XSQA

Group Award Specification for:

Professional Development Award (PDA) in Sports Coaching at SCQF level 7

Group Award Code: GP7Y 47

Validation date: June 2019

Professional Development Award (PDA) in Sports Coaching at SCQF level 8

Group Award Code: GR3C 48

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Contents

1 Introduction

1.1 General

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 higher education institutes (HEIs) of the aims and purpose of the qualification
♦ provide details of the range of learners the qualification is suitable for and progression opportunities

1.2 Introduction

There is no doubt that the power of sport and recreation can change lives and bring communities together. In 2017, *Coaching Scotland: A framework to guide the development of coaching in Scotland*, was published and this profoundly changed the strategic setting that the sector operates, The landscape for the sector has evolved and involves objectives around addressing inactivity, targeting inequalities amongst sports participation rates and using the transformative power of sport not just to enrich value of lives but address long standing social problems. As a result, the workforce ranging from volunteers to paid staff needs to change in order to deliver these targets.

The award is suitable for school leavers or adult returners who wish to work as sports coaches or within a sports development role. The PDAs are designed to build on National Units and National Qualifications in relevant subjects, as well as other vocationally accredited qualifications in sports and recreation, such as SVQ/NVQ awards and/or prior experience of the learner who may have worked within the occupational area. sportscotland (2017) research has suggested two key age entry stages into coaching at 16–24 and 35–44 in Scotland.

Successful learners may gain employment with local authorities, leisure trusts, sports clubs, or may become self-employed as freelance coaches. This may involve working independently or as part of a team of other professionals.

Both PDAs are jointly certificated with sportscotland and the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) and are recognised by the national membership organisation for leisure trusts, Community Leisure UK (Scotland).

1.3 Titles of the group awards

The titles of the Professional Development Awards — PDA in Sports Coaching at SCQF level 7 and PDA in Sports Coaching at SCQF level 8 — reflect the content of the awards. The qualification contains units that provide underpinning knowledge and skills required to work within the sports coaching industry.

1.4   Progression routes

The Professional Development Awards (PDAs) encourage the ideology that good coaching is about understanding your role and personal philosophy, connecting with individuals to understand their needs and help them to do something that they might struggle to do alone.

The Professional Development Awards (PDAs) in Sports Coaching at SCQF level 7 and Professional Development Award (PDA) in Sports Coaching at SCQF level 8 provide learners with industry-recognised qualifications, and the knowledge and skills necessary to work as a professional within the sports industry in a variety of contexts.

These PDAs are also embedded within the HNC Sports Coaching and Development (PDA ins Sports Coaching at SCQF level 7) and HND Sports Coaching and Development (PDA in Sports Coaching at SCQF level 8).

SCQF level 9 Units and Qualifications
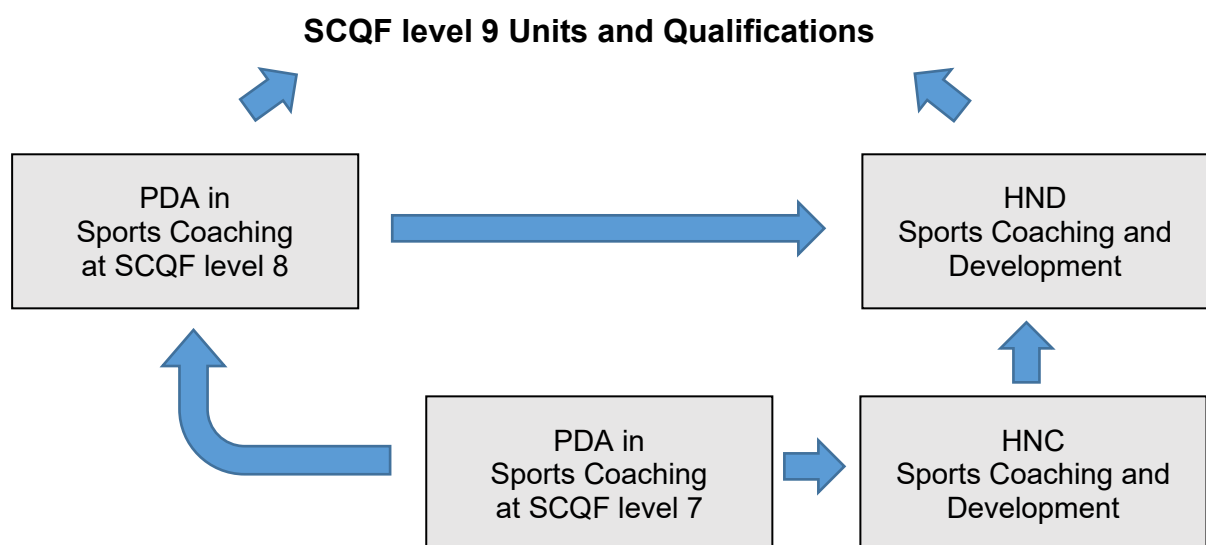
2 Qualifications structure

2.1 Structures

2.1.1 PDA in Sports Coaching at SCQF level 7

The PDA in Sports Coaching at SCQF level 7 has been designed so that it meets SQA's Design Principles for Professional Development Awards (PDAs). It is fully embedded into the HNC in Sports Coaching and Development.

