



**Group Award Specification for:
Sports Coaching Award (SCQF level 5)**

Group Award Code: GR31 45

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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 Background

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 sets the strategic direction for the sector. The landscape has evolved and outcomes now address inactivity, targeting inequalities amongst sports participation rates, using the transformative power of sport. The workforce, whether volunteers or paid staff, needs to meet the changing requirements of coaching in communities in Scotland.

The Effective Coaching Map provides the guiding principles to support coaches to be confident and competent in their coaching practice and is built on the three pillars of Knowing Yourself, Knowing Others and Knowing Coaching.

The award is suitable for anyone over the age of 14 years, who has an interest in sport and physical activity, and coaching, and who is starting their coaching journey in a supervised environment.

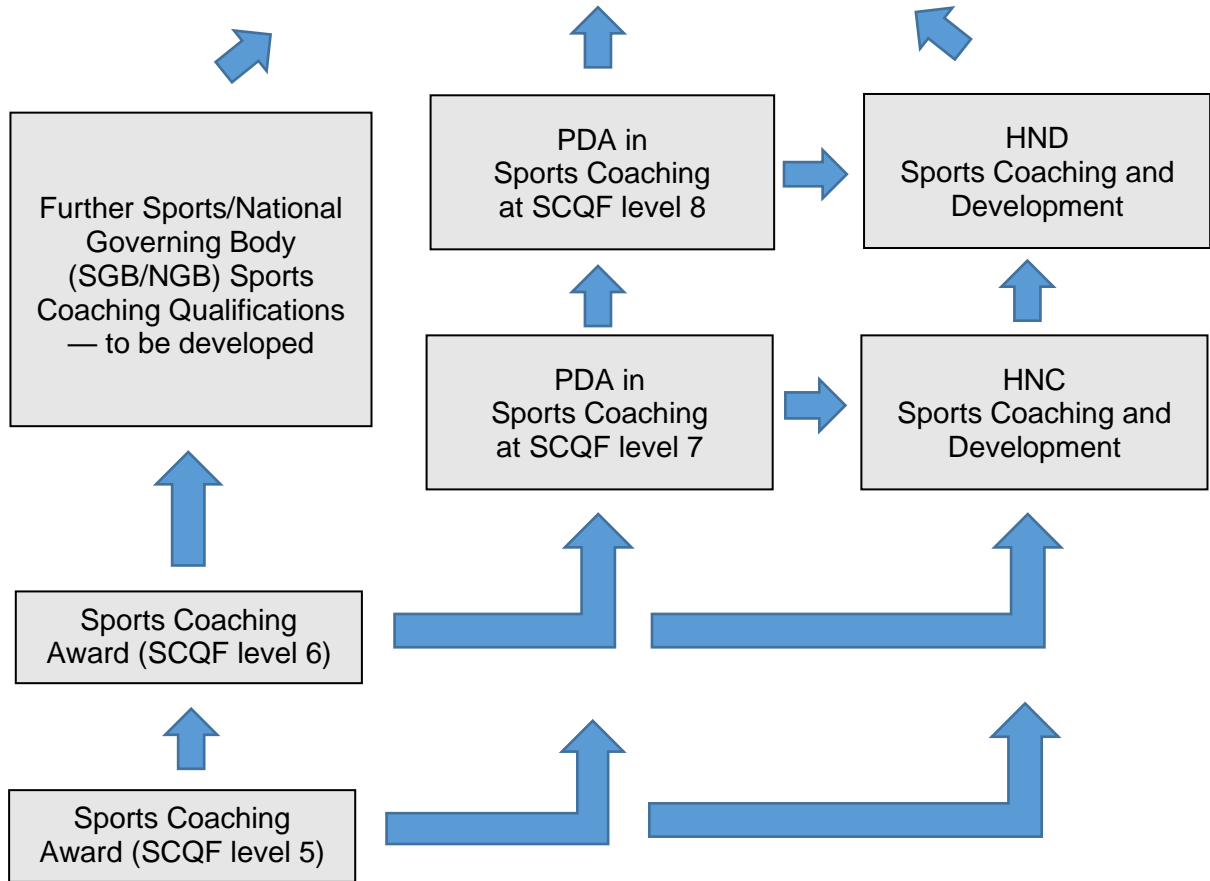
The award will help support the development of a new generation of sports coaches who are taking their first step into coaching; encouraging the idea that good coaching is about understanding their role, developing a personal philosophy and better connecting with individuals.

