



**Arrangements for:**  
**Higher National Certificate**  
**Sports Coaching with Development of Sport**  
**Group Award code: G81N 15**

**and**

**Higher National Diploma**  
**Sports Coaching with Development of Sport**  
**Group Award code: G81P 16**

**HNC validated: 18 March 2004**

**HND validated: 15 March 2005**

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The award is known as:

**HNC and HND in:**

**Sports Coaching with Development of Sport**

HNC/HND SPORTS COACHING WITH DEVELOPMENT OF SPORT  
HNC VALIDATED — 18 MARCH 2004  
HND VALIDATED — 15 MARCH 2005

## **Acknowledgement**

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

## 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.

Version number	Description	Date
04	<b>Revision of Unit:</b> DP2E 35 Current Exercise Trends has been revised by H4T8 35. DP2F 34 Stretch Training has been replaced by H4TD 34, Flexibility Training. DP2L 34 Health Screening has been revised by H4TE 34. DT4W 34 Nutrition for Fitness, Health and Exercise was revised by H4TF 34. DP2J 34 Swimming Pool Lifeguard: Skills and Practice has been replaced by H4TM 34. Each of the old units will finish on 31/07/2015.	24/09/13
03	<b>Amendments to Qualification framework — addition of optional Units.</b>	May 2008
02	Addition to Options:  DE3R 34 Personal Development Planning DF8D 34 Planning and Foundations of Outdoor Activities	February 2008

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## Rationale for the award

In 1993 the first consortium-developed HNC in Sports Coaching and Development was validated, followed one year later by the HND. These competence based qualifications were developed by a consortium of seven Further Education Colleges across Scotland and followed guidance set by industry in response to survey data, and by the industry led body for Sport and Recreation which developed SVQs in the occupational area of Sports Coaching, Leading and Instructing and Sports Development.

The qualifications embody two specific principles. Firstly they provide recognised qualifications that are now well established, understood and respected by employers in the occupational area. They also provide a sound educational and experiential background demanded by the sector. It is anticipated that the new structure will provide a strong pathway of progression for candidates who have successfully completed a programme of National Qualification Units in a related area and also for those who wish to access Higher Education. This will be in line with the current Scottish Credit and Qualifications Framework (SCQF). The title reflects the aims and objectives of the award and is aimed at candidates who have an interest in sport and wish to pursue coaching and development as a career. The award is designed for full or part time study and career opportunities may include the following:

- ◆ Sports coaches and leaders
- ◆ Development staff
- ◆ Fitness/Gym staff
- ◆ Leisure centre staff
- ◆ Swimming pool staff
- ◆ Health and Fitness staff
  
- ◆ Employers may include the following:
  - Local authority
  - National Governing Bodies
  - Local sports organisations
  - Private clubs/hotels etc

It had become evident to centres involved in the delivery of the awards, which are currently known as HNC and HND in Sports Coaching with Development, that the needs of industry were no longer being clearly met and that a number of the Units had become 'dated' to a degree. A consortium developed the original awards, and a series of meetings was held to which all centres delivering the awards were invited. Representatives of the SQA were also invited and the decision was taken to revise the award so that it better reflected current needs and good practice in the industry.

A group of five representatives was elected to see this work through to its conclusion. All of those elected and subsequently contracted by the SQA, were experienced and active in the delivery of the award. The SQA greatly appreciates the work undertaken by the team involved and the co-operation of their centres.

A consultant was appointed from this team and research was undertaken to ensure that the award met the design requirements and reflected accurately the needs of industry while allowing candidates to continue education in the area of sport, if that was their wish.

The predecessor award was created using what was known as 'Pilot Design Rules'. As a result of consultations with delivering centres and communication with Centre co-ordinators and centre principles, it was very clear that the Design Team had to be brought together to re-align the award with the 'Design Principles' which had now been finalised. The Qualifications Design Team have made the minimum changes, most of which were the only possible logical changes and have taken the opportunity to add some additional Units which have since become available due to the on-going revision of HN awards.

The Qualification Design Team produced a draft award structure and research was undertaken. Questionnaires were prepared and sent to:

- ◆ Employers
- ◆ Lead and Professional Bodies
- ◆ College Lecturers
- ◆ Former candidates who now hold the award(s)
- ◆ Higher Education Establishments

A number of personal contacts and interviews were held in addition to the questionnaires which were sent out.

This process was fully supported by the SQA and results carefully analysed.

Heads of centres were invited to give their support for the development and the results of this were totally supportive.

Writers were recruited and writer training was a pre-requisite for all involved. Several sessions were held to ensure all were fully aware of the task. Writers were supported fully in what was a "two-way" process.

Statistics from the SQA regarding the number of candidates taking the existing awards over the past five years were also obtained in support of the development.

## Aims of the award

### General aims

The **HNC** award is designed to allow candidates with an interest in Coaching and Development of Sport to gain a recognised qualification which, in itself, may gain access to employment in the industry. It is designed to build on National Units and/or prior experience of the candidate who may have worked in the occupational area.

The purpose of the award is to prepare candidates for entry to employment within the sports industry. The most likely route is in a capacity connected with coaching and/or development of sport. It may lead to full-time or part-time employment but for some candidates it will serve as a “stepping-stone” to continue their education and study. The award is designed to make these links accessible. There are links with number of Higher Educational Establishments and candidates may move directly to the second or third year of some courses.

The **HND** award is designed to build on the knowledge and experience, which the HNC candidate has gained, and it will allow the candidate to advance his or her knowledge and competence in the field of coaching and development. The award will provide a qualification recognised by employers and the public, and will allow access to employment. For candidates wishing to advance to higher education, the award will establish a sound base upon which the candidates may build. With the continuing development of *SCQF* levels and *SCQF* points, University links will be enhanced.

### Specific aims

The **HNC** award is designed to give candidates an introduction to the basic principles of coaching of sport and also the roles of the development officer in sport.

The fundamental principles of training will be introduced and the basic principles of the science behind these principles will be established. Candidates will spend a considerable time actually coaching and undertaking development work, as there is no substitute for practical experience. Candidates will also be prepared for employment in the industry and will study the Code of Conduct expected in the sports industry.

The **HND** award is designed to build on the HNC award and advance the skills and knowledge of the candidate. Candidates will advance their study of mechanics of sport and will learn how to work with more advanced performers and the theories behind these issues. More time will be spent actually coaching as this is fundamental to the award. Candidates may choose to specialise where this is practical during this period of study. An example of that might be in the area of working with disabled clients or in the area of Community Education etc.

