



## National Unit specification: general information

**Unit title:** Prepare for the Delivery of a Coaching Activity: Boccia (SCQF level 4)

**Unit code:** FN38 10

**Superclass:** MA

**Publication date:** June 2011

**Source:** Scottish Qualifications Authority

**Version:** 01

## Summary

The purpose of this Unit is to introduce candidates to the processes which will allow the safe and effective development of coaching activities in the selected sport. These will underpin the leadership and coaching process.

This Unit is suitable for candidates with a strong interest in sport, leadership and the coaching process.

## Outcomes

- 1 Assist in preparing a coaching activity for the selected sport.
- 2 Plan efficient use of resources.

## Recommended entry

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ a Scottish/National Governing Body (S/NGB) preliminary coaching award
- ◆ the Unit *Promoting Safe and Ethical Sport* (SCQF level 4) or equivalent

and evidence of recent involvement in the sport and an aptitude in it.

## **National Unit specification: general information (cont)**

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### **Credit points and level**

0.5 National Unit credit(s) at SCQF level 4: (3 SCQF credit points at SCQF level 4\*)

*\*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 Access 1 to Doctorates.*

### **Core Skills**

There is no automatic certification of Core Skills or Core Skill components in this Unit.

The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ Communication (SCQF level 4)
- ◆ Problem Solving (SCQF level 4)
- ◆ Working with Others (SCQF level 4)

These opportunities are highlighted in the Support Notes of this Unit specification.

## **National Unit specification: statement of standards**

### **Unit title: Prepare for the Delivery of a Coaching Activity: Boccia (SCQF level 4)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

#### **Outcome 1**

Assist in preparing a coaching activity plan for the selected sport.

##### **Performance Criteria**

- (a) Prepare appropriately for the ability level of the participants.
- (b) Take account of the individual needs of the participants in preparing the plan.
- (c) Review the plan after discussion to create a final plan.

#### **Outcome 2**

Plan efficient use of resources.

##### **Performance Criteria**

- (a) Ensure that the plan identifies all necessary resources and allows for their effective use.
- (b) The plan identifies effective use of time which meets Scottish/National Governing Body requirements.

#### **Evidence Requirements for this Unit**

Evidence is required to demonstrate that candidates meet the requirements of both Outcomes and all of the Performance Criteria.

This evidence will consist of one completed activity plan and an assessor checklist with comments. The completed activity plan must identify the effective use of resources including equipment, facility/activity area, human and safety.

The plan must also show the content, warm up, central theme, knowledge required and cool down along with the proposed times for each part of the activity.

The assessor checklist will clarify the level of autonomy that the candidate had in devising the plan. The plan may have been entirely devised by the candidate, or may be a partially prepared plan/template completed by the candidate under the guidance of a mentor coach or the Scottish/National Governing Body (S/NGB). The candidate must have detailed how (s)he plans to address the issues of the ability level of the participants and the individual needs of the participants.

The assessor checklist with comments will be used to ensure that the activity plan meets the required criteria.

## National Unit specification: support notes

### Unit title: Prepare for the Delivery of a Coaching Activity: Boccia (SCQF level 4)

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 20 hours.

### Guidance on the content and context for this Unit

#### Outcomes 1 and 2

At this level, it is likely that candidates will use incomplete coaching plans developed by others.

Even so the candidate will have a level of autonomy which, while limited, will affect the delivery of the activity planned.

Candidates will have to consider the resources available in terms of:

Is equipment available in sufficient quantity/quality (in appropriate condition)?

Facility/activity area: is this suitable for the activity planned?  
is the heating acceptable (if relevant)?  
is the level of lighting appropriate?  
is the level of ventilation (if relevant) satisfactory?

Human: sufficiency of appropriately trained or qualified personnel?  
support?

Safety: emergency action plan?  
First Aider availability?  
personal and facility equipment?  
viability of activity in terms of finance?

The aspects listed above are used as examples.

Each sport will have different requirements and each group of participants will affect the overall plan in terms of content, warm-up, central theme, knowledge and cool-down. The candidate's plan will show the key features, along with the proposed times allowed for each part of the activity being delivered, which should conform to those recognised by the Scottish/National Governing Body as being accepted good practice.

## National Unit specification: support notes (cont)

**Unit title:** Prepare for the Delivery of a Coaching Activity: Boccia (SCQF level 4)

### Guidance on learning and teaching approaches for this Unit

Candidates will be expected to be familiar with the requirements of the S/NGB's Code of Conduct when undertaking this Unit.

If delivered as part of the planned Group Award, this Unit must be taught within the same sports context as the other Units in the Group Award — *Promoting Safe and Ethical Sport* (SCQF level 4) and *Conduct and Review the Delivery of a Coaching Activity* (SCQF level 4).

As part of the planned Group Award, this Unit prepares candidates for the Unit *Conduct and Review the Delivery of a Coaching Activity* (SCQF level 4).

### Guidance on approaches to assessment for this Unit

This Unit assesses the candidate's ability to devise a plan for the delivery of a coaching activity. Candidates have to complete an activity plan. The format of the activity plan would be devised either by the candidate or by a mentor coach. The candidate must record how the needs of individuals are to be addressed, what equipment is needed, how that would be accessed and checked for safety (if appropriate) and what safety considerations there are.

If this Unit is being delivered as part of the planned Group Award, it is entirely possible to integrate assessment tasks and indeed this is to be encouraged both within this Unit and across Units. If the Unit *Conduct and Review the Delivery of a Coaching Activity* (SCQF level 4) is to be delivered as well as this Unit, it would be expected that assessment of both would be integrated. This Unit allows the candidate to develop skills in the planning stage of delivering a session or activity, while the other Unit is concerned with the actual delivery and the review of the session.

Assessor checklists are required showing the assessment decisions reached.

### Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

## **National Unit specification: support notes (cont)**

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### **Opportunities for developing Core Skills**

Candidates will develop skills in Critical Thinking as an aspect of *Problem Solving* as they analyse the requirements for delivering coaching activities. They will need to consider critically and in detail all issues which will affect the success of the activities, including available resources, time constraints and the abilities of participants. Other elements of the Core Skill, ie undertaking and reviewing the planned activities or the review of the action plan itself, could be covered with the integration of practical work if delivered as part of the Group Award.

For some activities, candidates have to carry out some numerical calculations and measurements to ensure a safe working environment and the correct balance of personnel and time.

Although skills in *Communication* are not formally assessed candidates will be expected to produce and present materials to a standard acceptable in the vocational area. Candidates will be encouraged to express ideas and information accurately and concisely, using appropriate language and style and to ensure good presentation of plans.

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

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

## History of changes to Unit

| Version | Description of change | Date |
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