



Higher National Unit specification: general information

This Graded Unit has been validated as part of the Coaching and Developing Sport Award. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

Graded Unit title:	Coaching and Developing Sport: Graded Unit 2
Graded Unit code:	FY00 35
Type of Graded Unit:	Project
Assessment Instrument:	Project Based Practical Assignment
Publication date:	November 2011
Source:	Scottish Qualifications Authority
Version:	03

Unit purpose

This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the Coaching and Developing Sport: HND Graded Unit 2. Candidates will be required to deliver to clients whose skills are at an associative level.

Recommended prior knowledge and skills

It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

- ◆ Fitness Conditioning in Sport
- ◆ Sports Mechanics
- ◆ Improving Coaching in Sport
- ◆ Coaching of Sports — Performance Development
- ◆ Sports Development and Research

General information (cont)

Credit points and level

1 Higher National Unit credit at SCQF level 8: (8 SCQF credit points at SCQF level 8*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from National 1 to Doctorates.*

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skills Problem Solving at SCQF level 6

Core Skill component(s) None

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit Specification.

Assessment

This Graded Unit will be assessed by the use of project based practical assignment. The project based practical assignment should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

The Group Award Graded Unit will be assessed by the three stages of:

- ◆ planning
- ◆ developing
- ◆ evaluating

This project based practical assignment should provide the candidate with the opportunity to produce evidence that demonstrates s/he has met the aims of the Group Award.

Candidates will be required to plan deliver and evaluate five sessions for their selected sport. The sessions will be carried out either with an external placement or an internal college group. For the purposes of this assessment the candidate must plan and deliver each session for a minimum duration of 45 minutes. An assessor will assess at least one session.

There will be many potential opportunities to integrate assessment tasks with mandatory Units for this Group Award. Centres are encouraged to adopt this approach in order to enhance delivery of the award and to eliminate duplication of assessment.

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Conditions of assessment

The candidate should be given a date for completion of the project. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance.

Reasonable assistance is the term used by SQA to describe the difference between providing candidates with some direction to generate the required evidence for assessment and providing too much support which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes.

In relation to the assessment of Higher National Project-based Graded Units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

Remediation allows an assessor to clarify candidate responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or recording, and be made available to the internal and external verifier.

In relation to Higher National Project-based Graded Units, candidates must be given the opportunity for remediation at each stage of the project.

The evidence for a Higher National Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any re-assessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks *across all* sections, and should reflect the ability of the candidate to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, candidates who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for re-assessment of that stage.

Any candidate who has failed their graded unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

The final grading given must reflect the quality of the candidate's evidence at the time of the completion of the graded unit. Candidates must be awarded the highest grade achieved — whether through first submission or through any re-assessment, remediation, and/or reasonable assistance provided.

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It is anticipated that this holistic approach to assessments by candidates will be undertaken as an investigation.

At this level, candidates should work independently. It is up to Centres to take reasonable steps to ensure that the project is the work of the candidate. For example, Centres may wish to informally question candidates at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure that where research, etc is carried out in other establishments or under the supervision of others that the candidate does not receive undue assistance.

Instructions for designing the assessment task

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

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Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

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Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ has sufficient evidence for the three essential phases of the project, is produced to a high standard, and is quite clearly inter-related ◆ demonstrates an accurate and insightful interpretation of the project brief ◆ is highly focused and relevant to the tasks associated with the project brief ◆ is clear and well structured throughout and language used is of a high standard in terms of level, accuracy and technical content ◆ effectively consolidates and integrates required knowledge and skills 	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ has sufficient evidence of the three essential phases of the project, is produced to an adequate standard ◆ demonstrates an acceptable interpretation of the project brief ◆ is focused and relevant to the tasks associated with the project brief ◆ is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content ◆ consolidates and integrates knowledge and skills but this may lack some continuity and consistency

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this Graded Unit based on the following grade boundaries.

- A = 70%–100%
- B = 60%–69%
- C = 50%–59%

NOTE: The candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the Graded Unit.

