



National Unit specification: general information

Unit title: Plan, Deliver and Review a Multi-skills Sports Session (SCQF level 5)

Unit code: H3LH 11

Superclass: MA

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Summary

This Unit has been designed to allow learners to develop their own competence in planning, delivering and reviewing the phases of a multi-skills session in sport. The Unit will be practical in nature and will allow learners to demonstrate an understanding of the basic movement skills and experience that young people require as a basis for their all-round development and the improvement of their physical literacy.

This would include the introduction of:

- ◆ throwing
- ◆ catching
- ◆ running
- ◆ jumping
- ◆ kicking

In an environment where 'fun' yet challenge are key components, Fundamental skills are generic to a number of sports, activity and play. Learners will learn underlying principles that govern the Fundamentals of movement. Factors that underpin the skills explored include:

- ◆ agility
- ◆ balance
- ◆ co-ordination
- ◆ speed

The Unit is designed to further the knowledge and the ability of the learners to work with children (and others) in the specific area of developing basic multi-skills and is designed to supply the underpinning knowledge required to complete the unit — *Fundamental Principles of Multi-skills for Sport*. These Units are designed to be delivered as one single award.

General information (cont)

Unit title: Plan, Deliver and Review a Multi-skills Sports Session (SCQF level 5)

Outcomes

- 1 Prepare an outline plan for a series of four linked multi-skills sessions for a group of children.
- 2 Expand, deliver and review one of the prepared multi-skills sessions.

Recommended entry

While entry is at the discretion of the centre, it would be anticipated that learners would be already working in the Physical Education or Coaching fields and already hold at least a UKCC level 1 Award or a more advanced qualification before undertaking this Unit or any Unit in this Group Award. It is expected that candidates will have prior knowledge of Fundamental movement skills.

Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5*)

**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

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill Problem Solving at SCQF level 5

Core Skill component None

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

National Unit specification: statement of standards

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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

Prepare an outline plan for a series of four linked multi-skills sessions for a group of children.

Performance Criteria

- (a) Create four linked multi-skills session plans.
- (b) Ensure that resources are addressed — physical, equipment, personnel and environmental.
- (c) Ensure that safety issues are covered.
- (d) Session content is relevant to participants both in content and context.

Outcome 2

Expand, deliver and review one of the prepared multi-skills sessions.

Performance Criteria

- (a) Expanded session content is appropriate, relevant and safe.
- (b) Communication is relevant to client and also in content context.
- (c) Review of session is reflective and accurate.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Outcome 1

Each learner will need to produce evidence to cover all Evidence Requirements. The Instrument of Assessment will be:

- ◆ an outline series of four multi-skills session plans with one of these in detail
- ◆ delivery of one expanded session
- ◆ assessor completed checklist to cover the delivery
- ◆ Learner's own review of the session

Outcome 2

The session will be an expanded form of one of the prepared outline sessions and must be delivered in line with current health and safety guidelines and take account (where appropriate) of any emergency procedures and current legislation regarding protection of children (PVG scheme applies).

The plan and its delivery must be carried out for a 30 minute session. This must cover the introduction and warm up and this will involve learners planning a multi-skills session for a group of **at least three** participants, delivering that session and completing an evaluation of the session. This would be with children or may be with a peer group to simulate a session with children and would last for around 30 minutes of assessable delivery. Assessors would require to see the plan to ensure safety prior to delivery. The delivery can if required, be of two shorter sessions or one 30 minute session but must cover 30 minutes of actual delivery time which can be assessed.

Session conclusion — relevant, safe and enjoyable. It should be evident that learners have not overlooked the 'fun' aspect of the Fundamentals.

The candidate's review would be completed after delivery of the session and include comments on what went well and what if anything might be changed along with suggested next steps for a future session with the group.

The assessor would complete a checklist for the session and comment upon the plan and the subsequent evaluation. The assessor may make use of supplementary questions if required to ensure that appropriate knowledge had been applied.

National Unit specification: support notes

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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 40 hours.

Guidance on the content and context for this Unit

The Unit is linked with *Fundamental Principles of Multi-skills for Sport* and it is recommended that both delivery and assessments are linked.

This Unit will allow candidates to demonstrate in a real working environment that they can apply the knowledge gained in the above Unit and carry out a review of their own work in a reflective manner.

The key principles may further develop during the life of the Unit and at all times, current best practice and theory should be applied. As indicated, this Unit allows a practical demonstration of knowledge and skills acquired in a multi-skills approach to Long-Term Athlete Development, the development of children's social skills, the practical application of the concept to the development of young people and the development of their physical literacy. Learners should already have experience in the area of coaching and/or teaching, and will therefore be able to bring and share their own experiences and thoughts and draw upon these factors.

Guidance on learning and teaching approaches for this Unit

This Unit will draw heavily upon the knowledge acquired in the associated Unit — *Fundamental Principles of Multi-skills for Sport*. The Unit is very practical in nature and it is expected that teaching and learning will take place mainly in a practical sports setting. It is expected that candidates will be in a position to make use of their own experiences while undertaking this Unit.

Learners will learn that there may be various solutions to problems and the sharing of information will be encouraged. Learners may make use of a variety of teaching/coaching styles and will understand that participants have a variety of communication needs. This may provide opportunities to develop skills in *Working with Others and Communication*.

As working with real people will have unpredictable elements, it may be the candidates will have additional opportunities to develop skills in *Problem Solving*. There are opportunities while delivering the required session, to further develop *Communication* skills.

National Unit specification: support notes (cont)

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Guidance on approaches to assessment for this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

This Unit is essentially practically-based and assessment will take place mainly in a relevant sports setting. Learners will submit outline plans with one of these being further developed and then delivered to a group of at least three participants (children or with peers acting that role).

If the assessor is unclear as to why some action (or inaction) took place, supplementary questions may be used to ensure that appropriate knowledge was displayed. The Unit was designed to be integrated with the Unit — *Fundamental Principles of Multi-skills for Sport*.

Outcome 1 will cover session planning, resources of all relevant types for the activity, safety as required by law and a multi-skills approach and that the content is relevant to the group of participants.

Outcome 2 will cover:

- ◆ Delivered session
 - session delivery
 - safety
 - enjoyment

- ◆ Verbal communication
 - is direct and orderly
 - is more efficient when you communicate simply and quickly
 - tone of voice is clear
 - words are in simple language
 - descriptions are relevant to children allow (eg analogies and metaphors) for feedback, questions and clarification
 - provide a suitable range of types of feedback

- ◆ Listening skills
 - listen attentively
 - listen reflectively

- ◆ Non-verbal/body language
 - facial expressions
 - gestures
 - eye contact
 - demonstrations — all relevant to children's needs

Complete a review of the multi-skills session:

- ◆ Session review
 - reflective
 - seek feedback from others
 - consideration of feedback from self and others (intrinsic and extrinsic)
 - action planning

National Unit specification: support notes (cont)

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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 social software. 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)*.

Opportunities for developing Core Skills

There may be opportunities to develop Core Skills in *Working with Others* and in *Communication* while undertaking this Unit as candidates are required to work with live clients and may share information with peers. This will also present opportunities to develop skills in *Problem Solving*. There may also be opportunities to develop skills in *Information and Communication Technology* depending on how candidates create their session plans.

This Unit has the Core Skill of Problem Solving embedded in it, so when candidates achieve this Unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF Level 5.

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

History of changes to Unit

Version	Description of change	Date
03	Updated to reflect current practice and terminology.	06/07/2017
02	Core Skill Problem Solving at SCQF level 5 embedded.	28/03/2014

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