## Links between aims and Units

Unit title	Content and link with aims
<b>Development of Sport</b>	This is incorporated and implicit throughout the mandatory Units of both the HNC and the HND but specifically within this Unit where the focus is on the developmental aspect of a Sports Development Officer. The Unit is practical in nature and involves a real working environment.
<b>Sports Coaching Theory and Practice and Improving Coaching in Sport</b>	While undertaking this Unit, the candidate will learn about the underpinning values and the practical application of theory. During coaching and development work, the candidate will learn about the practical application of the subject matter and acquire an understanding of the underpinning knowledge and philosophy of coaching and developmental work.
<b>Conduct and Ethics for Sports Coaches</b>	The study of the required codes of conduct and ethical considerations underpins both Coaching and Development roles.
<b>Workplace Experience</b>	This must be completed in a sports environment and this offers candidates a further opportunity to address the role of a Sports Development Officer.
<b>Graded Unit 3 (HND)</b>	Candidates may select a sports Development topic for this Graded Unit and so have a further opportunity to focus on this aspect of Sports Development.
<b>Coaching of Sports level 1 and level 2</b>	While undertaking these Units, candidates may integrate aspects of the Unit on Development of Sport. While the primary focus of the Units is different, it would be hard to separate the role of the coach and the role of the development officer due to the considerable knowledge overlap.

## Recommended access

The award may be accessed on a full-time or part-time basis. This will be at the discretion of the delivering centre. Some candidates may come from school while others may be 'returnees' and some may be adults who wish a change of career. The award is designed to allow for this different level of experience.

As candidates will require a good level of literacy skills, it is recommended that candidates hold a minimum of SCQF 4 in communication. It is likely that candidates who fall below this standard will have considerable difficulty in keeping up with the demand level of the course assessments. During the HNC year, candidates will achieve SCQF level 5 in communication, which is an Intermediate 2 level.

## Prior experience

Candidates would require a good performance background in a variety of sporting activities with a good general education behind this interest. Experience in coaching, while desirable, is not essential at entry although the potential to develop this competence must be evident. A keen interest in sport would clearly be a requirement for this award.

It is recommended that candidates have a basic knowledge of the coaching process as well as in organising a variety of skill practices. It would be a clear advantage for a candidate to have gained experience of coaching in a voluntary or paid capacity in advance of entry to the course.

A realistic background would be two Highers as a minimum one being English and the other either a science subject or mathematics. A Higher in Physical Education would be an asset but due to the nature of schools 'columns of choice' it would not be reasonable to insist on this. Even so a credit at Standard Grade PE (or equivalent award) would be an asset for entry.

In addition, candidates holding a Scottish Progression Award in Sport and Recreation or a Skills for Work award in the same area, would be worthy of consideration for entry to the HNC course.

Access will not be restricted in relation to age or gender.

Ultimately, entry is at the discretion of the centre although it must be remembered that the 'exit profile' must be achieved as there are Core Skills embedded within the mandatory Units for this specific award.

## Disclosure Scotland

*An important point is made regarding the fact that in order to work with children, there is a need for colleges and employers to ensure that candidates have an appropriate certificate from (currently) Disclosure Scotland.*

*It is a legal requirement that anyone working with children or vulnerable adults must have been cleared under the terms of the 'Disclosure Scotland' scheme.*

## **Advice on issues**

### **Advice on Tutor and Assessor issues**

Centres with SQA approval to use this award will have been judged competent to deliver it. One of these requirements is that there is no unnecessary barrier to achievement. However it remains the responsibility of each centre to ensure that current SQA requirements are met regarding the competence of assessors and centres will of course be aware of the legal implications of these issues. This is particularly significant when delivering Units which have a high technical demand and/or a real risk factor.

It is the responsibility of each centre to ensure that staff hold appropriate qualifications whether they are delivering and/or assessing. This would be a requirement for centres seeking award approval.

### **Old (predecessor) style Units and new (current) style Units**

It will be noted that this award includes Units written in the current format along with Units written in the 'predecessor' format. Where Units with the 'predecessor' format are included in the framework, the levels applied to these Units are noted. Where a 'Merit Statement' appears it may usually be ignored as this does not apply in the new framework.

### **Future intentions**

A helpful design featured of the current award structure will be the ability to modify the award where it is considered necessary. This will allow the award to more accurately reflect the requirements of industry and the needs of candidates. It will also allow Units to be replaced over a period as the time comes to revise them. All Units in the 'predecessor' style are to be phased out and replaced with Units in the new format. The intention is to grasp this opportunity and substitute the new, validated Units as and when they become available.

## **Award structure — HNC**

### **Course Structure Design Principles require 12 Unit credits for HNC**

The HNC Award consists of 12 Unit credits.

The Graded Unit is at level 7 and a further 11 Unit credits are required to total 96 SCQF credit points. Each 40 hour Unit is allocated 8 SCQF points on the basis that there are 40 hours of centre delivery time and an additional 40 hours of candidate study time (one point is equivalent to 10 hours of work). The minimum points at SCQF level 7 required is 48. The remainder may be at a different level if this is supported by research.

This HNC award has a mandatory core section, including the Graded Unit, comprising 10 Unit credits. This leaves a further 2 Unit credits to be gained from the options.

As the foreign language section contains a large number of options at level 6, only one of these Units may be included within this award.

To summarise:

12 credits are required in total for the HNC award.

The remaining credits may be at level 6 or 7 or 8, with the exception that for this award, only one may be selected at level 6.

## HNC Group Award: Sports Coaching with Development of Sport — G81N 15

**12 credits needed in total**

**Structure (Mandatory): 12 credits needed**

**Mandatory (Mandatory): 10 credits needed**

**Selected Units (Mandatory): 10 credits needed**

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Sports Coaching Theory and Practice	DD39 34	8	7	1
Conduct and Ethics for Sports Coaches	DD2X 34	8	7	1
Principles of Fitness Training	DD34 34	4	7	0.5
Anatomy, Physiology and Energy Systems	DD2V 34	8	7	1
Coaching of Sports: level 1	DD2W 34	16	7	2
First Aid for Sport	DD30 34	4	7	0.5
Development of Sport	DT4V 34	8	7	1
Workplace Experience	A6T1 34	16	7	2
Sports Coaching with Development of Sport: Graded Unit 1	DT4P 34	8	7	1

**Options (Optional): 2 credits needed**

**Group 1 (Mandatory): from 1 to 2 credits needed**

**Selected Units (Optional): from 1 to 2 credits needed**

Working with Children in a Sporting Context	DD3A 34	8	7	1
Prevention and Rehabilitation of Sports Injuries	DD33 34	4	7	0.5
Psychology of Sports Coaching	DD35 34	8	7	1
Fitness Testing for Sport	DD31 34	8	7	1
Resistance Training for Sport	DD36 34	8	7	1
Safe Practice in Outdoor Activities	DD37 34	8	7	1
Information Technology: Applications Software 1	D75X 34	8	7	1
Flexibility Training*	H4TD 34	4	7	0.5
Financial Principles and Systems for Sports Organisations	D51E 34	4	7	0.5
Introduction to Marketing in Sport	D51F 34	4	7	0.5
Exercise to Music	D50F 34	12	7	1.5
Communication: Practical Skills	D77G 34	8	7	1
Nutrition for Fitness, Health and Exercise	DT4W 34	8	7	1

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Health and Safety Legislation: An Introduction	DF87 34	8	7	1
Swimming Pool Lifeguard: Skills and Practice*	H4TM 34	8	7	1
Health Screening*	H4TE 34	4	7	0.5
Swimming Teachers: An Introduction	DP2G 34	8	7	1
Personal Development Planning	DE3R 34	8	7	1
Foundations of Outdoor Activities	DF8D 34	8	7	1

