

National Unit Specification

General information

Unit title: Undertaking Sports Development Roles (SCQF level 6)

Unit code: JZRX 46

Superclass: MA

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Source: Qualifications Scotland

Version: 01

Unit purpose

The purpose of this unit is for learners to undertake sports development roles and to describe, demonstrate and evaluate the responsibilities and interpersonal skills required for these roles. This unit recognises that the term 'sports development' is a distinct area of study which includes sport and physical activity.

This unit is one of the mandatory units of the National Progression Award (NPA) in Sports Development and may also be delivered as a free-standing unit.

Learners will identify sports development roles to be undertaken during different sports development projects. As the projects are implemented learners will demonstrate, record, and collect feedback on role delivery. Learners will reflect on feedback collected and evaluate personal performance during role delivery and identify strengths and areas of development. Learners will describe a personal plan for continued improvement if the roles were to be undertaken again in future. Finally, learners will evaluate the wider impact of each sports development project to identify

strengths and areas of development and will describe an action plan for continued improvement if the projects were to be undertaken again in future.

This unit is suitable for a wide range of learners, for example:

- Learners with an interest in sport and physical activity.
- S5 and S6 learners who may have achieved national qualifications in Physical Education.
- Progression candidates (that is, Skills for Work, candidates who may have achieved other relevant NPA, Scottish Credit and Qualifications Framework (SCQF) level 5, or comparable awards).
- Adults returning to education.

On completion of the unit learners may wish to consider further study within the fields of sports coaching and development or community education.

Outcomes

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

1. Describe sports development roles to be undertaken.
2. Demonstrate two sports development roles.
3. Evaluate the sports development projects undertaken.

Credit points and level

1 National Unit credit at Scottish Credit and Qualifications Framework (SCQF) level 6: (6 SCQF credit points at SCQF level 6).

Recommended entry to the unit

Entry for this unit would be at the discretion of the centre however learners would benefit from an interest in sport and may be keen to embark on a career in sports development. It is recommended that learners undertaking this unit possess communications skills to a level equivalent to at least SCQF level 5 and have attained one of the following, or equivalent:

- Sports Development: An Introduction at SCQF level 5
- NPA Sports Coaching SCQF level 5
- National Certificate (NC) Sport and Physical Activity SCQF level 5
- National 5 Physical Education
- Any sporting activities or sports coaching units at SCQF level 5
- Participate regularly in sport and physical activity, experience participating in and leading in physical education, physical activity, sport, and/or volunteering to support the development of sport or physical activity sessions.

This unit is suitable for those who have no previous qualifications or experience or learners who wish to develop their knowledge and skills in the field of sport and physical activity development.

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 considered when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website:

[Qualifications Scotland Assessment Arrangements](#)

National Unit Specification: Statement of standards

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Acceptable undertaking 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 Qualifications Scotland.

Outcome 1

Describe sports development roles to be undertaken.

Performance criteria

- (a) Identify two sports development roles to be undertaken.
- (b) Describe the responsibilities for each role.
- (c) Describe the interpersonal skills required for each role.

Outcome 2

Demonstrate two sports development roles.

Performance criteria

- (a) Demonstrate the responsibilities and interpersonal skills for each role before project implementation.
- (b) Demonstrate the responsibilities and interpersonal skills for each role during project implementation.
- (c) Demonstrate the responsibilities and interpersonal skills for each role after project implementation.
- (d) Record evidence of role delivery before, during, and after each project implementation.
- (e) Collect feedback on role delivery for each project.

Outcome 3

Evaluate the sports development projects undertaken.

Performance criteria

- (a) Evaluate personal performance in the two roles undertaken.
- (b) Describe a personal plan for continued improvement in each role delivery.
- (c) Evaluate the wider impact of the sports development projects undertaken.
- (d) Describe an action plan for continued improvement if the sports development projects were to be organised again in the future.

Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

Whilst the evidence requirements set out what the learner must do to meet the criteria of the unit it is recognised that evidence should be commensurate with the Scottish Credit and Qualification Framework (SCQF) at level 6.

Please note: Officiating and coaching roles can be undertaken as part of the organisation/implementation of the sports development projects, but learners cannot be assessed in these roles for this unit.

Outcome 1: Describe sports development roles to be undertaken.

Evidence must be gathered over time in open-book conditions using written and or oral evidence.

