



Arrangements for:

**NPA Sport and Fitness: Outdoor Sport
at SCQF level 5**

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of National Qualification Group Awards.

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1 Introduction

This is the Arrangements Document for the National Progression Awards (NPA) in Sport and Fitness: Outdoor Sport, at SCQF level 5, which was validated in June 2008. 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.

The National Progression Award (NPA) in Sport and Fitness: Outdoor Sport at SCQF level 5 has been developed by the Scottish Qualifications Authority (SQA) with a Qualifications Design Team (QDT), representing Further Education Colleges and practitioners throughout Scotland. One of the key drivers for this development has been to update existing Units and to provide a standardised approach to Sport and Fitness delivery within Further Education whilst retaining a degree of flexibility to accommodate centre specific needs.

The Qualification Design Team (QDT) for Sport and Fitness was formed in January 2007, after initial SQA consultation event held in November 2006. Part of the emphasis of the consultation meeting was to approach the subject of creating a standardised NCGA award for Sport and Fitness.

It was discussed at the initial consultation event that many of the Units in current delivery were outdated and irrelevant to today's industry practices. The uptake of the current Units is centre driven. The development of the award content would be centre devised and driven'.

As a result of the consultation, it was agreed to further investigate the feasibility of developing the new award and accurately assess demand for it within Further Education delivery centres.

The development of the National Progression Award in Sport and Fitness: Outdoor Sport included the following processes:

- ◆ Desk research.
- ◆ National Consultations using a questionnaire with participating Colleges in Scotland which offered Sports and Fitness programme. The questionnaire was sent to twenty-eight colleges and sixteen colleges returned the completed questionnaire.

In September 2007, the Qualification Design Team for Sport and Fitness using the information collated from the research carried out earlier that year, the development of a qualification, NPA award for Sport and Fitness (SCQF level 5) began.

The following document is based upon the award which has been developed by SQA and the Sport and Fitness, in consultation with participating Further Education colleges.

2 Rationale for the development of the Group Awards

The NPA may be studied as a standalone award; which could be suitable for targeted learners such as part-time candidates and school groups. The NPA may also be delivered in tandem with the NCGA award in order to enhance the subject diversity of the award and increase candidate/centre contact time.

Therefore, the NPA could complement the NCGA Sport and Fitness award by allowing centres to increase the candidates learning experience of sport and fitness studies by incorporating additional relevant Units.

The NPA Units are centred on practical based sport participation and related fitness prescription.

With regards to the NCGA Sport and Fitness (SCQF level 5) mapping National Occupational Standards please refer to Appendix 1 of this document.

3 Aims of the Group Awards

3.1 Principal aims of the Group Awards

The principal aims of the award are to:

- ◆ develop the candidate's knowledge and understanding of current philosophies of sport and fitness and their implications on contemporary provision
- ◆ develop the candidate's knowledge and skills in planning, implementing, evaluating, the context of Sport and Recreation
- ◆ enhance the candidate's employment prospects
- ◆ enable progression within the Scottish Credit and Qualifications Framework (SCQF) and allow candidates to progress to another level of education, if so desired
- ◆ further develop study skills
- ◆ further develop Core Skills
- ◆ further develop transferable skills
- ◆ meet the skills needs of the industry
- ◆ contribute to Scottish Government targets regarding Lifelong Learning and Scottish Skills Strategy

3.2 General aims of the Group Awards

The general aims of the award are to:

- ◆ prepare the candidate for employment in the field of Sport and Fitness
- ◆ focus and develop an appropriate range of functional skills Sport and Fitness which reflect the ongoing changes within the industry
- ◆ develop options to meet the needs of the industry and allow the candidate to make informed choices regarding possible career paths
- ◆ provide delivery centres with a flexible award which can be bespoke to suit their individual and market needs, hence increasing candidate employability via relevant and required education
- ◆ develop a standardised award that employers will recognise and become familiar with

3.3 Target groups

The target group for the award is principally school leavers and learners wishing to commence study at an introductory level within sport and fitness. Other target group may be learners who are currently employed with the sport and fitness sector and wish to develop their knowledge and employability with this sector.

