6RT | 47 | Strength and Conditioning: An Introduction | 1 | 8 | 7 |

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| | | | | | |
|------|----|--|-----|----|---|
| J6RL | 47 | Psychology of Sport and Exercise | 1 | 8 | 7 |
| J6RE | 47 | Inclusive Sport and Physical Activity for Participants with Disabilities | 1 | 8 | 7 |
| J6RH | 47 | Outdoor Activities: Safe Practice | 1 | 8 | 7 |
| J6RG | 47 | Outdoor Activities Provision | 1 | 8 | 7 |
| J6PG | 47 | Nutrition for Fitness, Health and Exercise | 1 | 8 | 7 |
| HP6M | 47 | Personal Development Planning | 1 | 8 | 7 |
| J6R2 | 47 | Swimming Pool Lifeguard: Skills and Practice | 1 | 8 | 7 |
| J6RB | 48 | Applied Psychology in Sport and Exercise Performance | 1 | 8 | 8 |
| J6RF | 48 | Outdoor Activities: Application of Management and Organisational Skills | 2 | 16 | 8 |
| J6RS | 48 | Strength and Conditioning for Sports Performance | 1 | 8 | 8 |
| J6PH | 48 | Nutrition for Sports Performance | 1 | 8 | 8 |
| J6RD | 48 | Current Exercise Trends | 2 | 16 | 8 |
| J6PE | 48 | Managing Stress through Exercise and Therapy | 1.5 | 12 | 8 |

3 Aims of the qualifications

The principal aim of the SQA Advanced Certificate/Diploma in Sports Coaching and Development is to enable successful learners to gain employment within the sports coaching and development industry by providing progressive and coherent qualifications which will be responsive to the needs of learners, employers and those wishing to progress to higher education (HE).

3.1 General aims of the qualifications

The SQA Advanced Certificate/Diploma Sport Coaching and Development has the following **general** aims to:

- 1 enable learners to develop a range of Core Skills in *Communication; Problem Solving; Working with Others; Information and Communication Technology (ICT) and Numeracy* as required by employers and for progression in higher/professional education
- 2 develop independent study and research skill
- 3 develop current employment skills and expertise
- 4 enhance employment prospects for learners undertaking the course
- 5 enable progression within the SCQF including progression to HE
- 6 develop an individual personally and vocationally within the SCQF

3.2 Specific aims of the qualification (SQA Advanced Certificate)

The **specific** aims of the SQA Advanced Certificate in Sport Coaching and Development are to:

- 7 develop a sound understanding of professional practice in sports coaching and development environments and how to apply it
- 8 develop applied coaching skills in relation to knowing yourself, others and coaching
- 9 develop knowledge and understanding of body systems and basic biomechanical principles and their application in sport
- 10 develop an understanding of the responsibilities and skills required in a sports development role
- 11 provide opportunities to link with partners and organisations in the sports coaching and development industry and pathways to employment and/or further study
- 12 provide a new generation of sports personnel who are better equipped to engage people and help individuals change their behaviour; encourage the ideology that good coaching is about understanding role, personal philosophy and connecting with individuals

3.3 Specific aims of the qualification (SQA Advanced Diploma)

The **specific** aims of the SQA Advanced Diploma in Sport Coaching and Development are to:

- 13 enhance coaching skills and provide opportunities to further develop professional and reflective practice
- 14 develop broader understanding of the impact of sports coaching and development within communities and an appreciation of local and national sports strategy and government frameworks which respond to community and industry needs
- 15 develop a range of leadership and management skills within a sporting context to create the next generation of sports leaders
- 16 holistic understanding of athlete and coach development

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- 17 enhance research skills which underpin professional practice and provide opportunities for greater critical analysis and evaluation

3.4 Graded units

The purpose of the graded unit is to assess the learners' ability to retain and integrate the knowledge and/or skills gained in the mandatory units within the SQA Advanced Certificate/Diploma group award, to assess the learner has met the specific aims of the group award and to grade learner achievement.

As required by the SQA Advanced Design Principles, the SQA Advanced Certificate/Diploma in Sports Coaching and Development contains two graded units, which learners must achieve: *Sports Coaching and Development Graded Unit 1 and 2*, one single credit graded unit at SCQF level 7 and two credits at SCQF level 8.

This graded units reflect the structures of the award. Assessment exemplars for the graded units are available.

3.4.1 Graded Unit 1

The graded unit will be assessed by a project. The graded unit will be assessed, and a grade of A, B or C awarded.

Learners will be assessed using a project-based investigation in which they will examine a contemporary issue relating to either sports coaching or sports development.

The project will require the learner to:

- ◆ identify and conduct a literature review of a contemporary issue relating to sports coaching or sports development
- ◆ include evidence of one or more of the following aims of the SQA Advanced Certificate in Sports Coaching and Development:
 - develop applied coaching skills in relation to knowing yourself, others and coaching
 - develop knowledge and understanding of body systems and basic biomechanical principles and their application in sport
 - develop an understanding of the responsibilities and skills required in a sports development role
- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ collate and record evidence of undertaking the project
- ◆ reflect on the project outcomes and draw conclusions for the future based on the strengths and limitations of the project
- ◆ evaluate the strengths and limitations of the project investigation

The graded unit assessment should challenge the learner to explore the impact of a contemporary issue relevant to their personal development within a sports coaching or sports development context. The project investigation should take place within an area of sports coaching or sports development that the learner is interested in and/or be linked to career aspirations.

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3.4.2 Graded Unit 2

The graded unit will be assessed by a project. The graded unit will be assessed, and a grade of A, B or C awarded.

This graded unit will be assessed using a project which will be developed by centres. The project should provide the learner with the opportunity to produce evidence that demonstrates they have met the aims of this graded unit.

The project will require the learner to:

- ◆ identify an investigation aim that relates to an area of interest linked to the SQA Advanced Diploma in Sports Coaching and Development
- ◆ use a range of approaches to formulate and critically evaluate evidence-based solutions
- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ collate and record evidence of undertaking the project
- ◆ reflect on the project outcomes and draw conclusions for the future based on the strengths and limitations of the project
- ◆ evaluate the strengths and limitations of the project investigation

The graded unit assessment should challenge the learner to explore the impact of a contemporary issue relevant to their personal development within the context of the content covered within the SQA Advanced Diploma in Coaching and Developing Sport. The project investigation should take place within an area of sports coaching **or** sport and physical activity development that the learner is interested in and/or be linked to career aspirations.

It is intended that the project investigation will draw together knowledge and skills from mandatory units within the SQA Advanced Diploma in Sports Coaching and Development. Learners will be required to evidence the use of course materials directly and centres should ensure that topics chosen by learners are reflective of contemporary issues in sports coaching **or** sport and physical activity development in order to do so.

4 Recommended entry to the qualifications

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience, or qualifications that provide suitable preparation for this qualification has been provided as guidance only.

Learners would benefit from having attained the skills, knowledge, and understanding required by one or more of the following or equivalent qualifications and/or experience:

4.1 Prior qualifications

For entry to SQA Advanced Certificate in Sports Coaching and Development at SCQF level 7:

- ◆ NPAs, NCs and National Qualifications (Higher) at SCQF level 6 in appropriate subjects
- ◆ direct entrants with occupationally relevant skills and experience
- ◆ it would be useful for learners to have some experience in sports coaching
- ◆ learners progressing from the SQA Advanced Certificate to the SQA Advanced Diploma in Sports Coaching and Development will be expected to have taken three extra SQA credits in their first year from those identified under the SQA Advanced Diploma award.

4.2 Work experience

Those with relevant work experience but without appropriate qualifications may be accepted for entry if the enrolling centre is satisfied that the learner has a reasonable expectation of successfully completing the group award. This may be established through an application, face-to-face interview or other means as deemed appropriate by the centre.

4.3 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify whether additional learning support needs should be put in place for learners whose Core Skills profile is below the recommended entry level, or whether learners should be encouraged to do an alternative level or learning programme.

| Core Skill | Recommended SCQF entry profile | Associated assessment activities |
|---------------|--------------------------------|---|
| Communication | 5 | Learners will be required to produce and respond to detailed written and oral communication in familiar contexts. For example: learners will be required to identify and follow given tasks and briefs, gather information and plan, produce and present written and/or oral responses to tasks. |
| Numeracy | 5 | Learners will be required to use a range of numerical and graphical data in routine contexts that may have some non-routine elements. For example: learners will be required to explore the purchase and replenishment of sporting equipment, identify resources for activities/projects and have an understanding of industry budgets and their role in implementing these. Within the sport science and |

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| Core Skill | Recommended SCQF entry profile | Associated assessment activities |
|--|--------------------------------|--|
| | | physical preparation units, learners will have to collect, interpret and analyse data in relation to sporting performance. |
| Information and communication technology (ICT) | 5 | Learners are required to use standard ICT applications to process, obtain and combine information. For example: learners will be required to gather information from a variety of sources and produce and present research evidence, design coaching sessions/conditioning programmes and perform analysis in digital format. |
| Problem solving | 5 | Learners are required to use a process to deal with a problem, situation or issue that is straightforward, operate in a familiar context, but where there is a need to take account of or use additional information of different kinds, some of which will be theoretical or hypothetical. For example: Learners will be required to plan and implement coaching sessions, conditioning programmes and sports development initiatives for different clients taking account of individual needs and requirements and respond to mentor feedback, making adjustments as required. |
| Working with others | 5 | Learners will be required to work alone or with others on tasks with minimum directive supervision. Agree goals and responsibilities for self and/or work team. Take lead responsibility for some tasks. Show an awareness of own and/or others' roles, responsibilities and requirements in carrying out work and contribute to the evaluation and improvement of practices and processes. For example: Learners will be required to work in realistic working environments with colleagues and athletes/participants to provide a variety of services within the industry. |

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop more generic skills, known as Core Skills, through this qualification.

