



## **Group Award Specification for:**

**HNC Sports Coaching and Development**

**Group Award Code: GP7X 15**

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**HND in Sports Coaching and Development**

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# 1 Introduction

## 1.1 General

This document was previously known as the arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers, teaching staff, assessors, learners, employers and higher education institutes (HEIs) of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

## 1.2 Introduction

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

The HNC/HND Sports Coaching and Development provides an overview and introduction to the disciplines within the sports coaching and development industry, and facilitates the investigation of these topics in an academic manner. The HNC/HND provides learners with an industry-recognised qualification, and the knowledge and skills necessary to work as a professional within the sports industry in a variety of contexts.

One of the most significant drivers in the revision of the HNC/HND was the development of a qualification which included embedded, stand-alone, industry-recognised Professional Development Awards (PDAs) within the field of Sports Coaching. These group awards were designed to meet the specific needs and aspirations of learners who wish to work in this sector of the wider sports industry. Before this was available, learners enrolled on the HNC/HND Coaching and Development of Sport but were not, after one or two years of full-time study, accredited with any industry ready qualification. In fact, learners would have to complete Sports Governing Body qualifications in addition to the HNC/HND to become employable as a sports coach. Consequently, this group award has been revised to reflect these industry demands and to ensure that it delivers the specialist skills required of a professional hoping to seek employment within the field of sports coaching.

The award is suitable for school leavers or adult returners who wish to work as sports coaches or within a sports development role.

### **1.3 Titles of the group awards**

The title of the new HNC/HND is Sports Coaching and Development. The title reflects the content of the award and the inter-relationships inherent within the elements of the award title. The qualification contains units that provide underpinning knowledge and skills required to work within the sports coaching and development industry.

The title of the new Professional Development Awards is a PDA in Sports Coaching at both SCQF level 7 and 8. These PDAs are embedded within the new HNC/HND in Sports Coaching and Development. These new qualifications contain units that provide underpinning knowledge and skills and develops the necessary intrapersonal, interpersonal and professional knowledge to be an effective coach within industry.

### **1.4 Progression routes**

The HNC/HND in Sports Coaching and Development is designed to build on National Units and National Qualifications in relevant subjects, as well as other vocationally accredited qualifications in sports and recreation, such as SVQ/NVQ awards and/or prior experience of the learner who may have worked within the occupational area. sportscotland (2017) research has suggested two key age entry stages into coaching at 16–24 and 35–44 in Scotland which is in line with the demographic of applicants.

The main component of the HNC/HND award reflects the requirements of the professional development body for the UK's sport and physical activity sector (Chartered Institute for the Management of Sport and Physical Activity — CIMSPA) to provide the necessary knowledge and skills required to work in this sector.

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

The HNC in Sports Coaching and Development will articulate directly into the HND in Sports Coaching and Development. Additionally, local agreements exist with several universities to allow entry into year 2 (or 3 following the HND) of a variety of degree pathways for those who wish to develop their knowledge and skills.

#### **Industry and employment**

At the centre of the nation's sporting industry are thousands of staff and volunteers who assist others to take part and progress within club, community, performance, school and educational settings. It is the vision of sportscotland that an active Scotland is where everyone benefits from sport. This qualification enables graduates to work within a sporting system that encourages these environments to work together to enable people to take part in sport at all levels.

The sports industry is changing where new roles are emerging in response to new participant needs. These new coaching or development roles are being taken up by people with different backgrounds, reflecting the audience they are exposed to. The current style of coaching or leadership is often less about procedure, and more about the experience, developing individuals with effective behaviours, values and attitudes, the so called 'soft' leadership skills, is a priority.

This qualification aims to produce a new generation of sports personnel who are better equipped to engage people and help individuals change their behavior. The coaching PDA qualifications which are embedded within the HNC/HND, encourages the ideology that good coaching is about understanding your role and personal philosophy, connecting with individuals to understand their needs, and help them to do something that they might struggle to do alone.

This qualification aims to support the Scottish Government's *Active Scotland Outcomes* (<https://www2.gov.scot/About/Performance/scotPerforms/partnerstories/Outcomes-Framework>) and the *Sports Development 1* unit provides learners with an introduction to sport and physical activity development and the opportunity to develop research skills, key within a development role.

Successful completion of the HNC/HND may lead to career opportunities which may include, but are not confined within the following contexts: sports coaching and/or activity leadership, active school roles, sports development, disability sports development, fitness/gym staff, leisure centre staff, swimming pool staff, health and fitness staff.

Employers may include the following: local authorities, leisure trusts, Sports and National Governing Bodies, local sports organisations, private clubs/hotels. The practical nature of the course will equip learners to work in the promotion and development aspects of sports or within the coaching aspect of sport. Throughout the sports coaching and sports development mandatory units there is a strong emphasis on placement learning and developing the practical skills relevant to modern sports coaching and development.

Centres are encouraged to develop industry links to provide work-based learning opportunities and offer opportunities for attainment of the technical and tactical element of the coaching qualifications.

### **Entries and awards for Current HNC/HND Coaching and Developing Sport**

The current HNC Coaching and Developing Sport has been delivered by centres and accepted by industry for many years. The table below shows the overall entries and awards for HNC/HND Coaching and Developing Sport from 2012–2018.

### **HNC Coaching and Developing Sport (GD5R 15)**

Total entries from 2012–2020 for HNC/HND Coaching and Developing Sport.

<b>Code</b>	<b>Level</b>	<b>Title</b>	<b>Entries 2012–2020</b>	<b>Awards 2012–2020</b>
GD5R	15	Coaching and Developing Sport	3,736	2,597
GD7G	16	Coaching and Developing Sport	4,833	2,393

Extensive consultation has resulted in a revised qualification with a robust mandatory framework, with newly developed units, to enable learners to develop skills which meet the demands of the sporting industry.

The mandatory units within the group awards provide standardisation across the education sector and ensure all learners can develop the fundamental skills required for working in the sports coaching and/or sports development industry.

Extensive consultation with sports governing bodies, in partnership with sportscotland, has shaped the development of the sports coaching PDA. The PDA is mapped to the sportscotland Effective Coaching Map and is recognised by Community Leisure UK (Scotland) as a qualification that will meet their workforce needs and therefore represents a passport to employment. The holistic approach to delivery and assessment within the PDA encourages learners to develop applied coaching skills in relation to knowing yourself, others and coaching. Previously, the HNC involved learners coaching at beginner level with progression to intermediate performers within the HND framework. The revised HNC/HND aims to offer learners the opportunity to develop their coaching ability in a horizontal fashion and not be restricted to having to work with performers at a higher level. Learners may choose to enhance their coaching ability within the HNC/HND across a variety of population groups.

The sports development aspect of the course has increased weighting within the framework reflecting the title and specific aims of the HNC/HND award. The 3-credit unit within the HNC allows all year long delivery where learners can fully embrace a role within the sports development field. Embedded within the HNC sports development unit is time to develop embryonic research skills which will be required across all aspects of the course. The unit offers the opportunity to liaise with industry stakeholders/partners whilst allowing flexibility for internal cross college projects. Within the HND, the Sports development unit holds 2 credits providing learners with a broad experience of sport and physical activity development and the impact on communities in a much wider context. Building upon embryonic research skills developed within the HNC, learners will identify and analyse contemporary issues that may impact on communities. Learners will then have the opportunity to implement a sport or physical activity development project in the community. Feedback from centre and HE institution consultation, placed emphasis on the importance of developing research skills therefore this is introduced early within the HNC and is developed further within the HND. The development of research skills is well placed within the context of Sports development and therefore sits firmly within the mandatory section of the course.

To develop as a coach, knowledge of anatomy, physiology and biomechanics alongside an understanding of how to apply this to the training process is vital. The inclusion of the *Anatomy, Physiology and Biomechanics* unit is also necessary to maintain articulation links with higher institutions who require this element to be taught within this level. The new HNC unit now integrates body systems and aims to assist learners in their understanding in terms of application to movement analysis, for example. This should aid the appreciation of how these systems interact in terms of fitness development and skill acquisition. In the past the *Anatomy and Physiology* unit stood alone with no real application for the learner. Introduction of biomechanics within the HNC unit is welcomed by both NGB/SGB and HE institutions where learners will analyse sporting technique for the purpose of enhancing or limiting physical performance. Exposure to the basic biomechanical concepts and how they relate to basic human movement is introduced at SCQF level 7 and integrated within the teaching of anatomy and physiology. The unit, where possible, should be delivered practically to allow for contextualisation in a sporting environment. This unit bridges the gap between sports coaching and sports science by introducing techniques and skills required to analyse a performer using evidence-based practice.

Advances in technology have had a profound impact within the sporting industry which includes: heightened accuracy in performance measurement, enhanced quality of feedback to players/athletes through analysis of performance, augmented design of sports equipment and apparel, inclusion of systems that enable officials in decision making, offering unique spectator experience. In addition to this, research by sportscotland (2017) revealed that 36% of coaches said that their participants used wearable technology, however, only 8% of the coaching group utilised the data and surprisingly three quarters of the coaches did not have access to the data yielded. Sports Coach UK (2014) emphasised the potential for coaches to help participants/athletes to understand and utilise such data. There is a need for future coaches to develop an awareness of technological advances within a sporting context and consultation feedback from centres highlighted this. The three coaching units within both HNC/HND as well as the *Human Anatomy, Physiology and Biomechanics in Sport* unit provide a range of opportunities for the learner to collect, analyse, interpret and present such data through exposure to technology utilised within the sports industry.