3.4 Employment opportunities

There is a continued national demand for Sport and Fitness education within and this demand is expected to increase over the next few years. This could be seen to be partially due to the expanding market in the Sports and Fitness Industry Sectors and, also through high profile media exposure and political influence of upcoming global sporting events to be held within the UK; such as the Olympic Games in London 2012 and the Commonwealth games in Glasgow 2014. Investment and development in this sector has grown significantly and will continue too over the next decade. This development will be mainly through investment in constructing International standard sporting facilities, creating sports volunteering opportunities, elite performance investment and grass roots sports development. All these will naturally result in the direct expansion of the labour market with this industry sector.

This sector development was taken into account and the Units associated within the award were designed to reflect and prepare candidates for entry into the expanding sector.

4 Access to Group Awards

Access to the award will be at the discretion of the centre. Normal recommended entry qualifications for candidates will be:

- ◆ a strong interest in Sport, Fitness and/or outdoor education.
- ◆ SQA (SCQF level 4) pass in English (or language based subject such as Communications) along with three (SCQF level 4) passes or equivalent in relevant subject areas (such as Physical Education, Biology/Human Anatomy.)
- ◆ active involvement within a sports or fitness based environment/organisation. (For example; participation in playing/coaching/officiating with a sport based club and/or fitness, participating/instructing within an exercise/fitness based group, etc...).
- ◆ mature candidates may bring other qualities and qualifications which may be appropriate. Prior or experiential learning may also be considered appropriate in some circumstances.
- ◆ given the practical emphasis within many of the Units in this award, it is recommended that the candidate is made aware of the level of physical fitness that would allow them to competently participate within practical activities. Delivery centres should be allowed, at their own discretion, to devise methods of determining suitable candidate fitness.

NOTE: this should not be confused with a candidate's physical ability and to do so could result in a discrimination of candidates with physical needs.

5 Group Awards structure

The award comprise of 4 credits (40 SCQF credit points at SCQF level 5).
2 mandatory credits and 2 optional credits.

5.1 Framework

Sport and Fitness: Outdoor Sports — SCQF level 5 (G9CH45): 4.0 credits needed in total.

STRUCTURE (Mandatory): 4.0 credits needed

Mandatory Units — 2.0 credits needed
Sport and Fitness: Coaching Development — I2(F6XD11) (2.0)
Optional Units — 2.0 credits needed
Group A (Optional): 2.0 credits needed
Sports Officiating and Organising —Recreational: Alpine Skiing — I2 (D80611) (1.0)
Sporting Activity Participation and Performance: Alpine Skiing — I2 (F40M11) (1.0)
Group B (Optional): 2.0 credits needed
Sports Officiating and Organising — Recreational: Canoeing — I2 (D79211) (1.0)
Sporting Activity Participation and Performance: Canoeing — I2 (F40V11) (1.0)
Group C (Optional): 2.0 credits needed
Sports Officiating and Organising — Recreational: Climbing — I2 (D82411) (1.0)
Sporting Activity Participation and Performance: Climbing — I2 (F40W11) (1.0)
Group D (Optional): 2.0 credits needed
Sports Officiating and Organising — Recreational: Inland Kayaking — I2 (D79411) (1.0)
Sporting Activity Participation and Performance: Inland Kayaking — I2 (F41511) (1.0)
Group E (Optional): 2.0 credits needed
Sports Officiating and Organising — Recreational: Mountain Biking — I2(D83511) (1.0)
Sporting Activity Participation and Performance: Mountain Biking — I2 (F41711) (1.0)
Group F (Optional): 2.0 credits needed
Sports Officiating and Organising — Recreational: Orienteering — I2 (D82511) (1.0)
Sporting Activity Participation and Performance: Orienteering — I2 (F41911) (1.0)
Group G (Optional): 2.0 credits needed
Sports Officiating and Organising — Recreational: Sailing — I2 (D79511) (1.0)
Sporting Activity Participation and Performance: Sailing — I2 (F41B11) (1.0)
Group H (Optional): 2.0 credits needed
Sports Officiating and Organising — Recreational: Windsurfing — I2 (D79611) (1.0)
Sporting Activity Participation and Performance: Windsurfing — I2 (F41L11) (1.0)