Mandatory units — Learners must achieve all mandatory units (ie 4 SQA credits/ 32 SCQF credits)

4 code	2 code	Unit title	SQA credits	SCQF credit points	SCQF level
J2AT	34	Sports Coaching Practitioner: Knowing Yourself	1	8	7
J2AS	34	Sports Coaching Practitioner: Knowing Others	1	8	7
J2AR	34	Sports Coaching Practitioner: Knowing Coaching	2	16	7

2.1.2 PDA in Sports Coaching at SCQF level 8

The PDA in Sports Coaching at SCQF level 8 has been designed so that it meets SQA's Design Principles for Professional Development Awards (PDAs). It is fully embedded into the HND in Sports Coaching and Development.

Mandatory units — Learners must achieve all mandatory units (ie, 5 SQA credits/ 40 SCQF credits)

4 code	2 code	Unit title	SQA credits	SCQF credit points	SCQF level
J426	35	Sports Coaching Practitioner: Knowing Yourself 2	1	8	8
J427	35	Sports Coaching Practitioner: Knowing Others 2	1	8	8
J428	35	Sports Coaching Practitioner: Knowing Coaching 2	3	24	8

3 Aims of the qualifications

The principal aim of both PDAs in Sports Coaching and Development is to enable successful learners to gain employment within the sports coaching and development industry by providing progressive and coherent qualifications which will be responsive to the needs of learners, employers and those wishing to progress to higher education (HE).

3.1 General aims of the qualifications

The PDAs in Sport Coaching and Development have the following general aims to:

1 Enable learners to develop a range of Core Skills in *Communication; Problem Solving; Working with Others; Information and Communication Technology (ICT)* and *Numeracy* as required by employers and for progression in higher/professional education.
2 Develop independent study and research skills.
3 Develop current employment skills and expertise.
4 Enhance employment prospects for learners undertaking the course.
5 Enable progression within the SCQF including progression to HE.
6 Develop an individual personally and vocationally within the SCQF.

3.2 Specific aims of the qualifications

Professional Development Award (PDA) in Sports Coaching at SCQF level 7

The specific aims of the PDA in Sports Coaching at SCQF level 7 are to:

7 Develop applied coaching skills in relation to knowing yourself, others and coaching.
8 Provide opportunities to link with partners and organisations in the sports coaching and development industry and pathways to employment and/or further study.
9 Provide a new generation of sports personnel who are better equipped to engage people and help individuals change their behavior; encourage the ideology that good coaching is about understanding role, personal philosophy and connecting with individuals.

Professional Development Award (PDA) in Sports Coaching at SCQF level 8

The specific aims of the PDA in Sports Coaching at SCQF level 8 are to:

10 Further develop applied coaching skills in relation to knowing yourself, others and coaching.
11 Provide opportunities to link with partners and organisations in the sports coaching and development industry and pathways to employment and/or further study.
12 Provide a new generation of sports personnel who are better equipped to engage people and help individuals change their behaviour; encourage the ideology that good coaching is about understanding role, personal philosophy and connecting with individuals.

Both PDAs are jointly certificated with sportscotland and the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) and is recognised by the national membership organisation for leisure trusts, Community Leisure UK (Scotland). (Appendix A).

Sports Governing Bodies and sportscotland also recognise the value the PDAs provide in terms of developing the necessary intrapersonal, interpersonal and professional knowledge to be an effective coach within industry.

4   Recommended entry to the qualifications

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 (QDT) as guidance only.

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:

4.1   Prior qualifications

For entry to the PDA in Sports Coaching at SCQF level 7:

♦   NPAs, NCs and National Qualifications (Higher) at SCQF level 6 in appropriate subjects
♦   SVQs at SCQF level 6 in appropriate subjects
♦   Direct entrants with occupationally relevant skills and experience
♦   It would be useful for learners to have some experience in sports coaching

For entry to the PDA in Sports Coaching at SCQF level 8:

♦   National Qualifications (Advanced Higher) at SCQF level 7 in appropriate subjects
♦   SVQs at SCQF level 7 in appropriate subjects
♦   HNC in Sports Coaching and Development
♦   Direct entrants with occupationally relevant skills and experience
♦   It would be useful for learners to have some experience in sports coaching

4.2   Work experience

Those with relevant work experience but without appropriate qualifications may be accepted for entry if the enrolling centre is satisfied that the learner has a reasonable expectation of successfully completing the group award. This may be established through an application, face-to-face interview or other means as deemed appropriate by the centre.