**Group 2 (Optional): up to 1 credit needed**

**Selected Units (Optional): up to 1 credit needed**

Basic Communication in Danish 1	A5FE 33	8	6	1
Basic Communication in Danish 2	A5JX 33	8	6	1
Basic Communication in Danish 3	A5KD 33	8	6	1
Basic Communication in Dutch 1	A5FF 33	8	6	1
Basic Communication in Dutch 2	A5JY 33	8	6	1
Basic Communication in Dutch 3	A5KE 33	8	6	1
Basic Communication in English as a Foreign Language 1	A5FG 33	8	6	1
Basic Communication in English as a Foreign Language 2	A5K0 33	8	6	1
Basic Communication in English as a Foreign Language 3	A5KF 33	8	6	1
Basic Communication in Finnish 1	A5FH 33	8	6	1
Basic Communication in Finnish 2	A5K1 33	8	6	1
Basic Communication in Finnish 3	A5KG 33	8	6	1
Basic Communication in French 1	A5FW 33	8	6	1
Basic Communication in French 2	A5K2 33	8	6	1
Communication in French: Basic Operational Reading and Writing Skills	F2F9 33	8	6	1
Communication in French: Listening Skills	F20P 33	8	6	1
Basic Communication in French 3	A5KH 33	8	6	1
Basic Communication in Gaelic 1	A5FJ 33	8	6	1
Basic Communication in Gaelic 2	A5KC 33	8	6	1
Communication in Gaelic: Basic Operational Reading and Writing Skills	F2FA 33	8	6	1
Communication in Gaelic: Listening Skills	F20R 33	8	6	1
Basic Communication in Gaelic 3	A5KJ 33	8	6	1
Basic Communication in German 1	A5FK 33	8	6	1
Basic Communication in German 2	A5K4 33	8	6	1

**Selected Units (Optional): up to 1 credit needed (continued)**

<b>Unit title</b>	<b>Code</b>	<b>SCQF credit points</b>	<b>SCQF level</b>	<b>SQA credit value</b>
Communication in German: Basic Operational Reading and Writing Skills	F2FB 33	8	6	1
Communication in German: Listening Skills	F2OS 33	8	6	1
Basic Communication in German 3	A5KK 33	8	6	1
Basic Communication in Italian 1	A5FL 33	8	6	1
Basic Communication in Italian 2	A5K5 33	8	6	1
Communication in Italian: Basic Operational Reading and Writing Skills	F2FC 33	8	6	1
Communication in Italian: Listening Skills	F2OT 33	8	6	1
Basic Communication in Italian 3	A5KL 33	8	6	1
Basic Communication in Japanese 1	D4WR 33	8	6	1
Basic Communication in Japanese 2	D4WS 33	8	6	1
Basic Communication in Japanese 3	D4WT 33	8	6	1
Basic Communication in Modern Greek 1	A5FM 33	8	6	1
Basic Communication in Modern Greek 2	A5K6 33	8	6	1
Basic Communication in Modern Greek 3	A5KM 33	8	6	1
Basic Communication in Norwegian 1	A5FN 33	8	6	1
Basic Communication in Norwegian 2	A5K7 33	8	6	1
Basic Communication in Norwegian 3	A5FD 33	8	6	1
Basic Communication in Polish 1	A5FP 33	8	6	1
Basic Communication in Polish 2	A5K8 33	8	6	1
Communication in Polish: Basic Operational Reading and Writing Skills	F2FD 33	8	6	1
Communication in Polish: Listening Skills	F2OV 33	8	6	1
Basic Communication in Polish 3	A5KN 33	8	6	1
Basic Communication in Portuguese 1	A5FR 33	8	6	1
Basic Communication in Portuguese 2	A5K9 33	8	6	1
Basic Communication in Portuguese 3	A5KP 33	8	6	1
Basic Communication in Russian 1	A5FS 33	8	6	1
Basic Communication in Russian 2	A5KA 33	8	6	1
Basic Communication in Russian 3	A5KR 33	8	6	1

**Selected Units (Optional): up to 1 credit needed (continued)**

<b>Unit title</b>	<b>Code</b>	<b>SCQF credit points</b>	<b>SCQF level</b>	<b>SQA credit value</b>
Basic Communication in Spanish 1	A5FT 33		6	1
Basic Communication in Spanish 2	A5KB 33		6	1
Communication in Spanish: Basic Operational Reading and Writing Skills	F2FE 33	8	6	1
Communication in Spanish: Listening Skills	F20W 33	8	6	1
Basic Communication in Spanish 3	A5KS 33	8	6	1
Basic Communication in Swedish 1	A5FV 33	8	6	1
Basic Communication in Swedish 2	A5K3 33	8	6	1
Basic Communication in Swedish 3	A5KT 33	8	6	1

## Award structure — HND

Course Structure Design Principles require an additional 18 Unit credits for HND.

(HND candidates must achieve the requirements for HNC along with the requirements for HND)

### HND achievement

Candidates will be awarded an HND on successful achievement of 240 SCQF credit points, which will include successful achievement of all Units and the Graded Units in the mandatory sections.

The 240 SCQF credit points should incorporate at least 64 SCQF credit points at SCQF level 8. There are no other specifications regarding the minimum or maximum SCQF level for the remaining SCQF credit points.

Please note that for both the HNC and the HND, the minimum number of SCQF points at SCQF levels 7 and 8 can be achieved through attainment of HN Units and Graded Units.

By way of further explanation this means that for this HND award, candidates will need to achieve **all** of the mandatory Units for HNC and HND including the Graded Units.

This total mandatory requirement for the HND award is 19 Unit credits plus 11 Unit credits from the options list. This totals 30 Unit credits for HND.

Although centres must of course ensure that the required number of SCQF points are achieved at the required levels as detailed above, it should be noted that the Mandatory sections of the HND award contains sufficient level 8 points to meet the minimum (64) points at level 8 and this allows an unrestricted choice of optional Units (only 1 level 6 may be included).

Both HND Graded Units are at level 8 and the remaining credits may be selected as appropriate.

## HND Group Award: Sports Coaching with Development of Sport — G81P 16

**30 credits needed in total**

**Structure (Mandatory): 30 credits needed**

**Mandatory (Mandatory): 19 credits needed**

**Selected Units (Mandatory): 19 credits needed**

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Sports Coaching Theory and Practice	DD39 34	8	7	1
Conduct and Ethics for Sports Coaches	DD2X 34	8	7	1
Principles of Fitness Training	DD34 34	4	7	0.5
Anatomy, Physiology and Energy Systems	DD2V 34	8	7	1
Coaching of Sports: level 1	DD2W 34	16	7	2
First Aid for Sport	DD30 34	4	7	0.5
Development of Sport	DT4V 34	8	7	1
Workplace Experience	A6T1 34	16	7	2
Improving Coaching in Sport	DD2M 35	16	8	2
Sports Mechanics	DD2T 35	8	8	1
Coaching of Sports: level 2	DD2J 35	16	8	2
Research Investigation in Sport	DD2P 35	8	8	1
Fitness Conditioning in Sport	DD2L 35	8	8	1
Sports Coaching with Development of Sport: Graded Unit 1	DT4P 34	8	7	1
Sports Coaching with Development of Sport: Graded Unit 2	DT4R 35	8	8	1
Sports Coaching with Development of Sport: Graded Unit 3	DT4T 35	8	8	1

