



Higher National Unit specification: general information

This Graded Unit has been validated as part of the the HND in Sports Coaching with Sport Development. 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 3

Graded Unit code: FY01 35

Type of Graded Unit: Project

Assessment Instrument: Project based assignment

Publication date: August 2018

Source: Scottish Qualifications Authority

Version: 04

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:

- ◆ 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

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 developed 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 assignment should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Group Award HNC Coaching and Developing Sport.

This Group Award Graded Unit will be assessed by the use of a project which will have three phases. These are:

- ◆ Planning
- ◆ Developing
- ◆ Evaluating

Each section will be marked in accordance with the marking criteria which are given in the tables detailing the requirements for each stage.

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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.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

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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.

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

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

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

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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

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>Evidence of analysing the project, by setting objectives and identifying all the key factors affecting the project.</p> <p>Evidence of selecting, justifying and developing a strategy for managing the investigation, taking into account key factors, including the resources and time available, and based on the analysis undertaken</p> <p>Evidence of identification of a wide range of resources required to carry out the investigation, including primary and secondary sources of information, procedures, people and equipment.</p> <p>Primary sources would be considered to be data relating to real events and or people. Most of this would be carried out by the candidates to gather information to assist with the project itself.</p> <p>Secondary sources relate to, eg information gained for Reference books, items in Technical journals, Internet research, Newspaper reports etc This may be speculative in nature and may support or contradict the candidate's view and or current findings.</p> <p>All sources must be referenced.</p> <ul style="list-style-type: none"> ◆ specific evidence: written evidence outlining: ◆ one research aim(s) and three objectives ◆ timescales ◆ methodology ◆ resources ◆ limitations ◆ strategy
	<p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

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Project stage	Minimum Evidence Requirements
Stage 2 — Developing 60%	<p>Evidence of implementing the plan and managing the investigation in the Developing form of a written research report which:</p> <ul style="list-style-type: none"> ◆ contains accurate details of the Investigation ◆ applies course knowledge and skills ◆ accesses a wide range of resources ◆ applies effective research techniques ◆ demonstrates effective selection, analysis and synthesis of information ◆ presents objective, reliable results ◆ develops a coherent line of thought ◆ presents sound conclusions consistent with data ◆ acknowledges sources ◆ uses appropriate language, format and structure ◆ demonstrates accuracy in writing skills ◆ is presented to a professional standard <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>

Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates (cont)

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Project stage	Minimum Evidence Requirements
Stage 3 — Evaluating 20%	An evaluation of the effectiveness of the approach taken to all stages of the investigation: <ul style="list-style-type: none"> ◆ the analysis of the task ◆ the planning and organisation of the investigation ◆ the carrying through of the plan to completion ◆ the Outcome Specific evidence: an evaluation report that includes: <ul style="list-style-type: none"> ◆ identification of criteria on which the evaluation is based ◆ examination of the effectiveness of the original analysis and planning ◆ reference to difficulties overcome ◆ reference to skills developed and strengths of the investigative process ◆ conclusions as to whether the process could be improved with recommendations for any future work ◆ evidence to support all aspects of the evaluation
	<p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

Support notes

Open brief for investigation

The candidate may undertake with agreement and negotiation, any research project that successfully integrates the knowledge and skill developed in mandatory Units in the Higher National Diploma and meets the criteria for the Graded Unit. Alternatively centres could outline an assignment topic which is appropriate to the candidate or to the course.

The candidate is required to undertake a research project which will consist of three stages, ie planning, developing and evaluating.

The developing stage will take the form of a written report, where the candidate will provide evidence of selecting an appropriate topic for investigation, employing a logical range of research techniques, collating and selecting relevant information, drawing objective and sound conclusions and presenting this in a professional manner.

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Planning Stage

The planning stage will be assessed by means of a research proposal. It is suggested that 750 words (or oral equivalent) is sufficient to complete this section.

Candidates should interpret the brief by including the following information:

- ◆ evidence of analysing the project
- ◆ evidence of selecting, justifying and developing a strategy of managing the project
- ◆ evidence that is specific to the project that outlines contributing aspects

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.

Developing stage

Candidates will produce a report, which will provide information that shows that the project has been implemented and managed appropriately.

It is suggested that 2,000 words is sufficient to complete this section.

This may be completed as a home based assessment

Evaluating Stage

Candidates will be assessed by means of an evaluation report. The evaluation stage will be conducted in a supervised classroom situation with an allocation of 90 minutes. Candidates are permitted to refer to notes, relevant evidence and support materials ie. research diary.

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

- ◆ analysis of the task
- ◆ planning and organisation of the project
- ◆ the candidates ability to adhere to the plan
- ◆ whether the investigation was successful and appropriate conclusions were drawn
- ◆ whether their investigative process could have been improved and recommendations made for future work
- ◆ recognition of transferrable knowledge and skills gained

It is suggested that 500 words is sufficient to complete this section.

This stage will carry a maximum mark of 20.

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Examples of types of topics

It is recommended that candidates carry out their research on a topic covered within the HND Coaching and Developing Sport programme such as:

- ◆ Sports Mechanics
- ◆ Fitness conditioning
- ◆ Coaching theory and practise
- ◆ Sport Psychology
- ◆ Sports Nutrition
- ◆ Sports Development

Candidates should be encouraged to build on a knowledge base and relate such subjects to their own personal experiences within coaching or a fitness related activity.

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.

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
04	Update of Conditions of Assessment.	06/08/18
03	Evaluation Stage included in Support Notes.	21/02/13
02	Core Skill Problem Solving at SCQF level 6 embedded.	28/11/11

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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 task is an open brief. Your assessor may suggest topics or you may make that decision but you must ensure that your assessor has agreed and approved your plan before you commit to the full project.

The project is an investigation into your selected topic which must be linked to the core Units for the award. There are many topics on sports coaching and sports development that could be undertaken. Many topics will already have research that others may have carried out and this you can use in your own work although you would need some primary research of your own as well. You must show a range of research techniques and present the work in a logical and professional manner.

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 will need evidence to show that you have selected an appropriate topic and analysed what needs to be done. You will need to provide a clear strategy for managing the work with realistic timescales. You must show that what is planned is required and does indeed contribute to the project. You need to pass this section before you can advance to the next stage.

The Development stage is worth 60% of the marks. You need to create a report which will cover the plans you had made. This needs to be a competent and professional piece of work with references being clearly identified and any appendices so marked. Your tutor will guide you but you need to carry out the work — it is yours after all.

You will have to achieve this stage before advancing to the final stage which is the evaluation of the project.

The evaluation stage is worth 20% and this stage needs to be passed. 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 sorts of issues that is important. You will be asked to identify what you have learned, how you might use these skills or knowledge 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. Say whether you feel that you did or did not meet your aims and objectives and make recommendations for the future (as though perhaps you were doing it again). The work that you submit should be well structured and show good language and writing skills.