Sportscotland (2017) Coaching in Scotland <https://sportscotland.org.uk/media/2452/coaching-in-scotland-2017.pdf>  
Sports coach UK (2014) Coaching, Social Media and New Technology <http://www.sportscoachuk.org/resource/coaching-social-media-and-new-technology>

The coaching profession is ever evolving and within each level of competitive sport, the coach needs to be equipped with much more than the technical and tactical knowledge of their chosen discipline. In fact, as a coach, you are tasked with developing athletes in order to reach performance goals, therefore, coaches need to possess a working knowledge of all areas associated with performance enhancement. Physical preparation encompasses all aspects of strength and performance conditioning and the unit *Physical preparation for Sport performance* builds upon knowledge and/or skills gained within the HNC year to embed this aspect of sports coaching. The unit combines practical and theoretical elements relating to the physical preparation and performance attributes of a sports performer and/or team. This area of the HND framework aims to develop knowledge and applied skills of physical assessment and monitoring, culminating in the development of a training intervention with formulated rationales. Centre consultation provided the basis for unit development where strengths across several units within the previous HN framework were captured and embedded within the new unit. It was felt necessary, again in response to centre feedback, that physical preparation, be placed within the mandatory section of the HND framework.

Through the consultation process, the graduate feedback was key when establishing the premise of the HNC/HND graded units which previously focused on the learner's ability to plan, deliver and evaluate a project around sports coaching. Movement away from the grades being restricted to practical coaching performance towards project-based assignments was suggested. The revised graded units contained within the HNC/HND framework therefore allows the learner freedom to explore a contextualised subject matter in relation to their chosen career pathway.

## 2 Qualifications structure

The HNC/HND Sports Coaching and Development has been designed so that it meets SQA's Design Principles.

In addition, embedded within the HNC/HND are Professional Development Award (PDA) in Sports Coaching at SCQF level 7 and 8 respectively. This award is jointly certificated with sportscotland and the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA).

### 2.1 HNC Sports Coaching and Development

The HNC Sports Coaching and Development has been designed so that it meets SQA's Design Principles, ie it will be achieved on completion of 12 SQA credits/96 SCQF credit points. At least 48 SCQF credit points must be at SCQF level 7. The HNC also includes one graded unit (8 SCQF credit points) at SCQF level 7.

**Mandatory units** — Learners must achieve all mandatory units (ie 12 SQA credits/96 SCQF credits)

4 code	2 code	Unit title	SQA credits	SCQF credit points	SCQF level
J2AV	34	Sports Development 1	3	24	7
J2AP	34	Human Anatomy, Physiology and Biomechanics in Sport	2	16	7
J2AW	34	Sports Coaching and Development: Developing Professional Practice	2	16	7
J2AT	34	Sports Coaching Practitioner: Knowing Yourself	1	8	7
J2AS	34	Sports Coaching Practitioner: Knowing Others	1	8	7
J2AR	34	Sports Coaching Practitioner: Knowing Coaching	2	16	7
J2EY	34	Sports Coaching and Development: Graded Unit 1	1	8	7

### 2.2 HND Sports Coaching and Development

The HNC/HND Sports Coaching and Development has been designed so that it meets SQA's Design Principles, ie it will be achieved on completion of 30 SQA credits/240 SCQF credit points. At least 64 SCQF credit points must be at SCQF level 8.

The mandatory section includes at least 96 SCQF credit points including a graded unit of 8 SCQF credit points at SCQF level 7, plus 1 or 2 graded unit(s) totalling 16 SCQF credit points at SCQF level 8.



**Mandatory units —** Learners must achieve all mandatory units (ie 23 SQA credits/ 184 SCQF credits)

4 code	2 code	Unit title	SQA credits	SCQF credit points	SCQF level
J2AV	34	Sports Development 1	3	24	7
J2AP	34	Human Anatomy, Physiology and Biomechanics in Sport	2	16	7
J2AW	34	Sports Coaching and Development: Developing Professional Practice	2	16	7
J2AT	34	Sports Coaching Practitioner: Knowing Yourself	1	8	7
J2AS	34	Sports Coaching Practitioner: Knowing Others	1	8	7
J2AR	34	Sports Coaching Practitioner: Knowing Coaching	2	16	7
J2EY	34	Sports Coaching and Development: Graded Unit 1	1	8	7
J42C	35	Sports Development 2	2	16	8
J42D	35	Physical Preparation for Sports Performance	2	16	8
J426	35	Sports Coaching Practitioner: Knowing Yourself 2	1	8	8
J427	35	Sports Coaching Practitioner: Knowing Others 2	1	8	8
J428	35	Sports Coaching Practitioner: Knowing Coaching 2	3	24	8
J48T	35	Sports Coaching and Development: Graded Unit 2	2	16	8

**Optional units —** Learners must achieve all mandatory units (ie 7 SQA credits/ 56 SCQF credits)

4 code	2 code	Unit title	SQA credits	SCQF credit points	SCQF level
J41Y	34	Coaching Children	1	8	7
FW5Y	34	First Aid for Sport and Fitness	0.5	4	7
FW67	34	Prevention and Rehabilitation of Sports Injuries	0.5	4	7
H4TE	34	Health Screening	0.5	4	7
J420	34	Flexibility Training	1	8	7
J421	34	Strength and Conditioning: An Introduction	1	8	7
J422	34	Psychology of Sport and Exercise	1	8	7
J423	34	Inclusive Sport and Physical Activity for Participants with Disabilities	1	8	7
J424	34	Outdoor Activities: Safe Practice	1	8	7
J425	34	Outdoor Activities Provision	1	8	7
H4TF	34	Nutrition for Fitness, Health and Exercise	1	8	7
DE3R	34	Personal Development Planning	1	8	7
H4TM	34	Swimming Pool Lifeguard: Skills and Practice	1	8	7
J429	35	Applied Psychology in Sport and Exercise Performance	1	8	8
J42E	35	Outdoor Activities: Application of Management and Organisational Skills	2	16	8
J42A	35	Strength and Conditioning for Sports Performance	1	8	8
J42B	35	Nutrition for Sports Performance	1	8	8
H4T8	35	Current Exercise Trends	2	16	8
DP2M	35	Managing Stress through Exercise and Therapy	1.5	12	8

### 3 Aims of the qualifications

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

#### 3.1 General aims of the qualification

The HNC/HND Sport Coaching and Development has the following **general** aims to:

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

#### 3.2 Specific aims of the qualification (HNC)

The **specific** aims of the HNC in Sport Coaching and Development are to:

- 7 Develop a sound understanding of professional practice in sports coaching and development environments and how to apply it.
- 8 Develop applied coaching skills in relation to knowing yourself, others and coaching.
- 9 Develop knowledge and understanding of body systems and basic biomechanical principles and their application in sport.
- 10 Develop an understanding of the responsibilities and skills required in a sports development role.
- 11 Provide opportunities to link with partners and organisations in the sports coaching and development industry and pathways to employment and/or further study.
- 12 Provide a new generation of sports personnel who are better equipped to engage people and help individuals change their behaviour; encourage the ideology that good coaching is about understanding role, personal philosophy and connecting with individuals.

#### 3.3 Specific aims of the qualification (HND)

- 13 Enhance coaching skills and provide opportunities to further develop professional and reflective practice.
- 14 Develop broader understanding of the impact of sports coaching and development within communities and an appreciation of local and national sports strategy and government frameworks which respond to community and industry needs.
- 15 Develop a range of leadership and management skills within a sporting context to create the next generation of sports leaders.
- 16 Holistic understanding of athlete and coach development.
- 17 Enhance research skills which underpin professional practice and provide opportunities for greater critical analysis and evaluation.

## 3.4 Graded units

The purpose of the graded unit is to assess the learners' ability to retain and integrate the knowledge and/or skills gained in the mandatory units within the HNC/HND group award, to assess the learner has met the specific aims of the group award and to grade learner achievement.

As required by the HN Design Principles, the HNC/HND Sports Coaching and Development contains two graded units, which learners must achieve: *Sports Coaching and Development Graded Unit 1 and 2*, one single credit graded unit at SCQF level 7 and two credits at SCQF level 8.

This graded units reflect the structures of the award. Assessment exemplars for the graded units are available.

### 3.4.1 Graded Unit 1

The graded unit will be assessed by a project. The graded unit will be assessed, and a grade of A, B or C awarded.

Learners will be assessed using a project-based investigation in which they will examine a contemporary issue relating to either sports coaching or sports development.

The project will require the learner to:

- ◆ Identify and conduct a literature review of a contemporary issue relating to sports coaching or sports development
- ◆ Include evidence of one or more of the following aims of the HNC Sports Coaching and Development:
  - develop applied coaching skills in relation to knowing yourself, others and coaching
  - develop knowledge and understanding of body systems and basic biomechanical principles and their application in sport
  - develop an understanding of the responsibilities and skills required in a sports development role
- ◆ Analyse the task and decide on a course of action for undertaking the project
- ◆ Plan and organise work and carry it through to completion
- ◆ Collate and record evidence of undertaking the project
- ◆ Reflect on the project outcomes and draw conclusions for the future based on the strengths and limitations of the project
- ◆ Evaluate the strengths and limitations of the project investigation

The graded unit assessment should challenge the learner to explore the impact of a contemporary issue relevant to their personal development within a sports coaching or sports development context. The project investigation should take place within an area of sports coaching or sports development that the learner is interested in and/or be linked to career aspirations.

### 3.4.1 Graded Unit 2

The graded unit will be assessed by a project. The graded unit will be assessed, and a grade of A, B or C awarded.

This graded unit will be assessed using a project which will be developed by centres. The project should provide the learner with the opportunity to produce evidence that demonstrates they have met the aims of this graded unit.

