



Arrangements for:

**HNC Coaching and Developing Sport at
SCQF level 7**

**HND Coaching and Developing Sport at
SCQF level 8**

Group Award Codes:

GD5R 15

GD7G 16

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

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1 Introduction

This is the Arrangements Document for the ***new Group Awards in Coaching and Developing Sport validated in June 2011***. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

These awards are designed principally for use by Scotland's Colleges of Further Education. The use of these awards is not confined as the Units and Awards may be suitable for training providers and for use within the secondary education sector. There may also be a market beyond Scotland for these awards.

The Awards are designed to support candidates who wish to pursue (as a possible career path) working within the Sports Coaching and Sports Development Industries. At the same time, many of the competences achieved will allow candidates to make other career decisions and follow different pathways within the Sport or other industries. The awards are designed to support candidates in developing further the skills and competences which they may have gained from lower level awards.

2 Rationale for the revision of the Group Awards

Since the validation of the HN Sports Coaching with Sports Development framework in 2005, there have been significant changes in the industries served by the current qualifications. The proposed revised HNC and HND in Sports Coaching with Sports Development outlined in this document were developed to take account of market research information received and strategic goals relating to the Commonwealth Games Legacy of Scottish Government. All members of the Active Scotland Workforce Development Group have been consulted as part of this re-validation process.

SQA currently offers a range of National Qualifications, HNC/HNDs and Scottish Vocational Qualifications in Sport — please refer to Appendix 4 for a list of these qualifications.

Currently the majority of students who are studying Sports Coaching with Sports Development are male and aged between 16 and 22, although the student cohort also includes females and adult returnees. On average, 90% of students who complete an HNC in Sports Coaching with Sports Development progress onto the HND in Sports Coaching with Sports Development. Around 50% of students who complete the HND in Sports Coaching with Sports Development go on to university to complete a degree programme. It should be noted that this could vary from centre to centre. Many of candidates will pursue a career path in sport.

The revised HNC Qualification in Coaching and Developing Sport has been designed to give candidates an understanding of coaching within sport and aspects of development at SCQF level 7. The qualification allows for a more aligned progression to the HND Coaching and Developing Sport.

The Group Award is designed to meet the needs of the delivering centres and take account of the new National Occupational Standards.

The Qualification Design Team met to discuss the framework to meet the needs of the expected candidates (Membership list Appendix 5).

The qualifications embody two specific principles:

- ◆ recognised qualifications that are now well established, understood and respected by employers in the occupational area
- ◆ sound educational and experiential background demanded by the sector.

It is clear that the revised structure provides a strong pathway of progression for candidates who have successfully completed a programme of National Qualification Units in a related area and for those who wish to access Higher Education. This is fully in line with the Scottish Credit and Qualifications Framework (SCQF) requirements and conforms to the HNC/D design principles that are well established and are a requirement for all HN awards.

Many of the Units within the HNC/D Sports Coaching and Sports Development had a practical element and involve candidates in a real work environment. Delivering staff have a sound, detailed understanding of the needs of the industry and it became evident the needs of industry were no longer being clearly met and that a number of the Units had become outdated.

In addition, the current developments on coaching philosophy had moved on considerably, The National Occupational Standards (NOS) for Coaching had been revised, and new NOS had been developed (none had previously been created) for Sports Development.

Members of the QDT worked closely with Sports Coach UK on the creation of the new NOS.

All HN awards are supported by a Qualifications Support Team (QST) who support the Qualifications Manager and advise on any issues.

It was agreed that the qualification should be revised to better align the award with current needs was required.

At the same time, a core workplace Unit had been replaced by a Unit with a different credit rating. This Unit was one which sat outside of the control of this Qualifications Design Team (QDT) as it was generic and was considered to be very dated. Any change to the core of an award needs a revalidation and the opportunity was taken to carry out this review.

SQA invited all centres delivering the awards to attend consortium meetings. SQA chaired the meetings and after discussions, the decision was taken to revise the qualification to reflected current needs and good practice in the industry.

A group of representatives was elected to see this work through to its conclusion. All of those elected and subsequently contracted by the SQA, were experienced and active in the delivery of the award. The SQA greatly appreciates the work undertaken by the team involved and the co-operation of their centres.

The QDT carried out extensive research to ensure that the award met the design requirements and reflected accurately the needs of industry while allowing candidates to continue education in the area of sport, if that was their wish.

The feedback strongly supported the view that the Graded Units should be revised to meet the current design principles. The opportunity was taken to focus the Graded Units, while retaining their concepts. The revision also revised the Units at SCQF level 7 and SCQF level 8. The revised Units looked at the progression links between SCQF level 7 and SCQF level 8.

Some new Units were developed. There were Units at SCQF level 7 that did not lead to level 8. There were Units at level 8 which had no underpinning Unit at level 7. These issues were addressed where the research supported the development.

QDT were revised all Units and took the opportunity to ensure that they agreed with current SQA house style although many Unit which had been well received, have almost no real change in their Outcome. Any changes were for clarity and where there was a need to change. Units, which centres did not utilise, were either removed or revised.

3 Aims of the Group Awards

3.1 General aims of the Group Awards

- ◆ flexible approaches within a national framework
- ◆ a focus on the development of candidates knowledge and understanding which underpins performance in the workplace — team working, communication
- ◆ common mandatory elements of study for various vocational pathways
- ◆ choices of optional Units for various vocational pathways
- ◆ to provide candidates with a positive and supportive learning environment which can foster an interest and enthusiasm in the subject areas of Sports Coaching with Sports Development
- ◆ to enable candidates to understand the basic concepts of Sports Coaching with Sports Development and provide a foundation for the development of their skills
- ◆ to provide opportunities for candidates to explore and demonstrate their own physical activity and healthy living
- ◆ to introduce candidates to methods and techniques used in the Sports industry which could ultimately lead to a range of employment opportunities
- ◆ to provide opportunities to progress within SCQF to further study, in particular at degree level and beyond
- ◆ to encourage candidates to take responsibility for their own learning and develop their transferable and employability skills such as research, planning, evaluation, presenting and team working and Core Skills of communication, problem solving, IT, numeracy and working with others.

The Higher National Certificate/Diploma Group Award is designed to develop and assess the defined set of skills and knowledge in this specialist area.

3.1.1 HNC/D Coaching and Developing Sport

The HNC/D in Coaching and Developing Sport provides structured opportunities for candidates to experience the culture required from the sports coaching industry as defined by the National Occupational Standards in an environment which is realistic but supported. It will allow candidates to develop confidence, interpersonal skills, team building, flexible working and openness to new ideas while deepening their knowledge and skills in sports coaching and sports development. The award is designed to articulate with current Higher Education provision and to also support candidates who may wish to follow that particular pathway.

The **HNC** award is designed to allow candidates with an interest in Coaching and Sports Development to gain a recognised qualification which, in itself, may gain access to employment in the industry. It is designed to build on National Units, National Qualifications, NPA awards and/or prior experience of the candidate who may have worked in the occupational area.

The purpose of the award is to prepare candidates for further study and eventual entry to employment within the sports' industry or other associated employment sectors.

The most likely route is in a capacity connected with coaching and/or sport development. It may lead to full-time or part-time employment but for some candidates it will serve as a 'stepping-stone' to continue their education and study. The award is designed to make these links accessible. There are links with number of Higher Educational Establishments and candidates may move directly to the second or third year of some courses. This link depends very much on the HEI concerned.

The **HND** award is designed to build on the knowledge and experience, which the HNC candidate has gained, and it will allow the candidate to advance his or her knowledge and competence in the field of coaching and sports development. The award will provide a qualification recognised by employers and the public, and will allow access to employment. For candidates wishing to advance to higher education, the award will establish a sound base upon which the candidates may build. The well established SCQF and the International recognition of the SCQF lies at the core of the development. University links will be enhanced.

