



Group Award Specification for:

**Professional Development Award in Sport Educator
Tutoring at SCQF level 7**

Group Award Code: GL78 47

Validation date: April 2016

Date of original publication: July 2018

Version: 01

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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

The existing Professional Development Award (PDA) in Sports Education Tutoring has been delivered since 2010 and it was requiring to be revamped in order to keep up with current practice and regulation. sportscotland undertook research with learners and deliverers in order to reflect on the existing units and to ascertain how these could encompass tutoring practice for 2015 onwards. The results of these deliberations are contained within this document and highlight changes to the existing units. The Qualifications Design Team are certain that these amended units will more fully meet the needs of learners.

In 2010 it became apparent following the success of the development and implementation of the United Kingdom Coaching Certificate (UKCC) awards which are used by almost every Governing Body of Sports in Scotland and supported by sportscotland that there was a need to assist those who delivered the awards. The decision was made to develop a qualification which would give recognition to those who work within a sporting context, hence the PDA in Sports Tutoring was validated.

This award was at that time, designed to meet mainly the needs of that specific group of people. In the intervening period since 2010 the award has been well received by those who deliver and those who are trained. However the base of the client group had changed and indeed widened to encompass other relevant staff members. This now may include those who tutor in Safeguarding and carry out other functions in their sport and/or with the governing bodies in Scotland.

It was therefore considered appropriate to take the opportunity to revise the units in the light of several years of experience of delivery and to expand the remit to be as inclusive as possible given other tutor functions within sport.

It will be appreciated that this award has a very specific function in relation to Sport and Fitness within the UKCC context and this a niche market due to the focus of the award. Given there have been around 20,000 learners who have been certificated with the UKCC awards since they were launched in 2007 it is reasonable to expect a percentage of these would be interested in obtaining a PDA in Sport Educator Tutoring. These are the target audience for this PDA although this does not exclude Accreditation of Prior Learning (APL) for other qualifications pathways.

Each unit has been changed and titles better reflect the revised content. Where possible practical tasks have been combined and knowledge is more appropriately focused. The units and the award remain at SCQF level 7 as before and meet the existing demands of Sports Tutoring in Scotland today.

The nature and purpose of the qualification

The purpose of the PDA in Sport Educator Tutoring is to ensure that all who are involved in tutoring are able to do so and that their skills and knowledge are recognised through a formal SQA qualification. The PDA would include reference to the following:

- ◆ Coaching courses
- ◆ UKCC
- ◆ Safeguarding
- ◆ Additional workshops, etc, for their sport
- ◆ Governing body
- ◆ Specific aspects of fitness
- ◆ Multi skills

sportscotland advised that there needs to be a qualification which recognises the competence, skills and knowledge required for those who tutor within a sporting context. Given the evidence of certificated learners from the UKCC awards, it seems certain that skills development would be essential for coaching to progress into tutoring.

The award is as has been indicated, one which fills a very specific need and is designed for that niche market as it can underpin a number of other awards delivered by sport governing bodies and sportscotland.

This revision refreshes the PDA and widens its focus to be more inclusive in a changing workforce, many of whom are deployed rather than employed although both categories apply.

sportscotland have produced an evaluation report on the existing PDA in Sports Education Tutoring and from there have used this to inform any judgements which would change the structure of the award and the three units comprise the existing award. This is contained within the document as Appendix 1.

Units have been changed and updated and the Qualifications Design Team will be presenting a clear rationale for any amendments but there has been no increase to the size of the PDA. It remains at three 40 hour units.

2 Qualification structure

2.1 Structure

The PDA in Sport Educator Tutoring consists of three mandatory units at SCQF level 7. It carries 24 SCQF credit points at SCQF level 7. This exceeds the minimum requirements of the PDA Design Criteria as stipulated by SQA.

Learners must achieve all three units to gain the award.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HE07	34	Sports Education: Preparing to Support Learning	1	8	7
HE08	34	Sports Education: Facilitating, Enabling and Evaluating Learning	1	8	7
HE09	34	Sports Education in Scotland	1	8	7

3 Aims of the qualification

The principal aim of this PDA is to equip learners with the knowledge and skills required to undertake the role of a sport or fitness-related tutor.

All SQA Professional Development Awards have a range of broad aims that are generally applicable to all equivalent qualifications and a range of specific aims that focus on the discipline being taught.