The project will require the learner to:

- ◆ Identify an investigation aim that relates to an area of interest linked to the HND Sports Coaching and Development
- ◆ Use a range of approaches to formulate and critically evaluate evidence-based solutions
- ◆ Analyse the task and decide on a course of action for undertaking the project
- ◆ Plan and organise work and carry it through to completion
- ◆ Collate and record evidence of undertaking the project
- ◆ Reflect on the project outcomes and draw conclusions for the future based on the strengths and limitations of the project
- ◆ Evaluate the strengths and limitations of the project investigation

The graded unit assessment should challenge the learner to explore the impact of a contemporary issue relevant to their personal development within the context of the content covered within the HND Coaching and Developing Sport. The project investigation should take place within an area of sports coaching **or** sport and physical activity development that the learner is interested in and/or be linked to career aspirations.

It is intended that the project investigation will draw together knowledge and skills from mandatory units within the HND Sports Coaching and Development. Learners will be required to evidence the use of course materials directly and centres should ensure that topics chosen by learners are reflective of contemporary issues in sports coaching **or** sport and physical activity development in order to do so.

## 4 Recommended entry to the qualifications

Entry to the qualifications 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 as guidance only.

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

### 4.1 Prior qualifications

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

- ◆ NPAs, NCs and National Qualifications (National 5 and Higher) at SCQF levels 5 and 6 in appropriate subjects
- ◆ SVQs at SCQF levels 5 and 6 in appropriate subjects
- ◆ Direct entrants with occupationally relevant skills and experience
- ◆ It would be useful for learners to have some experience in sports coaching
- ◆ Learners progressing from the HNC to the HND Sports coaching and Development will be expected to have taken 3 extra SQA credits in their first year from those identified under the HND award.

### 4.2 Work experience

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

### 4.3 Core Skills entry profile

The Core Skills entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for these qualifications. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	Learners will be required to produce and respond to detailed written and oral communication in familiar contexts. For example: learners will be required to identify and follow given tasks and briefs, gather information and plan, produce and present written and/or oral responses to tasks.

<b>Core Skill</b>	<b>Recommended SCQF entry profile</b>	<b>Associated assessment activities</b>
Numeracy	5	Learners will be required to use a range of numerical and graphical data in routine contexts that may have some non-routine elements. For example: learners will be required to explore the purchase and replenishment of sporting equipment, identify resources for activities/projects and have an understanding of industry budgets and their role in implementing these. Within the sport science and physical preparation units, learners will have to collect, interpret and analyse data in relation to sporting performance.
Information and Communication Technology (ICT)	5	Learners are required to use standard ICT applications to process, obtain and combine information. For example: learners will be required to gather information from a variety of sources and produce and present research evidence, design coaching sessions/conditioning programs and perform analysis in digital format.
Problem Solving	5	Learners are required to use a process to deal with a problem, situation or issue that is straightforward, operate in a familiar context, but where there is a need to take account of or use additional information of different kinds, some of which will be theoretical or hypothetical. For example: Learners will be required to plan and implement coaching sessions, conditioning programs and sports development initiatives for different clients taking account of individual needs and requirements and respond to mentor feedback, making adjustments as required.
Working with Others	5	Learners will be required to work alone or with others on tasks with minimum directive supervision. Agree goals and responsibilities for self and/or work team. Take lead responsibility for some tasks. Show an awareness of own and/or others' roles, responsibilities and requirements in carrying out work and contribute to the evaluation and improvement of practices and processes. For example: Learners will be required to work in realistic working environments with colleagues and athletes/participants to provide a variety of services within the industry.

## **5 Additional benefits of the qualification in meeting employer needs**

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.



## 5.1 Mapping of qualification aims to units

The **general** aims of all units contained in the HNC/HND Sports Coaching and Development award are covered by all units.

The **specific** aims of the HNC/HND Sports Coaching and Development are to:

- 7 Develop a sound understanding of professional practice in sports coaching and development environments and how to apply it.
- 8 Develop applied coaching skills in relation to knowing yourself, others and coaching.
- 9 Develop knowledge and understanding of body systems and basic biomechanical principles and their application in sport.
- 10 Develop an understanding of the responsibilities and skills required in a sports development role.
- 11 Provide opportunities to link with partners and organisations in the sports coaching and development industry and pathways to employment and/or further study.
- 12 Provide a new generation of sports personnel who are better equipped to engage people and help individuals change their behavior; encourage the ideology that good coaching is about understanding role, personal philosophy and connecting with individuals.
- 13 Refine coaching skills and provide opportunities to further develop professional and reflective practice.
- 14 Develop broader understanding of the impact of sports coaching and development within communities and an appreciation of local and national sports strategy and government frameworks which respond to community and industry needs.
- 15 Develop a range of leadership and management skills within a sporting context to create the next generation of sports leaders.
- 16 Holistic understanding of athlete and coach development.
- 17 Enhance research skills which underpin professional practice and provide opportunities for greater critical analysis and evaluation.

Code	Unit title	7	8	9	10	11	12	13	14	15	16	17
J2AV 34	Sports Development 1	X			X	X						
J2AP 34	Human Anatomy, Physiology and Biomechanics in Sport			X		X						
J2AW 34	Sports Coaching and Development: Developing Professional Practice	X	X		X	X						
J2AT 34	Sports Coaching Practitioner: Knowing Yourself	X	X			X						
J2AS 34	Sports Coaching Practitioner: Knowing Others	X	X			X						

Code	Unit title	7	8	9	10	11	12	13	14	15	16	17
J2AR 34	Sports Coaching Practitioner: Knowing Coaching	X	X	X		X						
J2EY 34	Sports Coaching and Development: Graded Unit 1	X	X	X	X	X						
J42C 35	Sports Development 2	X			X	X	X		X			X
J42D 35	Physical Preparation for Sports Performance	X		X		X					X	X
J426 35	Sports Coaching Practitioner: Knowing Yourself 2	X	X			X	X	X	X	X	X	
J427 35	Sports Coaching Practitioner: Knowing Others 2	X	X			X	X	X	X	X	X	
J428 35	Sports Coaching Practitioner: Knowing Coaching 2	X	X			X	X	X	X	X	X	
J48T 35	Sports Coaching and Development: Graded Unit 2	X	X			X	X	X	X	X	X	X
J41Y 34	Coaching Children	X	X	X		X	X	X			X	
FW5Y 34	First Aid for Sport and Fitness	X										
FW67 34	Prevention and Rehabilitation of Sports Injuries	X		X		X					X	
H4TE 34	Health Screening	X		X							X	
J420 34	Flexibility Training	X		X							X	
J421 34	Strength and Conditioning: An Introduction	X		X		X					X	

Code	Unit title	7	8	9	10	11	12	13	14	15	16	17
J422 34	Psychology of Sport and Exercise	X	X			X	X	X			X	X
J423 34	Inclusive Sport and Physical Activity for Participants with Disabilities	X	X			X	X	X			X	X
J424 34	Outdoor Activities: Safe Practice	X				X		X	X		X	
J425 34	Outdoor Activities Provision	X				X		X	X			
H4TF 34	Nutrition for Fitness, Health and Exercise			X		X					X	X
DE3R 35	Personal Development Planning	X	X			X	X	X			X	X
H4TM 34	Swimming Pool Lifeguard: Skills and Practice	X										
J429 35	Applied Psychology in Sport and Exercise Performance		X			X	X	X			X	X
J42E 35	Outdoor Activities: Application of Management and Organisational Skills	X				X	X	X	X	X	X	X
J42A 35	Strength and Conditioning for Sports Performance			X		X					X	X
J42B 35	Nutrition for Sports Performance			X		X					X	
H4T8 35	Current Exercise Trends					X					X	
DP2M 35	Managing Stress through Exercise and Therapy			X		X	X	X			X	

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

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

The HNC Sports Coaching and Development has been mapped to the following Professional Standard for a Coach from the Chartered Institute for the Management for Sport and Physical Activity (CIMSPA). The Professional Standard for a Coach was first published in June 2018.

#### 1 Maximising the participant experience

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
K1.1	Participant needs	SCP:KY OC1 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC2, OC3 SC&D: DPP OC1 HAP&B OC1,OC2, OC3 SD1 OC1, OC2  SCP:KY2 OC1, OC2 SCP:KO2 OC1	Coaching journal and observation Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment Objective questions, presentation Oral/written evidence  Portfolio of evidence Portfolio of evidence	
K1.2	Customer service	SCP:KY OC1 SCP:KO OC1 SD1 OC4  SCP:KY2 OC1	Coaching journal and observation Coaching journal and observation Oral/written evidence, research  Portfolio of evidence	
K1.3	Participant engagement	SCP:KY OC1, OC2, OC3 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC3 SD1 OC2  SCP:KY2 OC2 OC3 SCP:KO2 OC1	Coaching journal and observation Coaching journal and observation Coaching journal and observation Oral/written evidence  Portfolio of evidence Portfolio of evidence	

## 1 Maximising the participant experience (cont)

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
K1.4	Communication	SCP:KY OC1 SCP:KO OC1 SCP:KC OC1, OC3 SC&D: DPP OC2 HAP&B OC3 SD1 OC1, OC4  SCP:KY2 OC3 SCP:KO2 OC1	Coaching journal and observation Coaching journal and observation Coaching journal and observation Case study x 2 Presentation Oral/written evidence, research  Portfolio of evidence Portfolio of evidence	
K1.5	Participant feedback	SCP:KY OC3 SCP:KO OC2 SCP:KC OC3, OC4 SD1 OC3, OC4  SCP:KY2 OC3	Coaching journal and observation Coaching journal and observation Coaching journal and observation Oral/written evidence, research  Portfolio of evidence	
S1.1	Participant data	SC&D: DPP OC2 HAP&B OC2, OC4 SD1 OC1  SCP:KC OC2 OC3 OC4 PPSP OC4 OC5	Case study x 2 Presentation, lab report Oral/written evidence  Coaching journal and observation Training programme, observation, evaluation	
S1.2	Participant engagement	SCP:KY OC1, OC2, OC3 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC3 SD1 OC2  SCP:KC2 OC2 OC3 OC4 PPSP OC4 OC5	Coaching journal and observation Coaching journal and observation Coaching journal and observation Oral/written evidence  Coaching journal and observation Programme, observation, evaluation	

