



Group Award Specification for:

NPA in Sports Coaching: Boxing at SCQF Level 4

NPA in Sports Coaching: Football at SCQF Level 4

NPA in Sports Coaching: Football at SCQF Level 5

NPA in Sports Coaching: Football at SCQF Level 6

**Group Award Codes: GH9T 44, G8HM 44, G8J4 45,
G8V0 46**

Validation date: January 2006

Date of original publication: January 2006

Version: 1.0

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1 Introduction

This document was previously known as the arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification.
- ◆ provide a guide for new staff involved in offering the qualification.
- ◆ inform course managers, teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification.
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities.

2 Qualification(s) structure

2.1 Structure

NPA in Sports Coaching: Boxing at SCQF Level 4 (GH9T 44)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H5XA	10	Promoting Safe and Ethical Sport: Boxing	0.5	3	4
H5XB	10	Prepare for the Delivery of a Coaching Activity: Boxing	0.5	3	4
H5X9	10	Conduct and Review the Delivery of a Coaching Activity: Boxing	1.0	6	4

NPA in Sports Coaching: Football at SCQF Level 4 (G8HM 44)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
F01T	10	Promoting Safe and Ethical Sport: Football	0.5	3	4
F023	10	Prepare for the Delivery of a Coaching Activity: Football	0.5	3	4
F02B	10	Conduct and Review the Delivery of a Coaching Activity: Football	1.0	6	4

NPA in Sports Coaching: Football at SCQF Level 5 (G8J4 45)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
F016	11	Plan and Prepare a Series of Coaching Sessions: Football	1.0	6	5

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NPA in Sports Coaching: Football at SCQF Level 4 (G8HM 44)

NPA in Sports Coaching: Football at SCQF Level 5 (G8J4 45)

NPA in Sports Coaching: Football at SCQF Level 6 (G8V0 46)

F01F	11	Coach Participants and Develop Personal Practice: Football	1.0	6	5
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NPA in Sports Coaching: Football at SCQF Level 6 (G8V0 46)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
F2VV	12	Manage and Develop Personal Coaching Programmes and Practice: Football	1.0	6	6
F2XF	12	Analyse Participants' Needs and Plan a Coaching Programme: Football	1.0	6	6
F2WM	12	Deliver a Coaching Programme: Football	1.0	6	6
F2WH	12	Manage a Coaching Environment: Football	1.0	6	6

3 Aims of the qualification(s)

The main aim of the National Progression Awards in Sports Coaching is to provide a flexible, progressive suite of qualifications that supports a broad range of learners wishing to enter or progress into employment in the sport sector or to progress to further and higher education.

3.1 General aims of the qualification(s)

- Provide the learner with the practical skills and knowledge required to progress in employment, training and/or study
- To enable progression within the SCQF
- Develop the transferrable skills required to progress in employment
- Provide opportunities for development in all five Core Skills
- Motivate learners to develop a positive attitude to their own learning

3.2 Specific aims of the qualification(s)

Aims at SCQF level 4

1. To introduce an aspiring coach to their role in a supervised environment.
2. To allow the development of knowledge of rules, regulations and control procedures.
3. To expand knowledge of conduct and ethics in a specific sports context.
4. To assist in the delivery of a prepared sports sessions.

Aims at SCQF level 5

1. To deliver the skills and knowledge required in order that the coach is able to plan and deliver coaching sessions while not directly supervised.
2. To develop skills in evaluating techniques in order to inform the coaching process.
3. To develop knowledge of sound working practice in coaching.
4. To ensure a safe coaching environment conducive to learning.

5. To develop a variety of communication techniques and to develop skills in planning and delivery.

Aims at SCQF level 6

1. To allow an experienced coach to further develop their knowledge of the sport and further develop their planning and delivery skills in both breadth and depth.
2. To develop analytical skills in order to inform future planning.
3. To further develop and refine skills in communication.
4. To develop the ability to utilise feedback to inform future plans.
5. To develop strategies which will allow the goals of a programme to be met in a safe and ethical coaching environment.

4 Recommended entry to the qualification(s)

Entry to this qualification is at the discretion of the centre. The following information provides guidance only.

