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**Important:** From 1 February 2026, Qualifications Scotland becomes fully operational, replacing SQA and becoming the new national awarding body. This document will remain current and you can continue to use it. It will be updated in the style of Qualifications Scotland when it's next due for review.

## **Group Award Specification for:**

**National Certificate Sport and Physical Activity at  
SCQF level 6**

**Group Award Code: GGFA 46**

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# 1. Introduction

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.

It is well recognised that the global reach and appeal of sport and physical activity contributes to empowering lives through physical and mental health education, contribution to local economies and bringing communities together. In September 2024, the Scottish Government published [Physical Activity for Health: Scotland's National Framework](#), aiming to enhance physical activity levels across the country. The group award has been developed to support learners to develop their knowledge and skills in sport and physical activity and allow progression onto Higher National Certificates/Diplomas (HNC/HND) and degree courses in a variety of areas such as Sports Coaching and Development, Physical Activity and Health, Fitness, Health and Exercise, Sports Therapy and Sport and Exercise Science (not exhaustive). The group award creates flexibility for centres to tailor their own pathways that meet the needs of their learners and locally allow articulation into a range of programmes and employment routes through appropriate selection within the optional set. The knowledge and skills gained may also allow learners to gain employment in areas such as Pool Lifeguard or Recreation Assistant (both CIMSPA recognised) or gain employment assisting with coaching sessions with local authorities, leisure trusts or sports clubs either in a paid or voluntary capacity. Learners may go on to study in work-based learning in a relevant subject area.

Entry to the qualification is at the discretion of the centre however learners would benefit from having attained knowledge and skills required by one or more of the qualifications and/or experience outlined in section 4.

The group award is designed to provide learners with opportunities to experience a range of opportunities across sports coaching, sports development, sport and exercise science, exercise and fitness, physical activity and health and sports therapy. Learners will develop their knowledge and skills in a range of activities including session planning skills in coaching and exercise and fitness, delivering a variety of sports coaching and exercise and fitness sessions, undertaking work placement, strength and conditioning, sports mechanics, analysing and evaluating sport and exercise performance, event planning and organisation, sports therapy and nutrition and health. This group award is suitable for a range of learners including, school leavers, learners progressing through further education and adult learners returning to education.

The sport and physical activity industry is constantly evolving, with new roles emerging in response to participant needs. Sports Coaching or development and Physical Activity and Health roles are being taken up by people with varied multi-cultural and socio-economic backgrounds, reflecting the individuals and groups they work with. Learners will be provided with a range of knowledge and skills for the sport and physical activity sector. When learners complete this qualification, they gain employability skills and industry relevant qualifications to help gain employment or to progress into another course within higher education at SCQF level 7 or degree entry programmes.

## 2. Qualification structure

This group award has been created to meet Qualifications Scotland design principles which state the award must contain a minimum of 6 Qualifications Scotland credits/36 SCQF credit points within the mandatory section, with additional credits being available in the optional section. Learners require 12 Qualifications Scotland credits/72 SCQF credit points to achieve the NC Sport and Physical Activity SCQF level 6.

A mapping of Core Skills development opportunities is available in section 5.3.

### 2.1 Structure

#### Mandatory units:

Learners must achieve all mandatory units (6 Qualifications Scotland credits/36 SCQF credit points).

4 code	2 code	Unit title	Qualifications Scotland credit	SCQF credit points	SCQF level
J9H7	46	Anatomy and Physiology for Physical Activity	2	12	6
HF88	46	Work Placement	1	6	6
F78D	12	Leadership in Practice	1	6	6
J9H8	46	Nutrition, Wellbeing and Health	2	12	6

#### Optional units:

Learners must achieve a minimum of 6 Qualifications Scotland credits/36 SCQF credit points. The units can be selected from across sections A–C. Learners must be entered for all units within section A and or section B to achieve a National Progression Award (NPA) in addition to the NC Physical Activity and Sport SCQF level 6.