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5.1 Mapping of qualification aims to units

The **general** aims of all units contained in the SQA Advanced Certificate/Diploma in Sports Coaching and Development award are covered by all units.

The **specific** aims of the SQA Advanced Certificate/Diploma in Sports Coaching and Development are to:

- 7 develop a sound understanding of professional practice in sports coaching and development environments and how to apply it
- 8 develop applied coaching skills in relation to knowing yourself, others and coaching
- 9 develop knowledge and understanding of body systems and basic biomechanical principles and their application in sport
- 10 develop an understanding of the responsibilities and skills required in a sports development role
- 11 provide opportunities to link with partners and organisations in the sports coaching and development industry and pathways to employment and/or further study
- 12 provide a new generation of sports personnel who are better equipped to engage people and help individuals change their behaviour; encourage the ideology that good coaching is about understanding role, personal philosophy and connecting with individuals
- 13 refine coaching skills and provide opportunities to further develop professional and reflective practice
- 14 develop broader understanding of the impact of sports coaching and development within communities and an appreciation of local and national sports strategy and government frameworks which respond to community and industry needs
- 15 develop a range of leadership and management skills within a sporting context to create the next generation of sports leaders
- 16 holistic understanding of athlete and coach development
- 17 enhance research skills which underpin professional practice and provide opportunities for greater critical analysis and evaluation

| Code | Unit title | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|---------|---|---|---|---|----|----|----|----|----|----|----|----|
| J6RA 47 | Sports Development 1 | X | | | X | X | | | | | | |
| J6R4 47 | Human Anatomy, Physiology and Biomechanics in Sport | | | X | | X | | | | | | |
| J6R5 47 | Sports Coaching and Development: Developing Professional Practice | X | X | | X | X | | | | | | |
| J6R9 47 | Sports Coaching Practitioner: Knowing Yourself | X | X | | | X | | | | | | |
| J6R8 47 | Sports Coaching Practitioner: Knowing Others | X | X | | | X | | | | | | |

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| Code | Unit title | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|---------|--|---|---|---|----|----|----|----|----|----|----|----|
| J6R7 47 | Sports Coaching Practitioner: Knowing Coaching | X | X | X | | X | | | | | | |
| J6P0 47 | Sports Coaching and Development: Graded Unit 1 | X | X | X | X | X | | | | | | |
| J6RR 48 | Sports Development 2 | X | | | X | X | X | | X | | | X |
| J6RJ 48 | Physical Preparation for Sports Performance | X | | X | | X | | | | | X | X |
| J6RN 48 | Sports Coaching Practitioner: Knowing Yourself 2 | X | X | | | X | X | X | X | X | X | |
| J6RP 48 | Sports Coaching Practitioner: Knowing Others 2 | X | X | | | X | X | X | X | X | X | |
| J6RM 48 | Sports Coaching Practitioner: Knowing Coaching 2 | X | X | | | X | X | X | X | X | X | |
| J6P1 47 | Sports Coaching and Development: Graded Unit 2 | X | X | | | X | X | X | X | X | X | X |
| J6RC 47 | Coaching Children | X | X | X | | X | X | X | | | X | |
| J6PB 47 | First Aid for Sport and Fitness | X | | | | | | | | | | |
| J6RK 47 | Prevention and Rehabilitation of Sports Injuries | X | | X | | X | | | | | X | |
| J6PD 47 | Health Screening | X | | X | | | | | | | X | |
| J6PC 47 | Flexibility Training | X | | X | | | | | | | X | |
| J6RT 47 | Strength and Conditioning: An Introduction | X | | X | | X | | | | | X | |
| J6RL 47 | Psychology of Sport and Exercise | X | X | | | X | X | X | | | X | X |

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| Code | Unit title | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|---------|--|---|---|---|----|----|----|----|----|----|----|----|
| J6RE 47 | Inclusive Sport and Physical Activity for Participants with Disabilities | X | X | | | X | X | X | | | X | X |
| J6RH 47 | Outdoor Activities: Safe Practice | X | | | | X | | X | X | | X | |
| J6RG 47 | Outdoor Activities Provision | X | | | | X | | X | X | | | |
| J6PG 47 | Nutrition for Fitness, Health and Exercise | | | X | | X | | | | | X | X |
| HP6M 47 | Personal Development Planning | X | X | | | X | X | X | | | X | X |
| J6R2 47 | Swimming Pool Lifeguard: Skills and Practice | X | | | | | | | | | | |
| J6RB 48 | Applied Psychology in Sport and Exercise Performance | | X | | | X | X | X | | | X | X |
| J6RF 48 | Outdoor Activities: Application of Management and Organisational Skills | X | | | | X | X | X | X | X | X | X |
| J6RS 48 | Strength and Conditioning for Sports Performance | | | X | | X | | | | | X | X |
| J6PH 48 | Nutrition for Sports Performance | | | X | | X | | | | | X | |
| J6RD 48 | Current Exercise Trends | | | | | X | | | | | X | |
| J6PE 48 | Managing Stress through Exercise and Therapy | | | X | | X | X | X | | | X | |

5.2 Mapping of National Occupational Standards (NOS) and trade standards

5.2.1 CIMSPA

The SQA Advanced Certificate in Sports Coaching and Development has been mapped to the following Professional Standard for a Coach from the CIMSPA. The Professional Standard for a Coach was first published in June 2018.

1 Maximising the participant experience

| Ref | Knowledge and understanding: | Evidence (specification reference) | Assessment method | Comments |
|------|------------------------------|--|--|----------|
| K1.1 | Participant needs | SCP:KY OC1 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC2, OC3 SC&D: DPP OC1 HAP&B OC1,OC2, OC3 SD1 OC1, OC2 SCP:KY2 OC1, OC2 SCP:KO2 OC1 | Coaching journal and observation Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment Objective questions, presentation Oral/written evidence Portfolio of evidence Portfolio of evidence | |
| K1.2 | Customer service | SCP:KY OC1 SCP:KO OC1 SD1 OC4 SCP:KY2 OC1 | Coaching journal and observation Coaching journal and observation Oral/written evidence, research Portfolio of evidence | |
| K1.3 | Participant engagement | SCP:KY OC1, OC2, OC3 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC3 SD1 OC2 SCP:KY2 OC2 OC3 SCP:KO2 OC1 | Coaching journal and observation Coaching journal and observation Coaching journal and observation Oral/written evidence Portfolio of evidence Portfolio of evidence | |

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1 Maximising the participant experience (cont)

| Ref | Knowledge and understanding: | Evidence (specification reference) | Assessment method | Comments |
|------|------------------------------|---|---|----------|
| K1.4 | Communication | SCP:KY OC1 SCP:KO OC1 SCP:KC OC1, OC3 SC&D: DPP OC2 HAP&B OC3 SD1 OC1, OC4 SCP:KY2 OC3 SCP:KO2 OC1 | Coaching journal and observation Coaching journal and observation Coaching journal and observation Case study x 2 Presentation Oral/written evidence, research Portfolio of evidence Portfolio of evidence | |
| K1.5 | Participant feedback | SCP:KY OC3 SCP:KO OC2 SCP:KC OC3, OC4 SD1 OC3, OC4 SCP:KY2 OC3 | Coaching journal and observation Coaching journal and observation Coaching journal and observation Oral/written evidence, research Portfolio of evidence | |
| S1.1 | Participant data | SC&D: DPP OC2 HAP&B OC2, OC4 SD1 OC1 SCP:KC OC2 OC3 OC4 PPSP OC4 OC5 | Case study x 2 Presentation, lab report Oral/written evidence Coaching journal and observation Training programme, observation, evaluation | |
| S1.2 | Participant engagement | SCP:KY OC1, OC2, OC3 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC3 SD1 OC2 SCP:KC2 OC2 OC3 OC4 PPSP OC4 OC5 | Coaching journal and observation Coaching journal and observation Coaching journal and observation Oral/written evidence Coaching journal and observation Programme, observation, evaluation | |