To achieve this outcome the learner must:

- (a) Identify a minimum of two different roles to be undertaken. A minimum of one role for each project should be identified.
- (b) A minimum of three responsibilities should be described for each role to be undertaken. Each responsibility should be described to take place before, during, and after role delivery.

- (c) A minimum of three interpersonal skills should be described for each role to be undertaken. Each interpersonal skill should be described to take place before, during, and after role delivery.

Outcome 2: Demonstrate two sports development roles.

Evidence for PC (a)–(c) must be gathered under supervised conditions. An assessor checklist must be used to support learner evidence.

Evidence for PC (d) and (e) must be generated using written and or oral evidence and must be gathered in open-book conditions throughout the undertaking of roles.

To achieve this outcome a learner must effectively carry out two different sports development roles undertaken on two separate occasions. A minimum of one role should be demonstrated and evidenced in each project.

To achieve this outcome the learner must:

- (a) Demonstrate a minimum of one responsibility and one interpersonal skill effectively for each role before project implementation.
- (b) Demonstrate a minimum of one responsibility and one interpersonal skill effectively for each role during project implementation.
- (c) Demonstrate a minimum of one responsibility and one interpersonal skill effectively for each role after project implementation.
- (d) Record evidence of role delivery before, during, and after each project implementation. Evidence should include appropriate dates, duration, role, responsibilities and interpersonal skills demonstrated. All evidence should be signed and dated by the learner and an assessor.
- (e) Collect feedback from a minimum of one source on each role delivery for each project.

Outcome 3: Evaluate the sports development projects undertaken.

Evidence must be gathered over time in open-book conditions using written and or oral evidence.

To achieve this outcome learners must:

- (a) Evaluate personal performance in the two roles undertaken. The evaluation must include a minimum of one strength and one area for development for each role. Evaluations must be based on feedback collected from an appropriate source in outcome 2 (e).
- (b) Describe a personal plan for continued improvement in the delivery of each role. The plan must be based on the development areas identified in outcome 3 (a). The plan must describe actions that would ensure continued personal improvement occurs in the delivery each role.
- (c) Evaluate the impact of the sports development projects undertaken. The evaluation must include a minimum of one strength and one area for development for each project. Evaluations should be based on personal judgement on what the learner considers a strength and an area for development for each project.
- (d) Describe an action plan for continued improvement if each sports development project was to be organised again in the future. The action plan must be based on the development areas identified in outcome 3 (c). The plan must describe actions that would ensure continued improvement occurs if each sports development project was to be organised again in the future.

National Unit Support Notes

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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 40 hours.

Guidance on the content and context for this unit

This unit involves the description, demonstration, and evaluation of role responsibilities and interpersonal skills during sports development projects across communities, institutions, sport clubs or performance pathways. Learners can undertake a variety of strategic and operational roles designed to develop and/or improve sport, increase engagement, improve participant experiences, and support wider social outcomes such as equality, diversity, inclusion, health, and community cohesion. Learners will need to demonstrate interpersonal skills that are key for successful role delivery.

The context for this unit should support learners to move from a generalised theoretical introduction to a practical undertaking of two sports development roles that are specifically focussed on agreed sports development projects. These projects should meet the needs of the community and aim to develop or improve sport, increase physical activity and participation. For example, when deciding on projects learners could identify suitable projects suggested in the NPA Sports Development, Sports Development: Meeting the Needs of the Community unit, and vote on projects that learners feel will allow for role delivery to be fulfilled during each project undertaken.

The context for learning should be a real setting with learners organising and delivering genuine sports development projects. It is necessary that learners

implement two projects as part of the unit, successfully fulfilling a minimum of one role within each project. The unit has been designed to allow as wide a scope as possible for developing sport and physical activity provision. As a guide, and not as an exhaustive list, options for sports development projects may include; development of existing sport or physical activity provision, improving resources, funding access, partnership working, resource sharing, increasing participation rates, improving diversity of participants, improving competition or tournament formats and structure, raising performance standards, improving performance pathways, increasing and training volunteers to support events, or the introduction of a sport or physical activity that does not currently exist and is new to the community in question.

Outcome 1: Describe sports development roles to be undertaken.

This outcome focuses on learners being able to describe different sports development roles that will be undertaken. Information learners provide will include role identification, role responsibility description, and interpersonal skills required for each role to be successfully completed (for example, communication, decision making, and problem solving). When completing outcome 1, learners may choose sports development roles as identified within NPA Sports Development, Sports Development: Meeting the Needs of the Community unit or consider sports development roles in a different or established project that can be developed, improved further, or any other appropriate projects that allow for role delivery to be fulfilled successfully.