Successful learners may gain employment or be deployed in the sports industry as a coach.

This award is jointly certificated with sportscotland and the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA).

1.3 Progression routes

SCQF level 9 Units and Qualifications



1.4 Title of the group award

The title of the award reflects the content of the award. The qualification unit provides underpinning knowledge and skills required to work within the sports coaching industry.

1.5 Approval

This award and its unit are not auto-approved and are non-devolvable to centres. SQA centres considering delivering the qualification in this group award specification should be aware of the approval stipulations which require to be fulfilled.

The following approval criteria apply to this qualification:

- ◆ Centres must contact sportscotland (www.sportscotland.org.uk) to obtain a Letter of Support prior to seeking SQA Approval. This should be submitted with the Approval Application to SQA
- ◆ Assessors/Internal Verifiers must be recognised by the Sports/National Governing Body (SGB/NGB) of the sport being delivered
- ◆ Assessors and Internal Verifiers (IVs) must:
 - hold an assessor/IV qualification, as determined by the SGB/NGB
 - be occupationally competent and have evidence of Continuous Professional Development (CPD) which the SGB/NGB of the sport recognises. CPD could look different across sports. This could include the following (as appropriate to the sport): Upskilling days; standardisation; evidence of course and sport delivery; generic across-sport CPD.

2 Qualification structure

This group award is made up of one mandatory SQA unit credit. It comprises 6 SCQF credit points at SCQF level 5. The SCQF level of the award corresponds with the SCQF level of the unit.

2.1 Structure

The Sports Coaching Award (SCQF level 5) has been designed so that it meets SQA's Design Principles for Awards. Learners must achieve the mandatory unit (ie 1 SQA credit/ 6 SCQF credits)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J6WJ*	45	Sports Coaching: Assisting in Coaching Sessions	1	6	5

*Refer to History of Changes section

3 Aims of the qualification

This award has been designed to enable learners, with an interest in sport and physical activity, to develop the knowledge and skills required to enable them to **assist in** sports coaching sessions. As a result, they will be deployable in volunteer and paid roles, and will be able to undertake further training in this area.

3.1 General aims of the qualification

The Sports Coaching Award (SCQF level 5) has the following general aims to:

- 1 Build knowledge, competence and confidence.
- 2 Develop a sense of personal responsibility.
- 3 Develop reflective learning skills.
- 4 Provide opportunities to develop a range of Core Skills.
- 5 Enhance deployment prospects for learners.
- 6 Enable progression within the SCQF.

3.2 Specific aims of the qualification

The specific aims of the Sports Coaching Award (SCQF level 5) are to:

- 1 Introduce coaching skills in relation to knowing yourself, others and coaching.
- 2 Introduce coaches to their role in a supervised environment.
- 3 Develop an understanding of professional practice in sports coaching.
- 4 Assist in the delivery of planned sports coaching 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 (QDT) as guidance only.

It would also be useful for learners to have completed sportscotland/Children1st Child Wellbeing Protection in Sport (CWPS) (for those 16+ years), specific Sports/National Governing Body (SGB/NGB) child protection courses or other suitable equivalent learning.