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1 Maximising the participant experience (cont)

| Ref | Knowledge and understanding: | Evidence (specification reference) | Assessment method | Comments |
|------|-----------------------------------|---|--|----------|
| S1.3 | Customer service | SCP:KY OC1 SCP:KO OC1 SD1 OC4 SCP:KC2 OC2 OC3 OC4 PPSP OC4 OC5 | Coaching journal and observation Coaching journal and observation Oral/written evidence, research Coaching journal and observation Programme, observation, evaluation | |
| S1.4 | Develop rapport with participants | SCP:KY OC1 SCP:KO OC1, OC2 SCP:KC2 OC2 OC3 OC4 PPSP OC4 OC5 | Coaching journal and observation Coaching journal and observation Coaching journal and observation Programme, observation, evaluation | |
| S1.5 | Professional demeanour | SCP:KY OC1, OC2 SCP:KO OC1, OC2 SC&D: DPP OC1, OC2, OC3 SD1 OC4 SCP:KC2 OC2 OC3 OC4 PPSP OC4 OC5 | Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence, research Coaching journal and observation Training programme, observation, evaluation | |
| S1.6 | Communication | SCP:KY OC1 SCP:KO OC1 SCP:KC OC1, OC3 SC&D: DPP OC2 SD1 OC1, OC4 SCP:KC2 OC2 OC3 OC4 PPSP OC4 OC5 | Coaching journal and observation Coaching journal and observation Coaching journal and observation Case study x 2 Oral/written evidence, research Coaching journal and observation Training programme, observation, evaluation | |

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2 Welfare of participants and providing a safe and inclusive coaching environment

| Ref | Knowledge and understanding: | Evidence (specification reference) | Assessment method | Comments |
|------|--------------------------------|--|---|----------|
| K2.1 | The person | SCP:KY OC1 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC2, OC3 SC&D: DPP OC1, OC2, OC3 SD1 OC2 SCP:KO2 OC1 | Coaching journal and observation Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence Portfolio of evidence | |
| K2.2 | Inclusive coaching environment | SCP:KY OC1 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC2, OC3 SC&D: DPP OC1, OC2, OC3 SD1 OC2 SCP:KY2 OC 1OC2 OC3 SCP:KO2 OC1 | Coaching journal and observation Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence Portfolio of evidence Portfolio of evidence | |
| K2.3 | Duty of care | SCP:KS OC1 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC2, OC3 SC&D: DPP OC1, OC2, OC3 SD1 OC2 SCP:KO2 OC1 | Coaching journal and observation Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence Portfolio of evidence | |
| K2.4 | Specific equipment | SCP:KO OC3 SCP:KC OC1, OC2, OC3 SC&D: DPP OC1, OC2, OC3 | Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2 | |
| K2.5 | Safe systems of work | SCP:KC OC1, OC2 SC&D: DPP OC1, OC2, OC3 | Coaching journal and observation Objective questions, written risk assessment, case study x 2 | |

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12 Welfare of participants and providing a safe and inclusive coaching environment (cont)

| Ref | Knowledge and understanding: | Evidence (specification reference) | Assessment method | Comments |
|------|------------------------------|---|---|----------|
| K2.6 | Personal safety | SCP:KC OC1, OC2 SC&D: DPP OC1, OC2, OC3 SCP:KY2 OC1 | Coaching journal and observation Objective questions, written risk assessment, case study x 2 Portfolio of evidence | |
| K2.7 | Hazards | SCP:KC OC1, OC2 SC&D: DPP OC1, OC2, OC3 SCP:KC2 OC2 | Coaching journal and observation Objective questions, written risk assessment, case study x 2 Portfolio of evidence | |
| K2.8 | Stakeholders | SCP:KY OC1 SC&D: DPP OC1, OC2, OC3 SD1 OC2, OC3, OC4 SCP:KY2 OC2 SCP:KO2 OC1 | Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence, research Portfolio of evidence Portfolio of evidence | |
| K2.9 | Impact of coaching | SCP:KY OC1, OC2, OC3 SCP:KC OC1, OC3 SD1 OC1 | Coaching journal and observation Coaching journal and observation Oral/written evidence | |
| S2.1 | Engaging participants | SCP:KY OC1, OC2 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC2, OC3 SD1 OC2 SCP: KC2 OC3 OC4 PPSP OC5 | Coaching journal and observation Coaching journal and observation Coaching journal and observation Oral/written evidence Coaching journal and observation Observation and evaluation | |
| S2.2 | Supporting participants | SCP:KY OC1, OC2 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC2, OC3 SC&D: DPP OC1, OC2, OC3 SD1 OC2 SCP: KC2 OC3 OC4 | Coaching journal and observation Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence Coaching journal and observation | |

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2 Welfare of participants and providing a safe and inclusive coaching environment (cont)

| Ref | Knowledge and understanding: | Evidence (specification reference) | Assessment method | Comments |
|------|---|--|---|----------|
| S2.3 | Positive behaviour management | SCP:KY OC1, OC2 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC2, OC3 SCP: KC2 OC3 OC4 | Coaching journal and observation Coaching journal and observation Coaching journal and observation Coaching journal and observation | |
| S2.4 | Preparing for activities | SCP:KO OC2 SCP:KC OC1, OC2, OC3 SD1 OC1 SCP: KC2 OC3 OC4 PPSP OC2 OC3 OC4 | Coaching journal and observation Coaching journal and observation Oral/written evidence, research Coaching journal and observation Training programme, observation | |
| S2.5 | Hazards | SCP:KC OC1, OC2 SC&D: DPP OC1, OC2, OC3 SCP: KC2 OC2 OC3 OC4 | Coaching journal and observation Objective questions, written risk assessment, case study x 2 Coaching journal and observation | |
| S2.6 | Assemble, dismantle and store equipment | SCP:KC OC1, OC2 SC&D: DPP OC1, OC2, OC3 SCP: KC2 OC2 OC3 OC4 PPSP OC5 | Coaching journal and observation Objective questions, written risk assessment, case study x 2 Coaching journal and observation Evaluation | |
| S2.7 | Teamwork | SCP:KY OC1, OC2 SCP:KO OC1, OC2 SCP: KC2 OC2 OC3 OC4 | Coaching journal and observation Coaching journal and observation Coaching journal and observation | |
| S2.8 | Communication | SCP:KY OC1 SCP:KO OC1 SCP:KC OC1, OC3 SD1 OC1 SCP: KC2 OC2 OC3 OC4 PPSP OC5 | Coaching journal and observation Coaching journal and observation Coaching journal and observation Oral/written evidence, research Coaching journal and observation Evaluation | |

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2 Welfare of participants and providing a safe and inclusive coaching environment (cont)

| Ref | Knowledge and understanding: | Evidence (specification reference) | Assessment method | Comments |
|------|------------------------------|--|---|----------|
| S2.9 | Stakeholders | SCP:KY OC1 SC&D: DPP OC1, OC2, OC3 SD1 OC2 | Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence | |
| | | SCP: KC2 OC2 OC3 OC4 PPSP OC5 | Coaching journal and observation Evaluation | |

3 The coach and their role within the organisation

| Ref | Knowledge and understanding: | Evidence (specification reference) | Assessment method | Comments |
|------|------------------------------------|---|--|----------|
| K3.1 | Organisational structure and goals | SCP:KY OC1, OC2 SC&D: DPP OC1, OC2, OC3 SD1 OC4 | Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence | |
| | | SCP:KY2 OC1 | Portfolio evidence | |
| K3.2 | Roles and responsibilities | SCP:KY OC1 SC&D: DPP OC1, OC2, OC3 SD1 OC4 | Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence | |
| | | SCP:KY2 OC1 | Portfolio evidence | |
| K3.3 | Own role | SCP:KY OC1, OC2, OC3 SCP:KC OC3 SC&D: DPP OC1, OC2, OC3 | Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2 | |
| | | SCP:KY2 OC1 SCP:KO2 OC1 | Portfolio evidence Portfolio evidence | |

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3 The coach and their role within the organisation (cont)

| Ref | Knowledge and understanding: | Evidence (specification reference) | Assessment method | Comments |
|------|-------------------------------------|---|---|----------|
| K3.4 | Organisational role | SCP:KY OC1 SC&D: DPP OC1, OC2, OC3 SD1 OC4 SCP:KY2 OC1 | Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence Portfolio evidence | |
| K3.5 | Internal and external measures | SCP:KC OC1, OC2 SC&D: DPP OC1, OC2, OC3 SCP:KY2 OC1 | Coaching journal and observation Objective questions, written risk assessment, case study x 2 Portfolio evidence | |
| K3.6 | Coaching motivations and philosophy | SCP:KY OC1, OC2, OC3 SCP:KO OC2 SCP:KY2 OC1 | Coaching journal and observation Coaching journal and observation Portfolio evidence | |
| K3.7 | Stakeholders | SCP:KY OC1, OC2 SC&D: DPP OC1, OC2, OC3 SD1 OC2 SCP:KY2 OC2 SCP;KO2 OC1 | Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence Portfolio evidence Portfolio evidence | |
| S3.1 | Problem solving | SCP:KY OC3 SCP:KC OC4, OC5 SD1 OC1, OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC5 | Coaching journal and observation Coaching journal and observation Oral/written evidence, research Coaching journal and observation Evaluation | |
| S3.2 | Time management | SCP:KY OC2, OC3 SCP:KO OC2 SCP:KC OC3, OC4 SCP:KC2 OC2 OC3 OC4 PPSP OC5 | Coaching journal and observation Coaching journal and observation Coaching journal and observation Coaching journal and observation Evaluation | |