3.2 Specific aims of the Group Awards

The specific aims of this HN award include:

- 1 gaining an understanding of the roles and responsibilities of a Sports Development Officer
- 2 developing an understanding of the skills required to plan and carry out coaching activities
- 3 developing communication skills which ensures consultation with clients about sports coaching and development meet the individual client needs
- 4 developing an understanding of the principles of training and the science which lies behind these principles
- 5 exploring the Codes of Conduct within the sports industry
- 6 gaining first hand experience of coaching and sports development
- 7 developing an understanding of First Aid procedures
- 8 exploring the effects which alcohol, caffeine and smoking have on health and wellbeing
- 9 researching the factors which cause stress and their effects of the body
- 10 gaining an understanding of anatomy and physiology and the factors which need to be taken into account in deciding a client coaching plan
- 11 a basic understanding of research sources relating to the sports coaching with sports development
- 12 The **HND** award is designed to build on the HNC award and advance the skills and knowledge of the candidate. As well as the aims above HND candidates will:
 - ◆ advance their study of the Mechanics of Sport
 - ◆ work with more advanced performers
 - ◆ study the theories behind different types of performers
 - ◆ spend more time coaching
 - ◆ specialise in working with various groups, eg the over 60's clients, disabled clients, children who are physically inactive or supporting outdoor activities.

A grid illustrating how Units from the qualification meet these aims is below:

Specific Aim	Aims HNC	Unit
1	Gaining an understanding of the roles and responsibilities of a Sports Development Officer.	<i>Sports Development: An introduction</i>
2	Developing an understanding of the skills required to plan and carry out coaching activities.	<i>Coaching of Sports: An Introduction</i>
3	Developing communication skills which ensures consultation with clients about sports coaching and development meet the individual client needs.	<i>Sports Development: An Introduction</i>
4	Developing an understanding of the principles of training and the science which lies behind these principles.	<i>Sports Coaching Theory and Practice</i>
5	Exploring the Codes of Conduct within the sports industry.	<i>Conduct and Ethics for Sport and Fitness Practitioners</i>
6	Gaining firsthand experience of coaching and sports development.	<i>Coaching of Sports: An Introduction</i> <i>Sports Development: An Introduction</i> <i>Work Experience (DV0M 34)</i>
7	Developing an understanding of First Aid procedures.	<i>Sports Coaching Theory and Practice</i> <i>First Aid for Sport and Fitness (option)</i>
8	Exploring the effects which alcohol, caffeine and smoking have on health and wellbeing.	<i>Research in Sport and Fitness: An Introduction</i> <i>Principles of Fitness Training (option)</i>

Specific Aim	Aims HNC	Unit
9	Researching the factors which cause stress and their effects of the body.	<i>Research in Sport and Fitness: An Introduction</i> <i>Sports Coaching Theory and Practice</i>
10	Gaining an understanding of anatomy and physiology and the factors which need to be taken into account in deciding a client coaching plan.	<i>Anatomy, Physiology and Energy Systems</i> <i>Coaching of Sports: An Introduction</i>
11	A basic understanding of research sources relating to the sports coaching with sports development.	<i>Research in Sport and Fitness: An Introduction</i>
12	Advance their study of the Mechanics of Sport.	<i>Sports Mechanics</i>
13	Work with more advanced performers.	<i>Improving Coaching in Sport</i> <i>Fitness Conditioning in Sport</i>
14	Study the theories behind different types of performers.	<i>Coaching of Sports — Performance Development</i> <i>Sports Development and Research</i>
15	Spend more time coaching.	<i>Improving Coaching in Sport</i> <i>Coaching of Sports — Performance Development</i>
16	Specialise in working with various groups, eg the over 60's clients, disabled clients, children who are physically inactive or supporting outdoor activities.	<i>Inclusive Sport Provision: An Introduction</i> <i>Inclusive Sport Coaching</i> <i>Foundations of Outdoor Activities (DF8D 34)</i> <i>Application of Management & Organisational Skills in Outdoor Activities (DP26 35)</i>

3.3 Target groups

There are entry requirements for this qualification.

Potential target groups for this qualification include:

- ◆ school leavers who wish to learn more about a career in the Sports industry
- ◆ individuals who have skills and experience in the coaching process and who wish to gain a formal qualification
- ◆ adult returners who wish to seek employment in the coaching — this could include self employment
- ◆ individuals who wish to undertake further study in sport.

Further details of access requirements are outlined in Section 4.

3.4 Employment opportunities

The qualification is designed for full or part time study and career opportunities may include, but are not confined to the following:

- ◆ Sports coaches and leaders
- ◆ Development staff
- ◆ Fitness/Gym staff
- ◆ Leisure centre staff
- ◆ Swimming pool staff
- ◆ Health and Fitness staff

Employers may include the following:

- ◆ Local authority
- ◆ Scottish and National Governing Bodies
- ◆ Local sports organisations
- ◆ Private clubs/hotels, etc
- ◆ Leisure Trusts

4 Access to the Group Awards

Access to this award is at the discretion of the centre, however, candidates would benefit from previous experience and qualifications in sports coaching and physical activity. Relevant work experience would also be acceptable.

Each Unit of the award state that entry is at the discretion of the centre, however, it should be noted that some of these Units do recommend completion of prior Units. This may assist centres in creating a logical timetable for delivering the Units which allow candidates to build the required knowledge and skills.

The Units are designed to encourage candidates to take responsibility for their own learning and work to specifications — this could include practical tasks, design task and research tasks. It is therefore anticipated that candidates will have some proven problem solving ability — typically this would be equivalent to SCQF levels 7 and 8.

Some numeracy skills are required for ensuring measurements are taken accurately — this would be equivalent to SCQF levels 7 and 8.

It may be appropriate to ask potential candidates to attend an interview where they can demonstrate their previous experience and aptitude for this Coaching and Developing Sport qualification.

The over-riding criterion to be satisfied is that the applicant has a realistic chance of achieving the Coaching and Developing Sport qualification at either HNC or HND level.

Candidates require a good performance background in a variety of sporting activities with a good general education behind this interest. Experience in coaching, while desirable, is not essential at entry although the potential to develop this competence must be evident. A keen interest in sport would clearly be a requirement for this award.

It is recommended that candidates have a basic knowledge of the coaching process as well as in organising a variety of skill practices. It would be a clear advantage for a candidate to have gained experience of coaching in a voluntary or paid capacity in advance of entry to the course.

Candidates should hold or consider acquiring UKCC awards before or during their course.

A realistic background would be two Higher as a minimum one being English and the other either a science subject or mathematics. A Higher in Physical Education would be an asset but due to the nature of schools columns of choice, it would not be reasonable to insist on this.

Other suitable pre-entry awards could be NPA awards (Skills for Work in Sport and Recreation) or other sport related National Progression Awards at SCQF levels 4, 5 or 6.

Access will not be restricted in relation to age or gender. Centres must be aware of the Equality Act and its wide provisions.

5 Group Awards structure

The HNC qualification comprises nine Mandatory Units and 19 Optional Units. This means candidates will have to complete 10 Mandatory Credits and two Optional Credits.

The HND qualification comprises 16 Mandatory Units and 31 Optional Units. This means candidates will have to complete 19 Mandatory Credits and 11 Optional Credits.

Higher National Units at SCQF levels 7 and 8:

40 hours guided learning and 40 hours self-directed learning. This means that the Units in these frameworks have eight SCQF credit points. One SCQF credit point represents a notional 10 learning hours. Credit points indicate the volume of learning required to achieve a qualification.