NPA in Sports Coaching: Boxing at SCQF Level 4 (GH9T 44)

NPA in Sports Coaching: Football at SCQF Level 4 (G8HM 44)

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and / or experience:

- Relevant SVQs at SCQF Levels 3/4
- Relevant industrial experience

NPA in Sports Coaching: Football at SCQF Level 5 (G8J4 45)

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and / or experience:

- Relevant SVQs at SCQF Levels 4/5
- Relevant industrial experience

NPA in Sports Coaching: Football at SCQF Level 6 (G8V0 46)

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and / or experience:

- NPA in Sport and Fitness, Achieving Excellence in Sport, or Exercise and Fitness Leadership at SCQF Level 5
- Relevant SVQs at SCQF Levels 5/6
- Relevant industrial experience

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

NPA in Sports Coaching: Boxing at SCQF Level 4 (GH9T 44)

and

NPA in Sports Coaching: Football at SCQF Level 4: (G8HM 44)

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	2	<ul style="list-style-type: none">- Preparation of coaching plans- Instructing participants
Numeracy	2	<ul style="list-style-type: none">- Setting targets and monitoring results

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Information and Communication Technology (ICT)	2	<ul style="list-style-type: none"> - Presenting coaching plans - Research appropriate coaching techniques
Problem Solving	2	<ul style="list-style-type: none"> - Planning activities taking into account resourcing and safety constraints - Reviewing and matching client needs
Working with Others	2	<ul style="list-style-type: none"> - Developing and maintaining appropriate relationships with participants

NPA in Sports Coaching: Football at SCQF Level 5: (G8J4 45)

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	3	<ul style="list-style-type: none"> - Preparation of coaching plans - Instructing participants - Analysis of current coaching methodologies
Numeracy	3	<ul style="list-style-type: none"> - Setting targets and monitoring results - Evaluating progress
Information and Communication Technology (ICT)	3	<ul style="list-style-type: none"> - Presenting coaching plans - Research appropriate coaching techniques - Use of ICT to ensure compliance with regulations
Problem Solving	3	<ul style="list-style-type: none"> - Planning activities taking into account resourcing and safety constraints - Reviewing and matching client needs - Analyse participants' performances
Working with Others	3	<ul style="list-style-type: none"> - Developing and maintaining appropriate relationships with participants - Providing and encouraging constructive feedback

NPA in Sports Coaching: Football at SCQF Level 6: (G8V0 46)

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	4	<ul style="list-style-type: none"> - Preparation of coaching plans - Instructing participants - Analysis of current coaching methodologies - Explain adaptations needed to meet participants' needs
Numeracy	4	<ul style="list-style-type: none"> - Setting targets and monitoring results - Evaluating progress
Information and Communication Technology (ICT)	4	<ul style="list-style-type: none"> - Presenting coaching plans - Research appropriate coaching techniques

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		<ul style="list-style-type: none"> - Use of ICT to ensure compliance with regulations
Problem Solving	4	<ul style="list-style-type: none"> - Planning activities taking into account resourcing and safety constraints - Reviewing and matching client needs - Analyse participants' performances - Assess participants' physical and mental readiness for programme
Working with Others	4	<ul style="list-style-type: none"> - Developing and maintaining appropriate relationships with participants - Providing and encouraging constructive feedback - Negotiating and agreeing targets with participants

5 Additional benefits of the qualification in meeting employer needs

These qualifications were designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualifications. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to units

Code	Unit title	1	2	3	4	5	6
NPA in Sports Coaching: Boxing at SCQF Level 4 (GH9T 44)							
H5XA 10	Promoting Safe and Ethical Sport: Boxing	X	X	X			
H5XB 10	Prepare for the Delivery of a Coaching Activity: Boxing	X			X		
H5X9 10	Conduct and Review the Delivery of a Coaching Activity: Boxing	X		X	X		
NPA in Sports Coaching: Football at SCQF Level 4 (G8HM 44)							
F01T 10	Promoting Safe and Ethical Sport: Football	X	X	X			
F023 10	Prepare for the Delivery of a Coaching Activity: Football	X			X		
F02B 10	Conduct and Review the Delivery of a Coaching Activity: Football	X		X	X		
NPA in Sports Coaching: Football at SCQF Level 5 (G8J4 45)							
F016 11	Plan and Prepare a Series of Coaching Sessions: Football	X		X	X	X	X
F01F 11	Coach Participants and Develop Personal Practice: Football		X		X	X	X
NPA in Sports Coaching: Football at SCQF Level 6 (G8V0 46)							
F2VV 12	Manage and Develop Personal Coaching Programmes and Practice: Football	X	X	X	X	X	
F2XF 12	Analyse Participants' Needs and Plan a Coaching Programme: Football	X		X		X	
F2WM 12	Deliver a Coaching Programme: Football	X	X	X	X	X	
F2WH 12	Manage a Coaching Environment: Football	X	X	X	X	X	