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3 The coach and their role within the organisation (cont)

| Ref | Knowledge and understanding: | Evidence (specification reference) | Assessment method | Comments |
|------|-------------------------------------|--|---|----------|
| S3.3 | Communication and teamwork | SCP:KY OC1 SCP:KO OC1 SCP:KC OC1, OC3 SD1 OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC5 | Coaching journal and observation Coaching journal and observation Coaching journal and observation Oral/written evidence, research Coaching journal and observation Evaluation | |
| S3.4 | Interpreting information | SCP:KY OC3 SCP:KO OC1, OC3 SCP:KC OC1, OC2, OC3, OC4, OC5 HAP&B OC2, OC4 SD1 OC1, OC4 SCP:KC2 OC2 OC3 OC4 PPSP OC5 | Coaching journal and observation Coaching journal and observation Coaching journal and observation Oral presentation lab report Oral/written evidence, research Coaching journal and observation Evaluation | |
| S3.5 | Working safely | SCP:KY OC1, OC2 SC&D: PP OC1, OC2, OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC5 | Coaching journal and observation Objective questions, written risk assessment, case study x 2 Coaching journal and observation Evaluation | |
| S3.6 | Coaching motivations and philosophy | SCP:KO OC1, OC2 SCP:KO OC1, OC2 SCP:KY2 OC1 SCP:KC2 OC2 OC3 OC4 | Coaching journal and observation Coaching journal and observation Portfolio evidence Coaching journal and observation | |
| S3.7 | Stakeholders | SCP:KY OC1 SC&D: DPP OC1, OC2, OC3 SD1 OC2 SCP:KC2 OC2 OC3 OC4 PPSP OC5 | Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence Coaching journal and observation Evaluation | |

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4 Professional practice

| Ref | Knowledge and understanding: | Evidence (specification reference) | Assessment method | Comments |
|------|---|--|---|----------|
| K4.1 | Conduct | SCP:KY OC1, OC2 SCP:KO OC1, OC2 SC&D: DPP OC1, OC2, OC3 SCP:KY2 OC1 SCP:KO2 OC1 | Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2 Portfolio evidence Portfolio evidence | |
| K4.2 | Ethics | SCP:KY OC1, OC2 SCP:KO OC1, OC2 SC&D: DPP OC1, OC2, OC3 SD1 OC2 SCP:KY2 OC1 SCP:KO2 OC1 | Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence Portfolio evidence Portfolio evidence | |
| K4.3 | Legislation and organisational procedures | SC&D: DPP OC1, OC2, OC3 SD1 OC2 SCP:KY2 OC1 | Objective questions, written risk assessment, case study x 2 Oral/written evidence Portfolio evidence | |
| K4.4 | Good practice | SCP:KY OC3 SCP:KC OC4, OC5 SC&D: DPP OC1, OC2, OC3 SD1 OC2 SCP:KY2 OC1 | Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence Portfolio evidence | |
| K4.5 | Developing self | SCP:KY OC1, OC2, OC3 SCP:KC OC4 SCP:KY2 OC3 | Coaching journal and observation Coaching journal and observation Portfolio evidence | |

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| Ref | Knowledge and understanding: | Evidence (specification reference) | Assessment method | Comments |
|------------|--|---|---|-----------------|
| K4.6 | Developing teams | SCP:KY OC1, OC2 SCP:KO OC1, OC2 SCP:KC OC1, OC3 SCP:KY2 OC3 SCP:KO2 OC1 | Coaching journal and observation Coaching journal and observation Coaching journal and observation Portfolio evidence Portfolio evidence | |
| S4.1 | Responsibility and professional duty of care to participants | SC&D: DPP OC1, OC2, OC3 SD1 OC2, SD1 OC4 SCP:KC2 OC2 OC3 OC4 PPSP OC5 | Objective questions, written risk assessment, case study x 2 Oral/written evidence, research Coaching journal and observation Evaluation | |
| S4.2 | Clarify roles and responsibilities | SCP:KY OC1, OC2, OC3 SCP:KO OC1 SC&D: DPP OC1, OC2, OC3 SD1 OC4 SCP:KC2 OC2 OC3 OC4 PPSP OC5 | Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence, research Coaching journal and observation Evaluation | |
| S4.3 | Developing self | SCP:KY OC1, OC2, OC3 SCP:KC OC4 SCP:KC2 OC2 OC3 OC4 PPSP OC5 | Coaching journal and observation Coaching journal and observation Coaching journal and observation Evaluation | |
| S4.4 | Developing teams | SCP:KY OC1, OC2 SCP:KO OC1, OC2 SCP:KC OC1, OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC5 | Coaching journal and observation Coaching journal and observation Coaching journal and observation Coaching journal and observation Evaluation | |

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6 Plan, prepare, deliver, continually evaluate and review coaching sessions

| Ref | Knowledge and understanding: | Evidence (specification reference) | Assessment method | Comments |
|------|---------------------------------|---|--|----------|
| K6.1 | Planning and Preparation | SCP:KO OC2 OC3 SCP:KC OC1 OC2 SC&D: DPP OC1 OC2 SCP:KY2 OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC4 | Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2 Portfolio evidence Coaching journal and observation Training programme, observation | |
| K6.2 | Delivery | SCP:KY OC1 SCP:KO OC3 SCP:KC OC3 SC&D: DPP OC1 OC3 SCP:KY2 OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC5 | Coaching journal and observation Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2 Portfolio evidence Coaching journal and observation Evaluation | |
| K6.3 | Evaluation and continual review | SCP:KY OC3 SCP:KC OC4 SC&D: DPP OC3 SCP:KY2 OC3 SCP:KY OC1 OC2 OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC5 | Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2 Portfolio evidence Portfolio evidence Coaching journal and observation Evaluation | |
| S6.1 | Planning and Preparation | SCP: KY OC1 OC2 OC3 SCP: KO OC1 OC2 OC3 SCP: KC OC1 OC2 OC3 SC&D: DPP OC1 OC2 SCP:KC2 OC2 OC3 OC4 PPSP OC4 | Coaching journal and observation Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2 Coaching journal and observation Evaluation | |

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| Ref | Knowledge and understanding: | Evidence (specification reference) | Assessment method | Comments |
|------|-------------------------------|---|--|----------|
| S6.2 | Delivery | SCP:KY OC1 SCP:KO OC3 SCP:KC OC3 SC&D: DPP OC1 OC3 SCP:KY2 OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC5 | Coaching journal and observation Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2 Portfolio evidence Coaching journal and observation Evaluation | |
| S6.3 | Evaluation and ongoing review | SCP:KY OC3 SCP:KC OC4 SC&D: DPP OC3 SCP:KY2 OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC5 | Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2 Portfolio evidence Coaching journal and observation Evaluation | |

7 Plan, prepare, deliver, continually evaluate and review coaching programmes

| Ref | Knowledge and understanding: | Evidence (specification reference) | Assessment method | Comments |
|------|-------------------------------|--|---|----------|
| K7.1 | Planning and Preparation | SCP:KY2 OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC4 | Portfolio evidence Coaching journal and observation Training programme, observation | |
| K7.2 | Delivery | SCP:KY2 OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC5 | Portfolio evidence Coaching journal and observation Evaluation | |
| K7.3 | Evaluation and ongoing review | SCP:KY2 OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC5 | Portfolio evidence Coaching journal and observation Evaluation | |
| S7.1 | Planning and Preparation | SCP:KY2 OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC4 | Portfolio evidence Coaching journal and observation Training programme, observation | |

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| Ref | Knowledge and understanding: | Evidence (specification reference) | Assessment method | Comments |
|------|-------------------------------|--|--|----------|
| S7.2 | Delivery | SCP:KY2 OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC5 | Portfolio evidence Coaching journal and observation Evaluation | |
| S7.3 | Evaluation and ongoing review | SCP:KY2 OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC5 | Portfolio evidence Coaching journal and observation Evaluation | |

8 Industry legislation and guidance, organisational policies and procedures

| Ref | Knowledge and understanding: | Evidence (specification reference) | Assessment method | Comments |
|------|--|--|--|----------|
| K8.1 | Organisational policies and procedures | SC&D: DPP OC1, OC2, OC3 | Objective questions, written risk assessment, case study x 2 | |
| K8.2 | Legal and regulatory requirements | SC&D: DPP OC1, OC2, OC3 | Objective questions, written risk assessment, case study x 2 Oral/written evidence | |
| K8.3 | Sector guidance | SC&D: DPP OC1, OC2, OC3 | Objective questions, written risk assessment, case study x 2 Oral/written evidence | |
| S8.1 | Sector guidance | SCP: KY SCP:KO SCP:KC SCP:KC2 OC2 OC3 OC4 | Coaching journal and observation Coaching journal and observation Coaching journal and observation Coaching journal and observation | |

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5.2.2 National Occupational Standards

The following is a list of relevant National Occupations Standards (NOS) for Sports Coaching which have been used to map the SQA Advanced Certificate/Diploma in Sports Coaching and Development award. These standards were completed and approved by the UK Commission for Education and Skills in February 2014.

| NOS code | NOS title |
|----------|--|
| SKASC1 | Assist the planning, delivery and review of a sports coaching session. Plan a series of sports coaching sessions |
| SKASC2 | Plan sports coaching sessions |
| SKASC4 | Review sports coaching sessions |
| SKASC5 | Design sports coaching programmes |
| SKASC6 | Manage the implementation of sports coaching programmes |
| SKASC7 | Evaluate sports coaching programmes and practice |

| Code | Unit title | SKASC1 | SKASC2 | SKASC4 | SKASC5 | SKASC6 | SKASC7 |
|---------|---|--------|--------|--------|--------|--------|--------|
| J6RA 47 | Sports Development 1 | | | | | | |
| J6R4 47 | Human Anatomy, Physiology and Biomechanics in Sport | X | X | X | X | X | X |
| J6R5 47 | Sports Coaching and Development: Developing Professional Practice | X | X | | | | |
| J6R9 47 | Sports Coaching Practitioner: Knowing Yourself | X | X | X | X | X | X |
| J6R8 47 | Sports Coaching Practitioner: Knowing Others | X | X | X | X | X | X |
| J6R7 47 | Sports Coaching Practitioner: Knowing Coaching | X | X | X | X | X | X |
| J6RR 48 | Sports Development 2 | | | | | | |
| J6RJ 48 | Physical Preparation for Sports Performance | X | X | X | X | X | X |
| J6RN 48 | Sports Coaching Practitioner: Knowing Yourself 2 | X | X | X | X | X | X |
| J6RP 48 | Sports Coaching Practitioner: Knowing Others 2 | X | X | X | X | X | X |
| J6RM 48 | Sports Coaching Practitioner: Knowing Coaching 2 | X | X | X | X | X | X |

The following is a list of relevant NOS for Sports Development which have been used to map the SQA Advanced Certificate/Diploma in Sports Coaching and Development award. These standards were completed and approved by the UK Commission for Education and Skills in February 2010.