## 1 Maximising the participant experience (cont)

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
S1.3	Customer service	SCP:KY OC1 SCP:KO OC1 SD1 OC4  SCP:KC2 OC2 OC3 OC4 PPSP OC4 OC5	Coaching journal and observation Coaching journal and observation Oral/written evidence, research  Coaching journal and observation Programme, observation, evaluation	
S1.4	Develop rapport with participants	SCP:KY OC1 SCP:KO OC1, OC2  SCP:KC2 OC2 OC3 OC4 PPSP OC4 OC5	Coaching journal and observation Coaching journal and observation  Coaching journal and observation Programme, observation, evaluation	
S1.5	Professional demeanour	SCP:KY OC1, OC2 SCP:KO OC1, OC2 SC&D: DPP OC1, OC2, OC3 SD1 OC4  SCP:KC2 OC2 OC3 OC4 PPSP OC4 OC5	Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2  Oral/written evidence, research  Coaching journal and observation Training programme, observation, evaluation	
S1.6	Communication	SCP:KY OC1 SCP:KO OC1 SCP:KC OC1, OC3 SC&D: DPP OC2 SD1 OC1, OC4  SCP:KC2 OC2 OC3 OC4 PPSP OC4 OC5	Coaching journal and observation Coaching journal and observation Coaching journal and observation Case study x 2 Oral/written evidence, research  Coaching journal and observation Training programme, observation, evaluation	

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

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
K2.1	The person	SCP:KY OC1 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC2, OC3 SC&D: DPP OC1, OC2, OC3 SD1 OC2  SCP:KO2 OC1	Coaching journal and observation Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence  Portfolio of evidence	
K2.2	Inclusive coaching environment	SCP:KY OC1 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC2, OC3 SC&D: DPP OC1, OC2, OC3 SD1 OC2  SCP:KY2 OC 1OC2 OC3 SCP:KO2 OC1	Coaching journal and observation Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence  Portfolio of evidence Portfolio of evidence	
K2.3	Duty of care	SCP:KS OC1 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC2, OC3 SC&D: DPP OC1, OC2, OC3 SD1 OC2  SCP:KO2 OC1	Coaching journal and observation Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence  Portfolio of evidence	
K2.4	Specific equipment	SCP:KO OC3 SCP:KC OC1, OC2, OC3 SC&D: DPP OC1, OC2, OC3	Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2	
K2.5	Safe systems of work	SCP:KC OC1, OC2 SC&D: DPP OC1, OC2, OC3	Coaching journal and observation Objective questions, written risk assessment, case study x 2	

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

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
K2.6	Personal safety	SCP:KC OC1, OC2 SC&D: DPP OC1, OC2, OC3  SCP:KY2 OC1	Coaching journal and observation Objective questions, written risk assessment, case study x 2  Portfolio of evidence	
K2.7	Hazards	SCP:KC OC1, OC2 SC&D: DPP OC1, OC2, OC3  SCP:KC2 OC2	Coaching journal and observation Objective questions, written risk assessment, case study x 2  Portfolio of evidence	
K2.8	Stakeholders	SCP:KY OC1 SC&D: DPP OC1, OC2, OC3 SD1 OC2, OC3, OC4  SCP:KY2 OC2 SCP:KO2 OC1	Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence, research  Portfolio of evidence Portfolio of evidence	
K2.9	Impact of coaching	SCP:KY OC1, OC2, OC3 SCP:KC OC1, OC3 SD1 OC1	Coaching journal and observation Coaching journal and observation Oral/written evidence	
S2.1	Engaging participants	SCP:KY OC1, OC2 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC2, OC3 SD1 OC2  SCP: KC2 OC3 OC4 PPSP OC5	Coaching journal and observation Coaching journal and observation Coaching journal and observation Oral/written evidence  Coaching journal and observation Observation and evaluation	
S2.2	Supporting participants	SCP:KY OC1, OC2 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC2, OC3 SC&D: DPP OC1, OC2, OC3 SD1 OC2  SCP: KC2 OC3 OC4	Coaching journal and observation Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence  Coaching journal and observation	



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

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
S2.3	Positive behaviour management	SCP:KY OC1, OC2 SCP:KO OC1, OC2, OC3 SCP:KC OC1, OC2, OC3  SCP: KC2 OC3 OC4	Coaching journal and observation Coaching journal and observation Coaching journal and observation  Coaching journal and observation	
S2.4	Preparing for activities	SCP:KO OC2 SCP:KC OC1, OC2, OC3 SD1 OC1  SCP: KC2 OC3 OC4 PPSP OC2 OC3 OC4	Coaching journal and observation Coaching journal and observation Oral/written evidence, research  Coaching journal and observation Training programme, observation	
S2.5	Hazards	SCP:KC OC1, OC2 SC&D: DPP OC1, OC2, OC3  SCP: KC2 OC2 OC3 OC4	Coaching journal and observation Objective questions, written risk assessment, case study x 2  Coaching journal and observation	
S2.6	Assemble, dismantle and store equipment	SCP:KC OC1, OC2 SC&D: DPP OC1, OC2, OC3  SCP: KC2 OC2 OC3 OC4 PPSP OC5	Coaching journal and observation Objective questions, written risk assessment, case study x 2  Coaching journal and observation Evaluation	
S2.7	Teamwork	SCP:KY OC1, OC2 SCP:KO OC1, OC2  SCP: KC2 OC2 OC3 OC4	Coaching journal and observation Coaching journal and observation  Coaching journal and observation	
S2.8	Communication	SCP:KY OC1 SCP:KO OC1 SCP:KC OC1, OC3 SD1 OC1  SCP: KC2 OC2 OC3 OC4 PPSP OC5	Coaching journal and observation Coaching journal and observation Coaching journal and observation Oral/written evidence, research  Coaching journal and observation Evaluation	

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

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
S2.9	Stakeholders	SCP:KY OC1 SC&D: DPP OC1, OC2, OC3 SD1 OC2  SCP: KC2 OC2 OC3 OC4 PPSP OC5	Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence  Coaching journal and observation Evaluation	

## 3 The coach and their role within the organisation

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
K3.1	Organisational structure and goals	SCP:KY OC1, OC2 SC&D: DPP OC1, OC2, OC3 SD1 OC4  SCP:KY2 OC1	Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence  Portfolio evidence	
K3.2	Roles and responsibilities	SCP:KY OC1 SC&D: DPP OC1, OC2, OC3 SD1 OC4  SCP:KY2 OC1	Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence  Portfolio evidence	
K3.3	Own role	SCP:KY OC1, OC2, OC3 SCP:KC OC3 SC&D: DPP OC1, OC2, OC3  SCP:KY2 OC1 SCP:KO2 OC1	Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2  Portfolio evidence Portfolio evidence	

### 3 The coach and their role within the organization (cont)

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
K3.4	Organisational role	SCP:KY OC1 SC&D: DPP OC1, OC2, OC3 SD1 OC4  SCP:KY2 OC1	Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence  Portfolio evidence	
K3.5	Internal and external measures	SCP:KC OC1, OC2 SC&D: DPP OC1, OC2, OC3  SCP:KY2 OC1	Coaching journal and observation Objective questions, written risk assessment, case study x 2  Portfolio evidence	
K3.6	Coaching motivations and philosophy	SCP:KY OC1, OC2, OC3 SCP:KO OC2  SCP:KY2 OC1	Coaching journal and observation Coaching journal and observation  Portfolio evidence	
K3.7	Stakeholders	SCP:KY OC1, OC2 SC&D: DPP OC1, OC2, OC3 SD1 OC2  SCP:KY2 OC2 SCP;KO2 OC1	Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence  Portfolio evidence Portfolio evidence	
S3.1	Problem solving	SCP:KY OC3 SCP:KC OC4, OC5 SD1 OC1, OC3  SCP:KC2 OC2 OC3 OC4 PPSP OC5	Coaching journal and observation Coaching journal and observation Oral/written evidence, research  Coaching journal and observation Evaluation	
S3.2	Time management	SCP:KY OC2, OC3 SCP:KO OC2 SCP:KC OC3, OC4  SCP:KC2 OC2 OC3 OC4 PPSP OC5	Coaching journal and observation Coaching journal and observation Coaching journal and observation  Coaching journal and observation Evaluation	

### 3 The coach and their role within the organization (cont)

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
S3.3	Communication and teamwork	SCP:KY OC1 SCP:KO OC1 SCP:KC OC1, OC3 SD1 OC3  SCP:KC2 OC2 OC3 OC4 PPSP OC5	Coaching journal and observation Coaching journal and observation Coaching journal and observation Oral/written evidence, research  Coaching journal and observation Evaluation	
S3.4	Interpreting information	SCP:KY OC3 SCP:KO OC1, OC3 SCP:KC OC1, OC2, OC3, OC4, OC5 HAP&B OC2, OC4 SD1 OC1, OC4  SCP:KC2 OC2 OC3 OC4 PPSP OC5	Coaching journal and observation Coaching journal and observation Coaching journal and observation  Oral presentation lab report Oral/written evidence, research  Coaching journal and observation Evaluation	
S3.5	Working safely	SCP:KY OC1, OC2 SC&D: PP OC1, OC2, OC3  SCP:KC2 OC2 OC3 OC4 PPSP OC5	Coaching journal and observation Objective questions, written risk assessment, case study x 2  Coaching journal and observation Evaluation	
S3.6	Coaching motivations and philosophy	SCP:KO OC1, OC2 SCP:KO OC1, OC2  SCP:KY2 OC1 SCP:KC2 OC2 OC3 OC4	Coaching journal and observation Coaching journal and observation  Portfolio evidence Coaching journal and observation	