Candidates completing the Group Award could also be given the additional opportunity for individualised learning programmes tailored to their specific **performance skills. A proportion of the teaching and learning activities will include Options for self-directed study.**

5.1 Framework

Coaching and Developing Sport — Certificate (GD5R15): 12.0 credits needed in total
STRUCTURE (Mandatory): 10.0 credits needed
<i>Sports Coaching Theory and Practice — SCQF 7 (FW5M34) (1.0)</i>
<i>Conduct and Ethics for Sport and Fitness Practitioners — SCQF 7 (FW5N34) (1.0)</i>
<i>Anatomy, Physiology and Energy Systems — SCQF 7 (FW5P34) (1.0)</i>
<i>Coaching of Sports: An Introduction — SCQF 7 (FW5R34) (2.0)</i>
<i>Sports Development: An Introduction — SCQF 7 (FW5T34) (1.0)</i>
<i>Work Placement — SCQF 7 (HJ4W34*) (1.0)</i>
<i>Coaching Children — SCQF 7 (FW5X34) (1.0)</i>
<i>Research in Sport and Fitness: An Introduction — SCQF 7 (FW5W34) (1.0)</i>
<i>Coaching and Developing Sport: Graded Unit 1 — SCQF 7 (FW6834) (1.0)</i>
Selected Units (Optional): 2.0 credits needed
<i>First Aid for Sport and Fitness — SCQF 7 (FW5Y34) (0.5)</i>
<i>Strength and Conditioning: An Introduction — SCQF 7 (FW6034) (1.0)</i>
<i>Psychology of Sports Coaching — SCQF 7 (FW6134) (1.0)</i>
<i>Principles of Fitness Training — SCQF 7 (FW6234) (0.5)</i>
<i>Fitness Testing for Sport — SCQF 7 (FW6334) (1.0)</i>
<i>Safe Practice in Outdoor Activities — SCQF 7 (FW6434) (1.0)</i>
<i>Information Technology: Applications Software 1 — SCQF 7 (D75X34) (1.0)</i>
<i>Plan, Teach and Evaluate a Group Exercise with Music Session — SCQF 7 (H4TJ34*) (2.0)</i>
<i>Communication: Practical Skills — SCQF 7 (H7MB34*) (1.0)</i>
<i>Flexibility Training — SCQF 7 (H4TD34*) (0.5)</i>
<i>Nutrition for Fitness, Health and Exercise* — SCQF 7 (H4TF34*) (1.0)</i>
<i>Health and Safety Legislation: An Introduction — SCQF 7 (DF8734) (1.0)</i>
<i>Assist in a Sport or Fitness Related Event — SCQF 7 (FW6634) (1.0)</i>
<i>Health Screening — SCQF 7 (H4TE34*) (0.5)</i>
<i>Prevention and Rehabilitation of Sports Injuries — SCQF 7 (FW6734) (0.5)</i>
<i>Personal Development Planning — SCQF 7 (DE3R34) (1.0)</i>
<i>Foundations of Outdoor Activities — SCQF 7 (DF8D34) (1.0)</i>
<i>Marketing: An Introduction — SCQF 7 (F7BX34) (1.0)</i>
<i>Audio Visual Presentation 1: Introducing Audio Visual Presentation — SCQF 7 (DH4D34) (1.0)</i>
<i>Inclusive Sports Provision: An Introduction — SCQF 7 (H01A34) (1.0)</i>

*Refer to History of Changes for revision changes.

Coaching and Developing Sport — Diploma (GD7G16): 30.0 credits needed in total
STRUCTURE (Mandatory): 30.0 credits needed
Mandatory (Mandatory): 19.0 credits needed
<i>Sports Coaching Theory and Practice — SCQF 7 (FW5M34) (1.0)</i>
<i>Conduct and Ethics for Sport and Fitness Practitioners — SCQF 7 (FW5N34) (1.0)</i>
<i>Anatomy, Physiology and Energy Systems — SCQF 7 (FW5P34) (1.0)</i>
<i>Coaching of Sports: An Introduction — SCQF 7 (FW5R34) (2.0)</i>
<i>Sports Development: An Introduction — SCQF 7 (FW5T34) (1.0)</i>
<i>Work Placement — SCQF 7 (HJ4W34*) (1.0)</i>
<i>Coaching Children — SCQF 7 (FW5X34) (1.0)</i>
<i>Research in Sport and Fitness: An Introduction — SCQF 7 (FW5W34) (1.0)</i>
<i>Coaching and Developing Sport: Graded Unit 1 — SCQF 7 (FW6834) (1.0)</i>
<i>Fitness Conditioning in Sport — SCQF 8 (FX9K35) (1.0)</i>
<i>Sports Mechanics — SCQF 8 (FX9L35) (1.0)</i>
<i>Improving Coaching in Sport — SCQF 8 (FX9M35) (2.0)</i>
<i>Coaching of Sports Performance Development — SCQF 8 (FX9N35) (2.0)</i>
<i>Sports Development and Research — SCQF 8 (H810 35*) (1.0)</i>
<i>Coaching and Developing Sport: Graded Unit 2 — SCQF 8 (FY0035) (1.0)</i>
<i>Coaching and Developing Sport: Graded Unit 3 — SCQF 8 (FY0135) (1.0)</i>
Options (Optional): 11.0 credits needed
<i>First Aid for Sport and Fitness — SCQF 7 (FW5Y34) (0.5)</i>
<i>Strength and Conditioning: An Introduction — SCQF 7 (FW6034) (1.0)</i>
<i>Psychology of Sports Coaching — SCQF 7 (FW6134) (1.0)</i>
<i>Principles of Fitness Training — SCQF 7 (FW6234) (0.5)</i>
<i>Fitness Testing for Sport — SCQF 7 (FW6334) (1.0)</i>
<i>Safe Practice in Outdoor Activities — SCQF 7 (FW6434) (1.0)</i>
<i>Information Technology: Applications Software 1 — SCQF 7 (D75X34) (1.0)</i>
<i>Plan, Teach and Evaluate a Group Exercise with Music Session — SCQF 7 (H4TJ34*) (2.0)</i>
<i>Communication: Practical Skills — SCQF 7 (H7MB34*) (1.0)</i>
<i>Flexibility Training — SCQF 7 (H4TD34*) (0.5)</i>
<i>Nutrition for Fitness, Health and Exercise — SCQF 7 (H4TF34*) (1.0)</i>
<i>Health and Safety Legislation: An Introduction — SCQF 7 (DF8734) (1.0)</i>
<i>Assist in a Sport or Fitness Related Event — SCQF 7 (FW6634) (1.0)</i>
<i>Health Screening — SCQF 7 (H4TE34*) (0.5)</i>
<i>Prevention and Rehabilitation of Sports Injuries — SCQF 7 (FW6734) (0.5)</i>
<i>Personal Development Planning — SCQF 7 (DE3R34) (1.0)</i>
<i>Foundations of Outdoor Activities — SCQF 7 (DF8D34) (1.0)</i>
<i>Marketing: An Introduction — SCQF 7 (F7BX34) (1.0)</i>
<i>Audio Visual Presentation 1: Introducing Audio Visual Presentation — SCQF 7 (DH4D34) (1.0)</i>
<i>Inclusive Sport Coaching — SCQF 8 (FX9R35) (1.0)</i>
<i>Strength and Conditioning for Sports Performance — SCQF 8 (FX9T35) (1.0)</i>
<i>Psychology of Sports Performance — SCQF 8 (FX9V35) (1.0)</i>
<i>Sports Coaching in an International Context — SCQF 8 (FX9W35) (1.0)</i>
<i>Developing Potential in Sport — SCQF 8 (FX9X35) (1.0)</i>
<i>Managing a Sport or Fitness Related Event — SCQF 8 (FX9Y35) (1.0)</i>

<i>Managing Volunteers in Sport and Recreation</i> — SCQF 8 (DP2735) (1.0)
<i>Current Exercise Trends</i> — SCQF 8 (H4T8 35*) (2.0)
<i>Application of Management and Organisational Skills in Outdoor Activities</i> — SCQF 8 (DP2635) (2.0)
<i>Applied Fitness Assessment and Diagnostic Testing</i> — SCQF 8 (H4T6 35*) (1.5)
<i>Nutrition for Sports Performance</i> — SCQF 8 (F50B35) (1.0)
<i>Work Role Effectiveness (2003)</i> — SCQF 8 (DG6G35) (3.0)
<i>Inclusive Sports Provision: An Introduction</i> — SCQF 7 (H01A34) (1.0)

*Refer to History of Changes for revision changes.

5.2 Mapping information

5.2.1 Core Skills

The arrangements for Core Skills delivery will vary considerably from centre to centre. Centres will have the flexibility to deploy college-wide strategies in support of their candidates to ensure that wherever possible all candidates have the opportunity to make further progress in their Core Skills at entry, while ensuring that all have the minimum required for success in the qualification. Core Skills can be delivered as independent Units, in an integrated way with Units from the qualification or in an embedded way within in the content of the Units.