3.1 General aims of the qualification

- 1 Developing critical and evaluative thinking
- 2 Developing problem solving skills
- 3 Developing communication and presentation techniques
- 4 Developing the ability to be flexible and work cooperatively with other
- 5 Developing personal effectiveness
- 6 Enabling progression within the SCQF
- 7 Promoting learning for life and transferable skills

3.2 Specific aims of the qualification

The PDA in Sport Educator Tutoring has the following vocationally specific aims:

- (a) To develop a range of vocational skills within the context of sports education
- (b) To practical skills in tutoring specific sporting/fitness disciplines
- (c) To facilitate the development of sporting/fitness skills and knowledge in others
- (d) To understand and implement regulatory requirements of sports governing bodies and UKCC
- (e) To plan, deliver and evaluate coaching/training sessions

4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Learners should have the skills, knowledge, understanding of and experience in specific sporting discipline(s) in which they wish to teach.

The following information will help centres to assess a learner's suitability for this PDA:

- ◆ It would be expected that learners will have been identified by a sports governing body, local authority or sportscotland as a person who can fulfil the role of facilitating courses and workshops to new learners in specific sports.
- ◆ Learners are likely to be already employed or deployed — in a paid or voluntary capacity — in a role as a sport educator — job titles may vary eg, tutor or coach developer.
- ◆ Learners may have been recruited to deliver governing body courses or those recognised by sportscotland.
- ◆ Potential learners may also hold other governing body awards appropriate for sports educators.

4.1 Core Skills entry profile

There is no automatic certification of Core Skills in this PDA. However, each component units has details of core skills progression and opportunities exist to gather evidence within each unit which can contribute towards core skills elements.

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.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	
Numeracy	4	
Information and Communication Technology (ICT)	4	
Problem Solving	5	
Working with Others	5	

5 Additional benefits of the qualification in meeting employer needs

This qualification was 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 qualification. 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.

The PDA is designed as a stand-alone award which prepares learners to accept the role of a sport or fitness related tutor. It would be reasonable however to recognise that learners may wish to work in a full time capacity in this area and the award would be seen as linking with other SQA qualifications at HNC/D level and may also support entry to Higher Education.

Many learners will upon entry already hold coaching or fitness qualifications or been involved in other similar work and may well be very experienced. This award will enhance those who may already hold qualifications and will be a valuable component of their CPD. For those with experience but do not hold a formal qualification this will add to their knowledge and skills in current best practice.

Sport has a substantial number of volunteers. That number in some sport is recognised as being in the region of as much as 95%. Even so, the industry recognises that such volunteers are in every sense professional sports workers but may be unpaid and so the award is suitable for those who are employed or deployed full time, part time, occasionally or voluntarily. There will be no difference in expectation, delivery or assessment. Scottish Governing Bodies are required to ensure that all involved have appropriate and recognised training and to up-skill the workforce however that may be made as are local authority and trust organisations.

5.1 Mapping of qualification aims to units

Code	Unit title	Aims												
		1	2	3	4	5	6	7	A	B	C	D	E	
HE07 34	Sports Education: Preparing to Support Learning	X	X	X	X	X	X	X	X	X	X	X	X	X
HE08 34	Sports Education: Facilitating, Enabling and Evaluating Learning	X	X	X	X	X	X	X	X	X	X	X	X	X
HE09 34	Sports Education in Scotland	X	X		X		X	X	X		X	X		

5.2 Current Learning and Development National Occupational Standards

These are listed below — others are available but are imported units from other Sector Skills Councils.

It should be noted that the prime purpose of the award is tutoring and the need to support learners who are being tutored to deliver to other learners. Not all NOS are therefore relevant for this award at this stage.

Code	Unit title	Unit title and code
L&D1	Identify Collective Learning and Development Needs	Sports Education: Preparing to Support Learning Sports Education: Facilitating, Enabling and Evaluating Learning Sports Education in Scotland HE07 34 HE08 34 HE09 34
L&D2	Identify Individuals' Learning and Development Needs	Sports Education: Preparing to Support Learning Sports Education: Facilitating, Enabling and Evaluating Learning Sports Education in Scotland HE07 34 HE08 34 HE09 34
L&D3	Plan and Prepare Learning and Development Programmes	Sports Education: Preparing to Support Learning Sports Education: Facilitating, Enabling and Evaluating Learning Sports Education in Scotland HE07 34 HE08 34 HE09 34
L&D4	Plan and Prepare Specific Learning and Development Opportunities	Sports Education: Preparing to Support Learning Sports Education: Facilitating, Enabling and Evaluating Learning Sports Education in Scotland HE07 34 HE08 34 HE09 34