### 3 The coach and their role within the organization (cont)

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
S3.7	Stakeholders	SCP:KY OC1 SC&D: DPP OC1, OC2, OC3 SD1 OC2  SCP:KC2 OC2 OC3 OC4 PPSP OC5	Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence  Coaching journal and observation Evaluation	

### 4 Professional practice

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
K4.1	Conduct	SCP:KY OC1, OC2 SCP:KO OC1, OC2 SC&D: DPP OC1, OC2, OC3  SCP:KY2 OC1 SCP:KO2 OC1	Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2  Portfolio evidence Portfolio evidence	
K4.2	Ethics	SCP:KY OC1, OC2 SCP:KO OC1, OC2 SC&D: DPP OC1, OC2, OC3 SD1 OC2  SCP:KY2 OC1 SCP:KO2 OC1	Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence  Portfolio evidence Portfolio evidence	
K4.3	Legislation and organisational procedures	SC&D: DPP OC1, OC2, OC3 SD1 OC2  SCP:KY2 OC1	Objective questions, written risk assessment, case study x 2 Oral/written evidence  Portfolio evidence	

#### 4 Professional practice (cont)

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
K4.4	Good practice	SCP:KY OC3 SCP:KC OC4, OC5 SC&D: DPP OC1, OC2, OC3 SD1 OC2  SCP:KY2 OC1	Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence  Portfolio evidence	
K4.5	Developing self	SCP:KY OC1, OC2, OC3 SCP:KC OC4  SCP:KY2 OC3	Coaching journal and observation Coaching journal and observation  Portfolio evidence	
K4.6	Developing teams	SCP:KY OC1, OC2 SCP:KO OC1, OC2 SCP:KC OC1, OC3  SCP:KY2 OC3 SCP:KO2 OC1	Coaching journal and observation Coaching journal and observation Coaching journal and observation  Portfolio evidence Portfolio evidence	
S4.1	Responsibility and professional duty of care to participants	SC&D: DPP OC1, OC2, OC3 SD1 OC2, SD1 OC4  SCP:KC2 OC2 OC3 OC4 PPSP OC5	Objective questions, written risk assessment, case study x 2 Oral/written evidence, research  Coaching journal and observation Evaluation	
S4.2	Clarify roles and responsibilities	SCP:KY OC1, OC2, OC3 SCP:KO OC1 SC&D: DPP OC1, OC2, OC3 SD1 OC4  SCP:KC2 OC2 OC3 OC4 PPSP OC5	Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2 Oral/written evidence, research  Coaching journal and observation Evaluation	

#### 4 Professional practice (cont)

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
S4.3	Developing self	SCP:KY OC1, OC2, OC3 SCP:KC OC4	Coaching journal and observation Coaching journal and observation	
		SCP:KC2 OC2 OC3 OC4 PPSP OC5	Coaching journal and observation Evaluation	
S4.4	Developing teams	SCP:KY OC1, OC2 SCP:KO OC1, OC2 SCP:KC OC1, OC3	Coaching journal and observation Coaching journal and observation Coaching journal and observation	
		SCP:KC2 OC2 OC3 OC4 PPSP OC5	Coaching journal and observation Evaluation	

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

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
K6.1	Planning and Preparation	SCP:KO OC2 OC3 SCP:KC OC1 OC2 SC&D: DPP OC1 OC2	Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2	
		SCP:KY2 OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC4	Portfolio evidence Coaching journal and observation Training programme, observation	
K6.2	Delivery	SCP:KY OC1 SCP:KO OC3 SCP:KC OC3 SC&D: DPP OC1 OC3	Coaching journal and observation Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2	
		SCP:KY2 OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC5	Portfolio evidence Coaching journal and observation Evaluation	

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

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
K6.3	Evaluation and continual review	SCP:KY OC3 SCP:KC OC4 SC&D: DPP OC3  SCP:KY2 OC3 SCP:KY OC1 OC2 OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC5	Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2  Portfolio evidence Portfolio evidence Coaching journal and observation Evaluation	
S6.1	Planning and Preparation	SCP: KY OC1 OC2 OC3 SCP: KO OC1 OC2 OC3 SCP: KC OC1 OC2 OC3 SC&D: DPP OC1 OC2  SCP:KC2 OC2 OC3 OC4 PPSP OC4	Coaching journal and observation Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2  Coaching journal and observation Evaluation	
S6.2	Delivery	SCP:KY OC1 SCP:KO OC3 SCP:KC OC3 SC&D: DPP OC1 OC3  SCP:KY2 OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC5	Coaching journal and observation Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2  Portfolio evidence Coaching journal and observation Evaluation	
S6.3	Evaluation and ongoing review	SCP:KY OC3 SCP:KC OC4 SC&D: DPP OC3  SCP:KY2 OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC5	Coaching journal and observation Coaching journal and observation Objective questions, written risk assessment, case study x 2  Portfolio evidence Coaching journal and observation Evaluation	



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

Ref	Knowledge and understanding:	Evidence (specification reference)	Assessment method	Comments
K7.1	Planning and Preparation	SCP:KY2 OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC4	Portfolio evidence Coaching journal and observation Training programme, observation	
K7.2	Delivery	SCP:KY2 OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC5	Portfolio evidence Coaching journal and observation Evaluation	
K7.3	Evaluation and ongoing review	SCP:KY2 OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC5	Portfolio evidence Coaching journal and observation Evaluation	
S7.1	Planning and Preparation	SCP:KY2 OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC4	Portfolio evidence Coaching journal and observation Training programme, observation	
S7.2	Delivery	SCP:KY2 OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC5	Portfolio evidence Coaching journal and observation Evaluation	
S7.3	Evaluation and ongoing review	SCP:KY2 OC3 SCP:KC2 OC2 OC3 OC4 PPSP OC5	Portfolio evidence Coaching journal and observation Evaluation	

## 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	SC&D: DPP OC1, OC2, OC3	Objective questions, written risk assessment, case study x 2	
K8.2	Legal and regulatory requirements	SC&D: DPP OC1, OC2, OC3	Objective questions, written risk assessment, case study x 2 Oral/written evidence	
K8.3	Sector guidance	SC&D: DPP OC1, OC2, OC3	Objective questions, written risk assessment, case study x 2 Oral/written evidence	
S8.1	Sector guidance	SCP: KY SCP:KO SCP:KC  SCP:KC2 OC2 OC3 OC4	Coaching journal and observation Coaching journal and observation Coaching journal and observation  Coaching journal and observation	

## 5.2.2 National Occupational Standards

The following is a list of relevant National Occupations Standards (NOS) for Sports Coaching which have been used to map the HNC/HND Sports Coaching and Development award. These standards were completed and approved by the UK Commission for Education and Skills in February 2014.

NOS code	NOS title
SKASC1	Assist the planning, delivery and review of a sports coaching session. Plan a series of sports coaching sessions
SKASC2	Plan sports coaching sessions
SKASC4	Review sports coaching sessions
SKASC5	Design sports coaching programmes
SKASC6	Manage the implementation of sports coaching programmes
SKASC7	Evaluate sports coaching programmes and practice

Code	Unit title	SKASC1	SKASC2	SKASC4	SKASC5	SKASC6	SKASC7
J2AV 34	Sports Development 1						
J2AP 34	Human Anatomy, Physiology and Biomechanics in Sport	X	X	X	X	X	X
J2AW 34	Sports Coaching and Development: Developing Professional Practice	X	X				
J2AT 34	Sports Coaching Practitioner: Knowing Yourself	X	X	X	X	X	X
J2AS 34	Sports Coaching Practitioner: Knowing Others	X	X	X	X	X	X
J2AR 34	Sports Coaching Practitioner: Knowing Coaching	X	X	X	X	X	X
J42C 35	Sports Development 2						
J42D 35	Physical Preparation for Sports Performance	X	X	X	X	X	X
J426 35	Sports Coaching Practitioner: Knowing Yourself 2	X	X	X	X	X	X
J427 35	Sports Coaching Practitioner: Knowing Others 2	X	X	X	X	X	X
J428 35	Sports Coaching Practitioner: Knowing Coaching 2	X	X	X	X	X	X

The following is a list of relevant National Occupations Standards (NOS) for Sports Development which have been used to map the HNC/HND Sports Coaching and Development award. These standards were completed and approved by the UK Commission for Education and Skills in February 2010.

