



## National Unit specification

### General information

**Unit title:** Promoting Safe and Ethical Sport: Gymnastics Men's Artistic (SCQF level 4)

**Unit code:** completed by SQA

**Superclass:** MA

**Publication date:** October 2013

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

The purpose of this Unit is to introduce the learner to the ethics of coaching, the relevant codes of behaviour, and the means of dealing with an accident or emergency and the basic rules/laws of the sport. These will all underpin the leadership and coaching processes.

This Unit is suitable for learners who have a strong interest in sport, leadership and the coaching process and who wish to develop their knowledge of the creation of a safe and secure environment for participants to ensure that learning may take place. It is also suitable for learners who wish to improve their knowledge of the relevant code of conduct as required by their sport. It may be of interest to learners who have previously practised the sport and now wish to contribute to improving the performance of others.

### Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Promote a healthy and safe environment for participants in a component of an activity session.
- 2 Promote the relevant code of practice/conduct for the sport.

### Credit points and level

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

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

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### **Recommended entry to the Unit**

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

- ◆ a Scottish/National Governing Body (S/NGB) preliminary coaching award and/or
- ◆ evidence of recent involvement in the sport and an aptitude in it

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

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

### **Context for delivery**

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

### **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](http://www.sqa.org.uk/assessmentarrangements).

## **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**

Promote a healthy and safe environment for participants in a component of an activity session.

#### **Performance Criteria**

- (a) Complete a basic risk assessment appropriate to the component of the activity.
- (b) Describe the relevant emergency procedures.
- (c) Complete an accident report form.

### **Outcome 2**

Promote the relevant code of practice/conduct for the sport.

#### **Performance Criteria**

- (a) Demonstrate knowledge of the relevant code of practice/conduct for the sport.
- (b) Demonstrate knowledge of the current legislation/guidelines about the protection of children and vulnerable groups from abuse.
- (c) Describe the role of the coach as a role model.

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

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

This may be achieved by one assessment where the assessment task is integrated.

For Outcome 1 recorded written and/or oral evidence is required. This will include/consist of:

- ◆ A completed basic risk assessment form. This must take account of participant safety, the sport environment (ie the activity area), resources and reporting procedures.
- ◆ A completed accident report form.
- ◆ A description of relevant emergency procedures. This may be in the form of (but not restricted to) answers to restricted response questions, a case study, a description of procedures appropriate to a simulated or real scenario.

## **National Unit specification: Statement of standards (cont)**

**Unit title:** Promoting Safe and Ethical Sport: Gymnastics Men's Artistic (SCQF level 4)

For Outcome 2 recorded evidence is required that allows the learner to:

- ◆ Demonstrate knowledge of the relevant code of conduct. This may be supplemented by a checklist and questions if required.
- ◆ Demonstrate an understanding of current legislation/guidelines about the protection of children and vulnerable groups from abuse.
- ◆ Describe the main roles of a coach. This may be in the form of (but is not restricted to) evidence from the performance of the learner in the coaching environment which may be supplemented by questions, or may be in the form of a case study or restricted response questions.



## National Unit Support Notes

**Unit title:** Promoting Safe and Ethical Sport: Gymnastics Men's Artistic (SCQF level 4)

Unit Support Notes are offered as guidance and 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

#### Outcome 1

##### Basic Risk Assessment

The five steps to risk assessment:

- 1 Look for the hazard.
- 2 Decide who might be harmed and how.
- 3 Evaluate the risks and decide whether the existing precautions are adequate or whether more should be done.
- 4 Record your findings.
- 5 Review your assessment and revise it if necessary. (Note that this step is not assessed in this Unit).

##### Emergency procedures

Facility operating procedures — such as NOP (Normal Operating Procedures) and EAP (Emergency Action Plan), accident reporting. (The actual terms used may vary).

#### Outcome 2

Codes of Conduct for Coaches — SportsCoachUK, Code of Conduct and Ethics.