Outcome 2: Demonstrate two sports development roles.

This outcome transitions theoretical understanding to practice by requiring learners to engage with a minimum of two sports development projects. At least one role should be demonstrated and evaluated within each project. This is to be achieved through the following interconnected stages: demonstrating, recording, and collecting feedback on role responsibilities and interpersonal skills. For example, an 'S1 Basketball Tournament' project could offer the following roles to be undertaken before, during, and after delivery: Public Relations (PR) support, volunteer support, or hospitality support. Learners should record evidence of role delivery, the role responsibilities and interpersonal skills demonstrated. Feedback will be collected on

role responsibilities and/or interpersonal skills to support the identification of one strength and one development area for each role undertaken in each sports development project.

Outcome 3: Evaluate the sports development projects undertaken.

This outcome requires learners to engage with the evaluation of each sports development project undertaken, based on feedback collected in outcome 2 (e). Learners will evaluate personal performance during role delivery and use personal judgement to evaluate the wider impact of the sports development projects. Learners will describe a personal plan that could be undertaken so continued improvement occurs in each role. Learners will then make a personal judgement to evaluate the wider impact of the sports development projects. An action plan will be described for continued improvement if each sports development project were to be organised again in the future. Learners are not required to re-attempt roles or projects in order to complete outcome 3.

The overall learning experience is designed to reflect current practice within sport and physical activity development, supporting progression into further study, training, or employment within the sport, leisure, and community sectors. The unit provides the underpinning knowledge and skills to enable suitable progression onto SCQF level 7 study.

Guidance on approaches to delivery of this unit

The details of the assessment process should be issued at the start of the unit to provide context to the learner and support their journey through the unit. Assessors should be providing guidance and support for learners via scheduling, monitoring and quality assurance of work.

Each outcome should build the knowledge, understanding and confidence of learners, therefore it will work well to deliver this unit in sequential order, however, it is at the centres discretion which order they deliver these outcomes. An element of flexibility and creativity with the planning and delivery may allow for a better learning experience. Some examples below.

Outcome 1: Describe sports development roles to be undertaken.

Learners could refer to the 'suggested roles' found within the guidance section below and engage with experiential learning activities to consolidate knowledge related to the identification of sports development roles to be undertaken. Partner and/or group discussion could encourage learners to consider roles they may have completed in the past or have previous experience in, with this learning shared during whole-class discussion.

When describing role responsibilities learners could watch a variety of sporting events and discuss identified roles and responsibilities. When watching a netball game for example, learners could discuss how the team managers communicate with the scoring table any substitutions which are going to take place and be asked to consider various responsibilities and interpersonal skills required during the role.

To support learning based on the description of interpersonal skills required for each role, learners could research and consider a range of skills, abilities, and qualities that are important in the workplace and map these skills to the roles discussed previously. The interpersonal skills required for role delivery could include the following: integrity, flexibility, initiative, communication, collaboration, leading, empathy, resourcefulness, and creativity. This is not an exhaustive list and learners could describe any other relevant interpersonal skill they viewed as important for role delivery. When engaging in an extra-curricular session, learners could consider a different role responsibility such as, resources and logistics support, and discuss responsibilities and interpersonal skills related to booking venues, setting up for session, and breaking down equipment at the end.

Outcome 2: Demonstrate two sports development roles.

When demonstrating each role to be undertaken, learners could consider any training or learning needs that are needed for successful role completion. For example, if taking on a Volunteer Support role, learners may benefit from partnership working with PR Support and Officiating Support to organise and plan for volunteers to shadow a person involved in a similar role, request mentoring from a person experienced within the role, research the role responsibilities and interpersonal skills

as part of a group activity, or attend an organised training event to build confidence and capacity for successful role delivery in each project.

As learners are required to record evidence of role delivery when undertaking each role, learners could experience a visit from an Active Schools Co-ordinator who leads a session on how to keep a record within a logbook. Session aims could focus on the type of information to be recorded such as: dates, times, duration, role responsibility completed, interpersonal skills demonstrated, and any other relevant or appropriate information that would be deemed as important. Learners could then work in groups to create 'role responsibility' and 'interpersonal skills' logbooks to record required data within projects they will support.

When collecting feedback on role delivery, and in order to inform evaluation as required in outcome 3, the type of feedback collected could be completed via questions and answers, participant feedback, digital forms, logbook entries, observational records, or assessor checklists.

