



National Unit specification: general information

Unit title: Fundamental Principles of Multi-skills for Sport
(SCQF level 5)

Unit code: H3LF 11

Superclass: MA

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Source: Scottish Qualifications Authority

Version: 02

Summary

The Unit has been designed to provide learners with an understanding of key principles that influence basic movement skills 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 key principles in:

- ◆ 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 — *Plan, Deliver and Review a Multi-skills Sports Session*. These Units are designed to be delivered together as one single award.

General information (cont)

Unit title: Fundamental Principles of Multi-skills for Sport
(SCQF level 5)

Outcomes

- 1 Describe key principles of long-term athlete development and the relationship of these principles to child development.
- 2 Explain the current thinking in order to achieve positive impact which lies behind coaching young people.
- 3 Describe the difference and the links between Fundamental movement skills, Fundamentals of movement and Fundamental sports skills.

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 learners 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

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

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

National Unit specification: statement of standards

Unit title: Fundamental Principles of Multi-skills for Sport
(SCQF level 5)

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

Describe key principles of long-term athlete development and the relationship of these principles to child development.

Performance Criteria

- (a) Describe methods of communication when working with children of different ages.
- (b) Explain the use of the key principles of reward and recognition with children of different ages.
- (c) Describe current best practice surrounding inclusion and differentiation.

Outcome 2

Explain the current thinking in order to achieve positive impact which lies behind coaching young people.

Performance Criteria

Explain the impact of the following:

- ◆ competence
- ◆ confidence
- ◆ connection
- ◆ character and caring
- ◆ creativity

Outcome 3

Describe the difference and the links between Fundamental movement skills, Fundamentals of movement and Fundamental sports skills.

Performance Criteria

Describe the concepts of the following and the relationships with each other:

- ◆ movement skills
- ◆ games skills
- ◆ multi-skills

National Unit specification: statement of standards (cont)

Unit title: Fundamental Principles of Multi-skills for Sport
(SCQF level 5)

Evidence Requirements for this Unit

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

Outcome 1

Response will include reference to the work below and can be oral or written evidence and may be supported by practical work if linked with other Units.

If written, then marked responses would be required as evidence.

If oral questions are used, then the use of an assessor checklist is required to confirm the questions asked, the candidate response and the assessor judgement.

Responses must address all PCs and include:

- ◆ the use of different methods of communication when working with different age groups
- ◆ the use and place of recognition (by self and others) of achievement, in the development of the child
- ◆ the role of inclusion and the place of differentiation in the development of the performer

'Long-Term Athlete Development (LTAD) outlines a staged approach to appropriate training, competition and recovery programming in relation to the developmental age of the individual. LTAD is not just another plan. It is a philosophy: a real tool for change' (Istvan Balyi PhD).

Reference to child development will cover the ABCs of sport with relevant explanation:

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

Outcome 2

Learners are required to give explanations which describe the principles. This may be written or oral and may be supported by practical work if linked with other Units.

If written, then marked responses would be required as evidence.

If oral questions are used, then the use of an assessor checklist is required to confirm the questions asked, the candidate response and the assessor judgement.

National Unit specification: statement of standards (cont)

Unit title: Fundamental Principles of Multi-skills for Sport (SCQF level 5)

Assessment responses must include the following elements of the “C” system which are the core principles of “Positive Youth Development (PYD) :

Competence — Being in a coaching environment where appropriate techniques and skills are learned in a progressive and enjoyable way.

Confidence — Enjoyment of success when practising and receiving positive and beneficial feedback.

Connection — Working on own and in groups so participants enjoy the benefits of team play and working with others and eventually enjoy the independence of community sport. Understanding the benefits of exercise and when and where it can be accessed appropriately.

Character and caring — Practise in an environment that respects players, coaches and officials and the rules of all sports.

- ◆ respect for societal and cultural rules
- ◆ possession of standards for correct behaviours
- ◆ a sense of right and wrong
- ◆ integrity

Creativity — Being encouraged to find participant’s own solutions to problems, so they learn rather than simply copy and repeat.

Outcome 3

Learners are required to give explanations which address the differences and links between the concepts of movement skills, game skills, multi-skills and multi-sports. This may be written or oral and may be supported by practical work if linked with other Units.

If written, then marked responses would be required as evidence.

If oral questions are used, then the use of an assessor checklist is required to confirm the questions asked together with the learner response and the assessor’s judgement.

Assessment responses will include:

Fundamental movement skills are co-ordination and movement patterns which make up sporting, play and activity actions such as running, jumping, throwing, etc. Fundamental principles underpin movement skills success. Key components that are required to perform movements successfully, include; agility, balance and co-ordination.

They are linked by the application of:

- ◆ co-ordination principles
- ◆ movement principles
- ◆ thinking principles
- ◆ body awareness principles

National Unit specification: support notes

Unit title: Fundamental Principles of Multi-skills for Sport
(SCQF level 5)

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 *Plan Deliver and Review a Multi-skills Sports Session* and it is recommended that both delivery and assessments are linked.

This Unit underpins the essential knowledge that is required to prepare, deliver and review a practical session. The key principles may further develop during the life of the Unit and at all times, current best practice and theory should be applied. Learners should be encouraged to carry out some independent research and reading of their own. As indicated, this Unit supplies the underpinning theory behind the concept of Long-Term Athlete Development and the application of a multi-skill approach 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.

Guidance on learning and teaching approaches for this Unit

It is expected that learners will be in a position to make use of their own experiences while undertaking this Unit and also the associated Unit — *Plan, Deliver and Review a Multi-skills Sports Session*. It would therefore be valuable to offer the opportunity while delivering the Unit, to allow learners the time to share some of these issues in order to illustrate that there may be more than one solution to a problem and further show that while each coaching or teacher will have many different delivery styles, participants have many different learning styles. Communication needs may require adaptation. This may provide opportunities to develop skills in *Working with Others*. It may be useful before learners arrive for delivery of the Unit, they have been given work to read and prepare in advance as a level of competence is required before delivery.

This independent research and work will further allow learners to develop Core Skills in *Information and Communication Technology* and/or *Communication*. This will depend on the way in which learners carry out this work — using the internet or by reading books/articles/journals. It is again anticipated that most learners will be able to develop aspects of both these Core Skills.

Many of the concepts addressed are available to be researched in various websites, with sportscotland and sports coach UK having much material readily available.

National Unit specification: support notes (cont)

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(SCQF level 5)

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 knowledge-based and therefore it is possible that it could be assessed in writing or through a log or by oral questioning.

If a written or series of written responses is the preferred route, this should be marked by the assessor as this would be required evidence.

If on the other hand oral questioning is to be used, then a record should be kept of the questions asked, the response of the candidate and the judgement of the assessor. However it would also be possible for learners to be assessed through a combination of — written assessments, additional oral questions and the use of an assessor checklist confirming that through the integration with the other Unit in the award, the required knowledge had been clearly demonstrated, with use being made of supplementary questions where appropriate. Integration would perhaps be the most constructive way to carry out assessment but all Performance Criteria must be addressed whatever method is to be used.

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.

There may also be opportunities to develop skills in *Information and Communication Technology*, although this will depend on learners own research methods used. Learners who undertake research through personal reading will also have opportunities to further develop skills in *Communication*.

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
02	Updated to reflect current practice and terminology	06/07/2017

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