Core Skills can be developed during teaching, learning and assessment in the National Certificate Awards. Guidance and advice on the development of Core Skills is given in the Units.

5.2.2 Mapping of Core Units to National Occupational Standards

One of the key drivers for the review of the award was to try to ensure that the awards better met the needs of all concerned. This includes the candidate, who is at the centre of the process, the industries where candidate may seek to work and the needs of colleges who will wish their own course to reflect their specialised knowledge and the requirements of their local area. See Appendix 1.

5.3 Articulation, professional recognition and credit transfer

You will have the opportunity to further develop your own Core Skills and also skills for employability as these are part of every Unit in some way.

Progression routes may include: -

- ◆ SVQ awards (Coaching, Development, Management, etc)
- ◆ UKCC awards (sports specific — contact your SGB)
- ◆ NPA awards (various including sports development, coaching, fitness)
- ◆ PDA awards (Specific routes)

While the study is a two year full-time course, some study will be on your own and it is to be hoped that much if not all will be informative and enjoyable. The qualification will give candidates the skills which may lead into direct employment within the sector.

You may elect to continue their education in Higher Education and some Universities will accept HND holders into the 2nd or 3rd Year of their courses.

This varies from HEI to HEI.

Many colleges have strong local partnerships with both HEI and Industry and have good access to placements with local employers. Again, this varies due to demographic considerations.

Credit Transfer

The arrangements for Credit Transfer are designed specifically to allow a candidate who may be returning to further study and who holds the existing HNC award. This is to permit credit to be given for competencies they already hold.

Credit transfer is designed for candidates moving from the predecessor **HNC** to the new **HND** at a time when the old award is no longer available.

It may well be the case that a candidate may hold other HN Units that lie outside the scope of the details below. In that case, the centre would be required to map the candidate's evidence to the new Units and consider APL where evidence of current competence exists. The centre would ensure that any gaps in knowledge or skills were addressed and evidence retained for verification purposes.

It is important that there is evidence of the currency of any skills or knowledge that is to be recognised. It is important that the centre has evidence that knowledge and skills are Valid, Sufficient, Reliable, and Current.

Where credit is being awarded, candidates would need to be entered and then certificated for the new Unit.

More details are included in Appendix 2: Credit Transfer.

6 Approaches to delivery and assessment

6.1 Content and context

Higher National Group Awards are designed to train individuals towards full industrial competence. They place an emphasis on developing the basic skills and knowledge required to engage in the next stages of acquisition of those skills and knowledge which will be attractive to future employers both within and outwith the Sports Development Sector.

Candidates can then build on these skills when working towards achieving other higher level awards or employment training.

This award should be delivered within the context of Coaching and Developing Sport. This will enable candidates to develop a greater understanding of terminology, safety, working practices, research methods, personal skills, commercial targets and strategic industry objectives.

The intention is that candidates undertaking the Units will gain personal skills and knowledge which can lead towards future employment. Candidates will develop a broad knowledge of the Coaching and Developing Sport industry and the accepted practices within.

Delivery will require candidates are well supported in the initial stages and will require support throughout to ensure that standards were being maintained and that there is no compromise on health or safety issues at any time.

Assessments will, where appropriate, be observational, recorded evidence. The skills developed will have a practical focus which will be carried out in a realistic work environment.

6.2 Delivery and assessment

Specifically, the delivery approach is designed to:

- ◆ provide candidates with a positive and supportive learning environment which can foster an interest and enthusiasm in the subject areas of Sports Coaching with Sports Development
- ◆ enable candidates to understand the basic concepts of Sports Coaching with Sports Development and provide a foundation for the development of their skills
- ◆ provide opportunities for candidates to explore and demonstrate their interpersonal skills
- ◆ introduce candidates to methods and techniques used in the Sports Coaching with Sports Development industry which can lead to a range of employment opportunities
- ◆ provide opportunities to progress within SCQF to further study
- ◆ encourage candidates to take responsibility for their own learning and develop their transferable and employability skills such as research, planning, evaluation, presenting and team working and Core Skills of *Communication, Problem Solving, Information and Communication Technology (ICT), Numeracy and Working with Others*.

The structures of the qualification allow a high degree of flexibility in the delivery due to the very practical nature of the award. It is recommended that a realistic work environment is available for delivery.

This award can be offered on a full-time, part time, block release, day release or evening. Combination of delivery is also a possibility. Centres wishing to provide a full time programme might include more optional Units from the frameworks.

There are opportunities for integrative delivery of Units within the award. Also Assessments should be encouraged to be within the application of Practical Units. Assessment Exemplar Packs (AEPs) will identify specific opportunities for integration with other Units.

The Assessment Strategy is designed to ensure an appropriate level of rigour whilst not imposing excessive demands on centres or candidates. The Design Principles for the awards encourage a holistic approach to assessment and this has been adopted in each Unit specification for these awards.

Each Unit Specification includes guidance on delivery and assessment and where applicable, any relationship with delivery and assessment of other Units.

Assessment Guidance includes a variety of conditions including open-book, folio and practical activities.

Assessment Exemplar Packs (AEPs) are available for all Mandatory Units. These provide guidance on content, context, evidence required, consultation sheets, folios and checklists with clearly stated standards. Centres are recommended to use these AEPs as templates if producing their own instruments of assessments.

Assessment Guidance is provided in each Unit Specification. Certain Units offer opportunities for integrative assessment covering one or more Performance Criteria. Centres can decide the order in which Units are delivered, based on candidate recruitment patterns, mode of delivery, resource issues and logical progression dictated by topics and Unit content/level.

Throughout all Units there is an emphasis on the application of Health and Safety legislation. Safe working practices should be looked at in accordance with current safety codes of practice and regulations.

Student placement must meet the design intentions of the individual Units although it is possible and indeed desirable for centres to consider a substantial degree of integration within Units. In this event, it is important that centres manage the process to allow candidates to overtake the Outcomes for individual Units and meet all the minimum Evidence Requirements. For example, a Development and a Coaching placement could be integrated but the assessments that take place in the practical context must be clearly identified as 'belonging to' the individual Units. The management of this is the responsibility of centre. The evidence gathered must be available for the verification of each Unit.

Individual Units invariably include advice regarding the knowledge and skill a candidate may require to benefit from that Unit. This may influence a centre regarding the order of delivery of Units and the timing of the delivery and the assessments of Graded Units.

It will be essential for candidates to have sound knowledge of the Conduct and Ethics involved in coaching at the time of being on placements. Likewise knowledge of the theory behind coaching would be required before coaching or at least in the early stages of the course.

In the HNC course, there is no specific requirement regarding the timing of delivery of the Graded Unit although it is recommended that it takes place after some or most of the supporting Units have been delivered. Centres will manage this at their discretion.

There are real possibilities of integrating assessments while candidates are on placements. Evidence to establish competence in individual Units must be available, as integration does not mean a reduction of the demand level.

Within the HND year, there are opportunities for integration particularly where candidates are on a placement. It is again important that candidates have had a chance to gain experience and some competence before undertaking the Graded Units. These are likely to take place after some or all of the Units (eg) *Improving Coaching in Sport* and *Coaching of Sports — Performance Development* have been undertaken.

The choice of options within a centre may influence the order of delivery but there are many other factors that will come into play. This will include local area needs, available facilities, staff expertise and candidate preferences.

Each Unit and Outcome gives clear guidance on assessment conditions. Centres will use a full range of types of assessment and that will include, shorts answers, restricted response, extended response, assignments, projects, check list, log book, etc.

Centres may ask additional questions and note both the question and response where there may be doubt about an aspect of knowledge.

Some work will be under supervised conditions and some may be submissions completed outwith the centre. Assessors will satisfy themselves as to the authenticity of work.

While knowledge may be assessed by questions and responses, performance will require to be seen. Assessors may at times also make use of a second line assessor to inform on the progress of a candidate where that assessor is considered both competent and reliable. The centre assessor will remain responsible for assessment decisions.

Delivery may involve more than one person and may be considered to be a team approach to make the most effective use of Tutor expertise.

The order of Unit delivery has already been mentioned and may be considered logical given that some skills and knowledge are clearly required before other processes can realistically take place.