A generic 'feedback form' could be created as a class activity, with questions and information to be gathered. This could be discussed and agreed by learners. During project delivery, 'hospitality support' could hand out 'feedback forms' for participants, or other appropriate stakeholders to complete. This could help to collect feedback for learners on their personal performance on their role delivery during the project. This could be shared with learners during a de-brief session, with learners using data presented, and used as a basis for evaluations as required in outcome 3.

To support learners choosing appropriate roles for project delivery, the following has been suggested below. This is not an exhaustive list and learners may choose other appropriate roles that are deemed suitable when evidencing the performance criteria required:

Suggested roles:

- Hospitality Support
- Volunteer Support
- PR Support
- Sport Activity Co-ordinator Support

- Partnership Working Support
- Funding and Budget Support
- Resource and Logistics Support
- Officials Support
- Equalities, Diversity, and Inclusion Support (including Guide, Pilot, 1:1 support, ramp operator (Boccia))
- Health and Safety Support
- Competition Planning Support
- Young Ambassador Support

Outcome 3: Evaluate the sports development projects undertaken.

When evaluating roles undertaken to identify strengths and development areas, learners should take time to reflect on the feedback collected in outcome 2 (e). Working in pairs, or small groups, learners could spend time discussing feedback collected from a variety of sources, with evaluations made on strengths and development areas. From these evaluations learners could identify one strength and one development area for each role completed during each project. For example, during participant feedback it may be stated that the hospitality team made everyone feel welcome and safe, supporting a positive evaluation in relation to this feedback for this role. When development areas have been identified, learners could describe how to improve these areas.

When evaluating the wider impact of the sports development projects undertaken, learners could discuss and consider areas such as: resources used, participation numbers, participant experience, facilities booked, time-management, competition format, or any other relevant area for evaluation. This could allow the learner to make a personal judgement and consider the impact this had on project delivery and if this was a strength or development area. For strengths, learners may feel a project was well-publicised, with high participant up-take. An evaluation could be made in relation to this positive, and an identification of this as a strength.

For an area of development, an action plan must be described to address any issues so that a similar project could be completed successfully in future. For example, if

learners reflected as a group and felt that equipment used was not suited for participants during the project then an evaluation could be made in relation to this issue, with the identification of a development area being to fund raise in order to purchase better suited equipment for similar projects in future. An action plan to support this development area could describe how to research alternative funding streams available within this community, various charities who could support, or events which raise funds to help purchase the equipment required.

Guidance on approaches to assessment of this unit

There are no restrictions on the instruments of assessment that can be used within this unit, centres are encouraged to be creative in the methods of assessment they use to generate evidence.

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 higher education.

Evidence for outcome 1 to outcome 3 could be obtained utilising formative assessment methods or as part of a holistic assessment approach as determined by centres.

A portfolio, including written evidence, logbooks or other appropriate information, could be produced to satisfy all outcomes and performance criteria. This evidence should be in sufficient detail to describe, demonstrate, record, collect feedback and evaluate the sports development projects and learners' role delivery within each project. Evidence should contain all information and details relevant for the unit as required.

Learners may work individually, in small groups, or in larger groups to implement the requirements of the unit. It is recommended that this unit is completed during time-tabled class time and out with timetabled classes so that projects can be undertaken

over the required length of time. When working in groups, individuals must have clearly defined roles, responsibilities, and interpersonal skills will be demonstrated during project implementation.

Outcome 1: Describe sports development roles to be undertaken.

The portfolio could be short answer questions set by the assessor which could be responded to in either a written, presentation or oral format. Oral recordings could be captured via video or voice recording apps which should be supported by an assessor checklist.

Outcome 2: Demonstrate two sports development roles.

Role responsibilities and interpersonal skills demonstrated could be evidenced via logbook with an assessor checklist.

A logbook with an assessor checklist could be used for recording evidence of role delivery for all performance criteria. Learners could be assessed by the use of a logbook with an assessor checklist which could be written or digital. Feedback should be focused on role responsibilities and/or interpersonal skills demonstrated and describe strengths and development areas. The feedback should include comments such as the learners ability to effectively plan, organise, deliver, and/or demonstrate interpersonal skills before, during, or after each project.

Outcome 3: Evaluate the sports development projects undertaken.