Scottish/National Governing Body (S/NGB) requirements for coaches working with specific performers or groups. Examples include material from the Scottish Rugby Union, the Scottish Football Association, etc.

Protection of children issues: for example RSSPCC (Children 1st), Disclosure Scotland.

The coach as a role model — discussion of the influence that a coach or player may have on the aspirations of young potential athletes.

## National Unit Support Notes (cont)

**Unit title:** Promoting Safe and Ethical Sport: Gymnastics Men's Artistic (SCQF level 4)

### Guidance on approaches to delivery of this Unit

If the Unit is delivered as part of the planned Group Award, it must be delivered within the same sports context as the other Units in the Group Award — *Prepare for the Delivery of a Coaching Activity* (SCQF level 4) and *Conduct and Review Coaching Activities* (SCQF level 4).

The learner is expected to be familiar with the main rules/laws of the sport before undertaking this Unit.

Learners should be encouraged to examine the main concepts of the Code of Conduct and Ethics and any specific requirements produced by the National Governing Body for their specific sport.

Learners must have a clear understanding of their duty towards young people in their care and an understanding of the current legislation/guidelines about the protection of children and vulnerable groups from abuse.

While this may be delivered in a classroom situation and evidence of knowledge may well be gathered in that environment, it will be while actually coaching that a learner will demonstrate the practical aspects of the knowledge gained.

With regard to injuries, while a learner may indeed produce real evidence of the practical application of the knowledge, it would be acceptable and appropriate that the evidence gathered may be based on questions, documents prepared by learner or others, and simulation may be used if required for both delivery and assessment purposes. For this Unit, the learner is not expected to deal directly with any accident or emergency but is expected to be aware of the appropriate procedures which require to be followed.

### Guidance on approaches to assessment of this Unit

#### Outcome 1

A variety of approaches may be used as appropriate to the sport and learner.

Learners are required to submit a basic risk assessment for a component of a session/activity which they led. This may have been prepared by the learner in whole or in part or may be that used by the centre.

Learners are required to gather details on emergency procedures for the environment in which they are coaching. This may be an existing document or may be created by the learner or a combination of these items (eg a submitted document and learner written comment).

Learners will produce a real or simulated accident report form.

## National Unit Support Notes (cont)

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### Outcome 2

There may be a need to support this with questions where a specific item of knowledge is not clearly demonstrated by a task. This may be in a written form or by oral questions.

Much evidence will be of a practical nature. Delivering centres may use appropriately devised checklists and/or assessor reports.

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.

### Opportunities for 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 learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

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

#### *Communication* (SCQF level 4)

Although skills in *Communication* are not formally assessed learners will be expected to present information to a standard acceptable in the vocational area. They should be encouraged to express ideas and information accurately and concisely, and to be aware of the impact of presentation on the effectiveness of promoting safe and ethical sport.

Skills in accessing and evaluating a range of sources which provide current information on professional information, the codes of conduct and ideas could usefully be developed, in order that learners are able to read and evaluate underpinning reference materials from a range of sources and electronic sites.

## History of changes to Unit

Version	Description of change	Date

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## General information for learners

### **Unit title:** Promoting Safe and Ethical Sport: Gymnastics Men's Artistic (SCQF level 4)

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

This Unit will enable you to be able to work with an experienced coach to plan and prepare a coaching session. In the preparation of any session there will be some basic considerations that must be addressed. These will include (but are not limited to):

- ◆ Who is being coached and what are their needs?
- ◆ What level of ability do they already have?
- ◆ What equipment will be required?
- ◆ What facilities will be used?
- ◆ Are their Health and/or Safety issues that need to be considered?
- ◆ Are there other people that need to be involved?

Note these are examples only and your tutor/assessor will guide you.

You will need to produce a session plan and your assessor will also use a checklist to ensure that all that is required is indeed covered.

If you achieve the associated Units for this NPA, the Scottish Governing body for the sport will recognise your qualification and this can lead to advancement in your coaching career.