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| NOS code | NOS title |
|----------|---|
| A324 | Develop productive working relationships with colleagues |
| B227 | Contribute to evaluating, developing and promoting services |
| B229 | Plan and organise services |
| D61 | Facilitate community-based sport and physical activity |
| D210 | Promote equality and diversity in sport and physical activity |

| Code | Unit title | A324 | B227 | B229 | D61 | D210 |
|---------|---|------|------|------|-----|------|
| J6RA 47 | Sports Development 1 | X | X | X | X | X |
| J6R4 47 | Human Anatomy, Physiology and Biomechanics in Sport | | | | | |
| J6R5 47 | Sports Coaching and Development: Developing Professional Practice | X | | | | X |
| J6R9 47 | Sports Coaching Practitioner: Knowing Yourself | X | | | X | X |
| J6R8 47 | Sports Coaching Practitioner: Knowing Others | X | | X | X | X |
| J6R7 47 | Sports Coaching Practitioner: Knowing Coaching | X | X | X | X | X |
| J6RR 48 | Sports Development 2 | X | X | X | X | X |
| J6RJ 48 | Physical Preparation for Sports Performance | X | | | | |
| J6RN 48 | Sports Coaching Practitioner: Knowing Yourself 2 | X | | X | X | X |
| J6RP 48 | Sports Coaching Practitioner: Knowing Others 2 | X | | X | X | X |
| J6RM 48 | Sports Coaching Practitioner: Knowing Coaching 2 | X | | X | X | X |

5.2.3 sportscotland effective coaching map

The mandatory units of the SQA Advanced Certificate/Diploma in Sports Coaching and Development have been mapped to the sportscotland effective coaching map. The effective coaching map can be found at <https://sportscotland.org.uk/media/3392/6-effective-coaching-map.pdf>

EFFECTIVE COACHING MAP

Supporting coaches to be confident at what they do

KNOWING YOURSELF **KNOWING OTHERS** **KNOWING COACHING**

Great coaches need skills, knowledge and behaviours to coach effectively and confidently



To engage players or learners, coaches need to know how to be...

- Inclusive and have integrity in their coaching
- Confident, empowering and have ambition
- A self-reflector and have emotional intelligence
- Positive in their mindset and have drive to inspire others
- Collaborative to inspire teamwork and have skills to know how others think
- Approachable allowing for the sharing of information
- Aware of physical, psychological and social development
- Effective in deciding how to solve problems and achieve goals
- Proficient in identifying, observing and recognising development areas
- Forward thinking and be able to explore fresh ideas
- Decisive in skill making in their sport
- Effective in ways that contribute to learning and development

Great coaches will...

- Articulate and inspire with their approach
- Apply, guide and influence others
- Commit to learning and development
- Deliver a 'Can Do' approach to coaching
- Build trust and rapport to achieve common goals
- Achieve outcomes by using: Verbal, Non-verbal, listening, written and reflection skills
- Be intuitive to adapt training programmes
- Plan for coaching and review how the plan meets participant needs
- Identify and observe areas for development
- Express new ideas and solutions to learning
- Implement decision making skills to support improvement
- Create an environment to develop new techniques that meet safe standards

| | Knowing Yourself | | | Knowing Others | | | Knowing Coaching | | | | | |
|---|-----------------------|---------|-------------------------------|-------------------------|---------------|---------------|------------------|------------------------|-----------------|-------------------------|------------------------|-----------------------|
| | Philosophy and Values | Leading | Self-Regulating and Improving | Motivation and Attitude | Relationships | Communicating | Age and Stage | Planning and Reviewing | Problem Solving | Creating and Innovating | Technical and Tactical | Training and Learning |
| Sports Coaching Practitioner: Knowing Yourself | X | X | X | | X | X | X | | | | X | |
| Sports Coaching Practitioner: Knowing Others | | X | | X | X | X | X | | | | X | X |
| Sports Coaching Practitioner: Knowing Coaching | X | X | X | X | X | X | X | X | X | X | X | X |
| Sports Coaching and Development: Developing Professional Practice | X | X | X | X | X | X | X | X | | | | |
| Human Anatomy, Physiology and Biomechanics in Sport | | | | | | X | X | X | X | X | X | |
| Sports Development 1 | X | | X | X | X | X | X | X | X | X | | |
| Graded Unit 1 (Context — Coaching) | X | X | X | X | X | X | X | X | X | X | X | X |
| Graded Unit 1 (Context — Sports Development) | X | | X | X | X | X | X | X | X | X | | |

| | Knowing Yourself | | | Knowing Others | | | | Knowing Coaching | | | | |
|--|-----------------------|---------|-------------------------------|-------------------------|---------------|---------------|---------------|------------------------|-----------------|-------------------------|------------------------|-----------------------|
| | Philosophy and Values | Leading | Self-Regulating and Improving | Motivation and Attitude | Relationships | Communicating | Age and Stage | Planning and Reviewing | Problem Solving | Creating and Innovating | Technical and Tactical | Training and Learning |
| Sports Coaching Practitioner: Knowing Yourself 2 | X | X | X | | X | X | X | | | | X | |
| Sports Coaching Practitioner: Knowing Others 2 | | X | | X | X | X | X | | | | X | X |
| Sports Coaching Practitioner: Knowing Coaching 2 | X | X | X | X | X | X | X | X | X | X | X | X |
| Physical preparation for Sports performance | | X | | | X | X | X | X | X | X | X | X |
| Sports Development 2 | X | | X | X | X | X | X | X | X | X | | |
| Graded Unit 2 (Context — Coaching) | X | X | X | X | X | X | X | X | X | X | X | X |
| Graded Unit 2 (Context — Sports Development) | X | | X | X | X | X | X | X | X | X | | |

5.3 Mapping of Core Skills development opportunities across the qualifications

The mandatory units of the SQA Advanced Certificate/Diploma in Sports Coaching and Development have been mapped to identify opportunities to develop Core Skills.

- E Embedded within the unit, which means learners who achieve the unit will automatically have their Core Skills profile updated on their certificate, eg Core Skills embedded at SCQF level 5.
- S Signposted, which means learners will be developing aspects of Core Skills through teaching and learning approaches but not enough to attract automatic certification.

| Unit code | Unit title | Communication | | | Numeracy | | ICT | | Problem Solving | | | Working with Others | |
|-----------|---|-------------------|-------------------|------|--------------|-----------------------------|-----------------------|--------------------------------|-------------------|-------------------------|--------------------------|------------------------------------|-------------------------------------|
| | | Written (Reading) | Written (Writing) | Oral | Using Number | Using Graphical Information | Accessing Information | Providing/Creating Information | Critical Thinking | Planning and Organising | Reviewing and Evaluating | Working Co-operatively with Others | Reviewing Co-operative Contribution |
| J6RA 47 | Sports Development 1 | S | S | S | S | S | S | S | S | S | S | S | S |
| J6R4 47 | Human Anatomy, Physiology and Biomechanics in Sport | S | S | S | S | S | S | S | S | S | S | S | |
| J6R5 47 | Sports Coaching and Development: Developing Professional Practice | S | S | | | | S | S | S | S | | S | |
| J6R9 47 | Sports Coaching Practitioner: Knowing Yourself | S | S | S | S | | S | S | S | S | S | S | S |
| J6R8 47 | Sports Coaching Practitioner: Knowing Others | S | S | S | S | S | S | S | S | S | S | S | S |