The portfolio could be short answer questions set by the assessor which could be responded to in either a written, presentation or oral format. Oral recordings could be captured via video or voice recording apps which should be supported by an assessor checklist.

Authentication of evidence

All written work should contain a declaration of validity that the content is the learners own work unless cited otherwise. Submissions should be signed off and dated by the learner. Digital submissions should be encouraged through centres' learning management system (LMS) platforms using anti plagiarism software.

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 Qualifications Scotland's qualifications is available at [Qualifications Scotland e-Assessment](#).

Opportunities for developing Core and other essential skills

There are opportunities to develop Core Skills naturally within this unit as follows:

- **Communication:** During outcome 1 communication can be developed through discussion on roles to be undertaken, role responsibilities and interpersonal skills required for successful role delivery. Written or oral communication could occur as learner evidence is collected and presented over the duration of the unit in outcome 2 and outcome 3 as learners record role delivery, collect feedback, and evaluate sports development projects for all performance criteria via a logbook which could be written or digital.
- **Information and Communication Technology (ICT):** This can be developed using a variety of ICT throughout the unit including research on roles to be undertaken, role responsibilities, and interpersonal skills required during outcome 1. During outcome 2 and outcome 3 the presentation or collection of learner evidence via a digital logbook would support ICT skill development. There would be opportunities for learners to create digital forms to collect feedback on role delivery from relevant participants involved within the project.
- **Problem Solving:** During outcome 2 and outcome 3 learners have potential to problem solve before, during, and after project implementation and to evaluate strengths and areas for development for role delivery and wider sports development project impact. Learners will consider feedback collected during outcome 2 to make a personal judgement on what they feel were strengths and

areas for development to evaluate project impact in outcome 3. Learners have the opportunity to demonstrate problem solving by producing a personal plan to improve role delivery and an action plan to improve project delivery if they were to be undertaken in future.

- **Working with Others:** This can be developed through opportunities for collaboration with other stakeholders, communities, institutions, sport clubs, organisations, peers, or participants during the project implementation in outcomes 1, 2, and 3.

This unit gives the learner opportunities to develop essential skills throughout the project such as enterprise, employability and citizenship.

Recognition of Prior Learning

Credit transfer can be given where there is broad equivalence between the subject related content of the unit (or combination of units). This unit qualifies for credit transfer where a learner has completed the old unit as detailed in the table below. This may contribute to achievement of a group award, please refer to the relevant group award specification. Learners who are given credit transfer between the previous unit and new/revised unit must still satisfy all other conditions of Qualifications Scotland group award design principles, including the mandatory units and the correct number of credits at the correct SCQF level.

Old unit	New unit	Transfer detail
F7JL 12: Sports: Activity and Participation Opportunities in the Community	Undertaking Sports Development Roles	Direct transfer

History of changes to unit

Version	Description of change	Date

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Unit template: February 2025

General information for learners

Unit title: Undertaking Sports Development Roles (SCQF level 6)

This information 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.

The purpose of this unit is for you to undertake sports development roles and to describe and demonstrate the role responsibilities and interpersonal skills required for these roles. You will identify two sports development roles to be undertaken during two different sports development projects. A minimum of one role should be completed for each project. As the projects are implemented you will demonstrate, record, and collect feedback on role delivery. You will reflect on feedback collected and evaluate personal performance during role delivery and identify strengths and areas of development. You will describe a personal plan for continued improvement if the roles were to be undertaken again in future. Finally, learners will evaluate the wider impact of each sports development project to identify strengths and areas of development. You will describe an action plan for continued improvement if the projects were to be undertaken again in future.

The skills and knowledge developed during this unit will support you to better understand the undertaking of sports development roles, key responsibilities and interpersonal skills required for successful role delivery. A key aspect of this unit focuses on the practical demonstration of role delivery before, during, and after project implementation. This will build your confidence in a practical manner so that you can experience different roles that are key for sports development projects to be successfully implemented. Finally, you will develop evaluation skills and knowledge of how to describe suitable personal plans to improve role delivery and an action plan to improve project delivery if they were to be undertaken in future again.

On successful completion of the unit you will be able to describe sports development roles to be undertaken, demonstrate two sports development roles and evaluate the sports development projects undertaken.

As a result of successfully completing this unit you will have opportunity to develop the following Core Skills: Communication, Information and Communication Technology (ICT), Problem Solving, and Working with Others.

This unit is suitable if you are interested in sport, fitness, coaching, or community work, and it provides a strong foundation for further study.