6 Approaches to delivery and assessment

6.1 Guidance on context and content

The purpose of the award is to prepare candidates for either progression towards further study at a higher SCQF level (SCQF level 6 being the preferred and natural progression) or employment various sectors of the sports industry. As sport and leisure are fast changing areas of employment, candidates may undertake the course from a variety of backgrounds. Some may begin straight from school, whilst others may choose the route as a new career path. For some candidates therefore it is anticipated that the award will serve as an ‘introductory stepping-stone’ to continue their education and study.

Candidates entering the course would be expected to have a strong interest in sport, fitness and/or outdoor activities. Given that the sports industry is a public orientated service industry, it is advised that prospective candidates will have strong interpersonal skills and centres may wish to consider these issues when selecting candidates. Prospective candidates will of course also wish to consider these matters when selecting possible career paths.

Many of the Units incorporated, will provide a substantial base for candidates wishing to further specialise in the workplace — through National/Scottish Governing Body awards, NPA Sports Coaching or SVQ Sport and Recreation routes. A number of employers (such as professional football clubs, public/private sports and leisure facilities and armed forces) have placed employees on existing NC awards to gain both practical and theoretical knowledge.

6.2 Delivery

This Award can be delivered by a variety of modes which can include full-time, part-time modes which can include day-release, block-release or evening class delivery. It would also be possible to deliver some or all parts of the Award in a work-place environment providing, of course, that suitable accommodation (eg classrooms and sporting environments) were available for the delivery of the awards. Some Units of the awards could be delivered by Open/Distance Learning.

A normal full-time NCGA award consists of a minimum of 12 credits. Credits chosen by the College will depend on local circumstances and market demands.

The teaching and learning of the Sport and Fitness Units are most effective when the concepts, principles and theories are set in a relevant context eg making reference to applications and to real world situations. This is especially noteworthy in consideration with the generic Information Technology and Communication Units with the mandatory section of the NCGA Sport and Fitness.

It is expected that all Units will be applied in the context of Sport, Fitness and/or outdoor pursuits. It is a central theme that Units will be delivered in contexts appropriate to the award purpose. For all mandatory Units and some optional Units, assessment packs have been developed which will contextualise each Unit.

6.3 Guidance on timing of delivery

Individual Units contain 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.

There are real possibilities of integrating assessments within Units. Evidence to establish competence in individual Units must be available, as integration does not mean a reduction of the demand level. Again each Unit details possibilities for evidence integration.

Candidate placements (where applicable: ie ‘Work experience’ or ‘Citizenship through Sport and Fitness Volunteering.’) must meet the design intentions of the individual Units although it is possible for centres to consider a degree of integration with Units. In this event, it is important that centres manage this so as to allow candidates to overtake the Outcomes for individual Units and meet all the requirements. The management of this is the responsibility of centre. The evidence gathered must be available for moderation of each Unit.

A number of Units within the Options list are focused on the practical side of sport (eg *Sporting Activity Participation and Performance*, *Sports Officiating and Organising — Recreational*. This may be significant for prospective employers and if these or similar Units are selected as options, it may enhance the job prospect for candidates. Candidate employability may also be enhanced if these Units are used as a preparatory basis for candidates wishing to partake in SGB/NGB coaching and industry recognised fitness based awards.

The choice of options should be complementary to the aspirations of the candidates.

6.4 Guidance on Tutor and Assessor issues

Centres with SQA approval to use this award will have been judged competent to deliver it. One of these requirements is that there is no unnecessary barrier to achievement. However it remains the responsibility of each centre to ensure that current SQA requirements are met regarding the competence of Assessors and centres will of course be aware of the legal implications of these issues. This is particularly significant when delivering Units which have a high technical demand and/or a real risk factor.