**Options (Optional): 11 credits needed**

**Group 1 (Mandatory): from 10 to 11 credits needed**

**Selected Units (Optional): from 10 to 11 credits needed**

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Working with Children in a Sporting Context	DD3A 34	8	7	1
Prevention and Rehabilitation of Sports Injuries	DD33 34	4	7	0.5
Psychology of Sports Coaching	DD35 34	8	7	1
Fitness Testing for Sport	DD31 34	8	7	1
Resistance Training for Sport	DD36 34	8	7	1
Safe Practice in Outdoor Activities	DD37 34	8	7	1
Information Technology: Applications Software 1	D75X 34	8	7	1
Stretch Training	DP2F 34	4	7	0.5
Financial Principles and Systems for Sports Organisations	D51E 34	4	7	0.5
Introduction to Marketing in Sport	D51F 34	4	7	0.5
Exercise to Music	D50F 34	12	7	1.5
Communication: Practical Skills	D77G 34	8	7	1
Nutrition for Fitness, Health and Exercise	DT4W 34	8	7	1
Health and Safety Legislation: An Introduction	DF87 34	8	7	1
Swimming Pool Lifeguard: Skills and Practice	DP2J 34	8	7	1
Health Screening	DP2L 34	4	7	0.5
Swimming Teachers: An Introduction	DP2G 34	8	7	1
Psychology of Sports Performance	DD2N 35	8	8	1
Community Education and Sports Provision in Scotland	DD2K 35	8	8	1
Assisting Sports for Disability	DD2H 35	8	8	1
Developing Potential in Sport: An Introduction	DD2G 35	8	8	1
Sports Coaching in Europe	DD2R 35	8	8	1
Event Management in Sport	DA8X 35	8	8	1
Managing Volunteers in Sport and Recreation	DP27 25	8	8	1
Current Exercise Trends*	H4T8 35	16	8	2
Application of Management and Organisational Skills in Outdoor Activities	DP26 35	16	8	2
Personal Development Planning	DE3R 34	8	7	1
Foundations of Outdoor Activities	DF8D 34	8	7	1

**Group 2 (Optional): up to 1 credit needed****Selected Units (Optional): up to 1 credit needed**

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Basic Communication in Danish 1	A5FE 33	8	6	1
Basic Communication in Danish 2	A5JX 33	8	6	1
Basic Communication in Danish 3	A5KD 33	8	6	1
Basic Communication in Dutch 1	A5FF 33	8	6	1
Basic Communication in Dutch 2	A5JY 33	8	6	1
Basic Communication in Dutch 3	A5KE 33	8	6	1
Basic Communication in English as a Foreign Language 1	A5FG 33	8	6	1
Basic Communication in English as a Foreign Language 2	A5K0 33	8	6	1
Basic Communication in English as a Foreign Language 3	A5KF 33	8	6	1
Basic Communication in Finnish 1	A5FH 33	8	6	1
Basic Communication in Finnish 2	A5K1 33	8	6	1
Basic Communication in Finnish 3	A5KG 33	8	6	1
Basic Communication in French 1	A5FW 33	8	6	1
Basic Communication in French 2	A5K2 33	8	6	1
Communication in French: Basic Operational Reading and Writing Skills	F2F9 33	8	6	1
Communication in French: Listening Skills	F20P 33	8	6	1
Basic Communication in French 3	A5KH 33	8	6	1
Basic Communication in Gaelic 1	A5FJ 33	8	6	1
Basic Communication in Gaelic 2	A5KC 33	8	6	1
Communication in Gaelic: Basic Operational Reading and Writing Skills	F2FA 33	8	6	1
Communication in Gaelic: Listening Skills	F20R 33	8	6	1
Basic Communication in Gaelic 3	A5KJ 33	8	6	1
Basic Communication in German 1	A5FK 33	8	6	1
Basic Communication in German 2	A5K4 33	8	6	1
Communication in German: Basic Operational Reading and Writing Skills	F2FB 33	8	6	1
Communication in German: Listening Skills	F20S 33	8	6	1
Basic Communication in German 3	A5KK 33	8	6	1
Basic Communication in Italian 1	A5FL 33	8	6	1
Basic Communication in Italian 2	A5K5 33	8	6	1
Communication in Italian: Basic Operational Reading and Writing Skills	F2FC 33	8	6	1
Communication in Italian: Listening Skills	F20T 33	8	6	1

**Selected Units (Optional): up to 1 credit needed (continued)**

<b>Unit title</b>	<b>Code</b>	<b>SCQF credit points</b>	<b>SCQF level</b>	<b>SQA credit value</b>
Basic Communication in Italian 3	A5KL 33	8	6	1
Basic Communication in Japanese 1	D4WR 33	8	6	1
Basic Communication in Japanese 2	D4WS 33	8	6	1
Basic Communication in Japanese 3	D4WT 33	8	6	1
Basic Communication in Modern Greek 1	A5FM 33	8	6	1
Basic Communication in Modern Greek 2	A5K6 33	8	6	1
Basic Communication in Modern Greek 3	A5KM 33	8	6	1
Basic Communication in Norwegian 1	A5FN 33	8	6	1
Basic Communication in Norwegian 2	A5K7 33	8	6	1
Basic Communication in Norwegian 3	A5FD 33	8	6	1
Basic Communication in Polish 1	A5FP 33	8	6	1
Basic Communication in Polish 2	A5K8 33	8	6	1
Communication in Polish: Basic Operational Reading and Writing Skills	F2FD 33	8	6	1
Communication in Polish: Listening Skills	F20V 33	8	6	1
Basic Communication in Polish 3	A5KN 33	8	6	1
Basic Communication in Portuguese 1	A5FR 33	8	6	1
Basic Communication in Portuguese 2	A5K9 33	8	6	1
Basic Communication in Portuguese 3	A5KP 33	8	6	1
Basic Communication in Russian 1	A5FS 33	8	6	1
Basic Communication in Russian 2	A5KA 33	8	6	1
Basic Communication in Russian 3	A5KR 33	8	6	1
Basic Communication in Spanish 1	A5FT 33	8	6	1
Basic Communication in Spanish 2	A5KB 33	8	6	1
Communication in Spanish: Basic Operational Reading and Writing Skills	F2FE 33	8	6	1
Communication in Spanish: Listening Skills	F20W 33	8	6	1
Basic Communication in Spanish 3	A5KS 33	8	6	1
Basic Communication in Swedish 1	A5FV 33	8	6	1
Basic Communication in Swedish 2	A5K3 33	8	6	1
Basic Communication in Swedish 3	A5KT 33	8	6	1

The above charts show the agreed award structure and also shows the mandatory Units and the relationship with the optional Units.

The aims of the award and its title are reflected by the mandatory Units where an **HNC** candidate must study the underlying principles of coaching and the fundamental scientific principles behind them, while at the same time learning how to apply these principles in a practical, supervised situation. Candidates will also learn more about development of sport and the relationship of this to coaching. Here again, there will be a significant emphasis on the practical situation and the Core Skill of working with others will be embedded. This will be an important point with regard to future possible employment.