6.3 Advice on delivery

It is appreciated that centres will make their own judgements on the delivery order of the individual Units. This may vary and depends to some extent on staff availability, facility availability and other variable factors.

However it is obvious that as the Graded Units draw upon the knowledge and skills of the core Units, most of the core Units will have been delivered or at least be well on the way to completion before the Graded Units are undertaken.

HNC award:

Candidates will require being aware of many of the theoretical factors involved in coaching. It would be a recommendation that the Unit *Sports Coaching Theory and Practice* underpinned much of the Units which followed. Similarly, the Unit involving the required code of conduct is possibly another Unit for early delivery. However that may be delivered along with one or more of the practical Units to allow the candidate to consolidate their learning experience.

The work experience Unit is one, which involves a placement, and this will be taken into account when deciding the delivery order to ensure all have access to the work environment.

The research Unit is designed to better supply the candidate with the skills required for the future and for year 2 of the award and the topic selected should be used to best support the candidate's personal development and advance their knowledge and skills. There is a real opportunity to integrate assessments across many of the practical Units. However, centres need to

ensure that they are actually assessing what is required by the Unit — eg — if combining the *Work Experience* Unit with *Coaching Children*, there is a need to ensure that the assessment is focused on the Unit needs as it would be possible to achieve what one Unit required but not the other.

HND award:

There are similar issues with the Graded Units as the core Units underpins them. The Unit on *Sports Mechanics* underpins much of the rest of the core and would be best delivered early in the process. The *Sports Development and Research* Unit may well underpin Graded Unit 3 as the research skills are required for that Graded Unit. It would be beneficial to have at least begun the Unit *Improving Coaching in Sport* before undertaking the Unit on *Performance Development*.

7 General information for centres

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.

Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk).

8 General information for candidates

The HNC in Sports Coaching with Sports Development award has been designed with Mandatory and Optional Units at SCQF level 7. Each Unit can be taken on its own without completing the Group Award.

The HND in Sports Coaching with Sports Development award has been designed with Mandatory and Optional Units at SCQF levels 7 and 8. Each Unit can be taken on its own without completing the Group Award.

Guidance and Context gives the purpose of the Unit and details the activities which will enable you to combine essential knowledge and practical skills to be achieved on completion of the Units.

You will when undertaking the Mandatory Units in the HNC/D expect to gain the following knowledge and skills:

- ◆ health and safety requirements
- ◆ client consultation
- ◆ research into sports development
- ◆ prepare for and carryout a number of coaching sessions
- ◆ theories behind coaching and sports development
- ◆ knowledge of the expected codes of conduct
- ◆ experience with the issues when coaching children
- ◆ behavioral management techniques
- ◆ fitness consideration
- ◆ sports mechanics.
- ◆ anatomy and physiology

You may progress to the HN awards from school or from industry.

In this event, they will have a real interest in the coaching and development process as already suggested in the section on Prior Experience. Each Unit gives clear indication of the entry recommendations.

You may progress on from the HN awards also as previously suggested.

You may decide also to undertake other sports related awards.

These may include:

- ◆ SVQ awards (Coaching, Development, Management, etc)
- ◆ UKCC awards (sports specific)
- ◆ NPA awards (various including sports development, coaching, fitness)
- ◆ PDA awards (Specific routes)

All of these awards were developed from the NOS used to inform and develop these HN awards but have specific focuses and are at various SCQF levels.

You may elect to continue their education in Higher Education and some Universities will accept HND holders into the 2nd or 3rd Year of their courses.

This varies from HEI to HEI.

Many colleges have strong local partnerships with both HEI and industry and have good access to placements with local employers. Again, this varies due to demographic considerations.

Advice to Candidates

Candidates entering upon the HNC award will have been selected for their skills, interest and knowledge.

The award will involve you in a detailed study of the principles and theory, which lie behind sports coaching and sports development.

You will learn about the code of conduct required and consider various ethical issues.

You will learn some of the essential aspect of anatomy and physiology you will need and gain a lot of experience in a supported environment, in both coaching and development.

You will work with children and others and learn the principles of research — an essential part of development and you will consider strategies to deal with challenging behaviour.

You will be graded on your coaching ability and will be required to complete a number of assessment tasks — both practical delivery and by submissions. In all tasks you tutor will support you and will assess you at appropriate times.

You will be expected to do a substantial amount of work outside the centre but again you will be supported in these tasks.

At HND you will take these HNC studies to another level and learn in more detail about Fitness Conditioning, Sports Mechanics, and you will further your knowledge and skills in coaching and development. Assessment tasks will again be varied and include those already mentioned.

You will be graded on two more Units — one will be a coaching project and the other will be on a research topic. Once again you will have support for all assessments.

There will also be a number of optional Units to be completed and your tutor will advise on these matters.

You will have the opportunity to further develop your own Core Skills and also skills for employability as these are part of every Unit in some way.

Progression routes may include:

- ◆ SVQ awards (Coaching, Development, Management, etc)
- ◆ UKCC awards (sports specific — contact your SGB)
- ◆ NPA awards (various including sports development, coaching, fitness)
- ◆ PDA awards (specific routes)

While the study is a two year full time course, some study will be on you own and it is to be hoped that much if not all will be informative and enjoyable. The qualification will give candidates the skills which may lead into direct employment within the sector.

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels: The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Graded Unit: Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/HND from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised HNCs and HNDs are those developments or revisions undertaken by a group of centres in partnership with SQA.

Specialist single centre and specialist collaborative devised HNCs and HNDs are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.

10 Appendices

Appendix 1: Mapping to National Occupational Standards

Appendix 2: Credit Transfer

Appendix 3: Progression Chart

Appendix 4: Current Qualifications in Sport and Active Leisure

Appendix 5: Qualification Design Team Members

Appendix 1: Mapping to National Occupational Standards

The table that follows is not designed to show a full mapping to every Unit. There are links in every Unit. The table shows some of the main links in the core Units. Delivering centres will be aware of many other links, some will be less rigorous and some will be more rigorous than the NOS to which the link has been made.

Coaching level 2 NOS	
D475	Monitor and evaluate sports coaching sessions
D474	Deliver a series of sports coaching sessions
D473	Prepare the sports coaching environment
D472	Plan a series of sports coaching sessions
Coaching level 3 NOS	
D484	Manage the delivery of effective sports coaching programmes
D482	Plan sports coaching programmes
D485	Develop participant performance through effective sports coaching
D481	Analyse participants current and potential performance needs and aspirations
D486	Monitor and evaluate effective sports coaching programmes
D483	Manage safe and effective sports coaching programmes
Sport Development level 3 NOS	
A44	Manage a project
A211	Apply for external funding for sport and physical activity
B229	Plan and Organise Services
D61	Facilitate community based sport and physical activity
A322	Provide leadership in sport and active leisure
A41	Manage information for action
A12	Contribute to strategic development in sport and active leisure
A320	Allocate and monitor the progress and quality of work in your area of responsibility.
A319	Recruit select and keep colleagues
A321	Provide learning opportunities for colleagues
D210	Promote equality and diversity in sport and physical activity
D62	Support the development of sport and physical activity in education
D211	Contribute to the prevention and management of abusive and aggressive behaviour.
A325	Lead and motivate volunteers
C27	Ensure the health safety welfare and security of customers and staff
A21	Support the efficient use of resources
B227	Contribute to evaluating developing and promoting services
A326	Involve motivate and retain volunteers
A324	Develop productive working relationships with colleagues
C33	Work with others to improve customer service
A323	Manage your own resources and professional development
D212	Recognise indications of substance misuse and refer individuals to specialists

HNC Unit title <i>Sports Coaching Theory and Practice</i>	
Outcome 1 Identify and describe the roles and responsibilities of a coach.	
Knowledge and Skills	Linked to:
The roles of a coach	D473, D472, D483, D485, C27
The responsibilities of a coach regarding safety at a coaching session	
Dealing with challenging behaviour	
Outcome 2 Identify and describe a range of coaching styles and their applications.	
Knowledge and Skills	Linked to:
Range of coaching styles	D472, D482, D485, D481, D487
Application of styles with different client groups	
Outcome 3 Demonstrate the basic coaching process.	
Knowledge and Skills Session planning	Linked to:
Session delivery	D472, D474, D482, D\$86, D487
Session review	
Linked to: D472, D474, D482, D\$86, D487	
Outcome 4 Evaluate effective communication methods.	
Knowledge and Skills	Linked to:
knowledge of the purposes of written and spoken communication	D475, D484, D486, D481
understanding of the impact of format, structure and language	
awareness of techniques to communicate with a range of people	
skills in identifying and summarising key information and supporting detail	
skills evaluating the effectiveness of written and spoken communication	