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Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

NOTE: The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project stage	Minimum Evidence Requirements
Stage 1 — Planning 20%	<p>Identify the aims and objectives of the Project Based Practical Assignment?</p> <ul style="list-style-type: none"> ◆ Has the candidate stated the aims and objectives of the project (minimum of three objectives and a maximum of two aims)? <p>Evidence of developing an action plan to carry out the project</p> <ul style="list-style-type: none"> ◆ Does the work contain a clear plan of action? ◆ Has the candidate identified any contingency plans that can be put into place if required? <p>Set clear timescales for completion of stages</p> <ul style="list-style-type: none"> ◆ Has the candidate allowed a realistic timescale for the stages involved in the project? <p>Identify the resources, equipment and materials to carry out project</p> <ul style="list-style-type: none"> ◆ Has the candidate identified the resources/equipment/information/materials required to complete the project? ◆ Has the candidate identified where the resources/equipment/information/materials required to complete the Project Based Practical Assignment can be sourced/accessed? <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>

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Project stage	Minimum Evidence Requirements
Stage 2 — Developing 60%	<p>Evidence required for candidates carrying out the Project Based Practical Assignment.</p> <ul style="list-style-type: none"> ◆ Contains accurate details (log book) of the project based practical assignment. ◆ applies course knowledge and skills ◆ identifies and gathers appropriate evidence to decide whether the plans have been met <p>Evidence of the planning of the five coaching sessions for their selected sport.</p> <p>The five coaching session plans must include appropriate</p> <ul style="list-style-type: none"> ◆ aims and objectives ◆ time allocations ◆ layout/organisation ◆ coaching points ◆ progression <p>Evidence of the delivery of the 5 coaching sessions for their selected sport.</p> <ul style="list-style-type: none"> ◆ Five Sessions to be carried out either with an external placement or an internal group. ◆ For the purposes of this assessment the candidate must plan and deliver each session for a minimum duration of 45 minutes and should have a minimum of one feedback sheet by an appropriate mentor. ◆ At least one session must be assessed by an appropriate assessor. <p>Evidence of the evaluating of the five coaching sessions for their selected sport.</p> <ul style="list-style-type: none"> ◆ Evaluation sheets <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>

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Project stage	Minimum Evidence Requirements
Stage 3 — Evaluating 20%	<p>An evaluation of the effectiveness of the approach taken which includes all stages of the activity.</p> <p>The evaluation must:</p> <ul style="list-style-type: none"> ◆ briefly outline the project based practical assignment ◆ summarise any unforeseen events and how they were handled ◆ identify any knowledge and skills that have been gained and/or developed ◆ assess the strengths and weaknesses of the project ◆ determine to what extent the project based practical assignment met the planned aims/objectives ◆ use appropriate language, format, structure and demonstrates accuracy in writing skills <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

Support notes

The candidate may undertake with agreement and negotiation, any project based practical assignment that successfully integrates the knowledge and skill developed in mandatory Units in the Higher National Diploma and meets the criteria for the Graded Unit.

The candidate is required to undertake a project which will consist of three stages, ie planning, developing and evaluating for clients who are mainly at an associative level and above the cognitive level in their skill development.

Candidates are required to plan, deliver and evaluate five sessions for their sport/s. The five sessions will be carried out either with an external placement or an internal college group. For the purposes of this assessment the candidate must plan and deliver 45 minute sessions. A college assessor will assess at least one session.

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Planning stage

Candidates must produce a project outline, in the region of 750 words, which will include:

- ◆ Introduction

This provides a brief overview of the project. It will be in the region of 250 words.

- ◆ Overall Aim

This will be a general statement of the overall aims of your project and include justification. It is anticipated that this would be in the region of 50 words in length.

- ◆ Objectives

Candidates should identify a minimum of three objectives and include an explanation. This should be in the region of 150 words.

- ◆ Overview of Action Plan

This will provide an overview of the proposed action plan to allow the objectives to be achieved. This will be approximately 300 words.

The work produced should always be the candidate's own. However, tutors are expected to provide candidates with advice, guidance and constructed criticism as necessary when they are devising their plans.

This stage will carry a maximum mark of 20. If the planning stage is awarded a mark less than half of the available marks, the candidate would be unable to proceed to the following stages without remediation or re-assessment.

