



National Unit Specification

General information

Unit title: Sports Coaching: Knowing Yourself and Knowing Others
(SCQF level 5)

Unit code: J8M0 45

Superclass: MA

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Source: Scottish Qualifications Authority

Version: 01

Unit purpose

The purpose of this unit is to develop the learner's knowledge of the roles and responsibilities of a coaching assistant. They will be able to show knowledge of the attitudes and behaviours required as well as knowing how they impact participants, while aligning to a duty of care as part of the role of a coaching assistant. Being able to develop self-awareness of personal coaching practice will allow the learner to explain what a coaching philosophy is and what motivates a coach.

The learner will understand the needs of participants, who they are, why they want to participate, participant expectations and aspirations as well as considering participant wellbeing and motivations to remain involved in the sport. The learner will also develop their knowledge of how to interact and communicate with participants in an effective and inclusive manner, and how a coaching assistant can adapt

communication for different groups and behaviours whilst ensuring they are able to build a rapport with participants, respecting equality and diversity.

This unit is suitable for learners who are at the start of their sports coaching journey and are looking to develop their knowledge and experience in sports coaching.

Learners must be at least 14 years old on completion of this unit.

Outcomes

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

1. Describe the roles and responsibilities of a coaching assistant.
2. Develop self-awareness of personal coaching practice.
3. Explain why a coaching assistant should consider the needs of participants.
4. Describe the ways in which a coaching assistant would interact and communicate with participants in an effective and inclusive manner.

Credit points and level

1 National Unit credit at Scottish Credit and Qualifications Framework (SCQF) level 5: (6 SCQF credit points at SCQF level 5).

Recommended entry to the unit

Entry is at the discretion of the centre, however it would be anticipated that learners have a broad interest in sport and sports coaching and are keen to embark on a career in sports coaching. It is recommended that learners undertaking this unit possess communication skills to a level equivalent to at least SCQF level 4.

Core Skills

Opportunities to develop aspects of Core Skills are signposted within this unit specification.

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

Context for delivery

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

This unit is designed to be delivered as a stand-alone unit or in conjunction with the following unit: J8LY 45 Sports Coaching: Knowing Coaching (SCQF level 5) as part of the Sports Coaching: National Progression Award (NPA) (SCQF level 5).

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website: [Internal Assessment Support Materials](http://www.sqa.org.uk/internal-assessment-support-materials) (www.sqa.org.uk/internal-assessment-support-materials).

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website:

[SQA Assessment Arrangements](http://www.sqa.org.uk/assessmentarrangements) (www.sqa.org.uk/assessmentarrangements).

National Unit Specification: Statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Describe the roles and responsibilities of a coaching assistant.

Performance criteria

- (a) Describe the roles and responsibilities of a coaching assistant in supporting coaching sessions.
- (b) Describe the appropriate attitude, behaviour, and values expected from a coaching assistant.
- (c) Describe the impact a coaching assistant can have on participants and the coaching environment.
- (d) Describe a coaching assistant's role in the safety and wellbeing of the participants and themselves.

Outcome 2

Develop self-awareness of personal coaching practice.

Performance criteria

- (a) Identify from previous sporting experiences, influences that have impacted on personal values within coaching.
- (b) Explain what a coaching philosophy is.
- (c) Describe personal motivations for coaching.
- (d) Explain the challenges you may face as a coaching assistant and possible solutions to overcome them.
- (e) Explain the use of different sources of feedback to support the development of your coaching practice.
- (f) Present evidence of a coaching pathway to develop as a coach.

Outcome 3

Explain why a coaching assistant should consider the needs of participants.

Performance criteria

- (a) Identify what a coaching assistant should know about participants.
- (b) Explain what impacts participant's learning.
- (c) Describe the likely motivations for participants being involved in sporting activity.
- (d) Describe participants potential behaviour.
- (e) Explain why it is important to understand participants expectations and aspirations.

Outcome 4

Describe the ways in which a coaching assistant would interact and communicate with participants in an effective and inclusive manner.

Performance criteria

- (a) Identify various ways to communicate with participants.
- (b) Describe potential adaptations a coaching assistant might make to methods of communication with different groups, in particular when dealing with participant behavioural challenges.
- (c) Describe ways a coaching assistant would develop rapport with participants in a friendly and approachable manner; respecting equality and diversity.

Evidence requirements for this unit

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

Whilst the evidence requirements set out what the learner must do in order to meet the criteria of the unit it is recognised that evidence should be commensurate with the Scottish Credit and Qualification Framework (SCQF) at level 5.