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5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

National Occupational Standards (NOS) describe the performance required of an individual for an occupation in the workplace. They are developed for employers by employers through the relevant standards setting body. NOS have different uses, and for example, employers can use them to develop job specifications or in house training programmes. One of the main applications of NOS is to inform the development and content of qualifications.

The content of the NPAs broadly align to a range of National Occupational Standards. The structure of the NOS is such that multiple NOS units may relate to a broader topic / process based SQA units.

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5.3 Mapping of Core Skills development opportunities across the qualification(s)

NPA in Sports Coaching: Boxing at SCQF Level 4 (GH9T 44)

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H5XA 10	Promoting safe and ethical sport: Boxing	X	X	X	X	X	X	X	X	X	X	X	X
H5XB 10	Prepare for the delivery of a coaching activity: Boxing	X	X	X	X	X	X	X	X	X		X	X
H5X9 10	Conduct and review the delivery of a coaching activity: Boxing	X	X	X	X	X	X	X	X	X	X	X	

NPA in Sports Coaching: Football at SCQF Level 4 (G8HM 44)

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
F01T 10	Promoting safe and ethical sport: Football	X	X	X	X	X	X	X	X	X	X	X	X
F023 10	Prepare for the delivery of a coaching activity: Football	X	X	X	X	X	X	X	X	X		X	X
F02B 10	Conduct and review the delivery of a coaching activity: Football	X	X	X	X	X	X	X	X	X	X	X	

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NPA in Sports Coaching: Football at SCQF Level 5 (G8J4 45)

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
F016 11	Plan and prepare a series of coaching sessions: Football	X	X	X	X	X	X	X	X	X			
F01F 11	Coach participants and develop personal practice: Football	X	X	X	X	X	X	X	X		X	X	X

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Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
F2VV 12	Manage and develop personal coaching programmes and practice: Football	X	X	X	X	X	X	X	X	X	X	X	X
F2XF 12	Analyse participants' needs and plan a coaching programme: Football	X	X	X	X	X	X	X	X	X			
F2WM 12	Deliver a coaching programme: Football	X	X	X	X	X		X	X	X		X	X

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F2WH 12	Manage a coaching environment: Football	X	X	X	X	X	X	X	X	X	X	X	X
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5.4 Assessment strategy for the qualification(s)

NPA in Sports Coaching: Boxing at SCQF Level 4

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Promoting Safe and Ethical Sport: Boxing	Written and/or oral evidence. This may be in the form of (but not restricted to) answers to restricted response questions, a case study, a description of procedures appropriate to a simulated or real scenario.	Evidence may be in the form of (but not restricted to) evidence from the learner's performance in the coaching environment (which may be supplemented by questions) or may be in the form of a case study or restricted response questions.	N/A	N/A
Prepare for the delivery of a coaching activity: Boxing	Evidence will consist of one completed activity plan and an assessor checklist with comments. Plan efficient use of resources.		N/A	N/A
Conduct and review the delivery of a coaching activity: Boxing	Evidence for Outcomes 1, 2 and 3 should be integrated. An assessor observation checklist will be used, supplemented by questions/responses and responses.			Evaluate the activity and use the evaluation to continuously develop personal practice. Provide a reflective account of the activity delivered and use that as the basis for an agreed action plan. A checklist may be used to record the assessment decision

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NPA in Sports Coaching: Football at SCQF Level 4

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Promoting Safe and Ethical Sport: Football	Written and/or oral evidence is required. This may be in the form of (but not restricted to) answers to restricted response questions, a case study, or a description of procedures appropriate to a simulated or real scenario.	This may be in the form of (but not restricted to) Evidence from the performance of the candidate in the coaching environment which may be supplemented by questions, or may be in the form of a case study or restricted response questions.	N/A	N/A
Prepare for the delivery of a coaching activity: Football	Evidence will consist of one completed activity plan and an assessor checklist with comments. Plan efficient use of resources.		N/A	N/A
Conduct and review the delivery of a coaching activity: Football	Evidence for Outcomes 1, 2 and 3 should be integrated. An assessor observation checklist will be used, supplemented by questions/responses and responses.			Evaluate the activity and use the evaluation to continuously develop personal practice. Provide a reflective account of the activity delivered and use that as the basis for an agreed action plan. A checklist may be used to record the assessment decision