Code	Unit title	Unit title and code	
L&D5	Develop and Prepare Resources for Learning and Development	Sports Education: Preparing to Support Learning Sports Education in Scotland	HE07 34 HE09 34
L&D6	Manage Learning and Development in Groups	Sports Education in Scotland	HE09 34
L&D7	Facilitate Individual Learning and Development	Sports Education: Preparing to Support Learning Sports Education: Facilitating, Enabling and Evaluating Learning Sports Education in Scotland	HE07 34 HE08 34 HE09 34
L&D8	Engage and Support Learners in the Learning and Development Process	Sports Education: Facilitating, Enabling and Evaluating Learning Sports Education in Scotland	HE08 34 HE09 34
L&D9DI	Assess Workplace Competence Using Direct and Indirect Methods	N/A	
L&D10	Reflect on, Develop and Maintain Own Skills and Practice in Learning and Development	Sports Education: Preparing to Support Learning Sports Education: Facilitating, Enabling and Evaluating Learning Sports Education in Scotland	HE07 34 HE08 34 HE09 34
L&D11	Internally Monitor and Maintain the Quality of Workplace Assessment		
L&D12	Externally Monitor and Maintain the Quality of Workplace Assessment		
L&D13P	Evaluate and Improve Learning and Development Provision	Sports Education: Facilitating, Enabling and Evaluating Learning Sports Education in Scotland	HE08 34 HE09 34
L&D13S	Evaluate and Improve Learning and Development Sessions	Sports Education: Facilitating, Enabling and Evaluating Learning	HE08 34

5.3 Mapping of Core Skills development opportunities across the qualification

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
HE07 34	Sports Education: Preparing to Support Learning	S	S	S		S	S	S	S	S	S	S	S
HE08 34	Sports Education: Facilitating, Enabling and Evaluating Learning	S	S	S	S	S	S	S	S	S	S	S	S
HE09 34	Sports Education in Scotland	S	S	S		S	S	S	S	S	S	S	S

5.4 Assessment strategy for the qualification

The following information is for guidance when developing assessments to meet the evidence requirements detailed in each unit.

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
HE07 34 <i>Sports Education: Preparing to Support Learning</i>	Oral/written questions; self-reflective log	Assignment	Oral/written questions	Assignment; risk assessment; observation checklist
HE08 34 <i>Sports Education: Facilitating, Enabling and Evaluating Learning</i>	Assignment; Observation checklist	Assignment	Observation checklist	Observation checklist; self-evaluation log
HE09 34 <i>Sports Education in Scotland</i>	Oral/written questions	Oral/written questions	Oral/written questions	N/A

6 Guidance on approaches to delivery and assessment

The method of delivery is at the discretion of individual centres. The structure of the Professional Development Award in Sport Educator Tutoring is designed to allow flexibility of approach and is designed to permit the recognition of prior experience and skills where relevant. Where this approach is utilised, the assessor will be expected to ensure that evidence of competence is available.

Learners may come from different backgrounds and it is not expected that one size fits all. Coach educators and facilitators will have different knowledge and different skills depending on their sport involvement, area of deployment and particular background. There are, however, common elements with regard to delivery and learning styles which while being common, should still permit the individual's strengths to be fully utilised. To be fully recognised by the industry it is expected that centres delivering consider the following:

- ◆ The timing of the course (eg, over a number of weekends) as there is recognition of the fact that up to 95% of those involved may not be working in a full time capacity as tutors
- ◆ Possibility of learners progressing to more advanced courses or further CPD
- ◆ Employers needs when delivered as part of CPD
- ◆ Distance learning
- ◆ Part-time provision
- ◆ Extended learning periods for those who may take longer
- ◆ Combined delivery styles (eg, evening/half-day/distance/open learning)

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

6.1 Sequencing/integration of units

Although there are only three units in this PDA, there will be a number of opportunities for integrating both delivery and assessments within the award. These are noted in the individual unit specifications although it should be made clear that centres may find additional opportunities not so far identified.