NOS code	NOS title
A324	Develop productive working relationships with colleagues
B227	Contribute to evaluating, developing and promoting services
B229	Plan and organise services
D61	Facilitate community-based sport and physical activity
D210	Promote equality and diversity in sport and physical activity

Code	Unit title	A324	B227	B229	D61	D210
J2AV 34	Sports Development 1	X	X	X	X	X
J2AP 34	Human Anatomy, Physiology and Biomechanics in Sport					
J2AW 34	Sports Coaching and Development: Developing Professional Practice	X				X
J2AT 34	Sports Coaching Practitioner: Knowing Yourself	X			X	X
J2AS 34	Sports Coaching Practitioner: Knowing Others	X		X	X	X
J2AR 34	Sports Coaching Practitioner: Knowing Coaching	X	X	X	X	X
J42C 35	Sports Development 2	X	X	X	X	X
J42D 35	Physical Preparation for Sports Performance	X				
J426 35	Sports Coaching Practitioner: Knowing Yourself 2	X		X	X	X
J427 35	Sports Coaching Practitioner: Knowing Others 2	X		X	X	X
J428 35	Sports Coaching Practitioner: Knowing Coaching 2	X		X	X	X

## 5.2.3 sportscotland effective coaching map

The mandatory units of the HNC/HND in Sports Coaching and Development have been mapped to the sportscotland effective coaching map. The effective coaching map can be found at <https://sportscotland.org.uk/media/3392/6-effective-coaching-map.pdf>



	Knowing Yourself			Knowing Others				Knowing Coaching				
	Philosophy and Values	Leading	Self-Regulating and Improving	Motivation and Attitude	Relationships	Communicating	Age and Stage	Planning and Reviewing	Problem Solving	Creating and Innovating	Technical and Tactical	Training and Learning
Sports Coaching Practitioner: Knowing Yourself	X	X	X		X	X	X				X	
Sports Coaching Practitioner: Knowing Others		X		X	X	X	X				X	X
Sports Coaching Practitioner: Knowing Coaching	X	X	X	X	X	X	X	X	X	X	X	X
Sports Coaching and Development: Developing Professional Practice	X	X	X	X	X	X	X	X				
Human Anatomy, Physiology and Biomechanics in Sport						X	X	X	X	X	X	
Sports Development 1	X		X	X	X	X	X	X	X	X		
Graded Unit 1 (Context — Coaching)	X	X	X	X	X	X	X	X	X	X	X	X
Graded Unit 1 (Context — Sports Development)	X		X	X	X	X	X	X	X	X		

	Knowing Yourself			Knowing Others				Knowing Coaching				
	Philosophy and Values	Leading	Self-Regulating and Improving	Motivation and Attitude	Relationships	Communicating	Age and Stage	Planning and Reviewing	Problem Solving	Creating and Innovating	Technical and Tactical	Training and Learning
Sports Coaching Practitioner: Knowing Yourself 2	X	X	X		X	X	X				X	
Sports Coaching Practitioner: Knowing Others 2		X		X	X	X	X				X	X
Sports Coaching Practitioner: Knowing Coaching 2	X	X	X	X	X	X	X	X	X	X	X	X
Physical preparation for Sports performance		X			X	X	X	X	X	X	X	X
Sports Development 2	X		X	X	X	X	X	X	X	X		
Graded Unit 2 (Context — Coaching)	X	X	X	X	X	X	X	X	X	X	X	X
Graded Unit 2 (Context — Sports Development)	X		X	X	X	X	X	X	X	X		

### 5.3 Mapping of Core Skills development opportunities across the qualification

The mandatory units of the HNC/HND in Sports Coaching and Development have been mapped to identify opportunities to develop Core Skills.

- E Embedded within the unit, which means learners who achieve the unit will automatically have their Core Skills profile updated on their certificate, eg Core Skills embedded at SCQF level 5.
- S Signposted, which means learners will be developing aspects of Core Skills through teaching and learning approaches but not enough to attract automatic certification.

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
J2AV 34	Sports Development 1	S	S	S	S	S	S	S	S	S	S	S	S
J2AP 34	Human Anatomy, Physiology and Biomechanics in Sport	S	S	S	S	S	S	S	S	S	S	S	
J2AW 34	Sports Coaching and Development: Developing Professional Practice	S	S				S	S	S	S		S	
J2AT 34	Sports Coaching Practitioner: Knowing Yourself	S	S	S	S		S	S	S	S	S	S	S
J2AS 34	Sports Coaching Practitioner: Knowing Others	S	S	S	S	S	S	S	S	S	S	S	S



Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
J2AR 34	Sports Coaching Practitioner: Knowing Coaching	S	S	S	S	S	S	S	S	S	S	S	S
J2EY 15	Sports Coaching and Development: Graded Unit 1	S	S	S	S	S	S	S	S	S	S	S	S
J42C 35	Sports Development 2	S	S	S	S	S	S	S	S	S	S	S	S
J42D 35	Physical Preparation for Sports Performance	S	S	S	S	S	S	S	S	S	S	S	
J426 35	Sports Coaching Practitioner: Knowing Yourself 2	S	S	S	S		S	S	S	S	S	S	S
J427 35	Sports Coaching Practitioner: Knowing Others 2	S	S	S	S	S	S	S	S	S	S	S	S
J428 35	Sports Coaching Practitioner: Knowing Coaching 2	S	S	S	S	S	S	S	S	S	S	S	S
J48T 35	Sports Coaching and Development: Graded Unit 2	S	S	S	S	S	S	S	S	S	S	S	S

## 5.4 Assessment strategy for the qualification

### Overview of assessment methodology for the qualifications

SQA encourages a mix of assessments to meet the evidence requirements of units. Where possible, holistic assessment should be used where appropriate. The HNC in Sports Coaching and Development are occupationally specific and, by nature, highly practical. This means that assessments will focus on product evidence and direct observation of performance evidence. Learners should be encouraged to build portfolios which showcase the development of their skills and knowledge. The individual unit specifications contain full details of evidence requirements and suggested assessment models to allow learners to fulfil the unit requirements.

Learners are assessed by a combination of assessment methods which include coursework such as essays and reports they produce within the course, practical assessments of the skills and competencies and in some cases outcome examinations. An overview of assessment is contained in the grid below.

Mandatory units	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Sports Development 1	Evidence for outcome 1 will be generated holistically throughout outcomes 2, 3 and 4 and recorded via a checklist.	Open-book  Oral/written evidence  Explanation of four factors that influence sport and physical activity development from the knowledge and/or skills section.	Open-book  Oral/written evidence  Research and comparison of two sport or physical activity development projects.	Open-book  Oral/written evidence  Research and identification of a sports development project where they assist, reflect and make recommendations for improvement in the co-ordination of its delivery.	

<b>Mandatory units</b>	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>	<b>Outcome 5</b>
Human Anatomy, Physiology and Biomechanics in Sport	Closed-book  Objective questions	Oral/written evidence  Use knowledge of basic biomechanical principles to research and analyse a sporting skill and present the findings.	Closed-book  Objective questions	Oral/written evidence  Use knowledge of the three energy systems to research and analyse physical activity data in relation to human athletic performance.	
Sports Coaching and Development: Developing Professional Practice	Closed-book  Objective questions  Open-book  Written evidence  Learners will produce one risk assessment within a sporting environment/context.	Open-book  Oral/written evidence  Provide an accurate and clear response to two out of four scenarios relating to legislation, workplace policy/procedure and professional/personal standards.			

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

Mandatory units	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Sports Coaching Practitioner: Knowing Others	<p>Open-book</p> <p>Written/oral and observation evidence.</p> <p>All outcomes are assessed holistically and there is sampling in this unit.</p> <p>Learners will need to produce a record of their coaching journey, using the plan/do/review process, which will be applied during delivery of a minimum of six linked coaching sessions with a relevant population group.</p> <p>Learners will provide evidence for a minimum of four different communication methods where effective communication has been used.</p>				

Mandatory units	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Sports Coaching Practitioner: Knowing Coaching	<p>Open-book</p> <p>Written/oral and observation evidence.</p> <p>Learners will need to provide evidence to demonstrate their knowledge and/or skills by showing that they understand and are able to justify their own coaching process, including reference to their own experiential and theoretical learning.</p> <p>Learners will plan and deliver six linked coaching sessions, which demonstrate:</p> <ul style="list-style-type: none"> <li>◆ Principles of periodisation in programme and practice design</li> <li>◆ Design of active, purposeful, enjoyable and safe coaching sessions</li> <li>◆ An understanding of theory of motor skills acquisition</li> <li>◆ Understanding of principles of both linear and non-linear approaches to learning in coaching practice in relation to performer, task and environment</li> </ul> <p>During the six linked coaching sessions, learners will:</p> <ul style="list-style-type: none"> <li>◆ Introduce and explain the purpose or desired outcome of a coaching session to participants covering all sub skills items</li> <li>◆ Use demonstration to create the desired performance within the coaching session, covering a minimum of two sub skills items</li> <li>◆ Observe and analyse participants performance levels relative to the desired outcome</li> <li>◆ Give appropriate succinct feedback to participant(s) in relation to all sub skills</li> <li>◆ Adapt task and/or environment constraints relative to the chosen population group</li> <li>◆ Demonstrate principles of linear <b>or</b> non-linear approaches to learning in coaching practice</li> </ul>			<p>Open-book</p> <p>Written/oral evidence</p> <p>Learners will provide evidence of the application of an evaluative model such as GROW, GIBBS or KOLB and reflect on their coaching practice.</p> <p>The reflective practice model will incorporate evidence from all the stages of knowledge and/or skills item 1 — personal practice, session design, approaches to learning, coaching philosophy. The learner will then create a personal development plan and identify how they will adapt or develop their coaching.</p>	<p>Open-book</p> <p>Written/oral evidence</p> <p>Learners are required to produce an evaluative piece of work on evidence based coaching techniques covering one of the following five knowledge and/or skills: <i>emerging technical trends, emerging tactical trends; use of video analysis; use of notational analysis or technologies</i> and, clearly outline where adaption to rule, law or technical changes have occurred as a result.</p>