4.3　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.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	Learners will be required to produce and respond to detailed written and oral communication in familiar contexts. For example: learners will be required to identify and follow given tasks and briefs, gather information and plan, produce and present written and/or oral responses to tasks.
Numeracy	5	Learners will be required to use a range of numerical and graphical data in routine contexts that may have some non-routine elements. For example: learners will be required to explore the purchase and replenishment of sporting equipment, identify resources for activities/projects.
Information and Communication Technology (ICT)	5	Learners are required to use standard ICT applications to process, obtain and combine information. For example: learners will be required to gather information from a variety of sources and produce and present research evidence, design coaching sessions in digital format.
Problem Solving	5	Learners are required to use a process to deal with a problem, situation or issue that is straightforward, operate in a familiar context, but where there is a need to take account of or use additional information of different kinds, some of which will be theoretical or hypothetical. For example: Learners will be required to plan and implement coaching sessions, taking account of individual needs and requirements and respond to mentor feedback, making adjustments as required.
Working with Others	5	Learners will be required to work alone or with others on tasks with minimum directive supervision, agree goals and responsibilities for self and/or work team. Take lead responsibility for some tasks. Show an awareness of own and/or others' roles, responsibilities and requirements in carrying out work and contribute to the evaluation and improvement of practices and processes. For example: Learners will be required to work in realistic working environments with colleagues and athletes/participants.

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.

5.1 Mapping of qualification aims to units

Professional Development Award (PDA) in Sports Coaching at SCQF level 7

The specific aims of the PDA in Sports Coaching at SCQF level 7 are to:

7   Develop applied coaching skills in relation to knowing yourself, others and coaching.
8   Provide opportunities to link with partners and organisations in the sports coaching and development industry and pathways to employment and/or further study.
9   Provide a new generation of sports personnel who are better equipped to engage people and help individuals change their behaviour; encourage the ideology that good coaching is about understanding role, personal philosophy and connecting with individuals.

Code	Unit title	7	8	9	10	11	12
J2AT 34	Sports Coaching Practitioner: Knowing Yourself	X	X	X			
J2AS 34	Sports Coaching Practitioner: Knowing Others	X	X	X			
J2AR 34	Sports Coaching Practitioner: Knowing Coaching	X	X	X			

Professional Development Award (PDA) in Sports Coaching at SCQF level 8

The specific aims of the PDA in Sports Coaching at SCQF level 8 are to:

10   Further develop applied coaching skills in relation to knowing yourself, others and coaching.
11   Provide opportunities to link with partners and organisations in the sports coaching and development industry and pathways to employment and/or further study.
12   Provide a new generation of sports personnel who are better equipped to engage people and help individuals change their behaviour; encourage the ideology that good coaching is about understanding role, personal philosophy and connecting with individuals.

Code	Unit title	7	8	9	10	11	12
J426 35	Sports Coaching Practitioner: Knowing Yourself 2				X	X	X
J427 35	Sports Coaching Practitioner: Knowing Others 2				X	X	X
J428 35	Sports Coaching Practitioner: Knowing Coaching 2				X	X	X

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

5.2.1 Chartered Institute for the Management for Sport and Physical Activity (CIMSPA)

The PDAs in Sports Coaching at SCQF levels 7 and 8 have been mapped to the following Professional Standard for a Coach from the Chartered Institute for the Management for Sport and Physical Activity (CIMSPA). The Professional Standard for a Coach was first published in June 2018.

1   Maximising the participant experience

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
K1.1	Participant needs	SCP:KY OC1 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC2, OC3 SCP:KY2 OC1, OC2 SCP:KO2 OC1	Coaching journal and observation Coaching journal and observation Coaching journal and observation Portfolio of evidence Portfolio of evidence	
K1.2	Customer service	SCP:KY OC1 SCP:KO OC1 SCP:KY2 OC1	Coaching journal and observation Coaching journal and observation Portfolio of evidence	
K1.3	Participant engagement	SCP:KY OC1, OC2, OC3 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC3 SCP:KY2 OC2, OC3 SCP:KO2 OC1	Coaching journal and observation Coaching journal and observation Coaching journal and observation Portfolio of evidence Portfolio of evidence	