It is a strong recommendation that material to be used for assessment be submitted to SQA for prior verification to ensure that it matches the needs of the units in terms of the evidence requirements and the needs of both the learner and the requirements of the unit's SCQF level.

These awards can be offered on a full-time, part-time, block release, day release or evening. Combination of delivery is also a possibility.

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

Many learners will upon entry already hold coaching or fitness qualifications or been involved in other similar work and may well be very experienced. This award will enhance those who may already hold qualifications and will be a valuable component of their CPD. For those with experience but do not hold a formal qualification this will add to their knowledge and skills in current best practice.

Although there is no formal articulation with any Higher or Further Education establishment, learners will have the opportunity to gain credit towards a Higher National Programme and then on to Ordinary or Honours degree SCQF Levels 8, 9 and 10.

Most universities and further education colleges have a Recognised Prior Learning (RPL) policy and are keen to look at both certificated and experiential learning that applicants have acquired. It is likely that under this policy, applicants with this PDA would receive credit.

Links to qualifications

- ◆ Level 1 SVQ in Sport and Active Leisure
- ◆ Level 2 SVQ in Activity Leadership
- ◆ Level 2 SVQ in Sports Coaching
- ◆ Level 2 SVQ in Spectator Safety
- ◆ Level 2 SVQ in Playwork
- ◆ Level 2 SVQ in Instructing Exercise and Fitness
- ◆ Level 3 Personal Trainer
- ◆ Level 3 Leisure Management
- ◆ Level 3 Sports Development
- ◆ NPA Play in a Sport Environment
- ◆ NPA Exercise and Fitness Leadership
- ◆ NPA Volunteering in a Sporting Event
- ◆ NPA Sports Development
- ◆ NPA Achieving Excellence in Sport
- ◆ HNC/D Coaching and Developing Sport
- ◆ HNC/D Sport and Recreation Management
- ◆ HNC/D Fitness, Health and Exercise

6.2.2 Professional recognition

This PDA was developed to meet a need identified by sportscotland for a specialised course for sports educators.

sportscotland wanted a qualification which recognises the competence, skills and knowledge required for those who tutor within a sporting context. Given the evidence of certificated learners from the UKCC awards, it seems certain that skills development would be essential for coaching to progress into tutoring.

The award is as has been indicated, one which fills a very specific need and is designed for that niche market as it can underpin a number of other awards delivered by sport governing bodies and sportscotland.

This revision refreshes the PDA and widens its focus to be better inclusive in a changing workforce, many of whom are deployed rather than employed although both categories apply.

sportscotland have produced an evaluation report on the existing PDA in Sports Coach Education Tutoring and from there have used this to inform any judgements which would change the structure of the award and the three units comprise the existing award. This is contained within the document as Appendix 1.

6.3 Opportunities for e-assessment

This is a highly vocational and practical qualification but there may be limited opportunities for e-assessment.

6.4 Support materials

A list of existing ASPs is available to view on SQA's website.

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:

- ◆ learners 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 learners 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 learners 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.

The purpose of the PDA in Sport Educator Tutoring is to ensure that all who are involved in tutoring are able to do so and that their skills and knowledge are recognised through a formal SQA qualification.

You should have experience of one or more sports/fitness discipline and be able to deliver coaching sessions.

The structure of the PDA has three mandatory units:

- ◆ HE07 34 — *Sports Education: Preparing to Support Learning*
- ◆ HE08 34 — *Sports Education: Facilitating, Enabling and Evaluating Sport*
- ◆ HE09 34 — *Sports Education in Scotland*

The units of the PDA cover the following and will enable you to gain the skills to be a successful sports educator:

- ◆ Developing and delivering coaching courses
- ◆ Work towards UKCC certification
- ◆ Safeguarding
- ◆ Running additional workshops for individual sports
- ◆ Meet governing body requirements
- ◆ Specific aspects of fitness
- ◆ Multi skills

The PDA will enable you to further develop your skills and experience and will develop a range of contemporary vocational skills within the context of sports education tutoring. It will develop current employment skills and enhance your core skills development, particularly in the Core Skills of *Communication*, *Problem Solving* and *Working with Others*.

Assessment of each of the three units utilizes a variety of assessment methods including the following:

- ◆ Oral/written questions
- ◆ Assignments
- ◆ Direct observation of performance
- ◆ Logbooks/diaries which may include session plans, reports and self-reflection/evaluation using training needs analysis and personal development plans