Mandatory units	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
	<ul style="list-style-type: none"> <li>◆ Identify and correct fundamental movement patterns within technical skills</li> <li>◆ Evidence of six linked sessions will include the following:               <ul style="list-style-type: none"> <li>— submission of six linked sessions and reviews, and any two of the following from different sessions: Peer observation — Participant feedback — Mentor feedback</li> </ul> </li> </ul>			<p>programme based on their session reflections and the feedback from participants.</p> <p>Feedback from participants should be gathered as evidence but is not part of the assessed evidence.</p>	
Sports Coaching and Development: Graded Unit 1	<p>Project-based assignment</p> <p>Open-book</p> <p>Assessment for this unit is an investigative assignment to assess the ability of the learner to explore the impact of a contemporary subject relevant to their personal development within a sports coaching or sports development context. The learner will produce a plan for the project, present the findings and evaluate in three stages.</p>				
Sports Development 2	<p>Open-book</p> <p>Oral/written evidence</p> <p>Evidence for outcome 1 will be generated through presentation of a proposal for a sport or physical activity development project.</p>	<p>Open-book</p> <p>Oral/written evidence</p> <p>Creation of a detailed sports or physical activity development project proposal.</p>	<p>Open-book</p> <p>Oral/written evidence</p> <p>A group portfolio which demonstrates the implementation of the sports or physical activity development project.</p>	<p>Open-book</p> <p>Oral/written evidence</p> <p>An individual evaluation report that may be used to contribute to the group evaluation process.</p>	

Mandatory units	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Sports Coaching Practitioner: Knowing Yourself 2	<p>Open-book</p> <p>Oral/written evidence</p> <p>A portfolio of evidence to illustrate the organisational structure of where they are coaching.</p>	<p>Open-book</p> <p>Oral/written evidence</p> <p>A report covering the four Knowledge and Skill items to the depth required for the sub points, as stated below:</p> <ul style="list-style-type: none"> <li>◆ Describe the main features of the people involved in the coaching programme that may require influencing</li> <li>◆ Describe the values, behaviours and expectations for the coaching programme</li> <li>◆ Analyse the process of influencing others to adhere to values, behaviours, expectations</li> <li>◆ Explain the use of appropriate processes to align people to achieve coaching objectives</li> </ul>	<p>Open-book</p> <p>Oral/written evidence</p> <p>A portfolio where they log feedback gathered from a range of sources. They should reflect on at least three different sessions in line with the requirements of the knowledge and skills and sub skills of the outcome. The final part of their portfolio could be the culmination of all their work in the unit identifying short terms needs and creating a plan for long term development.</p>		



Mandatory units	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Sports Coaching Practitioner: Knowing Others 2	Open-book  Written/oral evidence  Learners will produce a portfolio of evidence or a report or complete extended response questions to support understanding of the fundamental aspects, necessary knowledge and skills required to support an effective coaching practice.	Open-book  Written/oral evidence  Learners will produce a report demonstrating that they have researched, analysed, developed an understanding of contemporary themes in either team culture or organisational culture.			
Sports Coaching Practitioner: Knowing Coaching 2	Open-book  Written/oral evidence  Learners should generate evidence in a project format which includes research into the techniques, listed, and provides an analysis of them prior to implementation within practice.	Open-book  Written/oral evidence  <b>Assessment 1</b> Learners should produce a planning document that evidences the required organisational information and illustrates the overall programme from Macrocycle level to the individual interventions of the session, including the risk	Open-book  Written/oral evidence  Portfolio of evidence which includes a critical analysis of the coach's responsibilities along with three observation assessments and three mentor or colleague performance observations.		

Mandatory units	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
		assessment and contingency plan.  <b>Assessment 2</b> Learners to produce session plan portfolio. Three sets of six session plans where two of the plans are assessed.			
Physical Preparation for Sports Performance	Open-book  Practical /Observation checklist  Competent participation in six physical preparation sessions.	Open-book  Portfolio containing evidence for outcomes 2, 3 and 4.  Needs analysis, selection, justification and administration of tests. Program development.			Open-book  Practical/observation checklist  Practical delivery of one session within the developed program.
Sports Coaching and Development: Graded Unit 2	Project-based assignment  Open-book  This graded unit will be assessed using a project which will be developed by centres. The project should provide the learner with the opportunity to produce evidence that demonstrates they have met the aims of this graded unit.  The learner will produce a plan for the project, present the findings and evaluate in three stages.				

## **Coaching session requirements**

Where the units — *Sports Coaching Practitioner: Knowing Yourself*, *Sports Coaching Practitioner: Knowing Others* and *Sports Coaching Practitioner: Knowing Coaching* — are taught and assessed together as part of a group award, two sets of six linked coaching sessions are required as evidence across the three units. The six linked sessions will be either in the same sport with different population groups; in different sports with the same population group or in different sports with different population groups. Each of the two sets of six linked sessions cannot take place in the same sport with the same population group.

Evidence of coaching needs to be delivered in a live context (cannot be simulated utilising a peer-group) and two sessions need to be observed by the assessor. Live session could be video recorded. A 15 minute sample would be required for each of the two sessions and evidence would need to show progression on the same two sections of the sessions.

## 5.5 Mapping of Research Skill Development

Code	Unit title	Outcome				
		1	2	3	4	5
J2AV 34	Sports Development 1	x	x	x	x	
J2AP 34	Human Anatomy, Physiology and Biomechanics in Sport		x		x	
J2AW 34	Sports Coaching and Development: Developing Professional Practice					
J2AT 34	Sports Coaching Practitioner: Knowing Yourself	x		x		
J2AS 34	Sports Coaching Practitioner: Knowing Others					
J2AR 34	Sports Coaching Practitioner: Knowing Coaching	x	x	x	x	x
J2EY 34	Sports Coaching and Development: Graded Unit 1	x	x	x		
J42C 35	Sports Development 2	x				
J42D 35	Physical Preparation for Sports Performance		x	x	x	
J426 35	Sports Coaching Practitioner: Knowing Yourself 2	x	x	x		
J427 35	Sports Coaching Practitioner: Knowing Others 2	x	x			
J428 35	Sports Coaching Practitioner: Knowing Coaching 2	x	x	x		
J48T 35	Sports Coaching and Development: Graded Unit 2	x	x	x		

## 6 Guidance on approaches to delivery and assessment

The design principles for these awards encourage a more holistic approach to assessment.

The new HNC/HND units place the emphasis on assessing the whole outcome or a combination of outcomes rather than on individual knowledge and skills. Several of the new unit specifications allow the use of ‘sampling’ of knowledge and/or skills. This will help reduce the assessment load for both learners and centres.

Where sampling is undertaken, the unit specification will specify the elements of knowledge and/or skills that can be sampled within the evidence requirements. Other important information regarding assessment will be detailed on individual unit specifications.

### 6.1 Sequencing/integration of units

The HNC/HND in Sports Coaching and Development places a greater emphasis on a holistic approach to assessment — with either combinations of outcomes assessed together or entire units being assessed — to allow the learners to participate in the learning process in a holistic way. The unit specifications in the HNC/HND therefore include guidance on assessment which can include both open and closed-book assessments; e-assessment and practical exercises including the use of the internet for social networking.

Given the holistic approach to assessment of outcomes within the two main areas of sports coaching and sports development, the following sample timetables are suggested based on a two or three block/semester model. These models are based on a 15 credit HNC being delivered which include three optional one credit units.

#### HNC Sample timetable 1: Three block model

##### Block 1

**12 weeks** 9.00–12.00

1.00–4.00

<b>Day 1</b>	Professional Practice and Knowing Yourself	Sports Development 1
<b>Day 2</b>	Knowing Others and Knowing Coaching	Optional unit 1
<b>Day 3</b>	Human Anatomy, Physiology and Biomechanics in Sport	

##### Block 2

**12 weeks** 9.00–12.00

1.00–4.00

<b>Day 1</b>	Professional Practice and Knowing Yourself	Sports Development 1
<b>Day 2</b>	Knowing Others and Knowing Coaching	Optional unit 2
<b>Day 3</b>	Human Anatomy, Physiology and Biomechanics in Sport	

##### Block 3

**12 weeks** 9.00–12.00

1.00–4.00

<b>Day 1</b>	Professional Practice and Knowing Yourself	Sports Development 1
<b>Day 2</b>	Knowing Others and Knowing Coaching	Optional unit 3
<b>Day 3</b>	Graded Unit 1	

### HNC Sample timetable 2: Two semester model

<b>Semester 1</b>	9.00– 10.00	10.00– 11.00	11.00– 12.00	1.00–2.00	2.00–3.00	3.00–4.00
<b>18 weeks</b>						
<b>Day 1</b>	Professional Practice	Knowing Yourself	Sports Development 1			
<b>Day 2</b>	Optional unit 1	Knowing Coaching	Knowing Coaching	Human Anatomy, Physiology and Biomechanics in Sport		
<b>Day 3</b>	Optional unit 2	Knowing Others				
<b>Semester 2</b>	9.00– 10.00	10.00– 11.00	11.00– 12.00	1.00–2.00	2.00–3.00	3.00–4.00
<b>18 weeks</b>						
<b>Day 1</b>	Professional Practice	Knowing Yourself	Sports Development 1			
<b>Day 2</b>	Graded Unit 1	Optional unit 3	Optional unit 3	Human Anatomy, Physiology and Biomechanics in Sport		
<b>Day 3</b>	Knowing Coaching	Knowing Others				

### HND Sample timetable 1: Three block model

<b>Block 1</b>		
<b>12 weeks</b>	9.00–12.00	1.00–4.00
<b>Day 1</b>	Knowing Yourself	Sports Development 2
<b>Day 2</b>	Knowing Others and Knowing Coaching	Optional unit 1
<b>Day 3</b>	Physical Preparation for Sports Performance	
<b>Block 2</b>		
<b>12 weeks</b>	9.00–12.00	1.00–4.00
<b>Day 1</b>	Optional unit 2	Sports Development 2
<b>Day 2</b>	Knowing Others and Knowing Coaching	Graded Unit 2
<b>Day 3</b>	Physical Preparation for Sports Performance	
<b>Block 3</b>		
<b>12 weeks</b>	9.00–12.00	1.00–4.00
<b>Day 1</b>	Knowing Coaching	Optional unit 3
<b>Day 2</b>	Knowing Others and Knowing Coaching	Optional unit 4
<b>Day 3</b>	Graded Unit 2	