1 Maximising the participant experience (cont)

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
K1.4	Communication	SCP:KY OC1 SCP:KO OC1 SCP:KC OC1, OC3 SCP:KY2 OC3 SCP:KO2 OC1	Coaching journal and observation Coaching journal and observation Coaching journal and observation Portfolio of evidence Portfolio of evidence	
K1.5	Participant feedback	SCP:KY OC3 SCP:KO OC2 SCP:KC OC3, OC4 SCP:KY2 OC3	Coaching journal and observation Coaching journal and observation Coaching journal and observation Portfolio of evidence	
S1.1	Participant data	SCP:KC2 OC2 OC3 OC4	Coaching journal and observation	
S1.2	Participant engagement	SCP:KY OC1, OC2, OC3 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC3 SCP:KC2 OC2, OC3, OC4	Coaching journal and observation Coaching journal and observation Coaching journal and observation Coaching journal and observation	
S1.3	Customer service	SCP:KY OC1 SCP:KO OC1 SCP:KC2 OC2, OC3, OC4	Coaching journal and observation Coaching journal and observation Coaching journal and observation	
S1.4	Develop rapport with participants	SCP:KY OC1 SCP:KO OC1, OC2 SCP:KC2 OC2, OC3, OC4	Coaching journal and observation Coaching journal and observation Coaching journal and observation	
S1.5	Professional demeanour	SCP:KY OC1, OC2 SCP:KO OC1, OC2 SCP:KC2 OC2, OC3, OC4	Coaching journal and observation Coaching journal and observation Coaching journal and observation	

1 Maximising the participant experience (cont)

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
S1.6	Communication	SCP:KY OC1 SCP:KO OC1 SCP:KC OC1, OC3	Coaching journal and observation Coaching journal and observation Coaching journal and observation	
		SCP:KC2 OC2, OC3, OC4	Coaching journal and observation	

2 Welfare of participants and providing a safe and inclusive coaching environment

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
K2.1	The person	SCP:KY OC1 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC2, OC3 SCP:KO2 OC1	Coaching journal and observation Coaching journal and observation Coaching journal and observation Portfolio of evidence	
K2.2	Inclusive coaching environment	SCP:KY OC1 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC2, OC3 SCP:KY2 OC1, OC2, OC3 SCP:KO2 OC1	Coaching journal and observation Coaching journal and observation Coaching journal and observation Portfolio of evidence Portfolio of evidence	
K2.3	Duty of care	SCP:KS OC1 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC2, OC3 SCP:KO2 OC1	Coaching journal and observation Coaching journal and observation Coaching journal and observation Portfolio of evidence	
K2.4	Specific equipment	SCP:KO OC3 SCP:KC OC1, OC2, OC3	Coaching journal and observation Coaching journal and observation	
K2.5	Safe systems of work	SCP:KC OC1, OC2	Coaching journal and observation	

2   Welfare of participants and providing a safe and inclusive coaching environment (cont)

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
K2.6	Personal safety	SCP:KC OC1, OC2 SCP:KY2 OC1	Coaching journal and observation Portfolio of evidence	
K2.7	Hazards	SCP:KC OC1, OC2 SCP:KC2 OC2	Coaching journal and observation Portfolio of evidence	
K2.8	Stakeholders	SCP:KY OC1 SCP:KY2 OC2 SCP:KO2 OC1	Coaching journal and observation Portfolio of evidence Portfolio of evidence	
K2.9	Impact of coaching	SCP:KY OC1, OC2, OC3 SCP:KC OC1, OC3	Coaching journal and observation Coaching journal and observation	
S2.1	Engaging participants	SCP:KY OC1, OC2 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC2, OC3 SCP: KC2 OC3 OC4	Coaching journal and observation Coaching journal and observation Coaching journal and observation Coaching journal and observation	
S2.2	Supporting participants	SCP:KY OC1, OC2 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC2, OC3 SCP: KC2 OC3 OC4	Coaching journal and observation Coaching journal and observation Coaching journal and observation Coaching journal and observation	
S2.3	Positive behaviour management	SCP:KY OC1, OC2 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC2, OC3 SCP: KC2 OC3, OC4	Coaching journal and observation Coaching journal and observation Coaching journal and observation Coaching journal and observation	

2 Welfare of participants and providing a safe and inclusive coaching environment (cont)

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
S2.4	Preparing for activities	SCP:KO OC2 SCP:KC OC1, OC2, OC3 SCP: KC2 OC3, OC4	Coaching journal and observation Coaching journal and observation Coaching journal and observation	
S2.5	Hazards	SCP:KC OC1, OC2 SCP: KC2 OC2 OC3 OC4	Coaching journal and observation Coaching journal and observation	
S2.6	Assemble, dismantle and store equipment	SCP:KC OC1, OC2 SCP: KC2 OC2, OC3, OC4	Coaching journal and observation Coaching journal and observation	
S2.7	Teamwork	SCP:KY OC1, OC2 SCP:KO OC1, OC2 SCP: KC2 OC2, OC3, OC4	Coaching journal and observation Coaching journal and observation Coaching journal and observation	
S2.8	Communication	SCP:KY OC1 SCP:KO OC1 SCP:KC OC1, OC3 SCP: KC2 OC2 OC3 OC4	Coaching journal and observation Coaching journal and observation Coaching journal and observation Coaching journal and observation	
S2.9	Stakeholders	SCP:KY OC1 SCP: KC2 OC2, OC3, OC4	Coaching journal and observation Coaching journal and observation	