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

- ◆ Direct entrants with relevant skills and experience
- ◆ Learners who have an interest in sport and physical activity, and coaching

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.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	4	The learner will need to be able to share information with their participants which could be delivered in different formats including oral, written and demonstration. The learner will also need to read and write a risk assessment.
Numeracy	4	The learner will use numeracy when planning and delivering coaching activities, and the use of this will be dependent on the specific sport.
Information and Communication Technology (ICT)	4	Research, coaching journal and using technology in presentations or group activities.
Problem Solving	4	Critical thinking, planning and evaluation. Learners will need to adapt their activities to meet the needs of the participant.
Working with Others	4	Group activities which may include discussions and presentations. Learners will need to work with participants to agree goals.

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.

5.2 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 Sports Coaching Award (SCQF level 5) has been mapped to the Coaching Assistant Professional Standard from the Chartered Institute for the Management for Sport and Physical Activity (CIMSPA). This Professional Standard 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	OC1: PC1, PC4, PC5, PC6 OC3: PC1, PC2, PC3, PC5, PC6 OC4: PC3 PC6, PC7, PC9		
K1.2	Customer service	OC1: PC1, PC2, PC3 OC3: PC1, PC2, PC5, PC6 OC4: PC6, PC7		
K1.3	Participant engagement	OC1: PC1, PC3 OC2: PC1, PC2, PC3, PC4 OC3: PC1, PC2, PC5, PC6 OC4: PC1, PC7		
K1.4	Communication	OC1: PC6 OC2: PC4 OC3: PC1, PC2, PC4, PC5, PC6 OC4: PC7, PC9		
K1.5	Participant feedback	OC1: PC1, PC2, PC6 OC3: PC1, PC2, PC3, PC4, PC5, PC6 OC4: PC3, PC6, PC7, PC9		

1 Maximising the participant experience (cont)

Ref	Skills	Evidence (specification reference)	Assessment method	Comments
S1.1	Participant data	OC1: PC1, PC4, PC5, PC6 OC3: PC1, PC2, PC3, PC5, PC6 OC4: PC1, PC2, PC3 PC6, PC7, PC9		
S1.2	Participant engagement	OC1: PC1, PC3 OC2: PC1, PC2, PC3, PC4 OC3: PC1, PC2, PC5, PC6 OC4: PC1, PC7		
S1.3	Customer service	OC1: PC1, PC2, PC3 OC3: PC1, PC2, PC5, PC6 OC4: PC6, PC7		
S1.4	Develop rapport with participants	OC1: PC1, PC2, PC3 OC2: PC3, PC4 OC3: PC1, PC2, PC4, PC5, PC6 OC4: PC1, PC3, PC7, PC8		
S1.5	Professional demeanour	OC1: PC1, PC3 OC2: PC3, PC4 OC3: PC1, PC2		
S1.6	Communication	OC1: PC6 OC2: PC4 OC3: PC1, PC2, PC4, PC5, PC6 OC4: PC7, PC9		

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	OC1: PC1, PC4, PC5, PC6 OC3: PC1, PC2, PC3, PC5, PC6 OC4: PC3 PC6, PC7, PC9		
K2.2	Inclusive coaching environment	OC1: PC1, PC2, PC3 OC2: PC1, PC2, PC3, PC4 OC3: PC1, PC2, PC5, PC6 OC4: PC1, PC7		
K2.3	Duty of care	OC2: PC1, PC2, PC3, PC4 OC3: PC5, PC6 OC4: PC1, PC2		
K2.4	Specific equipment	OC4: PC2		
K2.5	Safe systems of work	OC2: PC1, PC2, PC3, PC4 OC3: PC5, PC6		
K2.6	Personal safety	OC2: PC1, PC2, PC3, PC4 OC3: PC6		
K2.7	Hazards	OC2: PC1, PC2, PC3, PC4		
K2.8	Impact of coaching	OC3: PC1, PC2, PC3, PC4, PC5, PC6		