Each of the Graded Units contains essential elements of the mandatory Units, with some aspects of all of these Units being addressed by the tasks set for these assessments. The Graded Unit specifications show clearly which of these are addressed and where this occurs.

Candidates will gain knowledge and will also gain practical experience of coaching and development of sport. Candidates will also gain an understanding of working in the sports industry.

During the **HND** period of study, candidates will improve their knowledge as Units build on the Units of the HNC award. Candidates will also further refine and enhance their coaching skills as yet more time is given to actual coaching and on-going development of sport. Candidates will have the opportunity to study more advanced concepts and work with more advanced performers.

Here again, the Graded Units contain essential elements of the mandatory Units, with some aspects of all of these Units being addressed by the tasks set for these assessments. The Graded Unit specifications show clearly which of these are addressed and where this occurs.

## HNC/HND Sports Coaching

### Core Skills development and Exit profile

The five Core Skills recognised by SQA are at levels from Access 3 to Higher (SCQF 3– SCQF 6).

The minimum recommended Core Skill entry profiles for the HNC/HND Sports Coaching award are:

- ◆ Communication SCQF level 5
- ◆ Information Technology SCQF level 4
- ◆ Numeracy SCQF level 4
- ◆ Problem Solving SCQF level 5
- ◆ Working with Others SCQF level 5

Many candidates will have entry profiles beyond the minimum requirements, and selection interviews for the award will additionally focus on a high level of personal qualities essential to success in the vocational area. All practical teaching and learning activities of the course provide a context for developing Core Skills to a significant level beyond those recommended at entry.

The general aims of the award include developing a range of personal and key skills which will improve analytical and critical thinking, self awareness and employability. Team working, achieving personal targets and time management are attributes essential to success in the Sports-related industries.

Awareness and development of these skills is also incorporated into the award by the requirement for candidates, supported by tutors, to take responsibility for their learning programmes, and to work with a range of others on a variety of projects.

Candidates who achieve the HNC award will develop Core Skills to the following levels as a minimum.

- ◆ Communication SCQF level 6
- ◆ Information Technology SCQF level 5
- ◆ Numeracy SCQF level 5
- ◆ Problem Solving SCQF level 6
- ◆ Working with Others SCQF level 6

The guide focuses on signposting areas in the mandatory section of the HNC/HND award which offer specific opportunities for skills development. Optional Units in *Communication* and *Information Technology* allow formal certification of skills if needed.

Further enhancement of skills will occur in the HND award and in the context of the wide range of Units offering options which will be selected to meet individual vocational and personal needs. The Graded Units of the award also integrate and apply knowledge and skills developed during the HNC/HND awards, and provide further opportunities for candidates to demonstrate transferable Core Skills to a high level of achievement.

## Communication (SCQF level 6)

### Skill component: Written Communication (Reading)

#### Read and understand complex written communication.

- a Identify and summarise significant information, ideas and supporting detail.
- b Evaluate effectiveness for purpose and needs of readers.

Core Units	Knowledge and Skills/Evidence	Developed/Assessed	a	b
Conducts and Ethics for Sports Coaches	Reference to and understanding of significance and application of current legislation and professional codes of conduct affecting Sports Coaching practice. This will include reading and evaluating the significance of current law and complex information on Health and Safety, child protection and accident liability and insurance.	Developed	√	√
Sports Coaching Theory and Practice	Outcome 4 — Evaluation of effectiveness of own written communication.	Developed		√
Coaching of Sports: level 1	Outcome 4 — In-depth research into background and current information on the development, uses and components of Sports Coaching, details of Coach Education Structure and local provision.	Developed	√	
First Aid for Sport	Outcome 1 — Structured in-depth questions on complex information from course textbooks.	Developed	√	√
<p><i>All Units: Candidates require an awareness and knowledge of factual information and current industry developments which will be accessed and maintained by reading reference texts, professional papers and journals and appropriate web sites.</i></p>				

## Communication (SCQF level 6)

### Skill component: Written Communication (Writing)

#### Produce well-structured written communication on complex topics.

- a Present essential ideas/information in a logical and effective order.
- b Use a structure which takes account of purpose/links points for clarity and impact
- c Use conventions which are effectively adapted for audience.
- d Use accurate spelling, punctuation, sentence structures.
- e Vary sentence structure, paragraphing, vocabulary to suit purpose and target audience.

Unit	Knowledge and Skills/Evidence	Developed/Assessed	a	b	c	d	e
Coaching of Sports	Outcome 4 — Extended written research report on Coach Education structure.	Developed	√	√	√	√	√
Development of Sport	Outcomes 3/4 — Extended written evidence of research and development underpinning the planning and production of a sports coaching programme (minimum 1,750 word reports). Detailed evaluation report examining performance, drawing conclusions for future development.	Developed	√	√	√	√	√
<p><i>All Units: Across the award knowledge and skills will be assessed formally through short written responses and extended reports produced in supervised conditions. Additionally, the maintenance of accurate records of essential information in an appropriate structured format will underpin all practical sessions, with written records of action and progress documenting evaluation of effectiveness of activities.</i></p>							

## Communication (SCQF level 6)

### Skill component: Oral Communication

#### Produce and respond to oral communication on a complex topic.

- a Use vocabulary and a range of spoken language structures consistently and effectively with appropriate formality.
- b Convey all essential ideas/information/opinions accurately and coherently with appropriate varied emphasis.
- c Structure to take full account of purpose and audience.
- d Take account of situation and audience during delivery.
- e Respond to others taking account of their contribution.

Unit	Knowledge and Skills/Evidence	Developed/Assessed	a	b	c	d	e
Sports Coaching Theory and Practice	Outcome 2 — Underpinning theory on communicating with a range of client groups. Outcome 4 — Evaluation of effectiveness of oral communication skills.	Developed	√	√	√	√	√
Coaching of Sports	Outcome 2 — Practical performance in designing and delivery two coaching sessions for two different sports.	Developed	√	√	√	√	√
First Aid for Sport	Outcome 1 – Oral assessment explaining in detail the responsibilities of a first aider. Outcome 3 — practical demonstration of first aid will require listening and responding skills, including careful questioning to ascertain and address first aid treatment needs.	Developed	√	√	√	√	√
Workplace Experience	The ability to relate to and communicate with a wide range of others will be critical to achievement, and will be monitored by supervisors who will provide witness testimony.	Developed	√	√	√	√	√
<p><i>All Units: Analysing and responding effectively to the coaching needs of clients will involve using a range of verbal and non-verbal communication techniques which will be critical to improving performance. Candidates will have to demonstrate a sophisticated level of oral communication skills in explaining, questioning, giving information and responding to others in the most appropriate way. An emphatic understanding of the physical, emotional and cultural needs of clients will support the ability to adapt approaches in order to progress communication.</i></p>							

## Working with Others (SCQF level 6)

### Work with others in a group to analyse, plan and complete an activity.

- a Analyse the activity and identify component tasks and roles.
- b Agree allocation of activities taking account of group strengths and weaknesses.
- c Support co-operative working.
- d Evaluate and draw conclusions about own contribution, justifying with evidence.