3 The coach and their role within the organisation

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
K3.1	Organisational structure and goals	SCP:KY OC1, OC2 SCP:KY2 OC1	Coaching journal and observation Portfolio evidence	
K3.2	Roles and responsibilities	SCP:KY OC1 SCP:KY2 OC1	Coaching journal and observation Portfolio evidence	
K3.3	Own role	SCP:KY OC1, OC2, OC3 SCP:KC OC3 SCP:KY2 OC1 SCP:KO2 OC1	Coaching journal and observation Coaching journal and observation Portfolio evidence Portfolio evidence	
K3.4	Organisational role	SCP:KY OC1 SCP:KY2 OC1	Coaching journal and observation Portfolio evidence	
K3.5	Internal and external measures	SCP:KC OC1, OC2 SCP:KY2 OC1	Coaching journal and observation Portfolio evidence	
K3.6	Coaching motivations and philosophy	SCP:KY OC1, OC2, OC3 SCP:KO OC2 SCP:KY2 OC1	Coaching journal and observation Coaching journal and observation Portfolio evidence	
K3.7	Stakeholders	SCP:KY OC1, OC2 SCP:KY2 OC2 SCP;KO2 OC1	Coaching journal and observation Portfolio evidence Portfolio evidence	
S3.1	Problem solving	SCP:KY OC3 SCP:KC OC4, OC5 SCP:KC2 OC2, OC3, OC4	Coaching journal and observation Coaching journal and observation Coaching journal and observation	

3　The coach and their role within the organisation

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
S3.2	Time management	SCP:KY OC2, OC3 SCP:KO OC2 SCP:KC OC3, OC4 SCP:KC2 OC2, OC3, OC4	Coaching journal and observation Coaching journal and observation Coaching journal and observation Coaching journal and observation	
S3.3	Communication and teamwork	SCP:KY OC1 SCP:KO OC1 SCP:KC OC1, OC3 SCP:KC2 OC2, OC3, OC4	Coaching journal and observation Coaching journal and observation Coaching journal and observation Coaching journal and observation	
S3.4	Interpreting information	SCP:KY OC3 SCP:KO OC1, OC3 SCP:KC OC1, OC2, OC3, OC4, OC5 SCP:KC2 OC2, OC3, OC4	Coaching journal and observation Coaching journal and observation Coaching journal and observation Coaching journal and observation	
S3.5	Working safely	SCP:KY OC1, OC2 SCP:KC2 OC2 OC3 OC4	Coaching journal and observation Coaching journal and observation	
S3.6	Coaching motivations and philosophy	SCP:KO OC1, OC2 SCP:KO OC1, OC2 SCP:KY2 OC1 SCP:KC2 OC2, OC3, OC4	Coaching journal and observation Coaching journal and observation Portfolio evidence Coaching journal and observation	
S3.7	Stakeholders	SCP:KY OC1 SCP:KC2 OC2, OC3, OC4	Coaching journal and observation Coaching journal and observation	

4   Professional practice

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
K4.1	Conduct	SCP:KY OC1, OC2 SCP:KO OC1, OC2 SCP:KY2 OC1 SCP:KO2 OC1	Coaching journal and observation Coaching journal and observation Portfolio evidence Portfolio evidence	
K4.2	Ethics	SCP:KY OC1, OC2 SCP:KO OC1, OC2 SCP:KY2 OC1 SCP:KO2 OC1	Coaching journal and observation Coaching journal and observation Portfolio evidence Portfolio evidence	
K4.3	Legislation and organisational procedures	SCP:KY2 OC1	Portfolio evidence	
K4.4	Good practice	SCP:KY OC3 SCP:KC OC4, OC5 SCP:KY2 OC1	Coaching journal and observation Coaching journal and observation Portfolio evidence	
K4.5	Developing self	SCP:KY OC1, OC2, OC3 SCP:KC OC4 SCP:KY2 OC3	Coaching journal and observation Coaching journal and observation Portfolio evidence	
K4.6	Developing teams	SCP:KY OC1, OC2 SCP:KO OC1, OC2 SCP:KC OC1, OC3 SCP:KY2 OC3 SCP:KO2 OC1	Coaching journal and observation Coaching journal and observation Coaching journal and observation Portfolio evidence Portfolio evidence	

4 Professional practice (cont)

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
S4.1	Responsibility and professional duty of care to participants	SCP:KC2 OC2, OC3, OC4	Coaching journal and observation	
S4.2	Clarify roles and responsibilities	SCP:KY OC1, OC2, OC3 SCP:KO OC1 SCP:KC2 OC2, OC3, OC4	Coaching journal and observation Coaching journal and observation Coaching journal and observation	
S4.3	Developing self	SCP:KY OC1, OC2, OC3 SCP:KC OC4 SCP:KC2 OC2, OC3, OC4	Coaching journal and observation Coaching journal and observation Coaching journal and observation	
S4.4	Developing teams	SCP:KY OC1, OC2 SCP:KO OC1, OC2 SCP:KC OC1, OC3 SCP:KC2 OC2, OC3, OC4	Coaching journal and observation Coaching journal and observation Coaching journal and observation Coaching journal and observation	