## HND Sample timetable 2: Two semester model

<b>Semester 1</b>	9.00– 10.00	10.00– 11.00	11.00– 12.00	1.00–2.00	2.00–3.00	3.00–4.00
<b>18 weeks</b>						
<b>Day 1</b>	<i>Knowing Yourself 2</i>		<i>Optional unit 1</i>	<i>Optional unit 2</i>	<i>Sports Development 2</i>	
<b>Day 2</b>	Knowing Coaching 2		<i>Optional unit 1</i>	<i>Graded Unit 2</i>	Physical Preparation for Sports Performance	
<b>Day 3</b>	Optional Unit 3		<i>Knowing Others 2</i>			
<b>Semester 2</b>	9.00– 10.00	10.00– 11.00	11.00– 12.00	1.00–2.00	2.00–3.00	3.00–4.00
<b>18 weeks</b>						
<b>Day 1</b>	<i>Knowing Coaching 2</i>		<i>Optional unit 4</i>	<i>Optional unit 2</i>	<i>Sports Development 2</i>	
<b>Day 2</b>	<i>Graded Unit 2</i>		Optional unit 4	Graded Unit 2	Physical Preparation for Sports Performance	
<b>Day 3</b>	<i>Knowing Coaching 2</i>		<i>Knowing Others</i>			

It is suggested that the Sports Coaching PDAs and *Sports Development* units should be delivered throughout the entire year. The graded units, as well as encapsulating the key aims of the qualification, provides the opportunity for learners to integrate and apply the knowledge and skills learned from individual units. For this reason, it is recommended that the main delivery of the graded unit should be within the second half of the academic year.

It is recommended that throughout the delivery of the awards, centres should encourage learners to develop creative, innovative and entrepreneurial skills which are so important to the future growth of both the sector and the wider economy. Also, to give learners maximum benefit from the HNC/HND, centres should consider ongoing relevant industry contact through partnership work with organisations such as Sports Governing Bodies (SGBs), local authorities, leisure trusts and active school networks.

## 6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit

- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website [www.sqa.org.uk](http://www.sqa.org.uk).

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

### 6.2.1 Articulation and/or progression

Progression routes from further education into university have become harmonised over recent years. The landscape for articulation from the HN coaching framework has evolved over the past decade and many universities and further education (FE) colleges have concluded formal arrangements for transition onto degree pathways. Where 'matching' degree programmes exist, it is now generally standardised as second year entry for HNC learners and third year entry for HND learners. In terms of entry requirements, some universities specify a high performance within the graded unit.

The HNC/HND Sports Coaching and Development provides entry into 2nd and 3rd year, respectively, of degree programmes. Some university degree programmes require specific grades to be achieved within the graded or specific subjects to be included in the award; for example — psychology related subjects. This group award therefore provides a range of optional units in order to accommodate these requirements. Other universities will consider entry on an individual basis.

A large number of related degree programmes are offered at a range of HE institutions throughout Scotland. Those who allow entry into degree programmes upon successful completion of the HNC/HND are listed below.

University	Degree programme
Edinburgh Napier University	BSc (Hons) Physical Activity and Health BSc (Hons) Sports and Exercise Science BSc (Hons) Sport Coaching
Robert Gordon University	BSc (Hons) Applied Sport and Exercise Science BSc (Hons) Sport Coaching
University of Abertay, Dundee	BSc (Hons) Physical Activity and Health BSc (Hons) Sport and Exercise BSc (Hons) Sports and Exercise Science BSc (Hons) Sports Development and Coaching BSc (Hons) Strength and Conditioning
University of Stirling	BSc (Hons) Sport and Exercise science (year 1 entry) BA (Hons) Sports Studies
University of Strathclyde	BSc (Hons) Sport and Physical Activity (year 1 entry)
University of the West of Scotland	BA (Hons) Sports Coaching and Development BSc (Hons) Sports Development
University of the Highlands and Islands	HNC into year 2 HND into year 3



## 6.2.2 Professional recognition

The HNC/HND in Sport Coaching and Development is recognised by Community Leisure UK (Scotland) as a qualification that will meet their workforce needs and as a passport to employment as is currently the case with UKCC (UK Coaching Certificate). (*Appendix A*).

The PDAs in Sports Coaching at SCQF level 7 and 8 are jointly certificated with sportscotland and the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA).

## 6.2.3 Transitional arrangements

As the aims and content of the previous and revised group awards are broadly the same, learners in the transitional phase should not be adversely affected. The following outlines possible scenarios and ways of crediting learners' previous achievement:

- ◆ Learners who have been certificated for the current HNC in Coaching and Developing Sport (GD5R 15) will be able to complete the current HND in Coaching and Developing Sport (GD7G 16) using either current or revised units.
- ◆ Where learners have partially completed the previous HNC/HND in Coaching and Developing Sport (GD5R 15/GD7G 16) via a number of discrete units, credit transfer will need to be agreed on a unit-by-unit basis.

## 6.2.4 Credit transfer

Credit transfer can be given where there is broad equivalence between the subject-related content of the unit (or combination of units). Learners who are given credit transfer between the previous HN Units and new/revised HN Units must still satisfy all other conditions of SQA's HN Design Principles, including the mandatory units and the correct number of credits at the correct SCQF level.

Decisions about credit transfer are subject to the centre's internal verification processes.

Credit transfer can be given from the previous HNC Coaching and Developing Sport (GD5R 15) to HND Sports Coaching and Development. It is recommended that centres provide learners with additional support in relation to the knowledge and skills contained within the units *Sports Coaching Practitioner: Knowing Yourself*; *Sports Coaching Practitioner: Knowing Others* and *Sports Coaching Practitioner: Knowing Coaching*.

## 6.3 Opportunities for e-assessment

Some of the units may lend themselves to the use of e-portfolios and e-assessment including for objectives question assessment in the following units of the award:

- ◆ *Sports Coaching and Development: Professional Practice*
- ◆ *Human Anatomy, Physiology and Biomechanics in Sport*

## 6.4 Support materials

Assessment Support Packs (ASPs) have been developed for a number of units in this Award. A **list of ASPs** is available to view on SQA's secure website.

## 6.5 Resource requirements

Centres should ensure that they have the appropriate resources and equipment to deliver this group award. In particular, suitably qualified staff with up to date industry knowledge and expertise within the areas of Sports Coaching and/or Sports Development. It is also important that centres provide the necessary IT equipment and software required to support the delivery of these group awards.

## 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](http://www.sqa.org.uk/assessmentarrangements).

### Internal and external verification

All instruments of assessment used within this qualification 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](http://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)

**Graded unit:** Graded units assess learners' ability to integrate what they have learned while working towards the units of the group award. Their purpose is to add value to the group award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge.

**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](http://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.



## 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 occupationally-specific Higher National Certificate/Diploma (HNC/HND) Sports Coaching and Development is designed to provide an industry recognised qualification and skills to enable you to work effectively within the sports industry within a variety of contexts.

### Recommended entry

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

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

The HNC/HND qualification contains units that provide you with the underpinning knowledge and skills which will enable you to seek employment in a variety of roles within the sporting industry.

### Award requirements

You will have to achieve all 12 mandatory credits to achieve the HNC qualification which includes the graded unit. To achieve the HND you will have to achieve 30 credits which includes all of the mandatory units for both HNC and HND. For the graded units you will undertake projects where you investigate contemporary topics within the field of either sports coaching or sports development. The work necessary to undertake these assignments will combine knowledge and skills acquired throughout the HNC/HND Sports Coaching and Development award.

In addition, this HNC/HND has embedded within it, a Professional Development Award (PDA) in Sports Coaching at SCQF level 7 and 8, respectively. These awards are jointly certificated with sportscotland and the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA). The HNC/HND, with embedded PDAs, are recognised by the national membership organisation for leisure trusts, Community Leisure UK (Scotland).

### Employment and progression opportunities

Successful completion of the HNC/HND may lead to career opportunities which include, but are not confined within the following contexts: sports coaching and/or activity leadership, active school roles, sports development, disability sports development, fitness/gym staff, leisure centre staff, swimming pool staff, health and fitness staff.

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

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

# Appendix 1



Community Leisure UK, The Melting Pot, 5 Rose Street, Edinburgh EH2 2PR. Tel: 07823399499  
[www.communityleisureuk.org](http://www.communityleisureuk.org)

22 May 2019

Dear Sir/Madam,

## Endorsement of new HN developments

I am writing in my capacity as Chair of Community Leisure UK in Scotland, which is the national association representing sport, leisure and culture trusts. The association currently has 25 members in Scotland, delivering sport, leisure and culture services and opportunities across over 1300 facilities, achieving over 80 million visits per year.

The review of the UKCC being carried out by sportscotland was presented at the last full members' meeting, with agreement from members that the approach is a sensible way forward to address the challenges of a system that was not fully integrated.

As a collective, we are happy to endorse the work led by sportscotland and recognise the new HN developments as a qualification that will meet our workforce needs. We are happy to recognise the new HN developments as a passport to employment as is currently the case with UKCC.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Ian Murray', is written over a light blue horizontal line.

Ian Murray  
Chair of Community Leisure Scotland  
[ian.murray@highlifehighland.com](mailto:ian.murray@highlifehighland.com)

[cc Kirsty Cumming, Engagement and Policy Manager for Scotland, Community Leisure UK](#)