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

Ref	Skills	Evidence (specification reference)	Assessment method	Comments
S2.1	Engaging participants	OC1: PC2, PC3, PC4 OC3: PC1, PC2, PC3, PC4, PC5, PC6 OC4: PC1, PC2, PC3, PC6, PC7		
S2.2	Supporting participants	OC1: PC2, PC3, PC4 OC3: PC1, PC2, PC3, PC4, PC5, PC6 OC4: PC1, PC2, PC3, PC6, PC7		
S2.3	Positive behaviour management	OC1: PC2, PC3, PC4 OC3: PC1, PC2, PC3, PC4, PC5, PC6 OC4: PC1, PC2, PC3, PC6, PC7		
S2.4	Preparing for activities	OC1: PC2, PC3, PC4 OC3: PC3 OC3: PC1, PC2, PC3, PC4, PC5, PC6 OC4: PC1, PC2, PC3, PC6, PC7		
S2.5	Hazards	OC2: PC1, PC2, PC3, PC4		
S2.6	Assemble, dismantle and store equipment	OC2: PC1, PC2, PC3, PC4 OC4: PC2		
S2.7	Teamwork	OC1: PC1, PC3 OC2: OC4 OC3: PC1		
S2.8	Communication	OC1: PC1, PC3 OC2: PC4 OC3: PC1		

3 The Coaching Assistant and their role within the organisation

Ref	Knowledge and understanding	Evidence (specification reference)	Assessment method	Comments
K3.1	Organisational structure and goals	OC1: PC1, PC2 OC2: PC3		
K3.2	Roles and responsibilities	OC1: PC1, PC2, PC3		
K3.3	Own role	OC1: PC1 OC2: PC3		
K3.4	Organisational role	OC1: PC1 OC2: PC3		
K3.5	Motivations for coaching	OC1: PC1, PC2, PC3, PC4, PC5, PC6		
Ref	Skills	Evidence (specification reference)	Assessment method	Comments
S3.1	Problem solving	OC2: PC3 OC3: PC3, PC5 OC4: PC6		
S3.2	Time management	OC4: PC1, PC6, PC8		
S3.3	Communication and teamwork	OC1: PC1, PC3 OC2: PC4 OC3: PC1		
S3.4	Interpreting information	OC3: PC		
S3.5	Working safely	OC2: PC1, PC2, PC3, PC4 OC3: PC6		
S3.6	Motivations for coaching	OC1: PC1, PC2, PC3, PC4, PC5, PC6		

4 Professional practice

Ref	Knowledge and understanding	Evidence (specification reference)	Assessment method	Comments
K4.1	Conduct	OC1: PC1, PC2, PC3 OC2: PC3 OC3: PC1		
K4.2	Ethics	OC1: PC1, PC2, PC3 OC2: PC3 OC3: PC1		
K4.3	Legislation and organisational procedures	OC2: PC3		
K4.4	Good practice	OC2: PC3		
K4.5	Developing self	OC1: PC4, PC5, PC6 OC4: PC9		
Ref	Skills	Evidence (specification reference)	Assessment method	Comments
S4.1	Responsibility and professional duty of care to participants	OC1: PC1, PC2, PC3 OC2: PC3 OC3: PC1		
S4.2	Clarify roles and responsibilities	OC1: PC1, PC2, PC3 OC2: PC3 OC3: PC1		
S4.3	Developing self	OC1: PC4, PC5, PC6 OC4: PC9		