6 Plan, prepare, deliver, continually evaluate and review coaching sessions

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
K6.1	Planning and Preparation	SCP:KO OC2 OC3 SCP:KC OC1, OC2 SCP:KY2 OC3 SCP:KC2 OC2, OC3, OC4	Coaching journal and observation Coaching journal and observation Portfolio evidence Coaching journal and observation	
K6.2	Delivery	SCP:KY OC1 SCP:KO OC3 SCP:KC OC3 SCP:KY2 OC3 SCP:KC2 OC2, OC3, OC4	Coaching journal and observation Coaching journal and observation Coaching journal and observation Portfolio evidence Coaching journal and observation	
K6.3	Evaluation and continual review	SCP:KY OC3 SCP:KC OC4 SCP:KY2 OC3 SCP:KY OC1, OC2, OC3 SCP:KC2 OC2, OC3, OC4	Coaching journal and observation Coaching journal and observation Portfolio evidence Portfolio evidence Coaching journal and observation	
S6.1	Planning and Preparation	SCP: KY OC1, OC2, OC3 SCP: KO OC1, OC2, OC3 SCP: KC OC1, OC2, OC3 SCP:KC2 OC2, OC3, OC4	Coaching journal and observation Coaching journal and observation Coaching journal and observation Coaching journal and observation	
S6.2	Delivery	SCP:KY OC1 SCP:KO OC3 SCP:KC OC3 SCP:KY2 OC3 SCP:KC2 OC2, OC3, OC4	Coaching journal and observation Coaching journal and observation Coaching journal and observation Portfolio evidence Coaching journal and observation	

6 Plan, prepare, deliver, continually evaluate and review coaching sessions (cont)

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
S6.3	Evaluation and ongoing review	SCP:KY OC3 SCP:KC OC4 SCP:KY2 OC3 SCP:KC2 OC2, OC3, OC4	Coaching journal and observation Coaching journal and observation Portfolio evidence Coaching journal and observation	

7 Plan, prepare, deliver, continually evaluate and review coaching programmes

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
K7.1	Planning and Preparation	SCP:KY2 OC3 SCP:KC2 OC2, OC3, OC4	Portfolio evidence Coaching journal and observation	
K7.2	Delivery	SCP:KY2 OC3 SCP:KC2 OC2, OC3, OC4	Portfolio evidence Coaching journal and observation	
K7.3	Evaluation and ongoing review	SCP:KY2 OC3 SCP:KC2 OC2, OC3, OC4	Portfolio evidence Coaching journal and observation	
S7.1	Planning and Preparation	SCP:KY2 OC3 SCP:KC2 OC2, OC3, OC4	Portfolio evidence Coaching journal and observation	
S7.2	Delivery	SCP:KY2 OC3 SCP:KC2 OC2, OC3, OC4	Portfolio evidence Coaching journal and observation	
S7.3	Evaluation and ongoing review	SCP:KY2 OC3 SCP:KC2 OC2, OC3, OC4	Portfolio evidence Coaching journal and observation	

5.2.3 sportscotland effective coaching map

The PDAs in Sports Coaching at levels 7 and 8 have been mapped to the sportscotland effective coaching map. The effective coaching map can be found at **https://sportscotland.org.uk/media/3392/6-effective-coaching-map.pdf**

	Knowing Yourself				Knowing Others				Knowing Coaching			
	Philosophy and Values	Leading	Self-Regulating and Improving	Motivation and Attitude	Relationships	Communicating	Age and Stage	Planning and Reviewing	Problem Solving	Creating and Innovating	Technical and Tactical	Training and Learning
PDA in Sports Coaching at SCQF level 7												
Sports Coaching Practitioner: Knowing Yourself	X	X	X		X	X	X				X	
Sports Coaching Practitioner: Knowing Others		X		X	X	X	X				X	X
Sports Coaching Practitioner: Knowing Coaching	X	X	X	X	X	X	X	X	X	X	X	X
PDA in Sports Coaching at SCQF level 8												
Sports Coaching Practitioner: Knowing Yourself 2	X	X	X		X	X	X				X	
Sports Coaching Practitioner: Knowing Others 2		X		X	X	X	X				X	X
Sports Coaching Practitioner: Knowing Coaching 2	X	X	X	X	X	X	X	X	X	X	X	X

5.3　Mapping of Core Skills development opportunities across the qualifications

E　Embedded within the unit, which means learners who achieve the unit will automatically have their Core Skills profile updated on their certificate, eg Core Skills embedded at SCQF level 5.