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

Outcome 1: Describe the roles and responsibilities of a coaching assistant.

The learner must describe a minimum of:

- two roles and the associated responsibilities of the coaching assistant in supporting coaching sessions.
- one appropriate attitude, one behaviour, and one value expected from a coaching assistant.
- one impact a coaching assistant can have on participants and the coaching environment.

- one role of a coaching assistant in the safety and wellbeing of the participants and themselves.

Outcome 2: Develop self-awareness of personal coaching practice.

The learner must be able to:

- Identify a minimum of two ways in which their previous sporting experiences have shaped their personal values towards coaching.
- Explain what a coaching philosophy is.
- Describe a minimum of two personal motivations for coaching.
- Identify a minimum of three different challenges they may face as a coaching assistant, providing an explanation for one and then a possible solution to that challenge.
- Explain the use of a minimum of two different sources of feedback to support the development of their coaching practice.
- Present evidence of a coaching pathway to develop as a coach.

Outcome 3: Explain why a coaching assistant should consider the needs of participants.

The learner must be able to:

- Identify a minimum of four things a coaching assistant should know about participants.
- Explain a minimum of two ways a participant's learning could be impacted.
- Describe a minimum of three motivations for a participant being involved in sporting activity.
- Describe a minimum of three potential ways in which participants could behave when participating in an activity.
- Explain a minimum of one expectation and one aspiration that a participant may have when participating in an activity.

Outcome 4: Describe the ways in which a coaching assistant would interact and communicate with participants in an effective and inclusive manner.

The learner must be able to:

- Identify three different ways a coaching assistant would communicate with participants.
- Describe a minimum of two ways a coaching assistant might adapt the methods of communication with different groups, in particular when dealing with participant behavioural challenges.
- Describe a minimum of two ways a coaching assistant would develop rapport with participants in a friendly and approachable manner; respecting equality and diversity.



National Unit Support Notes

Unit title: Sports Coaching: Knowing Yourself and Knowing Others
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Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this unit

This unit is about the learner developing knowledge of the roles and responsibilities of a coaching assistant. They should be able to develop this through the various methods used to deliver and assess the unit. Individual tasks, group work, research and scenarios should provide the learner with many ways to enhance their knowledge.

Outcome 1: Describe the roles and responsibilities of a coaching assistant.

This unit is intended to develop the learner's knowledge of the roles and responsibilities of a coaching assistant.

Typical roles of a coaching assistant could range from:

- assisting in the planning stage
- assisting with health and safety tasks
- preparing the equipment
- setting up areas
- meeting participants
- recording attendances

- supporting the delivery of the sessions
- clearing and concluding sessions appropriately

Other appropriate roles out with those mentioned could also be undertaken.

The learner should understand what the roles are and then what responsibilities come with them, such as the role of preparing the equipment may have responsibilities such as checking it is all safe, logging it on an equipment checklist, setting it up on time and reporting any damage to a responsible person.

Learners will be able to describe the attitudes, behaviours and values required as well as knowing how they impact participants, while aligning all of this to a duty of care as part of the role of a coaching assistant. The learner needs to be aware of a coaching assistant's duty of care and how their attitude and behaviour will impact the session and participants. The learner also needs to be aware that a coaching assistant should consider the attitudes and behaviours appropriate to the role such as being on time, communicating effectively, contributing to a positive coaching environment, being approachable, helpful, supportive, motivated, enthusiastic, and engaging.

Outcome 2: Develop self-awareness of personal coaching practice.

Being able to develop self-awareness of personal coaching practice will allow the learner to shape their coaching philosophy and what motivates them to coach. Influences on a coaching assistant could range from people that have had both positive and negative impacts on them, this could be family, teachers and lecturers, coaches or role models. This may explain challenges a coaching assistant may face and possible solutions to overcome them. The learner should also appreciate that a coaching assistant should reflect on their practice and why they would use various forms of feedback to inform practice. Feedback could come from the coaching team, parents, participants, self-reflection and any other relevant person within their coaching environment. While philosophy can be an enormous topic to tackle, the learner should understand what that means to a coaching assistant, in their context and stage of their coaching journey. The learner should also be able to present what

a coaching pathway is. This could be in the form of a governing body coaching pathway or a personal coaching journey.

Outcome 3: Explain why a coaching assistant should consider the needs of participants.

The learner should be able to identify what the coaching assistant needs to know to understand the needs of participants such as who they are, why they want to participate and how to manage expectations and aspirations as well as considering participant wellbeing and motivations to remain involved in the sport.

As a coaching assistant works as part of the coaching team the learner will start to identify what they need to know about different groups and why this is important. The coaching assistant could focus on basic information of the participants to assist planning such as name, age, previous training experiences, medical conditions or home location. This list is not exhaustive and any relevant information could be used to support this part of the assessment providing the learner understands why it is needed.

The learner should also be able to understand what may impact participants learning and whilst this may cover in depth needs such as learning support requirements and disabilities, it could also focus on aspects such as behaviour, friendships, culture and group dynamics. Again, this list is not exhaustive and anything that could be deemed to impact participants learning should be included and explained.

Outcome 4: Describe the ways in which a coaching assistant would interact and communicate with participants in an effective and inclusive manner.

The learner should be able to describe effective and inclusive ways a coaching assistant should communicate with participants. Identifying ways to communicate with participants will then allow the coaching assistant to describe how they would adapt communication for different groups, taking into consideration any behavioural challenges with participants. Communication can be wide and varied, it could be how the coaching assistant speaks to participants, their body language, are they an active listener, can they ask the right question? Are they polite, enthusiastic, do they use the participants name, do they speak to all the participants, do they use session plan

images or video footage to explain the session focus? As the information on communication is not exhaustive, any relevant communication method can be included if the learner understands how it is appropriate and assists the coaching assistant build a rapport with participants, respecting equality and diversity. The learner should be aware how important it is that the coaching assistant develops their communication skills, confidence and appropriate communication methods.

Successful completion of the unit will allow progression onto SCQF level 6 units in relation to sports coaching.

Guidance on approaches to delivery of this unit

This unit is designed to be delivered as a stand-alone unit or in conjunction with the following unit: J8LY 45 Sports Coaching: Knowing Coaching (SCQF level 5) as part of the Sports Coaching: National Progression Award (NPA) (SCQF level 5).

The unit could be delivered in sequential order ensuring all underpinning knowledge is in place to pass the various assessments.

Identifying who participants are, should assist the learner in gathering the required evidence to meet the unit requirements. Setting out a timeline of when assessment will be undertaken will allow the centre and learner to plan effectively ensuring they are prepared to develop their knowledge.

Outcome 1: Describe the roles and responsibilities of a coaching assistant.

This outcome could be delivered using group discussion, inviting guest speakers, using active coaches or coaching assistants to share current or past experiences of practice to support knowledge development of the learners. This will expand the learner's understanding as the roles and responsibilities of the coaching assistant are defined. The learner should be aware of Health and Safety requirements relating to any sessions the coaching assistant may become involved in, including what a Duty of Care is in relation to the participants, early in the delivery of the unit.

Outcome 2: Develop self-awareness of personal coaching practice.

This outcome could be delivered in a reflective way as the learner is asked to think about who and what has impacted them while participating in sport. This could be individually, in small groups or a large group to encourage communication and questioning. Sharing thoughts and opinions will allow the learner to think in different ways and about different things as they develop their knowledge of the coaching assistant roles.

Outcome 3: Explain why a coaching assistant should consider the needs of participants.

This outcome could be delivered in a mini research task approach. While this may seem daunting to a learner starting out on their coaching and educational journey, it can be as simple as being able to talk to the right people to get the information they need. They may approach participants they will work with; they could hypothesise through group discussion or, contact coaches they know or have worked with to find out what a coaching assistant needs to know about the needs of participants.

Outcome 4: Describe the ways in which a coaching assistant would interact and communicate with participants in an effective and inclusive manner.

This outcome could be delivered using a series of workshops and / or scenarios to define various behaviours that may be experienced in practice. The learner should then be able to try different solutions to see what the most appropriate way is to deal with that kind of behaviour. This would then allow the learner to understand the best way for a coaching assistant to develop a rapport and communicate with participants, respecting equality and diversity.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

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

Outcome 1: Describe the roles and responsibilities of a coaching assistant.

This outcome could be assessed by a poster presentation to show knowledge of the roles and responsibilities of the coaching assistant, where the content of the poster will record the required detail from the performance criteria. The learner should present the information held within the poster, but the emphasis is more on the content of the poster and less on the delivery as the learner develops their communication skills and confidence through the process.

Outcome 2: Develop self-awareness of personal coaching practice.

This could be assessed by short answer questions created for the learner to investigate their own coaching philosophy and what influences it, as well as then completing a reflective account of their personal motivation for coaching. The investigatory questions could also include the challenges coaching assistants may face, feedback sources to develop practice and evidence of a coaching pathway to develop as a coach.

The outcome could also be assessed using a short essay format where the learner structures the content of the essay around the criteria and evidence requirements of the outcome. The essay question would be set in line with what the learner has to report on from their personal experience as well as any research they may have done to understand what a coaching philosophy is and what a coaching pathway could look like.

Outcome 3: Explain why a coaching assistant should consider the needs of participants.

This outcome could be assessed by a research task where the learner gathers evidence to show they understand what a coaching assistant needs to know about their participants. This task could involve the learner speaking to coaches, teachers or any colleague that may have experience of coaching who could share their knowledge, to assist the learner gathering information relating to the criteria of the outcome. This could include what personal details of the participants a coaching assistant should know, such as age, sporting history, family background and where they live. It could also highlight what may impact participant's learning such as medical information, specific needs, inclusion considerations, social factors or group dynamics. The learner could also describe what motivates participants to be involved which could be because their friend participates, they love the sport, they want to get better at it, or they want to develop friendships. Describing participants potential behaviour, such as how they listen, ask questions, are distracted, play fight or manage their emotions will allow the learner to show they can then understand them and meet their expectations and aspirations.

Outcome 4: Describe the ways in which a coaching assistant would interact and communicate with participants in an effective and inclusive manner.

This outcome could be assessed by scenario-based questions to allow the learner to understand various situations a coaching assistant could face in their coaching journey and how a coaching assistant could use different communication methods to develop a rapport with participants. The scenarios should describe situations the learner may find themselves in, to allow them to understand what it will be like in a live coaching context. They should be able to explore different solutions, based on the questions they are posed, to allow interaction and communication with participants to be effective and inclusive.

Authentication of evidence

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

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [SQA e-Assessment](http://www.sqa.org.uk/Guide%20to%20best%20practice.pdf) (www.sqa.org.uk/Guide to best practice.pdf)

Opportunities for developing Core and other essential skills

The Core Skills listed below are signposted in this unit.

Core and other essential skills can be developed through this unit.

Communication skills will be developed when taking part in group tasks through the learning and teaching approaches of the unit.

Information Communication Technology (ICT) skills will be enhanced via assessment work if delivering presentations or submitting tasks electronically.

Problem Solving skills will be enhanced as the learner investigates what they need to know to consider the needs of participants.

Working with Others will be developed as the learners collaborate with the other coaching assistants going through the qualification.

Other essential skills

Learners can develop aspects of employability through increasing knowledge and skills required for the coaching industry. Opportunities to work together with fellow learners provides situations where citizenship skills can be developed with regular teamwork tasks and communication.

History of changes to unit

Version	Description of change	Date

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Unit template: February 2025

General information for learners

Unit title: Sports Coaching: Knowing Yourself and Knowing Others
(SCQF level 5)

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

You must be at least 14 years old on completion of this unit.

This unit is designed to be delivered as a stand-alone unit or in conjunction with the following unit: J8LY 45 Sports Coaching: Knowing Coaching (SCQF level 5) as part of the Sports Coaching: National Progression Award (NPA) (SCQF level 5). The unit is about you developing your knowledge and understanding of the roles and responsibilities of a coaching assistant. You will enhance your understanding of the attitudes and behaviours required of a coaching assistant as well as knowing how these impact participants during sessions. Understanding what a Duty of Care is and how a coaching assistant works within the guidance of it, will ensure all participants experience safe and enjoyable activities.

You will be able to develop self-awareness of personal coaching practice which will allow you to reflect on what a coaching philosophy is and what motivates you to coach. You will have the opportunity to learn about the steps a coaching assistant needs to take to develop as a coach.

You will understand the needs of participants, who they are, why they want to participate, how to manage expectations and aspirations as well as considering participant wellbeing and motivations to remain involved in sport.

You will also develop knowledge of how to communicate with participants in an effective and inclusive manner, how to adapt communication for different groups and behaviour requirements whilst ensuring the coaching assistant is able to build a rapport with participants, respecting equality and diversity.

Each assessment for the unit will be in a context that allows you to reflect, collaborate and use various sources that support you to generate evidence for assessments.

Due to the different aspects of the roles of the coaching assistant there may also be different styles of assessment used, such as individual research tasks, question and answer tests and scenario-based questions.

There are opportunities to develop Core Skills throughout this unit although there is no automatic certification of Core Skills or Core Skills components in this unit. You will develop communication skills when working with peers, problem solving skills when trying to determine who participants are, working with others through collaboration with other coaching assistants and ICT skills if you utilise any software to present assessment work.