5 Prepare, deliver and review coaching activities

Ref	Knowledge and understanding	Evidence (specification reference)	Assessment method	Comments
K5.1	Prepare	OC1: PC1, PC2, PC3, PC4, PC5, PC6 OC2: PC1, PC2, PC3, PC4 OC3: PC1, PC2, PC3, PC4, PC5, PC6 OC4: PC1, PC2, PC3, PC4		
K5.2	Delivery	OC1: PC1, PC2, PC3, PC4, PC5, PC6 OC2: PC1, PC2, PC3, PC4 OC3: PC1, PC2, PC3, PC4, PC5, PC6 OC4: PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9		
K5.3	Evaluation	OC1: PC4, PC5, PC6 OC2: PC1, PC2, PC3, PC4 OC4: PC8, PC9		
Ref	Skills	Evidence (specification reference)	Assessment method	Comments
S5.1	Prepare	OC1: PC1, PC2, PC3, PC4, PC5, PC6 OC2: PC1, PC2, PC3, PC4 OC3: PC1, PC2, PC3, PC4, PC5, PC6 OC4: PC1, PC2, PC3, PC4		
S5.2	Delivery	OC1: PC1, PC2, PC3, PC4, PC5, PC6 OC2: PC1, PC2, PC3, PC4 OC3: PC1, PC2, PC3, PC4, PC5, PC6 OC4: PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9		
S5.3	Ongoing review	OC1: PC4, PC5, PC6 OC2: PC1, PC2, PC3, PC4 OC4: PC8, PC9		

6 Industry legislation and guidance, organisational policies and procedures

Ref	Knowledge and understanding	Evidence (specification reference)	Assessment method	Comments
K6.1	Organisational policies and procedures	OC1: PC1 OC2: PC1, PC2, PC3, PC4		
K6.2	Legal and regulatory requirements	OC1: PC1 OC2: PC1, PC2, PC3, PC4		
Ref	Skills	Evidence (specification reference)	Assessment method	Comments
S6.1	Sector guidance	OC1: PC1 OC2: PC1, PC2, PC3, PC4		

5.2.2 Effective Coaching Map

The Sports Coaching Award (SCQF level 5) has been mapped to the Effective Coaching Map. The effective coaching map can be found at <https://sportscotland.org.uk/media/3392/6-effective-coaching-map.pdf>



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	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
J6WJ 45 — Sports Coaching: Assisting in Coaching Sessions												
Outcome 1	X		X	X								
Outcome 2					X		X	X	X			
Outcome 3					X	X	X	X				
Outcome 4		X	X					X	X		X	X

5.3 Mapping of Core Skills development opportunities across the qualification

E = Embedded within the unit, which means learners who achieve the unit will automatically have their Core Skills profile updated on their certificate.

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		Information and Communication Technology (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
J6WJ 45	Sports Coaching: Assisting in Coaching Sessions	S	S	S	S		S	S	S	S	S	S	S

5.4 Assessment strategy for the qualification

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
J6WJ 45	All outcomes are assessed holistically			
Sports Coaching: Assisting in Coaching Sessions	<p>Oral/written evidence</p> <p>Coaching Journal which should include personal coaching action plan and reflections on their own coaching practice from peer review.</p>	<p>Oral/written and observation evidence during delivery of coached activity.</p> <p>Learners will produce one risk assessment within their sporting environment/context.</p>	<p>Oral/written and observation evidence from at least two coached activities.</p> <p>Coaching Journal which should include reflections on the learner's two coached activities:</p> <ul style="list-style-type: none"> ◆ Session plans ◆ Any adaptations made ◆ What went well ◆ What could be improved 	

6 Guidance on approaches to delivery and assessment

6.1 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 Sports Coaching Award (SCQF level 5) is jointly certificated with sportscotland and the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA).

Portability Statement

Each of the home nations sports councils, UK Coaching and CIMSPA are committed to working with the respective sports governing bodies to maximise the portability of coaches working across the UK. Home Country Sports Councils have agreed the following portability statement:

'All qualifications and learning opportunities developed in line with the sector's Professional Standards and endorsed by CIMSPA will allow people to operate in their chosen occupation, population and environment across and throughout the UK, eg coach (core occupation), working in the school environment (environment), working with children (population).'

(27 February 2020)

6.2.2 Supervision of learners

Direct supervision is when a supervisor is actually present and personally observes, works with, guides and directs the person who is being supervised.

Indirect supervision is when a supervisor has been allocated to provide ongoing support but does not constantly observe their activities.