S　Signposted, which means learners will be developing aspects of Core Skills through teaching and learning approaches but not enough to attract automatic certification.

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
PDA in Sports Coaching at SCQF level 7													
J2AT 34	Sports Coaching Practitioner: Knowing Yourself	S	S	S	S		S	S	S	S	S	S	S
J2AS 34	Sports Coaching Practitioner: Knowing Others	S	S	S	S	S	S	S	S	S	S	S	S
J2AR 34	Sports Coaching Practitioner: Knowing Coaching	S	S	S	S	S	S	S	S	S	S	S	S
PDA in Sports Coaching at SCQF level 8													
J426 35	Sports Coaching Practitioner: Knowing Yourself 2	S	S	S	S		S	S	S	S	S	S	S
J427 35	Sports Coaching Practitioner: Knowing Others 2	S	S	S	S	S	S	S	S	S	S	S	S
J428 35	Sports Coaching Practitioner: Knowing Coaching 2	S	S	S	S	S	S	S	S	S	S	S	S

5.4 Assessment strategy for the qualifications

5.4.1 PDA in Sports Coaching at SCQF level 7

Unit	Assessment				
	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**	**Outcome 5**
Sports Coaching Practitioner: Knowing Yourself	Open-book Oral/written evidence Evidence of the role and functions of a coach will relate to the practical application of their coaching practice. Evidence generated should be supported by literary sources to illustrate the learner is capable of synthesising information from research with their own practical experiences.	Open-book Oral/written evidence Learner will define their own coaching philosophy to include why a coaching philosophy is central to a coach's craft and the factors that influence this. Learners will have applied their coaching philosophy through all stages of the coaching process through the completion of six linked session plans. Six linked sessions must be clearly influenced by their coaching philosophy so the learner can apply it in practice with the requirement to	Open-book Oral/written and observation evidence. Learners will produce evidence that illustrates a reflective practice model that can be used to analyse and evaluate their coaching practice and philosophy.		

Unit	Assessment				
	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**	**Outcome 5**
		reflect on it in Outcome 3.			
Sports Coaching Practitioner: Knowing Others	Open-book Written/oral and observation evidence. All outcomes are assessed holistically and there is sampling in this unit. Learners will need to produce a record of their coaching journey, using the plan/do/review process, which will be applied during delivery of a minimum of six linked coaching sessions with a relevant population group. Learners will provide evidence for a minimum of four different communication methods where effective communication has been used.				
Sports Coaching Practitioner: Knowing Coaching	Open-book Written/oral and observation evidence. Learners will need to provide evidence to demonstrate their knowledge and/or skills by showing that they understand and are able to justify their own coaching process, including reference to their own experiential and theoretical learning. Learners will plan and deliver six linked coaching sessions, which demonstrate: ♦ Principles of periodisation in programme and practice design ♦ Design of active, purposeful, enjoyable and safe coaching sessions ♦ An understanding of theory of motor skills acquisition			Open-book Written/oral evidence Learners will provide evidence of the application of an evaluative model such as GROW, GIBBS or KOLB and reflect on their coaching practice. The reflective practice model will incorporate	Open-book Written/oral evidence Learners are required to produce an evaluative piece of work on evidence based coaching techniques covering one of the following five knowledge and/or skills: *emerging technical trends, emerging tactical*

Unit	Assessment				
	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**	**Outcome 5**
	♦ Understanding of principles of both linear and non-linear approaches to learning in coaching practice in relation performer, task and environment During the six linked coaching sessions, learners will: ♦ Introduce and explain the purpose or desired outcome of a coaching session to participants covering all sub skills items ♦ Use demonstration to create the desired performance within the coaching session, covering a minimum of two of the sub skills items ♦ Observe and analyse participants performance levels relative to the desired outcome ♦ Give appropriate succinct feedback to participant(s) in relation to all sub skills ♦ Adapt task and/or environment constraints relative to the chosen population group ♦ Demonstrate principles of linear **or** non-linear approaches to learning in coaching practice ♦ Identify and correct fundamental movement patterns within technical skills ♦ Evidence of six linked sessions will include the following: Submission of six linked sessions and reviews, and any two of the following from different sessions: Peer observation — Participant feedback — Mentor feedback ♦ Submission of six linked sessions and reviews.			evidence from all the stages of knowledge and/or skills item 1 — personal practice, session design, approaches to learning, coaching philosophy. The learner will then create a personal development plan and identify how they will adapt or develop their coaching programme based on their session reflections and the feedback from participants. Feedback from participants should be gathered as evidence but is not part of the assessed evidence.	*trends; use of video analysis; use of notational analysis* or *technologies* and, clearly outline where adaption to rule, law or technical changes have occurred as a result.