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| Unit code | Unit title | Communication | | | Numeracy | | ICT | | Problem Solving | | | Working with Others | |
|-----------|--|-------------------|-------------------|------|--------------|-----------------------------|-----------------------|--------------------------------|-------------------|-------------------------|--------------------------|------------------------------------|-------------------------------------|
| | | Written (Reading) | Written (Writing) | Oral | Using Number | Using Graphical Information | Accessing Information | Providing/Creating Information | Critical Thinking | Planning and Organising | Reviewing and Evaluating | Working Co-operatively with Others | Reviewing Co-operative Contribution |
| J6R7 47 | Sports Coaching Practitioner: Knowing Coaching | S | S | S | S | S | S | S | S | S | S | S | S |
| J6P0 47 | Sports Coaching and Development: Graded Unit 1 | S | S | S | S | S | S | S | S | S | S | S | S |
| J6RR 48 | Sports Development 2 | S | S | S | S | S | S | S | S | S | S | S | S |
| J6RJ 48 | Physical Preparation for Sports Performance | S | S | S | S | S | S | S | S | S | S | S | |
| J6RN 48 | Sports Coaching Practitioner: Knowing Yourself 2 | S | S | S | S | | S | S | S | S | S | S | S |
| J6RP 48 | Sports Coaching Practitioner: Knowing Others 2 | S | S | S | S | S | S | S | S | S | S | S | S |
| J6RM 48 | Sports Coaching Practitioner: Knowing Coaching 2 | S | S | S | S | S | S | S | S | S | S | S | S |
| J6P1 47 | Sports Coaching and Development: Graded Unit 2 | S | S | S | S | S | S | S | S | S | S | S | S |

5.4 Assessment strategy for the qualifications

Overview of assessment methodology for the qualifications

SQA encourages a mix of assessments to meet the evidence requirements of units. Where possible, holistic assessment should be used where appropriate. The SQA Advanced Certificate in Sports Coaching and Development are occupationally-specific and, by nature, highly practical. This means that assessments will focus on product evidence and direct observation of performance evidence. Learners should be encouraged to build portfolios which showcase the development of their skills and knowledge. The individual unit specifications contain full details of evidence requirements and suggested assessment models to allow learners to fulfil the unit requirements.

Learners are assessed by a combination of assessment methods which include coursework such as essays and reports they produce within the course, practical assessments of the skills and competencies and in some cases outcome examinations. An overview of assessment is contained in the grid below.

| Mandatory units | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 |
|----------------------|--|--|---|---|-----------|
| Sports Development 1 | Evidence for outcome 1 will be generated holistically throughout outcomes 2, 3 and 4 and recorded via a checklist. | Open-book Oral/written evidence Explanation of four factors that influence sport and physical activity development from the knowledge and/or skills section. | Open-book Oral/written evidence Research and comparison of two sport or physical activity development projects. | Open-book Oral/written evidence Research and identification of a sports development project where they assist, reflect and make recommendations for improvement in the co-ordination of its delivery. | |

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| Mandatory units | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 |
|---|---|--|--|--|------------------|
| Human Anatomy, Physiology and Biomechanics in Sport | Closed-book Objective questions | Oral/written evidence Use knowledge of basic biomechanical principles to research and analyse a sporting skill and present the findings. | Closed-book Objective questions | Oral/written evidence Use knowledge of the three energy systems to research and analyse physical activity data in relation to human athletic performance. | |
| Sports Coaching and Development: Developing Professional Practice | Closed-book Objective questions Open-book Written evidence Learners will produce one risk assessment within a sporting environment/context. | Open-book Oral/written evidence Provide an accurate and clear response to two out of four scenarios relating to legislation, workplace policy/procedure and professional/personal standards. | | | |

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| Mandatory units | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 |
|---|---|--|--|-----------|-----------|
| <p>Sports Coaching Practitioner: Knowing Yourself</p> | <p>Open-book</p> <p>Oral/written evidence</p> <p>Evidence of the role and functions of a coach will relate to the practical application of their coaching practice. Evidence generated should be supported by literary sources to illustrate the learner is capable of synthesising information from research with their own practical experiences.</p> | <p>Open-book</p> <p>Oral/written evidence</p> <p>Learner will define their own coaching philosophy to include why a coaching philosophy is central to a coach's craft and the factors that influence this.</p> <p>Learners will have applied their coaching philosophy through all stages of the coaching process through the completion of six linked session plans.</p> <p>Six linked sessions must be clearly influenced by their coaching philosophy so the learner can apply it in practice with the requirement to reflect on it in outcome 3.</p> | <p>Open-book</p> <p>Oral/written and observation evidence.</p> <p>Learners will produce evidence that illustrates a reflective practice model that can be used to analyse and evaluate their coaching practice and philosophy.</p> | | |

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| Mandatory units | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 |
|--|---|-----------|-----------|-----------|-----------|
| Sports Coaching Practitioner: Knowing Others | <p>Open-book</p> <p>Written/oral and observation evidence.</p> <p>All outcomes are assessed holistically and there is sampling in this unit.</p> <p>Learners will need to produce a record of their coaching journey, using the plan/do/review process, which will be applied during delivery of a minimum of six linked coaching sessions with a relevant population group.</p> <p>Learners will provide evidence for a minimum of four different communication methods where effective communication has been used.</p> | | | | |

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| Mandatory units | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 |
|--|---|-----------|-----------|---|--|
| Sports Coaching Practitioner: Knowing Coaching | <p>Open-book</p> <p>Written/oral and observation evidence.</p> <p>Learners will need to provide evidence to demonstrate their knowledge and/or skills by showing that they understand and are able to justify their own coaching process, including reference to their own experiential and theoretical learning.</p> <p>Learners will plan and deliver six linked coaching sessions, which demonstrate:</p> <ul style="list-style-type: none"> ◆ principles of periodisation in programme and practice design ◆ design of active, purposeful, enjoyable and safe coaching sessions ◆ an understanding of theory of motor skills acquisition ◆ understanding of principles of both linear and non-linear approaches to learning in coaching practice in relation to performer, task and environment <p>During the six linked coaching sessions, learners will:</p> <ul style="list-style-type: none"> ◆ introduce and explain the purpose or desired outcome of a coaching session to participants covering all sub-skills items ◆ use demonstration to create the desired performance within the coaching session, covering a minimum of two sub-skills items ◆ observe and analyse participants performance levels relative to the desired outcome ◆ give appropriate succinct feedback to participant(s) in relation to all sub-skills ◆ adapt task and/or environment constraints relative to the chosen population group ◆ demonstrate principles of linear or non-linear approaches to learning in coaching practice | | | <p>Open-book</p> <p>Written/oral evidence</p> <p>Learners will provide evidence of the application of an evaluative model such as GROW, GIBBS or KOLB and reflect on their coaching practice.</p> <p>The reflective practice model will incorporate evidence from all the stages of knowledge and/or skills item 1 — personal practice, session design, approaches to learning, coaching philosophy. The learner will then create a personal development plan and identify how they will adapt or develop their</p> | <p>Open-book</p> <p>Written/oral evidence</p> <p>Learners are required to produce an evaluative piece of work on evidence-based coaching techniques covering one of the following five knowledge and/or skills: <i>emerging technical trends, emerging tactical trends; use of video analysis; use of notational analysis or technologies</i> and, clearly outline where adaption to rule, law or technical changes have occurred as a result.</p> |

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| Mandatory units | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 |
|---|---|---|--|--|-----------|
| | <ul style="list-style-type: none"> ◆ identify and correct fundamental movement patterns within technical skills ◆ evidence of six linked sessions will include the following: <ul style="list-style-type: none"> — submission of six linked sessions and reviews, and any two of the following from different sessions: Peer observation — Participant feedback — Mentor feedback | | | <p>coaching. programme based on their session reflections and the feedback from participants.</p> <p>Feedback from participants should be gathered as evidence but is not part of the assessed evidence.</p> | |
| <p>Sports Coaching and Development: Graded Unit 1</p> | <p>Project-based assignment</p> <p>Open-book</p> <p>Assessment for this unit is an investigative assignment to assess the ability of the learner to explore the impact of a contemporary subject relevant to their personal development within a sports coaching or sports development context. The learner will produce a plan for the project, present the findings and evaluate in three stages.</p> | | | | |
| <p>Sports Development 2</p> | <p>Open-book</p> <p>Oral/written evidence</p> <p>Evidence for outcome 1 will be generated through presentation of a proposal for a sport or physical activity development project.</p> | <p>Open-book</p> <p>Oral/written evidence</p> <p>Creation of a detailed sports or physical activity development project proposal.</p> | <p>Open-book</p> <p>Oral/written evidence</p> <p>A group portfolio which demonstrates the implementation of the sports or physical activity development project.</p> | <p>Open-book</p> <p>Oral/written evidence</p> <p>An individual evaluation report that may be used to contribute to the group evaluation process.</p> | |

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| Mandatory units | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 |
|---|---|--|---|-----------|-----------|
| <p>Sports Coaching Practitioner: Knowing Yourself 2</p> | <p>Open-book</p> <p>Oral/written evidence</p> <p>A portfolio of evidence to illustrate the organisational structure of where they are coaching.</p> | <p>Open-book</p> <p>Oral/written evidence</p> <p>A report covering the four Knowledge and Skill items to the depth required for the sub-points, as stated below:</p> <ul style="list-style-type: none"> ◆ Describe the main features of the people involved in the coaching programme that may require influencing ◆ Describe the values, behaviours and expectations for the coaching programme ◆ Analyse the process of influencing others to adhere to values, behaviours, expectations ◆ Explain the use of appropriate processes to align people to achieve coaching objectives | <p>Open-book</p> <p>Oral/written evidence</p> <p>A portfolio where they log feedback gathered from a range of sources. They should reflect on at least three different sessions in line with the requirements of the knowledge and skills and sub-skills of the outcome. The final part of their portfolio could be the culmination of all their work in the unit identifying short term needs and creating a plan for long term development.</p> | | |