HNC Unit title <i>Conduct and Ethics for Sport and Fitness Practitioners</i>	
Outcome 1 Explain the implications of current legislation most relevant to sports and or fitness personnel and describe the importance of insurance cover.	
Knowledge and Skills	Linked to:
The general principles of the Law of Delict.	D483, D486, D487, D210, C27, D212
Negligence as an area of liability.	
Duty of care and standard of care ('reasonable care').	
Breach of duty of care and consequential loss.	
Preventable and inherent risk.	
Types of recommended insurance cover and possible sources.	
Protection of Vulnerable Groups (Scotland) Act 2007	
Guidelines for adult: child ratios and recommended numbers, with respect to the nature of facility type, size and associated activities to be performed.	
Outcome 2 Explain the ethical responsibilities and codes of personal/professional conduct associated with sports coaching, and demonstrate knowledge and understanding of current child protection practices.	
Knowledge and Skills	Linked to:
Ethical principles of responsibility and personal/professional standards as stated by Sports Coach UK	D483, D486, D487, D210, C27, D212
Conduct, misconduct and complaints procedures.	
Categories of child abuse: neglect: physical abuse; sexual abuse; emotional abuse; bullying and harassment.	
Methods of dealing with disclosures of abuse.	
The importance of safeguarding the coach from false allegations.	
The roles and responsibilities of organisations and agencies concerned with child protection.	
The importance of developing policy statements and Codes of Good Practice with respect to:	
◆ the welfare and safeguarding of children	
◆ the roles of organisers and coaches	
◆ recruitment; employment and deployment of staff/volunteers	
◆ complaints procedure	
◆ attendance records.	

HNC Unit title <i>Anatomy, Physiology and Energy Systems</i>	
Outcome 1 Describe the structure and function of the skeletal and muscular systems.	
Knowledge and Skills	Linked to:
Skeletal system	D486, D483, C27
Muscular system	
Outcome 2 Describe the structure and function of the respiratory and cardiovascular systems.	
Knowledge and Skills	Linked to:
Respiratory system	D486, D483, C27
Cardiovascular system	
Outcome 3 Describe the structure and function of the energy systems.	
Knowledge and Skills	Linked to:
♦ Energy systems	D486, D483, C27
♦ Aerobic	
♦ Anaerobic	

HNC Unit title <i>Coaching of Sports: An Introduction</i>	
Outcome 1 Demonstrate practical technical skills at beginner level for two sports.	
Knowledge and Skills	Linked to:
Demonstration of skills — closed context — (in isolation)	D473, D472, D474, D484, D482
Demonstration of skills — open context — (within performance)	
Outcome 2 Plan, deliver and review coaching sessions for two sports.	
Knowledge and Skills	Linked to:
session planning	D473, D472, D474, D484, D482, D486, D483, D487
session delivery	
session review	
Outcome 3 Understand and apply the rules/codes of conduct for two sports.	
Knowledge and Skills	Linked to:
Basic rules/codes of conduct	D473, D472, D474, D484, D482, D486, D483, D487
Application of the rules/codes of conduct	
Outcome 4 Identify the Coach Education structure and local provision for two sports.	
Knowledge and Skills	Linked to:
Scottish/National Governing Body (S/NGB)	D487, D481, D486
Coach Education structure	
Local provision	

HNC Unit title <i>Sports Development: An Introduction</i>	
Outcome 1 Identify the factors that influence sports development	
Knowledge and Skills	Linked to:
Definition of Sports development	D61, A41, A12, D62. B277, A323
The role of the Sports Development officer	
Sports development continuum, foundation, participation, performance and excellence	
Target groups that are under-represented in sport	
Participation rates	
Barriers to participation	
Concept of inclusion	
Development plans of Sport specific Governing Bodies	
Role of sportscotland	
Outcome 2 Investigate a current and local Sports Development project.	
Knowledge and Skills	Linked to:
Target groups: community, facility, governing body, school, coaching, club, health and fitness, events	D61, A41, A12, D62. B277, A323, A44, A211
Delivery methods including direct delivery, partnerships, facilitation	
Range of activities appropriate to different levels depending on the client group and aim	
Short and long term benefit of the activity, sustainability and exit routes for the participants	
Sources of funding for sports development	
Outcome 3 Plan, deliver and evaluate a sports development programme for a selected sport.	
Knowledge and Skills	Linked to:
Sports development theory and delivery methods	A44, A211, A229, A322, A41, A12, A320 D210, D62, A21, A323
Programme planning skills	
Resource identification and management	
Teamwork skills	
Ability to negotiate goals, roles and responsibilities in a complex task	
Analytical and evaluative skills	
Inform the client about available progression routes, programmes and facilities	

HNC Unit title <i>Work Experience</i>	
Outcome 1 Plan and organise the work experience.	
Knowledge and Skills	Linked to:
how to construct a CV	D487, A320, A21, B227, A324, C33, A323
ways to identify own work experience needs and set personal objectives	
be able to source potential employers (work experience providers)	
how to secure the work experience	
how to communicate, inform and liaise appropriately with tutor and work experience provider	
how to organise, negotiate and identify own role in work experience	
to understand what is expected of a candidate within a specific job role and within a work environment	
Outcome 2 Undertake the work experience.	
Knowledge and Skills	Linked to:
evidence that the choice of work experience is justified in terms of the candidates' personal objectives	D487, A320, A21, B227, A324, C33, A323
documentation showing that candidates discussed with their tutor and/or work experience provider the opportunities to meet their personal objectives whilst undertaking their work experience	
at this level the candidate must take responsibility for the placement ensuring a working contract or brief is obtained and/or negotiated and presented in their portfolio of evidence	
candidates must clearly outline their roles and responsibilities within their chosen work experience	

Outcome 3 Evaluate the work experience.	
Knowledge and Skills	Linked to: D487, A320, A21, B227, A324, C33, A323
be able to document and record the work experience	D487, A320, A21, B227, A324, C33, A323
be able to plan, monitor and review own performance and progress in meeting personal objectives in the work experience	
how to undertake continuous improvement and implement improvement strategies	
how to collaborate with others to support good working relationships	
know how to apply problem solving strategies	
know how to identify one area of development within the work experience and analyse it and identify possible solutions	
be able to communicate effectively and discuss performance with line manager and/or tutor and gain feedback on personal performance	
know how to research the organisation and source information on the overall organisation business and where the candidate's role fits into the structure	
know how to recognise and effectively apply policies or legislation appropriate to the work experience	

HNC Unit title <i>Coaching Children</i>	
Outcome 1 Identify and describe the developmental stages of children.	
Knowledge and Skills	Linked to:
Areas of development	D473, D 482, D 481, D483, A323
Physical development	
Intellectual development	
Emotional development	
Social developmental	
Stages of development	
Early years	
Infancy	
Young children	
Adolescence	
Outcome 2 Describe the limitations of children's body systems to physical activity.	
Knowledge and Skills	Linked to:
Cardio-respiratory system	D473, D 482, D 481, D483, A323
Musculo-skeletal system	
Energy systems	
Thermo-regulatory systems	
Nervous systems	
Outcome 3 Evaluate the impact of selected communication methods on the child performer.	
Knowledge and Skills	Linked to:
Verbal	D473, D 482, D 481, D483, A323, D487
Non-verbal/body language	
Listening	
Outcome 4 Plan, deliver and review a series of coaching sessions for children.	
Knowledge and Skills	Linked to:
Session planning	D473, D 482, D 481, D483, A323, D487, D485, D481, D486
Session delivery	
Session review	

HNC Unit title <i>Research in Sport and Fitness: An Introduction</i>	
Outcome 1 Investigate methods and processes involved in research and plan a research investigation on a sport or fitness related topic.	
Knowledge and Skills	Linked to:
Research techniques	D486, D487, A41, A323
Referencing system	
Formulation of research objectives	
Identification and selection of relevant sources	
Personal and project management skills	
Outcome 2 Access and analyse information from a range of primary and secondary sources.	
Knowledge and Skills	Linked to:
Literature/background review of research topic	D486, D487, A41, A323
Primary data collection methods	
Data handling techniques	
Analysis of quantitative and qualitative data	
Outcome 3 Present the findings of a research investigation on a sport or fitness related topic in an appropriate form.	
Knowledge and Skills	Linked to:
Analytical and evaluative skills	D486, D487, A41, A323, A320, B227
Selection of relevant and accurate information	
Effective organisation of information and ideas	
Acknowledging sources	
Use of presentation software	
Effective communication of research results and information	

HNC Unit title <i>Graded Unit 1 (HNC- SCQF level 7)</i>	
<i>Practical Coaching Project</i>	
Knowledge and Skills	Linked to::
Encompasses skills, knowledge and competencies from all core Units together with those from optional Units	All core Units and optional Units selected.