5.4.2 PDA in Sports Coaching at SCQF level 8

Unit	Assessment		
	Outcome 1	**Outcome 2**	**Outcome 3**
Sports Coaching Practitioner: Knowing Yourself 2	Open-book Oral/written evidence A portfolio of evidence to illustrate the organisational structure of where they are coaching.	Open-book Oral/written evidence A report covering the four Knowledge and Skill items to the depth required for the sub points, as stated below: ♦ Describe the main features of the people involved in the coaching programme that may require influencing. ♦ Describe the values, behaviours and expectations for the coaching programme. ♦ Analyse the process of influencing others to adhere to values, behaviours, expectations Explain the use of appropriate processes to align people to achieve coaching objectives.	Open-book Oral/written evidence A portfolio where they log feedback gathered from a range of sources. They should reflect on at least three different sessions in line with the requirements of the knowledge and skills and sub skills of the outcome. The final part of their portfolio could be the culmination of all their work in the unit identifying short terms needs and creating a plan for long term development.

Unit	Assessment		
	Outcome 1	**Outcome 2**	**Outcome 3**
Sports Coaching Practitioner: Knowing Others 2	Open-book Written/oral evidence Learners will produce a portfolio of evidence or a report or complete extended response questions to support understanding of the fundamental aspects, necessary knowledge and skills required to support an effective coaching practice.	Open-book Written/oral evidence Learners will produce a report demonstrating that they have researched, analysed, developed an understanding of contemporary themes in either team culture or organisational culture.	
Sports Coaching Practitioner: Knowing Coaching 2	Open-book Written/oral evidence Learners should generate evidence in a project format which includes research into the techniques, listed, and provides an analysis of them prior to implementation within practice.	Open-book Written/oral evidence **Assessment 1** Learners should produce a planning document that evidences the required organisational information and illustrates the overall programme from macrocycle level to the individual interventions of the session, including the risk assessment and contingency plan. **Assessment 2** Learners to produce session plan portfolio. Three sets of six session plans where two of the plans are assessed.	Open-book Written/oral evidence Portfolio of evidence which includes a critical analysis of the coach's responsibilities along with three observation assessments and three mentor or colleague performance observations.

6 Guidance on approaches to delivery and assessment

6.1 Sequencing/integration of units

The PDAs in Sports Coaching at SCQF levels 7 and 8 place a greater emphasis on a holistic approach to assessment — with either combinations of outcomes assessed together, or entire units being assessed — to allow the learners to participate in the learning process in a holistic way.

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 Professional recognition

The PDAS are recognised by Community Leisure UK (Scotland) as qualifications that will meet their workforce needs and as a passport to employment as is currently the case with UKCC (UK Coaching Certificate). (Appendix A).

Both PDAs are jointly certificated with sportscotland and the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA).

6.2.2 Support materials

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

6.3 Resource requirements

Centres should ensure that they have the appropriate resources and equipment to deliver these group awards. In particular, suitably qualified staff with up to date industry knowledge and expertise within the areas of Sports Coaching industry.

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
2	Removal of Level 5 qualifications from prior qualifications section	September 2023

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 Professional Development Award (PDA) in Sports Coaching at SCQF level 7 and the PDA in Sport Coaching at SCQF level 8 are both designed to provide industry recognised qualifications and skills to enable you to work effectively within the sports industry as a sports coach.

Recommended entry

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

♦ SVQ at SCQF level 6 in appropriate subjects
♦ Direct entrants with occupationally relevant skills and experience
♦ It would be useful for learners to have some experience in sports coaching

Award requirements

You will have to achieve all 4 mandatory credits to achieve the PDA in Sports Coaching at SCQF level 7. To achieve the PDA in Sports Coaching at SCQF level 8 you will have to achieve 5 credits.

These awards are jointly certificated with sportscotland and the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) and are recognised by the national membership organisation for leisure trusts, Community Leisure UK (Scotland).

Employment and progression opportunities

Successful completion of these PDAs may lead to career opportunities which include but are not confined within the following contexts: sports coaching and/or activity leadership or active school roles.

Employers may include the following: local authorities, leisure trusts, National/Sports Governing Bodies (NGB/SGB), local sports organisations, private clubs/hotels. The practical nature of the course will equip work within the promotion and development aspects of sports or sports coaching itself. There is a strong emphasis on placement learning and developing the practical skills relevant to modern sports coaching.

The PDA in Sports Coaching at SCQF level 7 is fully embedded into the HNC Sports Coaching and Development, and this articulates directly into the HND in Sports Coaching and Development. The PDA in Sports Coaching at SCQF level 8 is fully embedded into the HND Sports Coaching and Development. Therefore, both PDAs offer the opportunity to progress to full HNC/D qualifications in Sports Coaching and Development.

Additionally, local agreements exist with a number of universities to allow entry into year 2 (or 3 following the HND) of a variety of degree pathways for those who wish to develop their knowledge and skills.