Unit	Knowledge and Skills/Evidence	Developed/Assessed	a	b	c	d
Development of Sport	The designing, planning and implementing a Sports development programme is a team product, including planning and monitoring meetings, allocation of roles and responsibilities, negotiation and evaluation reporting.	Developed	√	√	√	√
Workplace Experience	Outcomes 1–3 — Underpinning theoretical knowledge supports a reasoned and analytical approach to practical workplace activities working with a range of colleagues and clients.	Developed	√	√	√	√
First Aid for Sport	Outcome 3 — Consultations with clients involving an analysis of needs, negotiation to encourage and support co-operation and agreement on tasks in injury treatment.	Developed	√	√	√	√
Sport Coaching Theory and Practice	Practical application of knowledge involves analysis of relevant approaches, and applying interactive techniques progressing to practical explanation, support and advice to improve performance of others.	Developed	√	√	√	√
<p><i>All practical assessment tasks will extensively develop elements of the skill of working in situations involving groups and one to one with a client group over a full age/health/interest/skills range. On-going personal evaluation of approaches to working relationships with a range of others in different types of situations is essential to continuous professional development. Team work will also be developed through class discussion and co-operative sporting and working activities.</i></p>						

## Problem Solving (SCQF level 6)

### Skill components

#### Critical Thinking

- ◆ Analyse a complex situation or issue

#### Planning and Organising

- ◆ Plan, organise and complete a complex task

#### Reviewing and Evaluating

- ◆ Review and evaluate a complex problem solving activity

Unit	Knowledge and Skills/Evidence	Developed/Assessed	CT	PO	RE
Workplace Experience	All practical activities undertaken will firstly involve a detailed analysis of needs taking into account a range of factors such as available resources and possible outcomes. Effectiveness is monitored and supervisor witness testimony supports a review.	Developed	√	√	√
Coaching of Sports	Appropriate coaching for two sports/two sessions is planned, delivered and evaluated in negotiation with the clients and with attention to ethics, conduct and health and safety factors.	Developed	√	√	√
First Aid for Sport	Outcome 3 — Underpinning theoretical knowledge supports the planning and development of strategic intervention and coping strategies with the injured athlete.	Developed	√	√	√
Development of Sport	Researching, planning, undertaking and evaluating a sports development programme which applies and integrates the skills developed across the award.	Developed/Assessed	√	√	√
<p><i>The process of planning and delivering Sports Coaching involves naturally occurring evidence of Analysis, Planning, Undertaking and Reviewing effectiveness within the constraints and limitations of each situation. Taking responsibility for planning and organising personal study and the production of assignments to a professional standard across the award will further develop all skill components of Problem Solving to a high level.</i></p>					

## Using Information Technology (SCQF level 5)

### Use and IT system effectively and responsibility to process a range of information.

- a Make effective and responsible use of the range of IT equipment in everyday use.
- b Carry out straightforward processing in two types of software application.
- c Carry out complex processes for one further in-depth application.
- d Integrate data.

Unit	Knowledge and Skills/Evidence	Developed/Assessed	a	b	c	d
Workplace Experience	File handling, utilising, editing and safely store data files of customer information.	Developed	√	√	√	√
Information Technology: Applications Software 1	Using IT equipment securely, resolving any problems, using software to analyse, design, integrate and output a range of information; accessing and selecting from a range of information including electronic sources.	Developed/Assessed	√	√	√	√
Graded Unit	Background research will include electronic data searches of the internet for relevant information.	Developed	√	√	√	√
<p><i>Resources will vary between centres but candidates will be encouraged to use technology for practical record keeping and word processing facilities for written reports to a professional standard. Internet access will be available for research work and for access to current industry information, events and practice. Increasingly, technology provides background diagnostic, recording and on-going support for the health aspects of coaching, and candidates will be familiar with the benefits offered to client programmes.</i></p>						

## Numeracy (SCQF level 5)

### Skill component Using Number

a Apply a wide range of numerical skills.

### Skill component Using graphical information

b Interpret and communicate graphical information in everyday and generalised contexts.

Unit	Knowledge and Skills/Evidence	Developed/Assessed	a	b
Development of Sport	Planning and development of a Sports Development programme, including identifying and accessing sources of funding, financial budgeting and resources allocation. Risk assessment.	Developed	√	√
Anatomy Physiology and Energy Systems	Outcome 1 — Practical interpretation of diagrams including function of anatomical procedures and skeletal muscles.	Developed	√	√
Conduct and Ethics for Sports Coaches	Outcomes 1–2 — Analysis and interpretation of data relating to types and levels of insurance cover — calculation of risks, requirements and ratios according to nature, type and size of groups/facilities.	Developed	√	√
First Aid for Sport	Measurements and calculations prior to practical applications — demonstration in Outcome 3 of bandages and slings.	Developed	√	√

## Approaches to delivery and assessment

### Guidance on context and content

There are, at present, links with Higher Education establishments in the areas of Coaching, Sports Science and Leisure Management — all at degree level.

It is also possible for candidates to transfer to other sports awards at HNC/D level although the candidate's 'profile' would need to be audited as these awards are under revision. Examples of these may include the following HNC/HND awards:

'Sport and Recreation Management', 'Fitness, Health and Exercise' and 'Sports Therapy'.

Candidates entering the course would be expected to have a strong interest in sport and performance and be keen to work with people including children. Good interpersonal skills are required and centres will wish to consider these issues when selecting candidates. Prospective candidates will of course also wish to consider these matters when selecting possible career paths.

Many of the Units incorporated, will provide a substantial base for candidates wishing to further specialise in the workplace — through NGB awards or SVQ routes. These awards are also under revision at this time. A number of employers have placed employees on existing HN awards to gain both practical and theoretical knowledge.

The practical application of the coaching skills being learned, and the practical application of theory being studied, underpins the philosophy of the award and is central to its delivery.

The Units *Working with Children in a Sporting Context*, *Coaching of Sports level 1*, *Coaching of Sports level 2* and *Development of Sport* are examples of the linking of theory and practice. This is further developed within the Units *Workplace Experience* and *Improving Coaching in Sport* where candidates have the opportunity to apply knowledge gained in a real and practical setting.

### Guidance on delivery and assessment

It is expected that all Units will be applied in the context of sport. This is significant regarding the present Unit *Event Management* where to meet the needs of the industry, the event must be a sporting event.

Placements must meet the design intentions of the individual Units although it is possible for centres to consider a degree of integration with Units. In this event, it is important that centres manage this so as to allow candidates to overtake the Outcomes for individual Units and meet all the requirements. For example, a Development and a Coaching placement could be integrated but the assessments that take place in the practical context must be clearly identified as 'belonging to' the individual Units. The management of this is the responsibility of centre. The evidence gathered must be available for verification of each Unit.

Individual Units often contain advice regarding the knowledge and skill a candidate may require to benefit from that Unit. This may influence a centre regarding the order of delivery of Units and the timing of the Graded Units.

It would be essential for candidates to have some knowledge of the Code of Ethics involved in coaching at the time of being on placements. Likewise knowledge of the theory behind coaching would be good before coaching or at least in the early stages of the course.