HND Unit title <i>Fitness Conditioning in Sport</i>	
Outcome 1 Describe components of fitness appropriate for participation in a selected sports activity.	
Knowledge and Skills	Linked to:
Health and sports related components of fitness	D482, A323
Relevance of Health related components to Fitness Conditioning for Sport	
Fitness requirements/demands of a selected sport	
Outcome 2 Describe and explain the long-term effects of training on the body.	
Knowledge and Skills	Linked to:
The adaption of the body to types of training programme.	D482, A323, C27
Strength and Power — muscle physiology, hyperplasia, hypertrophy.	
Endurance — cardiovascular, muscular, respiratory, energy systems.	
Flexibility — active/dynamic, passive/static, ballistic, proprioceptive neuromuscular facilitation (PNF), stretch reflex.	
Over training.	
♦ physiological/psychological	
♦ causes/effects	
Outcome 3 Plan and deliver a sport specific fitness-conditioning programme.	
Knowledge and Skills	Linked to:
Athlete profile	D482, A323, C27
Phases of training — Pre, In and Post Season, macro/micro cycles, sub phases.	
Tapering and Peaking.	
Differing forms of fitness conditioning.	
Practical application of fitness conditioning method(s).	

HND Unit title <i>Sports Mechanics</i>	
Outcome 1 Describe mechanical principles.	
Knowledge and Skills	Linked to:
◆ Mechanical Principles:	D482, A323, D481, D487, C27
◆ Force	
◆ Centre of gravity	
◆ Types of motion.	
◆ Impulse	
◆ Momentum	
◆ Factors affecting pathways	
◆ Lever systems	
◆ Dynamics	
◆ Axis of rotation	
◆ Spin	
◆ Planes of the body	
Outcome 2 Observe and identify biomechanical principles in a sporting performance.	
Knowledge & Skills	Linked to:
◆ Observational skills	D482, A323, D481, D487, C27
◆ What the body is doing?	
◆ How it is doing it?	
◆ When is the body doing it?	
◆ Where is the body going?	
◆ Phases of the performance	
Outcome 3 Analyse a sporting performance by use of observational skill and personal research.	
Knowledge and Skills	Linked to:
◆ Observation	D482, A323, D481, D487, C27
◆ Preparation	
◆ Action	
◆ Recovery	
◆ Quality of movement	
◆ Research	
◆ Model performance	
◆ Application of mechanical principles	
◆ Development	
◆ Plan of Action	
◆ Performance monitoring	

HND Unit title <i>Improving Coaching in Sport</i>	
Outcome 1 Contribute to a safe coaching session.	
Knowledge and Skills	Linked to:
Risk assessment	D482, D484, D 483, D486, C27,
Health and Safety at Work Act.	
Session planning for a mixed ability group	
Outcome 2 Produce a 45 minute session plan to meet Scottish/National Governing Body requirements for the selected activity.	
Knowledge and Skills	Linked to:
Class management	D484, D482, D 483, D486, C27
Appropriate practices	
Feedback	
Review	
Outcome 3 Identify and describe coaching styles.	
Knowledge and/or skills	Linked to:
Knowledge and Skills	D484, D482, D 483, D486, C27, A41
Teaching/coaching styles	
Application of teaching/coaching styles	
Outcome 4 Coach a complex skill or tactic.	
Knowledge and Skills	Linked to:
Define complex skill or tactic	D484, D482, D 483, D486, C27, A41
Deliver a session on a complex skill or tactic	
Session review	
Outcome 5 Use image recording to analyse a complex skill or tactic.	
Knowledge and Skills	Linked to::
Use image recording	D484, D482, D 483, D486, C27, A41, A 12
Devise and apply notational analysis for a sports skill or tactic	
Skill/tactic breakdown	
Fault correction	

HND Unit title <i>Coaching of Sports — Performance Development</i>	
Outcome 1 Demonstrate appropriate technical skills at a development level.	
Knowledge and Skills	Linked to:
Consistently demonstrate technical skills consistently in an open context	D474, D485
Consistently demonstrate technical skills consistently in an closed context	
Outcome 2 Present knowledge suitable for performers who are at a development level.	
Knowledge and Skills	Linked to::
Research suitable knowledge for the selected sport	D485, D486, D487, D483, D210, D62, C27
Present knowledge in a sports context	
Outcome 3 Plan, deliver and review sports sessions.	
Knowledge and Skills	Linked to::
Session Planning	D485, D486, D487, D483, D210, D62, C27, A21, B227
Session Delivery	
Session Review	

HND Unit title <i>Sports Development and Research</i>	
Outcome 1 Analyse a Sports Development related topic that has been previously been researched.	
Knowledge and Skills	Linked to:
Contribution of research studies to the sports industry	A12, A320, D210, A21, B227, C33, A323
Models of sports research	
Local and national investigative initiatives on sports development related areas	
Ethical and legal considerations affecting research into sports development issues	
Research objectives	
Identification and assessing of resources	
Outcome 2 Discuss the research techniques applied to the selected topic.	
Knowledge and Skills	Linked to::
Library classification and cataloguing systems	A12, A320, D210, A21, B227, C33, A323
Primary and secondary sources of information	
Electronic information access and retrieval	
Research techniques	
Qualitative and quantitative data	
Sampling techniques	
Survey methods	
Analytical and evaluative skills	
Accuracy and precision in recording data	
Efficient storage of notes and drafts	
Outcome 3 Present an Audio Visual report on the selected sports development related topic.	
Knowledge and Skills	Linked to::
Analytical and evaluative skills	A12, A320, D210, A21, B227, C33, A323
Selection of relevant accurate information	
Effective organisation of information and ideas	
Effective use vocabulary and style	
Oral communication skills	
Effective use of non-verbal communication	
Production of supporting visual/non-visual materials	
Use of technical equipment	
Techniques for adapting and responding to the needs of an audience	

HND Unit title Graded Unit 2	
Practical project at more advanced level of competence.	
Knowledge and Skills	Linked to::
Encompasses skills, knowledge and competencies from all core Units together with those from optional Units	All core Units and optional Units selected.
HND Unit title Graded Unit 3	
Research project on a relevant sport topic.	
Knowledge and Skills	Linked to::
Encompasses skills, knowledge and competencies from all core Units together with those from optional Units	All core Units and optional Units selected.

Appendix 2: Credit Transfer

The arrangements for Credit Transfer are designed specifically to allow a candidate who may be returning to further study and who holds the existing HNC award. This is to permit credit to be given for competencies they already hold.

Credit transfer is designed for candidates moving from the predecessor **HNC** to the new **HND** at a time when the old award is no longer available.

It may well be the case that a candidate may hold other HN Units that lie outside the scope of the details below. In that case, the centre would be required to map the candidate's evidence to the new Units and consider APL where evidence of current competence exists. The centre would ensure that any gaps in knowledge or skills were addressed and evidence retained for verification purposes.