It is the responsibility of each centre to ensure that staff holds appropriate qualifications whether they are delivering and/or assessing. This would be particularly significant where ‘speciality’ Units are being delivered — such as technical sports, fitness and/or Outdoor Education related Units. These may be legal requirements in addition to a recognised teaching/lecturing/coaching qualification.

6.5 Formative assessment

Formative assessment should be used throughout the delivery of Units to reinforce learning, build candidate’s confidence and prepare candidates for summative assessment.

6.6 Open and Distance Learning

One of the principal aims of the Group Awards is to develop the practical skills of the candidates to enable them to work effectively within a sports and fitness environment. Candidate practical and theory work provide important aids to the development of the concepts considered in sports and fitness studies. Though a large emphasis of the awards are practical based, some Units may lend themselves to delivery by Open and Distance Learning.

It is considered that there is a real possibility of delivering this award by a variety of routes. It may be delivered on a full-time or part-time basis or by an Open Learning route. Centres will make their own decisions in the matter. Again however, regardless of the mode of delivery, Evidence Requirements will be as described and required by the Units' specifications.

If assignments are completed out with the centre, it will be the responsibility of the centre to ensure the authentication of a candidate's work. This will not often be a problem. If a candidate's duty log accurately reflects the work assessed, then this would be strong evidence of authenticity. It would be good practice to have the candidates sign or initial work that had been completed outside the centre. There are many ways to support this process, mentor reports being signed, a written record of oral questions and responses being signed and dated as accurate, to name a few. Experienced centres will often devise valid and imaginative ways to do this.

Advice on the use of open and distance learning is given in individual Unit specifications. However, where it is used with regard to assessment, planning would be required by the centre concerned to ensure the sufficiency and authenticity of candidate evidence. Arrangements would be required to be put in place to ensure that the assessment or assessments were conducted under the conditions specified in the Unit specification. For example, in the case of a Unit which involved an assessment paper a centre would have to make arrangements for the assessment to be conducted under controlled, supervised conditions. Likewise, where a Unit involves a practical based assessment, a centre would have to make arrangements for candidates to come into the centre to undertake the assessment under conditions specified in the Unit specification.

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 and Quality Assurance for Colleges of Further Education* (www.sqa.org.uk).

8 General information for candidates

This award is relevant to you if you wish to commence further educational studies with the Sport, Outdoor and/or Fitness industry. The main aims of the award are to:

- ◆ provide you with an introductory insight and knowledge of the sport and fitness industry
- ◆ allow you the opportunity to develop an educational path to higher level study in sport and fitness
- ◆ build your confidence and learning skills
- ◆ develop your employable skills, such as; Teamwork, Communication, IT, Problem Solving, Timekeeping and Leadership

The mandatory Units within the award will provide you with the knowledge, skills and understanding to:

- ◆ describe the roles and functions of a physical activity leader
- ◆ consider legal and ethical considerations within sport and fitness provision
- ◆ use communication and leadership styles required to conduct activity sessions
- ◆ lead physical activity sessions
- ◆ plan, implement and review activity sessions as part of a team
- ◆ describe the anatomical and physiological components of the major body systems and the long term effects that exercise has on them
- ◆ use a computer and electronic software packages effectively
- ◆ identify the key elements of nutrition and a healthy, balanced diet
- ◆ understand the effects of substance use on the individual
- ◆ identify stress and use exercise to relieve stress

Assessment of the Units in the award includes both written and practical evidence. This will take the form of logbooks, performance observation, report writing, evaluations, plans, question and answers.

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 SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2–6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

SCQF levels: The SCQF covers 12 levels of learning. National Qualification Group Awards are available at SCQF levels 2-6 and will normally be made up of National Units which are available from SCQF levels 2–7.

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 National Certificate/National Progression Award 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 National Certificates/National Progression Awards are those developments or revisions undertaken by a group of centres in partnership with SQA.