Supervision requirements for learners completing this award

- ◆ Supervisor needs to be a more experienced coach, as determined by the SGB/NGB.
- ◆ Supervisor has to be on-site and attending the coaching session. Supervisor could be working on parallel activities.
- ◆ Supervisor is responsible for plans being in place.
- ◆ Supervisor is responsible for facilitating the review of coaching practice.

6.2.3 Age of learners

This award is aimed at learners who are at the start of their coaching journey and will be working under direct supervision. The person responsible for supervising must be over the age of 18 and qualified as per individual Sports/National Governing Body's (SGB/NGB) requirements.

Learners must be at least 14 years old before starting this qualification. Young people under 16 years of age may complete this qualification and may use this in their role as coaching assistant/youth volunteer but cannot operate as a lead coach or hold sole responsibility for a coaching session until after their 16th birthday.

It is advisable for SGB/NGBs to have a policy to ensure coaches are appropriately supported within their coaching environments. This is particularly relevant to coaches under 18. This could be a declaration from clubs/schools/centres, etc that coaches under 18 are under supervision of a responsible adult. The adult is considered to have duty of care and responsible for all participants.

What will I be able to do on completion of this award?

Learners may lead part of a session under direct supervision of someone of at least 18 years of age. The adult is considered to have duty of care, responsibility for the session, and all participants (including the young person who might be leading the session).

6.2.4 Suggested delivery of award

Example Delivery Plan		
(In this example, Day 1 and Day 2, and should be 2–4 weeks apart)		
Pre-Course	Day 1	Day 2
	AM	AM
Safeguarding and Wellbeing: Child Wellbeing and Protection in Sport Training (CWPS)	Personal motivations	Reflection on time in between days
Disability Inclusion — Space, Task, Equipment, People (STEP); Activity Inclusion Model (AIM)	Roles and responsibilities	Show your plan for the Micro sessions
Introduce Plan-Do-Review	Model session delivered by tutor - intro key skills	Micro Sessions focusing on Communication
Legislation — Health and Safety	Basic risk assessment	Positive Learning environment
Example risk assessment	Setting up an activity	Meeting the needs of the participants
Introduce communication — demonstration model, questioning feedback models		Adapting/modification
Reflection	PM	PM
Video example of good coaching	Plan to do review recap Micro coaching sessions	Coaching session should demonstrate the skills learnt in the micro sessions
	The Micro sessions should focus on; warm ups, explanation of skill/exercise, demonstrate (including drawing/video/using the group), observation and include how to conclude activities	Legislation that is relevant to the sport and ensure that any concerns are passed on
	Feedback models	Feedback session with tutor
	Share goals and priorities	Create coaching action plan
	Reflect	

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
03	Replacement of Unit: J470 45 Sports Coaching: Assisting in Coaching Sessions has been replaced by J6WJ 45 Sports Coaching: Assisting in Coaching Sessions	26/10/22
02	Name of unit changed to Sports Coaching: Assisting in Coaching Sessions.	11/5/21

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 award is suitable for you if you are over the age of 14 years, have an interest in sport and physical activity, and coaching, and if you are starting on your coaching journey in a supervised environment.

The award will introduce you to your role in a supervised coaching environment and to coaching skills in relation to knowing yourself, others and coaching. You will develop an understanding of professional practice in sports coaching and assist in the delivery of planned sports coaching sessions.

This award will provide you with opportunities to build knowledge, competence and confidence in the area of sports coaching. You will also develop a sense of personal responsibility as well as reflective learning skills.

You will be invited to engage in a blend of interactive and practical activities; including the introduction of new ideas about sports coaching through online learning and facilitated sessions. You will create your own personal coaching journal to support you through this qualification. This will contain your plan for delivery of coached activities, personal coaching action plan and reflections on your own coaching.

There will be opportunities to develop Core Skills in *Communication, Information and Communication Technology (ICT), Problem Solving* and *Working with Others*.

On successful completion of this award you may gain employment or be deployed in local authorities, leisure trusts, sports clubs or community groups.

This award is jointly certificated with sportscotland and the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA).