



**Group Award Specification for:
Sports Coaching Award (SCQF level 6)**

Group Award Code: GT0J 46

Validation date: January 2021

Date of original publication: May 2021

Version: 01

Contents

1	Introduction.....	1
1.1	General.....	1
1.2	Background	1
1.3	Progression routes.....	2
1.4	Title of the group award	4
1.5	Approval	4
2	Qualification structure.....	5
2.1	Structure.....	5
3	Aims of the qualification.....	6
3.1	General aims of the qualification.....	6
3.2	Specific aims of the qualification	6
4	Recommended entry to the qualification.....	7
4.1	Core Skills entry profile	7
5	Additional benefits of the qualification in meeting employer needs.....	9
5.2	Mapping of National Occupational Standards (NOS) and/or trade body standards	10
5.3	Mapping of Core Skills development opportunities across the qualification.....	23
5.4	Assessment strategy for the qualification	24
6	Guidance on approaches to delivery and assessment.....	25
6.1	Recognition of prior learning	25
7	General information for centres	29
8	Glossary of terms	30
9	General information for learners	32

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 16 years or over on completion of the qualification, who has an interest in sport and physical activity, and coaching, and who will independently plan, deliver and review coaching sessions with minimal supervision.

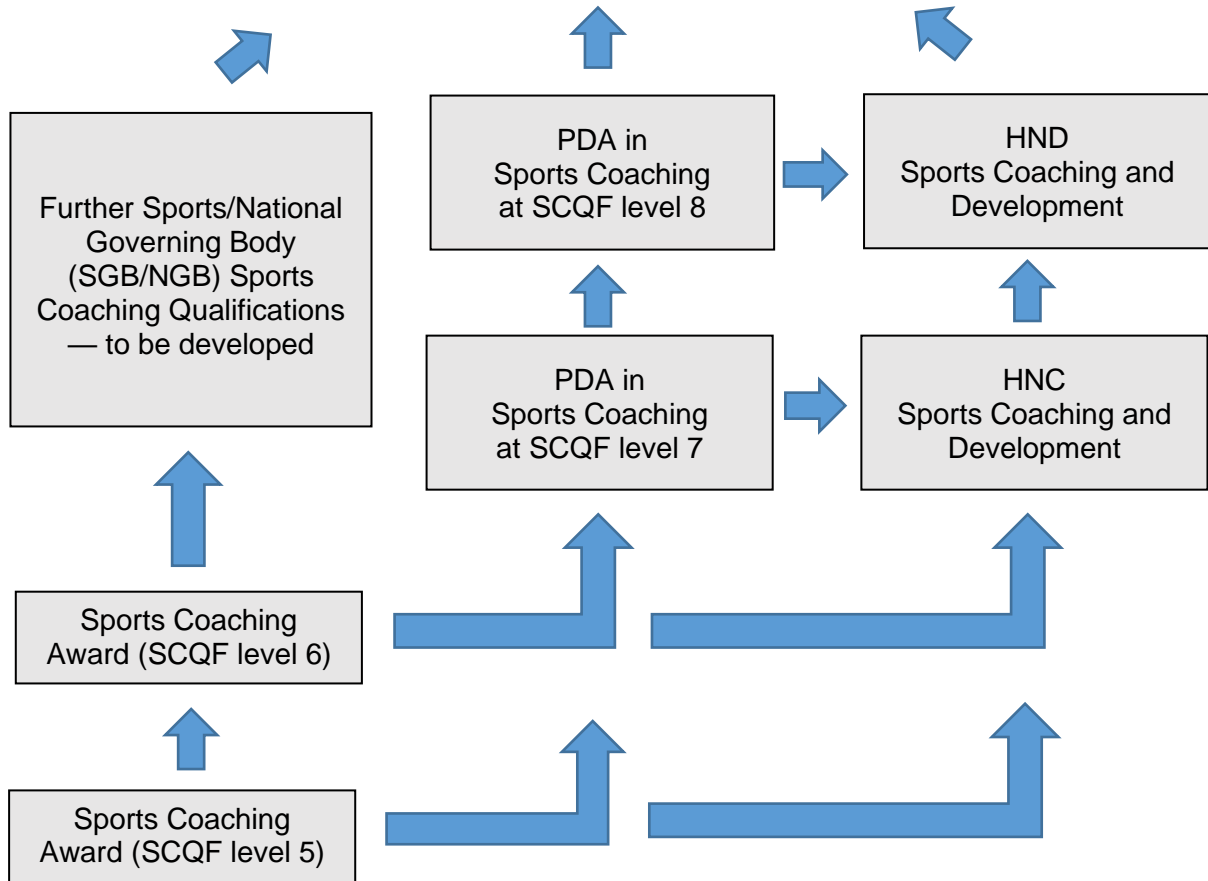
The award will help support the development of a new generation of sports coaches who are taking their first step into coaching independently; encouraging the idea that coaching effectiveness is not simply about developing coaching knowledge but also having a greater level of self-awareness while understanding the participant in front of you.

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



Qualifications overview

Who is it for?	
Level 5	Level 6
Coaching Assistant	Coach
14+ Sport to determine age	16+ on completion of unit and group award
Direct supervision with other coach present and active within the session.	Indirect supervision — sport should define supervisor level, frequency and engagement. This will vary from sport to sport.
What is in the Qualification?	
Developing Practice	
Entry Level Qualification	
Introduces key practices.	Embeds key practices.
Delivering activities	Delivering sessions
Working as an assistant under direct supervision and understanding their roles and responsibilities. They will have no supervision responsibilities.	Working solo with minimum supervision in familiar environments. Possibly supporting assistant coaches/leaders/volunteers.
Supported by a tutor to reflect on their performance.	Can reflect themselves on performance and use input from others.
Understanding of coaching behaviours and motivations.	Understanding their own coaching motivations and behaviours within their own coaching context.
Can deliver safe activities.	Understands what makes safe sessions and the processes required to maintain safety.
Awareness of different coaching methods.	Knowledge of different coaching methods and understanding of what is appropriate.

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 6. The SCQF level of the award corresponds with the SCQF level of the unit.

2.1 Structure

The Sports Coaching Award (SCQF level 6) 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
J5CV	46	Sports Coaching: Leading in Coaching Sessions	1	6	6

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 lead 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 6) has the following general aims to:

- 1 Build knowledge, competence, and confidence.
- 2 Develop a sense of personal responsibility and self-awareness.
- 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 6) are to:

- 1 Introduce coaching skills in relation to knowing yourself, others, and coaching.
- 2 Demonstrate self-awareness in the context of your own role and responsibilities as a coach practicing while under minimal supervision.
- 3 Prepare the physical environment and equipment to meet the required safety standards.
- 4 Identify and respond to the needs and expectations of participants during a session.
- 5 Lead in the planning, delivery, and review of 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 need to listen to their participants and use a range of questioning techniques to elicit information. They will also need to be able to answer questions asked during their session. 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.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Problem Solving	4	Critical thinking, planning and evaluation. Learners will need to create a session and adapt their activities and/or behaviour to meet the needs of the participant. They will need to set up the physical environment safely and ensure there are resources and equipment required for the activity or session.
Working with Others	4	Group activities which may include discussions and presentations. Learners will need to work with participants to agree goals. Learners will need to identify their learning from the experience and evaluate their performance. This will include receiving and considering feedback from others.

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 6) has been mapped to the Coaching Assistant Professional Standard and Coach 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: PC(b), PC(c), PC(e) OC3: PC(a), PC(b), PC(c), PC(d), PC(e) OC4: PC(c)		
K1.2	Customer service	OC1: PC(a), PC(b), PC(c), PC(d), PC(e) OC2: PC(d) OC3: PC(a), PC(b), PC(c), PC(d), PC(e)		
K1.3	Participant engagement	OC1: PC(a), PC(b), PC(c), PC(d), PC(e) OC2: PC(a), PC(b), PC(c), PC(d), PC(e) OC3: PC(a), PC(b), PC(c), PC(d), PC(e) OC4: PC(a), PC(b), PC(d)		
K1.4	Communication	OC3: PC(a), PC(c)		
K1.5	Participant feedback	OC1: PC(e) OC3: PC(a), PC(c), PC(d), PC(e) OC4: PC(f)		

1 Maximising the participant experience (continued)

Ref	Skills	Evidence (specification reference)	Assessment method	Comments
S1.1	Participant data	OC3: PC(a) OC4: PC(a)		
S1.2	Participant engagement	OC1: PC(a), PC(b), PC(c), PC(d), PC(e) OC2: PC(d) OC3: PC(a), PC(b), PC(c), PC(d), PC(e) OC4: PC(a), PC(d)		
S1.3	Customer service	OC1: PC(a), PC(b), PC(c), PC(d), PC(e) OC2: PC(d) OC3: PC(a), PC(b), PC(c), PC(d), PC(e) OC4: PC(a), PC(d)		
S1.4	Develop rapport with participants	OC1: PC(b), PC(c) OC3: PC(c), PC(e)		
S1.5	Professional demeanour	OC1: PC(a), PC(b), PC(c) OC2: PC(d)		
S1.6	Communication	OC1: PC(c) OC2: PC(d) OC3: PC(a), PC(b), PC(c), PC(d), PC(e) OC4: PC(c), PC(d), PC(e), PC(f)		

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: PC(b) OC2: PC(a), PC(d) OC3: PC(a), PC(b), PC(c), PC(d), PC(e)		
K2.2	Inclusive coaching environment	OC1: PC(b) OC2: PC(a), PC(d) OC3: PC(a), PC(b), PC(c), PC(d), PC(e) OC4: PC(b)		
K2.3	Duty of care	OC1: PC(a), PC(b), PC(c) OC2: PC(d) OC3: PC(a), PC(b), PC(c), PC(d), PC(e)		
K2.4	Specific equipment	OC2: PC(c)		
K2.5	Safe systems of work	OC2: PC(a), PC(b), PC(c), PC(d), PC(e)		
K2.6	Personal safety	OC2: PC(a), PC(b), PC(c), PC(d), PC(e)		
K2.7	Hazards	OC2: PC(a), PC(b), PC(c), PC(d), PC(e)		
K2.8	Impact of coaching	OC1: PC(a), PC(b), PC(c) OC2: PC(a), PC(b), PC(c), PC(d), PC(e) OC3: PC(b)		

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

Ref	Skills	Evidence (specification reference)	Assessment method	Comments
S2.1	Engaging participants	OC1: PC(b) OC2: PC(a), PC(d) OC3: PC(a), PC(b), PC(c), PC(d), PC(e) OC4: PC(b)		
S2.2	Supporting participants	OC1: PC(a), PC(b), PC(c) OC2: PC(d) OC3: PC(a), PC(b), PC(c), PC(d), PC(e)		
S2.3	Positive behaviour management	OC1: PC(a), PC(b), PC(c) OC2: PC(d) OC3: PC(a), PC(b), PC(c), PC(d), PC(e)		
S2.4	Preparing for activities	OC1: PC(a), PC(b), PC(c) OC2: PC(d) OC3: PC(a), PC(b), PC(c), PC(d), PC(e) OC4: PC(a)		
S2.5	Hazards	OC2: PC(a), PC(b), PC(c), PC(d), PC(e)		
S2.6	Assemble, dismantle and store equipment	OC2: PC(a), PC(b), PC(c), PC(d), PC(e)		
S2.7	Teamwork	OC1: PC(a) OC3: PC(b)		
S2.8	Communication	OC1: PC(a) OC2: PC(a), PC(b), PC(c), PC(d), PC(e) OC3: PC(b), PC(c) OC4: PC(b), PC(c), PC(d), PC(e), PC(f)		
S2.9	Stakeholders	OC1: PC(a) OC2: PC(a), PC(b), PC(c), PC(d), PC(e) OC3: PC(b)		

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: PC(b) OC2: PC(d)		
K3.2	Roles and responsibilities	OC1: PC(a) OC3: PC(b)		
K3.3	Own role	OC1: PC(a), PC(b), PC(c), PC(d), PC(e) OC2: PC(d) OC3: PC(a), PC(b), PC(c), PC(d), PC(e)		
K3.4	Organisational role	OC1: PC(a), PC(b), PC(c), PC(d), PC(e) OC2: PC(a), PC(b), PC(c), PC(d), PC(e) OC3: PC(b), PC(c)		
K3.5	Motivations for coaching	OC1: PC(a), PC(b), PC(c), PC(d), PC(e) OC2: PC(a), PC(b), PC(c), PC(d), PC(e) OC3: PC(b), PC(c)		
K3.6	Coaching motivations and philosophy	OC1: PC(a), PC(b), PC(c), PC(d), PC(e)		
K3.7	Stakeholders	OC1: PC(a) OC2: PC(a), PC(b), PC(c), PC(d), PC(e) OC3: PC(b), PC(c)		
K3.8	Organisational structure and goals	OC1: PC(a), PC(b), PC(c) OC2: PC(d) OC3: PC(b), PC(c)		

3 The Coaching Assistant and their role within the organisation (continued)

Ref	Skills	Evidence (specification reference)	Assessment method	Comments
S3.1	Problem solving	OC1: PC(a), PC(d), PC(e) OC2: PC(a), PC(c)		
S3.2	Time management	OC3: PC(a) OC4: PC(a)		
S3.3	Communication and teamwork	OC1: PC(a) OC3: PC(a), PC, PC(c)		
S3.4	Interpreting information	OC2: PC(a), PC(b), PC(e) OC3: PC(a), PC(b), PC(c) OC4: PC(f)		
S3.5	Working safely	OC2: PC(a), PC(b), PC(c), PC(d), PC(e)		
S3.6	Motivations for coaching	OC1: PC(a), PC(b), PC(c)		
S3.7	Stakeholders	OC3: PC(b), PC(c)		

4 Professional practice

Ref	Knowledge and understanding	Evidence (specification reference)	Assessment method	Comments
K4.1	Conduct	OC1: PC(a), PC(b), PC(c) OC2: PC(d)		
K4.2	Ethics	OC1: PC(a), PC(b), PC(c) OC2: PC(a), PC(b), PC(c), PC(d), PC(e)		
K4.3	Legislation and organisational procedures	OC1: PC(a), PC(b), PC(c) OC2: PC(a), PC(b), PC(c), PC(d), PC(e)		
K4.4	Good practice	OC2: PC(a), PC(b), PC(c), PC(d), PC(e)		
K4.5	Developing self	OC2: PC(d), PC(e) OC4: PC(g)		
K4.6	Team development	OC1: PC(d), PC(e) OC3: PC(b), PC(c) OC4: PC(g)		
Ref	Skills	Evidence (specification reference)	Assessment method	Comments
S4.1	Responsibility and professional duty of care to participants	OC3: PC(a), PC(b), PC(c), PC(d), PC(e)		
S4.2	Clarify roles and responsibilities	OC1: PC(a) OC2: PC(d) OC3: PC(a), PC(b), PC(c), PC(d), PC(e)		
S4.3	Developing self	OC1: PC(d), PC(e) OC4: PC(g)		
S4.4	Developing teams	OC1: PC(d), PC(e) OC2: PC(a), PC(b), PC(c), PC(d), PC(e) OC3: PC(b), PC(c) OC4: PC(g)		

5 Prepare, deliver, and review coaching activities

Ref	Knowledge and understanding	Evidence (specification reference)	Assessment method	Comments
K5.1	Prepare	OC1: PC(a), PC(e) OC2: PC(a), PC(b), PC(c), PC(d), PC(e) OC3: PC(a), PC(b), PC(c), PC(d), PC(e) OC4: PC(a), PC(b), PC(c), PC(d), PC(e), PC(f), PC(g)		
K5.2	Delivery	OC1: PC(a), PC(e) OC2: PC(a), PC(b), PC(c), PC(d), PC(e) OC3: PC(a), PC(b), PC(c), PC(d), PC(e) OC4: PC(a), PC(b), PC(c), PC(d), PC(e), PC(f), PC(g)		
K5.3	Evaluation	OC1: PC(a), PC(e) OC2: PC(a), PC(b), PC(c), PC(d), PC(e) OC3: PC(a), PC(b), PC(c), PC(d), PC(e) OC4: PC(a), PC(b), PC(c), PC(d), PC(e), PC(f), PC(G)		
Ref	Skills	Evidence (specification reference)	Assessment method	Comments
S5.1	Prepare	OC1: PC(a), PC(e) OC2: PC(a), PC(b), PC(c), PC(d), PC(e) OC3: PC(a), PC(b), PC(c), PC(d), PC(e) OC4: PC(a), PC(b), PC(c), PC(d), PC(e), PC(f), PC(g)		
S5.2	Delivery	OC1: PC(a), PC(e) OC2: PC(a), PC(b), PC(c), PC(d), PC(e) OC3: PC(a), PC(b), PC(c), PC(d), PC(e) OC4: PC(a), PC(b), PC(c), PC(d), PC(e), PC(f), PC(g)		
S5.3	Ongoing review	OC1: PC(d), PC(e) OC4: PC(g)		

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	OC2: PC(a), PC(b), PC(c), PC(d), PC(e)		
K6.2	Legal and regulatory requirements	OC2: PC(a), PC(b), PC(c), PC(d), PC(e)		
Ref	Skills	Evidence (specification reference)	Assessment method	Comments
S6.1	Sector guidance	OC2: PC(a), PC(b), PC(c), PC(d), PC(e)		

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	OC1: PC(a), PC(e) OC2: PC(a), PC(b), PC(c), PC(d), PC(e) OC3: PC(a), PC(b), PC(c), PC(d), PC(e) OC4: PC(a), PC(b), PC(c), PC(d), PC(e)		
K7.2	Delivery	OC1: PC(a), PC(e) OC2: PC(a), PC(b), PC(c), PC(d), PC(e) OC3: PC(a), PC(b), PC(c), PC(d), PC(e) OC4: PC(a), PC(b), PC(c), PC(d), PC(e)		
K7.3	Evaluation and ongoing review	OC1: PC(a), PC(e) OC2: PC(a), PC(b), PC(c), PC(d), PC(e) OC3: PC(a), PC(b), PC(c), PC(d), PC(e) OC4: PC(a), PC(b), PC(c), PC(d), PC(e), PC(f), PC(g)		
Ref	Skills	Evidence (specification reference)	Assessment method	Comments
S7.1	Planning and preparation	OC1: PC(a), PC(e) OC2: PC(a), PC(b), PC(c), PC(d), PC(e) OC3: PC(a), PC(b), PC(c), PC(d), PC(e) OC4: PC(a), PC(b), PC(c), PC(d), PC(e), PC(f), PC(g)		
S7.2	Delivery	OC1: PC a, e OC2: PC a-e OC3: PC a-e OC4: PC(a), PC(b), PC(c), PC(d), PC(e), PC(f), PC(g)		
S7.3	Evaluation and ongoing review	OC1: PC(a), PC(e) OC2: PC(a), PC(b), PC(c), PC(d), PC(e) OC3: PC(a), PC(b), PC(c), PC(d), PC(e) OC4: PC(a), PC(b), PC(c), PC(d), PC(e), PC(f), PC(g)		

8 Industry legislation and guidance, organisational policies and procedures

Ref	Knowledge and understanding	Evidence (specification reference)	Assessment method	Comments
K8.1	Organisational policies and procedures	OC2: PC(a), PC(b), PC(c), PC(d), PC(e)		
K8.2	Legal and regulatory requirements	OC2: PC(a), PC(b), PC(c), PC(d), PC(e)		
K8.3	Sector guidance	OC2: PC(a), PC(b), PC(c), PC(d), PC(e)		
Ref	Skills	Evidence (specification reference)	Assessment method	Comments
S8.1	Sector guidance	OC2: PC(a), PC(b), PC(c), PC(d), PC(e)		

5.2.2 Effective Coaching Map

The Sports Coaching Award (SCQF level 6) has been mapped to the [Effective Coaching Map v1.0](#).



J5CV 46 — Sports Coaching: Leading in Coaching Sessions	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Knowing Yourself				
Philosophy and Values	X			
Leading		X		X
Self-Regulating and Improving	X			X
Motivation and Attitude	X			
Knowing Others				
Relationships		X	X	X
Communicating	X		X	X
Age and Stage		X	X	X
Planning and Reviewing	X	X	X	X
Knowing Coaching				
Problem Solving		X	X	X
Creating and Innovating				
Technical and Tactical				X
Training and Learning	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		ICT		Problem Solving			Working with Others	
		W (R)	W (W)	O	UN	UGI	AI	PCI	CT	PO	RE	WCO	RCC
J5CV 46	Sports Coaching: Leading in Coaching Sessions	S	S	S	S		S	S	S	S	S	S	S

Key:

Communication:	W (R) = Written (Reading)	W (W) = Written (Writing)	O = Oral
Numeracy:	UN = Using Number	UGI = Using Graphical Information	
ICT:	AI = Accessing Information	PCI: Providing/Creating Information	
Problem Solving:	CT = Critical Thinking	PO = Planning and Organising	RE = Reviewing and Evaluating
Working with Others	WCO = Working Co-operatively with Others	RCC = Reviewing Co-operative Contribution	

5.4 Assessment strategy for the qualification

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
J5CV 46	All outcomes are assessed holistically			
Sports Coaching: Leading 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 recognising feedback from peer review.</p>	<p>Oral/written and observation evidence during delivery of coached sessions.</p> <p>Learners will produce one risk assessment within their sporting environment/context.</p>	<p>Oral/written and observation evidence from at least At least two session plans should be provided. At least one of the sessions should be observed by the assessor and recorded.</p> <p>Coaching Journal which should include reflections on the learner's coached session:</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 6) 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 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 must 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 minimal 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 16 years old upon completion of the qualification.

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 in sport coaching sessions with minimal supervision.

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	Online in between Day 1 and 2	Day 2
	AM		AM
Safeguarding and Wellbeing: Child Wellbeing and Protection in Sport Training (CWPS)	Personal motivations and coaching philosophy.	Impact of coaches' behaviours on participants and stressors for a coach.	Reflection on time in between days.
Disability Inclusion — Space, Task, Equipment, People (STEP); Activity Inclusion Model (AIM)	Roles and responsibilities.	Exploring different coaching and learning principles.	Micro sessions focusing on communication.
Introduce Plan-Do-Review	Model session delivered by tutor — intro key skills	Peer review opportunity.	Show your plan for the Micro sessions.
Legislation — Health and Safety	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.

Example Delivery Plan (continued)			
(In this example, Day 1 and Day 2, and should be 2–4 weeks apart)			
Pre-Course	Day 1	Online in between Day 1 and 2	Day 2
Reflection — how to reflect and creating a coaching journal	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

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 have an interest in sport and physical activity, and coaching, and if you are on your coaching journey in an environment with minimal supervision. You must be aged at least 16 upon completion of this award.

The award will introduce you to your role in a coaching environment with minimal supervision and to coaching skills in relation to knowing yourself, others and coaching. You will develop an understanding of professional practice in sports coaching and deliver safe 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).