In The HND course, there is no specific recommendation regarding the timing of delivery of the Graded Unit although it is recommended that it takes place after some or most of the supporting Units have been delivered.

Centres will manage this at their discretion.

There are real possibilities of integrating assessments while candidates are on placements. Evidence to establish competence in individual Units must be available, as integration does not mean a reduction of the demand level.

Similarly with the HND year, there are opportunities for integration particularly where candidates are on a placement. It is again important that candidates have had a chance to gain experience and some competence before undertaking the Graded Units. These are likely to take place after some or all of the Units *Coaching of Sports: level 2* and *Research Investigation in Sport*, have been undertaken.

The choice of options within a centre may influence the order of delivery but there are many other factors that will come into play. Ultimately, these decisions are at the discretion of the centre.

### **Guidance on open learning**

While there is no automatic barrier to this method of delivery, it is hard to envisage a mechanism that might allow this to take place. The nature of the task is such that many Units have a high practical demand. Candidates must gain coaching experience with real people and must often be assessed in a placement situation. This makes this method of delivery very unlikely if not impossible to achieve. Some individual Units may indeed lend themselves to this process but neither the HNC nor the HND awards, do so.

Where assignments are completed outwith the centre, it will be the responsibility of the centre to ensure the authentication of a candidate's work. This will not often be a problem. If a candidate's coaching log accurately reflects the work assessed, then this would be strong evidence of authenticity. It would be good practice to have the candidates sign or initial work that had been completed outside the centre. There are many ways to support this process, mentor reports being signed, a written record of oral questions and responses being signed and dated as accurate, to name a few.

## Guidance on credit transfer transition arrangements

The following arrangements show an alternative route to certification, which will ONLY be available to candidates who have already completed the 'predecessor' HNC/first year HND and should NOT be offered to any new candidates.

- ◆ Some candidates may wish to achieve an HND and use Units obtained from current rules HNC/first year HND as credit transfer.
- ◆ Centres should use this information to give credit transfer between the Units achieved in the current HNC/First year HND and these design rules HND and enter the credit transfer candidates for the Units in this HND.
- ◆ Candidates must however satisfy all other conditions of award of these design rules including the mandatory exit Core Skills profile and the right number of credits at the right SCQF level.
- ◆ Core Skills may be achieved through completion of National Units containing Core Skill or by being assessed in the normal way against the Unit specifications in this award, which contains the Core Skill.

### *Summary*

#### *Normal Route to HND*

- ◆ The normal route to certification of the HND consists of 27 Unit credits and three Graded Units
- ◆ One Graded Unit at SCQF level 7
- ◆ Two Graded Units at SCQF level 8
- ◆ All core/mandatory Units and required options

#### *Credit Transfer Route to HND*

- ◆ This route consists of 28 Unit credits and two Graded Units.
- ◆ Both Graded Units at level 8
- ◆ All core/mandatory Units and required options

**Alternative route to candidates transferring from predecessor HNC/year one HND to second year of revised HND**

<b>New Unit</b>	<b>Predecessor Unit</b>
<b>Sports Coaching Theory and Practice</b> <b>1 Unit credit</b>	Sports Coaching Theory (D512 04) Organising and Coaching of Sports (D515 04)
<i>Credit Transfer: Awarded to candidates who have gained Unit D512 04 and also Unit D515 04. O1-1 (D512 04); O2- 2 (D512 04); O3- 3 (D515 04); O4-3 (D512 04)</i>	
<b>Conduct and Ethics for Sports Coaches</b> <b>1 Unit credit</b>	Legal and Ethical Issues in Sports Coaching and Development (D514 04)
<i>Credit Transfer: Awarded to candidates who have gained Unit D514 04. O1-1&amp;2 (D514 04); O2-3 (D514 04)</i>	
<b>Principles of Fitness Training</b> <b>0.5 Unit credit</b>	Scientific Basis of Performance (D513 04)
<i>Credit Transfer: Awarded to candidates who have gained Unit D513 04. O1-2 (D513 04); O2-2&amp;3&amp;4 (D513 04)</i>	
<b>Anatomy Physiology and Energy Systems</b> <b>1 Unit credit</b>	Scientific Basis of Performance (D513 04)
<i>Credit Transfer: Awarded to candidates who have gained Unit D513 04. O1-1 (D513 04); O2-1&amp;2&amp;3 (D513 04)</i>	
<b>Coaching of Sports: level 1</b>	Organising and Coaching of Sport (D515 04)
<i>Credit Transfer: Not awarded automatically. Additional evidence required. Candidates who had completed Unit D515 04 would have gained the following: O1-4 (D515 04); O2-2&amp;3 (D515 04); O3-1&amp;2&amp;3 (D515 04). This would leave evidence to be gathered to satisfy the requirements for Outcome 4.</i>	
<b>First Aid for Sport</b> <b>0.5 Unit credit</b>	First Aid (D4VV 04)
<i>Credit Transfer: Awarded to candidates who have gained Unit D4VV 04. O1-1 (D4VV 04); O2-3&amp;5 (D4VV 04); O3-4&amp;5 (D4VV 04)</i>	
<b>Development of Sport</b> <b>1.0 Unit credit</b>	Sports Development (D4X1 04) The Structure and Function of Sport and Physical Recreation (D4WY 04)
<i>Credit Transfer: Awarded to candidates who have gained Unit D4X1 04 and also Unit D4WY 04. O1-1 (D4X1 04) &amp; 1 (D4WY 04); O2-3&amp;4 (D4X1 04) &amp; 2 (D4WY 04); O3-3&amp;4&amp;5 (D4X1 04) &amp; 3 (D4WY 04)</i>	
<b>Basic Communications in (language 1,2,3)</b>	Basic Communications in (language 1,2,3) (A5FE 04 to A5KT 04)
<i>Credit Transfer: While this Unit is within both the 'new' and 'predecessor' framework, it is an option at HND. If the candidate had gained this Unit, it would of course, already have been awarded.</i>	