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NPA in Sports Coaching: Football at SCQF Level 5

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Plan and prepare a series of coaching sessions: Football	Learners will be required to show recorded evidence of information/data gathered about participants and its use in planning four sessions.	Learners must produce session plans for four linked coaching sessions, which address all aspects of the performance criteria.	Learners must produce a completed risk assessment for each of the four sessions.	
Coach participants and develop personal practice: Football	Learners will be required to prepare for two sessions. Assessor observation checklists covering all performance criteria for each session are required.			Learners will produce a completed logbook of coaching practice that includes a minimum of six coaching sessions.

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Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Analyse participants' needs and plan a coaching programme: Football	Assessment must be conducted a series of linked planned sessions covering an eight week discrete cycle or phase in the sport. Product and performance evidence, supplemented by assessor checklist, is required to demonstrate that the learner has achieved all the Outcomes and Performance Criteria			
Manage a coaching environment: Football	Assessment must be conducted on two planned sessions of a training programme covering a minimum of eight weeks. Performance evidence, supplemented by two assessor checklists (one for each session) and a log of activities covering an eight week period is required.			
Manage and develop personal coaching programmes and practice: Football	Learners must deliver a series of linked sessions to cover an eight-week discrete cycle or phase in the sport. Product and performance evidence, supplemented by an assessor checklist, and a log of activities covering an eight-week period is required.			
Deliver a coaching programme: Football	Assessment must be conducted on two planned sessions of a training programme covering a minimum of eight weeks. Learners must produce Performance evidence, supplemented by an assessor checklist and log of activities			

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6 Guidance on approaches to delivery and assessment

The structures of the awards are suited to delivery by a variety of methods. Some sports may wish to undertake a major part of the delivery over a continuous period of many days, while others may deliver over a number of weekends or separate days.

These awards will take time to deliver and assess due to the fact that candidates are required to refine and develop skills and knowledge. It is envisaged that candidates will be assessed over a period of time and supported in their development over a period of time as well.

At SCQF level 4, it is envisaged that delivery may be shorter and that candidates will have carried out pre-course work to ensure that they are familiar with the key rules and relevant codes for the sport.

At SCQF levels 5 and 6, delivery and subsequent assessment is likely to take place over longer periods to ensure that the candidate has the time to acquire the skills and knowledge needed and display competence over an appropriate period of time.

All NPAs are internally assessed and internally verified (ie verified by the centre) and externally verified (by SQA).

Assessment, where possible, should be integrated and must be contextualised. Where there are exemplar assessment materials produced by SQA these could be used, however a more integrated assessment approach, related to the delivery within the centre may be more relevant and appropriate than unit by unit assessment. Tutors should always practice the “assessment is for learning” approach and use appropriate developmental feedback methods.

6.1 Sequencing/integration of units

Centres are free to devise their own approaches to delivery. Acknowledging the wide variety of contexts, and varying levels of prior knowledge / attainment, there is unlikely to be a “one size fits all” approach to delivery. A suggested sequencing of units is provided below.

NPA in Sports Coaching: Boxing at SCQF Level 4 the likely order of delivery is: *Promoting Safe and Ethical Sport: Boxing*, followed by *Prepare for the Delivery of a Coaching Activity: Boxing* and then *Conduct and Review the Delivery of a Coaching Activity: Boxing*

NPA in Sports Coaching: Football at SCQF Level 4 the likely order of delivery is: *Promoting Safe and Ethical Sport: Football*, followed by *Prepare for the Delivery of a Coaching Activity: Football* and then *Conduct and Review the Delivery of a Coaching Activity: Football*

NPA in Sports Coaching: Football at SCQF Level 5 the likely order of delivery is: *Plan and Prepare a Series of Coaching Sessions: Football*, followed by *Coach Participants and Develop Personal Practice: Football*.

NPA in Sports Coaching: Football at SCQF Level 6 the likely order of delivery is: *Analyse Participants' Needs and Plan a Coaching Programme: Football*, followed by *Manage a*

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Coaching Environment: Football, followed by Manage and Develop Personal Coaching Programmes and Practice: Football and then Deliver a coaching programme: Football.

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

Achievement of the NPA in Sports Coaching may provide progression to other qualifications in related areas, eg:

- ◆ SVQ in Sports Coaching
- ◆ HNC in Coaching and Developing Sport or Fitness, Health and Exercise
- ◆ HND Coaching and Developing Sport or Fitness, Health and Exercise
- ◆ NPA in Exercise and Fitness Leadership, Sports Development, or Achieving Excellence in Sport
- ◆ NC in Sport and Fitness

6.3 Opportunities for e-assessment

Due to the practical nature of many of the assessments, it is unlikely that e-assessment will be appropriate for many of the outcomes. There are opportunities for e-assessment of underpinning knowledge of the legal and ethical issues, although assessors will need to be able to ensure the practical application of this knowledge in a real coaching environment.

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All assessments used within this/these qualification(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/GuideToAssessment).

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ candidates may not be entered for the group award
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the group award
- ◆ centres should only enter candidates whom they expect to complete the group award during the defined lapsing period

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used 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: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. 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.

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

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for learners

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

NPA in Sports Coaching: Boxing at SCQF level 4 (GH9T 44)

NPA in Sports Coaching: Football at SCQF level 4 (G8HM 44)

At this level you will be expected to be knowledgeable about the main rules, laws and control procedures of your own sport. It is anticipated that you will have gained this knowledge and have a keen interest in coaching to start with.

Before the course begins you may be asked to study the code of conduct or ethics for your sport. During delivery you will put this into a practical setting while you work under some direction. You will be supported in the process of developing sessions and delivering part of a session. You are not expected to be solely in charge although it is recognised that some sports make close supervision very hard due to their nature.

You will learn how to plan parts of a session and how to deliver followed by a review of the session. This is more commonly known as 'Plan — Do — Review'. This underpins virtually all coaching. Assessment is mainly in the form of a log book but your assessor will give you guidance and feedback on each stage of your progress. You are encouraged to consider advancing your skills and if appropriate, move to the next level in due course.

NPA in Sports Coaching: Football at SCQF level 5 (G8J4 45)

At this level you will be considered to have gained good experience on coaching with support and are ready to accept greater responsibility. You will gain further insight into the process of coaching and further develop skills in planning and evaluation. Delivery and assessment will take place over a longer period to allow your development and to ensure that you are safe and competent to work on your own with those you coach. As with the previous level you are encouraged to progress in the coaching structure and to take your knowledge and skill to the next level if you can.

NPA in Sports Coaching: Football at SCQF level 6 (G8V0 46)

At this level, you will have considerable responsibility and autonomy for the development of your own coaching material and delivery styles. You will also have to demonstrate your ability to work with other less experienced coaches and offer guidance and assist them with their coaching development. There are three components:

1. **Practical assignments:** The purpose of this award is to ensure your competence in the coaching process. Assessments are intended to be completed in the coaching environment as far as is possible. The use of simulation is permitted in some circumstances but still within a 'real' sports environment and is stated within the Evidence Requirements of each Unit.
2. **Testing of knowledge and understanding:** The Knowledge and Understanding (K&U) component is broadly based on the underpinning knowledge contained within the National Occupational Standards for Sport and Recreation at SVQ level 3 in Coaching and the award structure has been mapped against these. Knowledge and Understanding

Group Award Specification

NPA in Sports Coaching: Boxing at SCQF Level 4 (GH9T 44)

NPA in Sports Coaching: Football at SCQF Level 4 (G8HM 44)

NPA in Sports Coaching: Football at SCQF Level 5 (G8J4 45)

NPA in Sports Coaching: Football at SCQF Level 6 (G8V0 46)

may be assessed by the use of logbooks, assignments, observation checklists and/or questioning as required by the needs of each individual sport.

3. Reviewing processes to inform the next stage of development. This will include aspects of:
 - analysing participants' performance, needs and aspirations
 - monitoring and evaluating the effectiveness of coaching programmes
 - managing a safe coaching environment
 - managing and developing own coaching practice

Again, you are encouraged to consider advancing your skill and knowledge and may wish to consider undertaking an SVQ award or HNC/HND if that is appropriate for you.