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Developing stage

Candidates are required to plan, deliver and evaluate five sessions for their sport/s. For the purposes of this assessment the candidate must plan and deliver 45 minute sessions. The five sessions will be carried out either with an external placement or an internal college group. The five coaching sessions' plans must include:

- ◆ aims and objectives
- ◆ time allocations
- ◆ layout/organisation
- ◆ coaching points
- ◆ progression

Candidates must provide accurate evidence of their coaching through a log book. This should include date/s completed and tutor/mentor comments on overall performance.

Candidates must receive feedback on at least one of their sessions by an appropriate mentor and have at least one session assessed by an appropriate assessor.

Candidates must also provide detailed evidence that each of the five sessions have been reviewed.

This stage will carry a maximum mark of 60.

Evaluating stage

Candidates will be assessed by means of an evaluation report.

Candidates will reflect on both the planning and developing stages of the project. The evaluation should include reflection within the following areas:

- ◆ briefly outline the project based practical assignment
- ◆ summarise any unforeseen events and how they were handled.
- ◆ identify any knowledge and skills that have been gained and/or developed.
- ◆ assess the strengths and weaknesses of the project
- ◆ determine to what extent the project based practical assignment met the planned aims/objectives
- ◆ use appropriate language, format, structure and demonstrates accuracy in writing skills

It is suggested that in the region of 500 words is sufficient to complete this section.

This stage will carry a maximum mark of 20.

This Unit has the Core Skill of Problem Solving embedded in it. This means that when candidates achieve the Unit, Their Core Skills profile will also be updated to show they have achieved Problem Solving at SCQF level 6.

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Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

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

History of changes to Unit

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 6 embedded.	28/11/11
03	Update of Conditions of Assessment.	06/08/18

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General information for candidates

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The work that you have to undertake will involve planning your project, developing this into action in a real coaching environment and the final stage will be to evaluate the project.

Your assessor/tutor will advise and support you on all stages but you will be expected to contribute much of your own ideas, research and time into the project which is practically based.

The project involves you in the delivery of at least five coaching sessions to clients who are at an associative level of development in the selected sport so before you begin, you are required to identify what you are coaching and who you are coaching. This should be discussed and agreed with your assessor before you begin the process. Basically that would suggest that those being coached showing some skills in the activity. Each session should last 45 minutes. More is not a problem but if less, then more sessions will be required to ensure that all candidates are fairly assessed.

There are three stages, each being separately marked but you must pass each stage before you can advance to the next one.

The planning stage carries 20% and you need to identify at least two aims and three objectives. The plan should give clear timescales for the whole project (not for the coaching — that is covered in the following stage). You need to address the resources that you will need for the project and the equipment required as well as timescale for the whole project. In the final stage you can explain any departure from the original plan. Timescales need to be realistic and allow for contingency planning if possible.

The Development stage is worth 60% of the marks. You need to prepare at least five session plans (note that this is NOT the same thing as the project plan). You have to deliver these sessions and record all this in a log book or similar document. This will need to be accurate and in line with your project aims and objectives. The log will show any equipment and other resources you need, who the sessions are for, coaching points to raise and progression would be expected over the period. Your assessor will give feedback but other feedback may also be included, eg from a mentor, professional colleagues, etc You will be expected to carry out a review of every session and use that information to inform and perhaps modify your next session.

You will have to achieve this stage before advancing to the final stage which is the evaluation of the project. Note that it is the whole project that you are to evaluate and not simply the sessions that are delivered.

The evaluation stage is worth 20% and needs to be passed as well. You will need to outline the project and explain any departure from your plan and timescales — why you departed from them and how did you deal with that and get back on target. This would not necessarily be unexpected as plans may need to change. If you did succeed in keeping to your plans, then say so and give some idea of what might have been better as we can all improve no matter how well a plan has gone. It is how you deal with these sort of issues that is important. You will be asked to identify what you have learned and what was good or not so good about the project. You will need to say whether you felt that you had met the original aims and objectives. The work that you submit should be well structured and show good language and writing skills.