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| Mandatory units | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 |
|---|---|---|---|------------------|------------------|
| Sports Coaching Practitioner: Knowing Others 2 | Open-book Written/oral evidence Learners will produce a portfolio of evidence or a report or complete extended response questions to support understanding of the fundamental aspects, necessary knowledge and skills required to support an effective coaching practice. | Open-book Written/oral evidence Learners will produce a report demonstrating that they have researched, analysed, developed an understanding of contemporary themes in either team culture or organisational culture. | | | |
| Sports Coaching Practitioner: Knowing Coaching 2 | Open-book Written/oral evidence Learners should generate evidence in a project format which includes research into the techniques, listed, and provides an analysis of them prior to implementation within practice. | Open-book Written/oral evidence Assessment 1 Learners should produce a planning document that evidences the required organisational information and illustrates the overall programme from Macrocycle level to the individual interventions of the session, | Open-book Written/oral evidence Portfolio of evidence which includes a critical analysis of the coach's responsibilities along with three observation assessments and three mentor or colleague performance observations. | | |

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| Mandatory units | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 |
|--|---|--|-----------|-----------|---|
| | | including the risk assessment and contingency plan. Assessment 2 Learners to produce session plan portfolio. Three sets of six session plans where two of the plans are assessed. | | | |
| Physical Preparation for Sports Performance | Open-book Practical /Observation checklist Competent participation in six physical preparation sessions. | Open-book Portfolio containing evidence for outcomes 2, 3 and 4. Needs analysis, selection, justification and administration of tests. Program development. | | | Open-book Practical/observation checklist Practical delivery of one session within the developed program. |
| Sports Coaching and Development: Graded Unit 2 | Project-based assignment Open-book This graded unit will be assessed using a project which will be developed by centres. The project should provide the learner with the opportunity to produce evidence that demonstrates they have met the aims of this graded unit. The learner will produce a plan for the project, present the findings and evaluate in three stages. | | | | |

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Coaching session requirements

Where the units — *Sports Coaching Practitioner: Knowing Yourself*, *Sports Coaching Practitioner: Knowing Others* and *Sports Coaching Practitioner: Knowing Coaching* — are taught and assessed together as part of a group award, two sets of six linked coaching sessions are required as evidence across the three units. The six linked sessions will be either in the same sport with different population groups; in different sports with the same population group or in different sports with different population groups. Each of the two sets of six linked sessions cannot take place in the same sport with the same population group.

Evidence of coaching needs to be delivered in a live context (cannot be simulated utilising a peer-group) and two sessions need to be observed by the assessor. Live session could be video recorded. A 15 minute sample would be required for each of the two sessions and evidence would need to show progression on the same two sections of the sessions.

5.5 Mapping of research skill development

| Code | Unit title | Outcome | | | | |
|---------|---|---------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| J6RA 47 | Sports Development 1 | x | x | x | x | |
| J6R4 47 | Human Anatomy, Physiology and Biomechanics in Sport | | x | | x | |
| J6R5 47 | Sports Coaching and Development: Developing Professional Practice | | | | | |
| J6R9 47 | Sports Coaching Practitioner: Knowing Yourself | x | | x | | |
| J6R8 47 | Sports Coaching Practitioner: Knowing Others | | | | | |
| J6R7 47 | Sports Coaching Practitioner: Knowing Coaching | x | x | x | x | x |
| J6P0 47 | Sports Coaching and Development: Graded Unit 1 | x | x | x | | |
| J6RR 48 | Sports Development 2 | x | | | | |
| J6RJ 48 | Physical Preparation for Sports Performance | | x | x | x | |
| J6RN 48 | Sports Coaching Practitioner: Knowing Yourself 2 | x | x | x | | |
| J6RP 48 | Sports Coaching Practitioner: Knowing Others 2 | x | x | | | |
| J6RM 48 | Sports Coaching Practitioner: Knowing Coaching 2 | x | x | x | | |
| J6P1 47 | Sports Coaching and Development: Graded Unit 2 | x | x | x | | |

6 Guidance on approaches to delivery and assessment

The design principles for these awards encourage a more holistic approach to assessment.

The SQA Advanced Certificate/Diploma units place the emphasis on assessing the whole outcome or a combination of outcomes rather than on individual knowledge and skills. Several of the unit specifications allow the use of ‘sampling’ of knowledge and/or skills. This will help reduce the assessment load for both learners and centres.

Where sampling is undertaken, the unit specification will specify the elements of knowledge and/or skills that can be sampled within the evidence requirements. Other important information regarding assessment will be detailed on individual unit specifications.

6.1 Sequencing/integration of units

The SQA Advanced Certificate/Diploma in Sports Coaching and Development places a greater emphasis on a holistic approach to assessment — with either combinations of outcomes assessed together or entire units being assessed — to allow the learners to participate in the learning process in a holistic way. The unit specifications in the SQA Advanced Certificate/Diploma therefore include guidance on assessment which can include both open and closed-book assessments; e-assessment and practical exercises including the use of the internet for social networking.

Given the holistic approach to assessment of outcomes within the two main areas of sports coaching and sports development, the following sample timetables are suggested based on a two or three block/semester model. These models are based on a 15 credit SQA Advanced Certificate being delivered which include three optional one credit units.

SQA Advanced Certificate Sample timetable 1: Three block model

Block 1

12 weeks 9.00–12.00

1.00–4.00

| | | |
|--------------|---|----------------------|
| Day 1 | Professional Practice and Knowing Yourself | Sports Development 1 |
| Day 2 | Knowing Others and Knowing Coaching | Optional unit 1 |
| Day 3 | Human Anatomy, Physiology and Biomechanics in Sport | |

Block 2

12 weeks 9.00–12.00

1.00–4.00

| | | |
|--------------|---|----------------------|
| Day 1 | Professional Practice and Knowing Yourself | Sports Development 1 |
| Day 2 | Knowing Others and Knowing Coaching | Optional unit 2 |
| Day 3 | Human Anatomy, Physiology and Biomechanics in Sport | |

Block 3

12 weeks 9.00–12.00

1.00–4.00

| | | |
|--------------|--|----------------------|
| Day 1 | Professional Practice and Knowing Yourself | Sports Development 1 |
| Day 2 | Knowing Others and Knowing Coaching | Optional unit 3 |
| Day 3 | Graded Unit 1 | |

SQA Advanced Certificate Sample timetable 2: Two semester model

| | | | | | | |
|-------------------|-----------------------|--------|------------------|----------------------|---|-----------|
| Semester 1 | 9.00– | 10.00– | 11.00– | 1.00–2.00 | 2.00–3.00 | 3.00–4.00 |
| 18 weeks | 10.00 | 11.00 | 12.00 | | | |
| Day 1 | Professional Practice | | Knowing Yourself | Sports Development 1 | | |
| Day 2 | Optional unit 1 | | Knowing Coaching | Knowing Coaching | Human Anatomy, Physiology and Biomechanics in Sport | |
| Day 3 | Optional unit 2 | | Knowing Others | | | |

| | | | | | | |
|-------------------|-----------------------|--------|------------------|----------------------|---|-----------|
| Semester 2 | 9.00– | 10.00– | 11.00– | 1.00–2.00 | 2.00–3.00 | 3.00–4.00 |
| 18 weeks | 10.00 | 11.00 | 12.00 | | | |
| Day 1 | Professional Practice | | Knowing Yourself | Sports Development 1 | | |
| Day 2 | Graded Unit 1 | | Optional unit 3 | Optional unit 3 | Human Anatomy, Physiology and Biomechanics in Sport | |
| Day 3 | Knowing Coaching | | Knowing Others | | | |

SQA Advanced Diploma Sample timetable 1: Three block model

Block 1

12 weeks 9.00–12.00 1.00–4.00

| | | |
|--------------|---|----------------------|
| Day 1 | Knowing Yourself | Sports Development 2 |
| Day 2 | Knowing Others and Knowing Coaching | Optional unit 1 |
| Day 3 | Physical Preparation for Sports Performance | |

Block 2

12 weeks 9.00–12.00 1.00–4.00

| | | |
|--------------|---|----------------------|
| Day 1 | Optional unit 2 | Sports Development 2 |
| Day 2 | Knowing Others and Knowing Coaching | Graded Unit 2 |
| Day 3 | Physical Preparation for Sports Performance | |

Block 3

12 weeks 9.00–12.00 1.00–4.00

| | | |
|--------------|-------------------------------------|-----------------|
| Day 1 | Knowing Coaching | Optional unit 3 |
| Day 2 | Knowing Others and Knowing Coaching | Optional unit 4 |
| Day 3 | Graded Unit 2 | |

SQA Advanced Diploma Sample timetable 2: Two semester model

| Semester 1 | 9.00– 10.00 | 10.00– 11.00 | 11.00– 12.00 | 1.00–2.00 | 2.00–3.00 | 3.00–4.00 |
|-------------------|---------------------------|-----------------|-------------------------|------------------------|-----------|---|
| 18 weeks | | | | | | |
| Day 1 | <i>Knowing Yourself 2</i> | | <i>Optional unit 1</i> | <i>Optional unit 2</i> | | <i>Sports Development 2</i> |
| Day 2 | Knowing Coaching 2 | | <i>Optional unit 1</i> | <i>Graded Unit 2</i> | | Physical Preparation for Sports Performance |
| Day 3 | Optional Unit 3 | | <i>Knowing Others 2</i> | | | |

| Semester 2 | 9.00– 10.00 | 10.00– 11.00 | 11.00– 12.00 | 1.00–2.00 | 2.00–3.00 | 3.00–4.00 |
|-------------------|---------------------------|-----------------|------------------------|------------------------|-----------|---|
| 18 weeks | | | | | | |
| Day 1 | <i>Knowing Coaching 2</i> | | <i>Optional unit 4</i> | <i>Optional unit 2</i> | | <i>Sports Development 2</i> |
| Day 2 | <i>Graded Unit 2</i> | | Optional unit 4 | Graded Unit 2 | | Physical Preparation for Sports Performance |
| Day 3 | <i>Knowing Coaching 2</i> | | <i>Knowing Others</i> | | | |

It is suggested that the Sports Coaching PDAs and Sports Development units should be delivered throughout the entire year. The graded units, as well as encapsulating the key aims of the qualification, provides the opportunity for learners to integrate and apply the knowledge and skills learned from individual units. For this reason, it is recommended that the main delivery of the graded unit should be within the second half of the academic year.