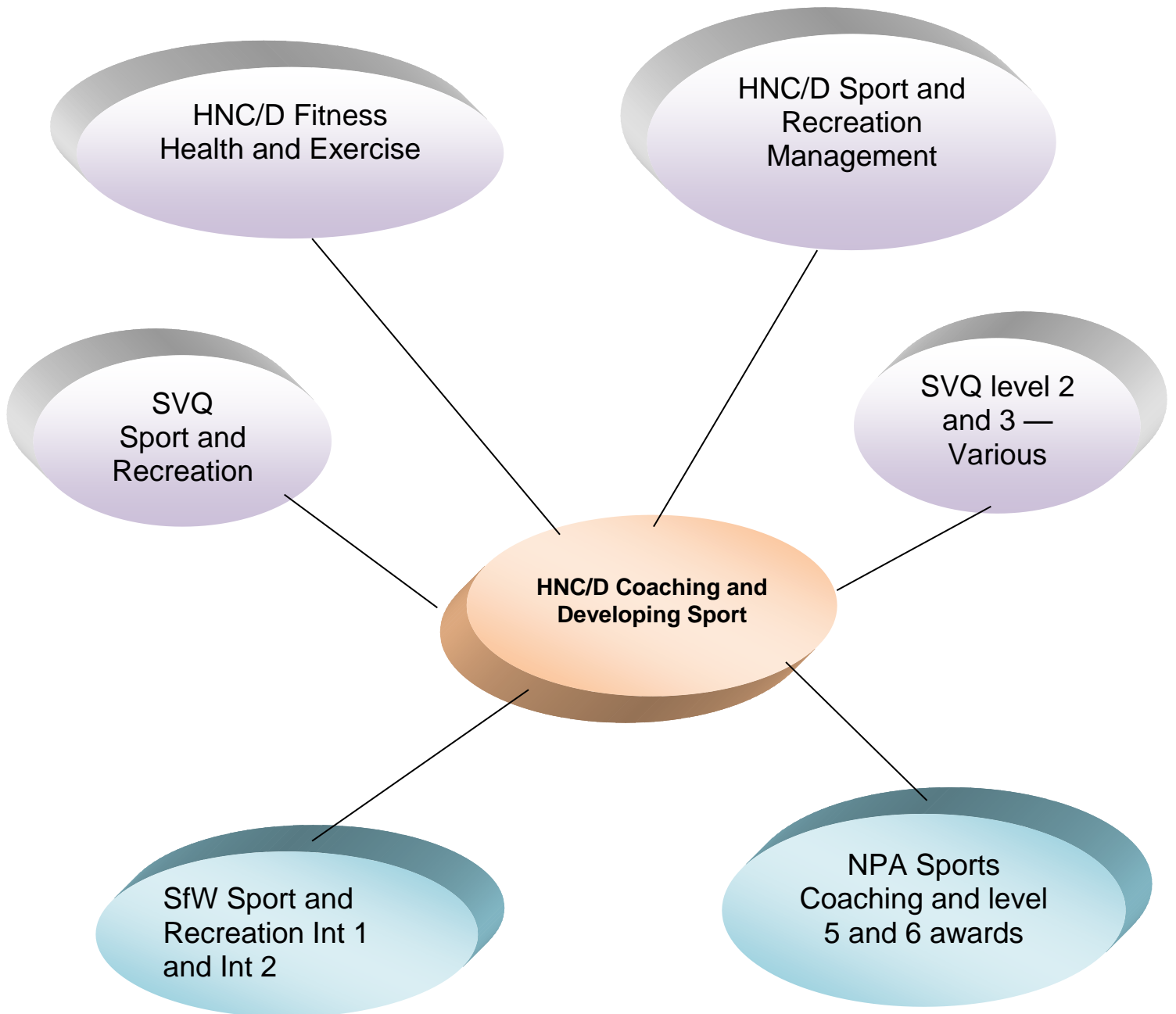
It is important that there is evidence of the currency of any skills or knowledge that is to be recognised. It is important that the centre has evidence that knowledge and skills are Valid, Sufficient, Reliable, and Current.

Where credit is being awarded, candidates would need to be entered and then certificated for the new Unit.

New Unit	Predecessor Unit
Sports Coaching Theory and Practice 1 Unit credit	Sports Coaching Theory and Practice 1 Unit credit (DD39 34)
Credit Transfer: Awarded. The Units are very similar and so credit transfer may be considered appropriate as long as there is additional evidence to show an understanding of dealing with challenging behaviour.	
Conduct and Ethics for Sport and Fitness Practitioners 1 Unit credit	Conduct and Ethics for Sports Coaches (DD2X 34) 1 Unit credit
Credit Transfer: Awarded subject to the centre being satisfied that the candidate is fully aware of changes in legislation, which are reflected in the revised Unit specification. The revision has brought the new Unit up-to-date with recent legislation alterations.	
Anatomy, Physiology and Energy Systems 1 Unit credit	Anatomy, Physiology and Energy Systems (DD2V 34) 1 Unit credit
Credit Transfer: Awarded. The new Unit clarifies a number of issues while the main content is covered by the old Unit.	
Coaching of Sports: An Introduction 2 Unit Credits	Coaching of Sports: level 1 (DD2W 34) 2 Unit Credits
Credit Transfer: Awarded. Centres should ensure currency of Knowledge and Skills.	

Sports Development: An Introduction 1 Unit credit	Development of Sport (DT4V 34) 1 Unit credit
Credit Transfer: Awarded. The new Unit is based on the predecessor Unit. Outcomes and Knowledge and Skills are very similar.	
Work Experience (DV0M 34) 1 Unit Credit	Workplace Experience (A6T1 34) 2 Unit credits
Credit Transfer: Not available. While the new Unit is of a lower credit value than the predecessor Unit, the changes were made to reflect the current needs of various industries and it would up to the presenting centre to map any competencies and ensure that they met the new standards.	
Coaching Children 1 Unit credit	Working with Children in a Sporting Context (DD3A 34) 1 Unit credit
Credit Transfer: Awarded if the candidate had achieved the predecessor Unit that was an optional Unit in the previous framework. The new Unit is very similar to the predecessor Unit with additional guidance and support. However the Knowledge and Skills are the same. The presenting centre should again ensure currency of competence.	
Research in Sport and Fitness: An Introduction 1 Unit credit	No previous Unit at this level
Credit Transfer: Not available As this Unit is new, no credit transfer is possible.	
Graded Unit 1 (Practical project) 1 Unit Credit	Graded Unit 1 (DT4P 34) 1 Unit credit
Credit Transfer: Not available. The revised Graded Unit has a number of significant differences in the planning stage and in the assessment criteria. It would not be possible therefore to award a grade for the new Unit based on APL and the candidate would require to be presented for the new Unit to achieve all the required Graded Units.	

Appendix 3: Progression Chart — HNC and HND Sports Coaching with Sports Development



Appendix 4: Current Qualifications HN and SVQ awards in Sports Coaching with Sports Development

Current HN sport related awards

HNC in Sports Coaching with Development of Sport
HND in Sports Coaching with Development of Sport
HNC in Fitness Health and Exercise
HND in Fitness Health and Exercise
HNC in Sport and Recreation Management
HND in Sport and Recreation Management
HND in Sports Therapy
HNC in Professional Golf
HND in Professional Golf
HND in Applied Sports Science

SVQ awards available

SVQ Sport and Recreation SVQ level 1
Sports Coaching SVQ level 2 and level 3 (various sports)
Exercise and Fitness SVQ level 2
Operational Services SVQ level 2
Facilities Management SVQ level 2
Spectator Safety SVQ level 2
Activities Leadership SVQ level 2
Sport Development SVQ level 3
Outdoor Education SVQ level 3
Achieving Excellence SVQ level 3

Appendix 5: Qualifications Design Team members

Paul Gallacher	Qualifications Manager SQA
Paul Jackson	Dundee College Consortium chair
Stephen McGregor	Angus College
Sandy King	Kilmarnock College
Alan Beattie Senior	External Verifier SQA
Sarah Ramminger	Angus College
Barry Nicholson	City of Glasgow College
Robin McGregor	Aberdeen College
Christine Beadles	Dundee College
Stephen Oakley	Angus College