<b>New Unit</b>	<b>Predecessor Unit</b>
<b>Working with Children in a Sporting Context</b> <b>1 Unit credit</b>	Coaching Children (D51A 04)
<i>Credit Transfer: Awarded to candidates who have gained Unit D51A 04. O1-1&amp;4 (D51A 04); O2-2 (D51A 04); O3-3 (D51A 04); O4-4 (D51A 04)</i>	
<b>Prevention and Rehabilitation of Sports Injuries</b> <b>0.5 Unit credit</b>	Sports Injuries: Prevention and Rehabilitation Principles (D50T 04)
<i>Credit Transfer: Awarded to candidates who have gained Unit D50T 04. O1-1 (D50T 04); O2-2 (D50T 04); O3-3 (D50T 04)</i>	
<b>Psychology of Sports Coaching</b> <b>1 Unit credit</b>	Psychology of Coaching and Sports Performance (D51H 04)
<i>Credit Transfer: Not awarded. This Unit was an option within the 'predecessor' award at HND level and the Unit has been subject to substantial change.</i>	
<b>Fitness Testing for Sport</b> <b>1 Unit credit</b>	Fitness Testing and Assessment (D50G 04)
<i>Credit Transfer: Not awarded. This Unit was an option within the 'predecessor' award at HND level and the Unit has been subject to substantial change.</i>	
<b>Resistance Training for Sport</b> <b>1 Unit credit</b>	Circuit and Resistance Training (D50B 04)
<i>Credit Transfer: Not awarded. This Unit was an option within the 'predecessor' award at HND level and the Unit has been subject to substantial change.</i>	
<b>Safe Practice in Outdoor Activities</b> <b>1 Unit credit</b>	Safety in Outdoor Activities (D51L 04)
<i>Credit Transfer: Not awarded. This Unit was an option within the 'predecessor' award at HND level and has been subject to change in its level of demand.</i>	
<b>Information Technology: Applications Software 1</b> <b>1 Unit credit</b>	<i>Not included in the 'predecessor' HNC year as this was an option for HND</i>
<i>Credit Transfer: Not awarded. Not appropriate due to the embedding of a Core Skill within this Unit.</i>	
<b>Stretch Training</b> <b>0.5 Unit credit</b>	<i>Not included in 'predecessor' framework</i>
<i>Credit Transfer: Not awarded. No credit transfer is appropriate as this Unit is new to the framework</i>	
<b>Financial Principles and Systems for Sports Organisations</b> <b>0.5 Unit credit</b>	<i>Not included in the 'predecessor' HNC year as this was a core Unit for HND</i>
<i>Credit Transfer: Not awarded. No credit transfer is appropriate as this Unit was core Unit for the 'predecessor' HND. If the candidate had gained this Unit, it would of course, already have been awarded.</i>	

<b>New Units</b>	<b>Predecessor Unit</b>
<b>Introduction to Marketing in Sport</b> <b>0.5 Unit credit</b>	<i>Not included in the “predecessor” HNC year as this was a core Unit for HND</i>
<i><b>Credit Transfer: Not awarded.</b> No credit transfer is appropriate as this Unit was core Unit for the ‘predecessor’ HND. In the event of the candidate having gained this Unit, it would of course already have been awarded.</i>	
<b>Exercise to Music</b> <b>1.5 Unit credit</b>	<i>Not included in ‘predecessor’ framework</i>
<i><b>Credit Transfer: Not awarded.</b> No credit transfer is appropriate as this Unit is new to the framework</i>	
<b>Communication Practical Skills</b> <b>1 Unit credit</b>	<i>Not included in ‘predecessor’ framework</i>
<i><b>Credit Transfer: Not Awarded.</b> No credit transfer is available. The purpose of this Unit is to allow the cores skill of Communications to be achieved where required.</i>	

The ‘predecessor’ style HNC requires only 12 Unit credits and the ‘predecessor’ HND requires a total of 30 credits. Many centres have traditionally chosen to deliver 15 credits in each year of the two year HND. This makes it quite possible that a candidate selecting this route will have completed some optional Units to ‘bank’ for the future.

The intention here is to give credit not only for the ‘predecessor’ HNC but to give credit for any additional Units undertaken.

It may be seen from the above table, that for a candidate who has achieved the ‘predecessor’ HNC, a total of 7 Unit credits will have been achieved towards this award.

## **Pilot design to Design Principles award**

For candidates transferring between the ‘Pilot Design Rules’ award — Sports Coaching with Development of Sport (which requires 15 Unit credits for HNC and 30 Unit credits for the HND) to this award which conforms to ‘Design Principles’ and has a 12 Unit credit structure for the HNC and a 30 Unit credit structure for the HND, The following offers a credit transfer route. This applies only to a candidate who has completed the HNC Units for one award and wishes to transfer to the revised HND award.

Most Units are the same however the following credit may be awarded:

*Development of Sport* (1.5 credit value) DD2Y 34 — credit transfer may be awarded for the Unit *Development of Sport* (1 credit) DT4V 34.

*Preparation for Employment in Sport* (DD3234) together with the ‘HNC Integrative assessment 2’ (DD4934) — credit transfer may be awarded for the Unit *Workplace Experience* (A6T134)

‘Integrative Assessment 1’ (DD4D34) — (as well as the grade achieved) — credit transfer may be awarded to ‘Graded Unit 1’.

## **Implementing credit transfer**

Centres should:

- ◆ Use the guidance published in the *HNC/HND Arrangements Document* to give credit transfer for the previously achieved Units within the current-rules HNC/first year HND, where appropriate.
- ◆ Agree with the candidates, which Units within the new HND award structure require to be undertaken to meet the conditions of the new award. This must include the two level 8 Graded Units.
- ◆ Enter or transfer the candidate to the new award HND.
- ◆ Assess the candidate for the remaining Units including both level 8 Graded Units.
- ◆ Process the results as normal, listing the Units of the new award which have been achieved or credited.

**These arrangements have been found appropriate by External Verifiers for this award.**

## **Guidance for candidates including the possible routes of progression**

For candidates considering a route to Higher education following the gaining of an HNC or HND in Sports Coaching with Development of Sport, it is very probable the universities will require prospective candidates to have achieved *Communications* at SCQF level 7. This award includes this at level 6. For candidates wishing to continue on this route, there is a need to consider an additional Unit. An appropriate Unit (D77G 34) is included within the framework at HNC level and may be used to address this issue. It is of course possible that centres may require candidates to have achieved these competencies prior to entry on the course.

A number of Higher Education establishments will accept HND candidates either into the second or even the third year of degree courses. Centres delivering the HNC/HND awards will generally have information regarding their local area and will be able to offer advice to candidates.

More details are included in the section above on '*Guidance on context and content*'.

## **Comments on the issue of the inclusion of ‘National Governing Body Awards’**

### **National Governing Body (NGB) awards — considerations on the issues raised**

Candidates, Staff, Employers and Lead Bodies have all commented on the fact that to gain employment in the industry, and to meet the requirements of legislation and to meet insurance needs, award holders also need to have a number of ‘NGB awards’ as well as their HNC/HND. Which ones would be needed and how many, is less clear of course.

Currently, this is not an option for this HNC/HND award. Employers may require an employee to hold an additional qualification such as a Pool Lifeguard, a Health and Safety First Aid award or a National Governing Body award. These do not fall within the scope of this review however desirable they are.

Colleges may also deliver these awards. Candidates can be given the opportunity to achieve them.

The issue is one concerning funding of these awards together with the Quality Assurance of them as they are outwith the remit of the SQA.

Companies may have legal obligations placed upon them to have (eg) qualified First Aiders and it is the company’s responsibility to ensure that staff are trained and meet their needs.

Some NGB awards can be gained simply by attending a one or two-day course at little or no cost while others may be lengthy and/or demanding. Some are very costly indeed. To gain an HND takes two years of extensive practice and study, which is subject to rigorous quality checks. A National Governing Body Award can not be directly compared to an HNC/HND. Presently, National Governing Body awards are not currently placed on the Scottish Credit and Qualifications Framework (SCQF).

The current ongoing developments and partnerships between the SQA, SportScotland, SkillsActive, SportsCoachUK and various Scottish and National Governing bodies with regard to the United Kingdom Coaching Certificate (UKCC) is perceived as a very positive step. The government’s declared objective to have coaching become a licensed profession will require an ongoing review in this developing area.