It is recommended that throughout the delivery of the awards, centres should encourage learners to develop creative, innovative and entrepreneurial skills which are so important to the future growth of both the sector and the wider economy. Also, to give learners maximum benefit from the SQA Advanced Certificate/Diploma, centres should consider ongoing relevant industry contact through partnership work with organisations such as sports governing bodies (SGBs), local authorities, leisure trusts and active school networks.

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal, and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may not be used as a method of assessing in the following types of units and assessments:

- ◆ SQA Advanced graded units
- ◆ course and/or external assessments
- ◆ other integrative assessment units (which may or not be graded)
- ◆ certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit

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- ◆ where there is an existing requirement for a licence to practice
- ◆ where there are specific health and safety requirements
- ◆ where there are regulatory, professional, or other statutory requirements
- ◆ where otherwise specified in an assessment strategy

More information and guidance on the recognition of prior learning may be found on our website: www.sqa.org.uk.

The following sub-sections outline how existing SQA units may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

Progression routes from further education into university have become harmonised over recent years. The landscape for articulation from the SQA Advanced coaching framework has evolved over the past decade and many universities and further education (FE) colleges have concluded formal arrangements for transition onto degree pathways. Where 'matching' degree programmes exist, it is now generally standardised as second year entry for SQA Advanced Certificate learners and third year entry for SQA Advanced Diploma learners. In terms of entry requirements, some universities specify a high performance within the graded unit.

The SQA Advanced Certificate/Diploma in Sports Coaching and Development provides entry into 2nd and 3rd year, respectively, of degree programmes. Some university degree programmes require specific grades to be achieved within the graded or specific subjects to be included in the award; for example — psychology related subjects. This group award therefore provides a range of optional units in order to accommodate these requirements. Other universities will consider entry on an individual basis.

A large number of related degree programmes are offered at a range of HE institutions throughout Scotland. Those who allow entry into degree programmes upon successful completion of the SQA Advanced Certificate/Diploma are listed below.

| University | Degree programme |
|---|--|
| Edinburgh Napier University | BSc (Hons) Physical Activity and Health BSc (Hons) Sports and Exercise Science BSc (Hons) Sport Coaching |
| Robert Gordon University | BSc (Hons) Applied Sport and Exercise Science BSc (Hons) Sport Coaching |
| University of Abertay, Dundee | BSc (Hons) Physical Activity and Health BSc (Hons) Sport and Exercise BSc (Hons) Sports and Exercise Science BSc (Hons) Sports Development and Coaching BSc (Hons) Strength and Conditioning |
| University of Stirling | BSc (Hons) Sport and Exercise science (year 1 entry) BA (Hons) Sports Studies |
| University of Strathclyde | BSc (Hons) Sport and Physical Activity (year 1 entry) |
| University of the West of Scotland | BA (Hons) Sports Coaching and Development BSc (Hons) Sports Development |
| University of the Highlands and Islands | SQA Advanced Certificate into year 2 SQA Advanced Diploma into year 3 |

6.2.2 Professional recognition

The SQA Advanced Certificate/Diploma in Sport Coaching and Development is recognised by Community Leisure UK (Scotland) as a qualification that will meet their workforce needs and as a passport to employment as is currently the case with UKCC (UK Coaching Certificate).

The PDAs in Sports Coaching at SCQF level 7 and 8 are jointly certificated with sportscotland and the CIMSPA.

6.3 Opportunities for e-assessment

Some of the units may lend themselves to the use of e-portfolios and e-assessment including for objectives question assessment in the following units of the award:

- ◆ Sports Coaching and Development: Professional Practice
- ◆ Human Anatomy, Physiology and Biomechanics in Sport

6.4 Support materials

Assessment support packs (ASPs) have been developed for a number of units in this award. A list of ASPs is available to view on SQA's secure website.

6.5 Resource requirements

Centres should ensure that they have the appropriate resources and equipment to deliver this group award. In particular, suitably qualified staff with up-to-date industry knowledge and expertise within the areas of Sports Coaching and/or Sports Development. It is also important that centres provide the necessary IT equipment and software required to support the delivery of these group awards.

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All instruments of assessment used within these group awards 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).

8 Glossary of terms

Embedded Core Skills: The assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ learners may not be entered for the group award
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS).

Graded unit: Graded units assess learners' ability to integrate what they have learned while working towards the units of the group award. Their purpose is to add value to the group award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge.

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue
- ◆ the group award specification will remain until the qualification reaches its finish date, at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the group award
- ◆ centres should only enter candidates whom they expect to complete the group award during the defined lapsing period

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching, and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF, visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one SQA Advanced unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. SQA Advanced Certificates and Diplomas are available at SCQF levels 7 and 8, respectively. SQA Advanced units will normally be at levels 6–9 and graded units will be at level 7 and 8. 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.

Subject unit: These contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: These refer to opportunities to develop Core Skills in learning and teaching, but are not automatically certificated.

9 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. Centres are advised to check SQA Connect to confirm that they are using the most up-to-date qualification structure.

NOTE: Where a unit is revised by another unit:

- ◆ no new centres may be approved to offer the unit which has been revised.
- ◆ centres should only enter candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

| Version number | Description | Date |
|----------------|---|----------------|
| 2 | Removal of Level 5 qualifications from prior qualifications section | September 2023 |
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Acknowledgements

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

Further information

Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our [Centre Feedback Form](#).

10 General information for learners

This section will help you to decide whether this is the qualification for you by explaining: what the qualification is about; what you should know or what you should be able to do before you start; what you will need to do during the qualification; and opportunities for further learning and employment.

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The occupationally-specific SQA Advanced Certificate/Diploma in Sports Coaching and Development is designed to provide an industry-recognised qualification and skills to enable you to work effectively within the sports industry within a variety of contexts.

Recommended entry

You would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ direct entrants with occupationally relevant skills and experience
- ◆ it would be useful for learners to have some experience in sports coaching

The SQA Advanced Certificate/Diploma qualification contains units that provide you with the underpinning knowledge and skills which will enable you to seek employment in a variety of roles within the sporting industry.

Award requirements

You will have to achieve all 12 mandatory credits to achieve the SQA Advanced Certificate qualification which includes the graded unit. To achieve the SQA Advanced Diploma you will have to achieve 30 credits which includes all of the mandatory units for both SQA Advanced Certificate and SQA Advanced Diploma. For the graded units you will undertake projects where you investigate contemporary topics within the field of either sports coaching or sports development. The work necessary to undertake these assignments will combine knowledge and skills acquired throughout the SQA Advanced Certificate/Diploma in Sports Coaching and Development award.

In addition, this SQA Advanced Certificate/Diploma has embedded within it a Professional Development Award (PDA) in Sports Coaching at SCQF level 7 and 8, respectively. These awards are jointly certificated with sportscotland and the CIMSPA. The SQA Advanced Certificate/Diploma, with embedded PDAs, are recognised by the national membership organisation for leisure trusts, Community Leisure UK (Scotland).

Employment and progression opportunities

Successful completion of the SQA Advanced Certificate/Diploma may lead to career opportunities which include, but are not confined within the following contexts: sports coaching and/or activity leadership, active school roles, sports development, disability sports development, fitness/gym staff, leisure centre staff, swimming pool staff, health and fitness staff.

Employers may include the following: local authorities, leisure trusts, national/sports governing bodies (NGB/SGB), local sports organisations, private clubs/hotels. The practical nature of the

SQA Advanced Certificate/Diploma

course will equip work within the promotion and development aspects of sports or sports coaching itself. Throughout the sports coaching and sports development mandatory units. There is a strong emphasis on placement learning and developing the practical skills relevant to modern sports coaching and development.

The SQA Advanced Certificate in Sports Coaching and Development will articulate directly into the SQA Advanced Diploma in Sports Coaching and Development. Additionally, local agreements exist with a number of universities to allow entry into year 2 (or 3 following the SQA Advanced Diploma) of a variety of degree pathways for those who wish to develop their knowledge and skills.