### Section A: 0–3 credits required

The following units are part of the NPA in Sports Coaching SCQF level 6 (GV78 46). Centres can choose to deliver one or both units as part of the NC group award, but where centres are selecting to deliver both units, learners should also be entered for the NPA group award code to receive joint certification with Sport Scotland and CIMSPA.

4 code	2 code	Unit title	Qualifications Scotland credit	SCQF credit points	SCQF level
J8M0	46*	Sports Coaching: Knowing Yourself and Knowing Others	1	6	6
J8LY	46*	Sports Coaching: Knowing Coaching	2	12	6

### Section B: 0–3 credits required

The following units are part of the NPA in Exercise and Fitness Leadership SCQF level 6 (GS6V 46) Centres can choose to deliver one, two or all three units as part of the NC group award, but where centres are selecting to deliver all three units, learners should also be entered for the NPA group award code.

4 code	2 code	Unit title	Qualifications Scotland credit	SCQF credit points	SCQF level
J9GV	46	Cardiovascular Training	1	6	6
J9GW	46	Group Exercise Training	1	6	6
J9GX	46	Resistance Training	1	6	6

### Section C : 0-6 credits required

4 code	2 code	Unit title	Qualifications Scotland credit	SCQF credit points	SCQF level
HV9Y	46	Academic Study Skills	1	6	6
F3GB	12	Communication	1	6	6
F3GC	12	Information and Communication Technology (ICT)	1	6	6

4 code	2 code	Unit title	Qualifications Scotland credit	SCQF credit points	SCQF level
F3GF	12	Numeracy	1	6	6
J9H9	46	Swimming Pool Lifeguarding: Skills and Practices (CIMSPA)	1	6	6
J9HK	46	Planning Gym Based Fitness Sessions	1	6	6
J9HA	46	Preparing for Strength Conditioning	1	6	6
D669	12	Research Skills	1	6	6
F3PN	12	Event Organisation	1	6	6
J7M2	46	Provide Play Sessions in a Sport Environment	1	6	6
F79E	12	Individual Performance in Sport: Analysis and Evaluation	1	6	6
J9KN	46	Recreation Assistant (CIMSPA)	1	6	6
J9HC	46	Sports and Physical Activity Mechanics: An Introduction	1	6	6

\*All centres must come forward for approval of these units, even if you have devolved status. Centres must obtain a letter of support from Sport Scotland which must be submitted to Qualifications Scotland along with approval. Please refer to the [NPA Group Award Specification](#) for details on the process.

### **3. Aims of the qualification**

The group award has been designed to enable learners, with an interest in sport or physical activity and health, to develop the knowledge and skills required to enable them to progress to further study or gain employment within the sport and physical activity sector.

#### **3.1 General aims of the qualification**

1. Build knowledge, competence and confidence.
2. Develop reflective learning skills including independent study and research skills.
3. Develop employment skills and vocational expertise.
4. Enhance employment prospects for learners undertaking the course.
5. Enable progression within the SCQF framework including progression to higher education (HE).
6. Develop a sense of personal responsibility.
7. Provide opportunities to develop a range of Core Skills including Communication; Problem Solving; Working with Others; Information and Communication Technology (ICT) and Numeracy as required by employers and for progression in higher/professional education.

#### **3.2 Specific aims of the qualification**

Below are two example pathways that are available. Other pathways are available depending on optional unit choice from level 6 group award:

##### **Sports Coaching:**

1. Develop knowledge of professional practice in sports coaching and development environments.
2. Develop knowledge and skills in planning, leading and evaluating coaching sessions.
3. Introduce coaching skills in relation to knowing yourself, others and coaching.

4. Demonstrate self-awareness in the context of your own roles and responsibilities as a coach practicing while under minimal supervision.
5. Develop skills working with others within a coaching team.
6. Lead in the planning, delivery, and review of coaching sessions.
7. Develop knowledge of body systems and nutrition, and their application in sport.
8. Enable progression within the Scottish Credit and Qualifications Framework (SCQF) and allow learners to progress to another level of education, if so desired.
9. Develop study skills and skills in investigating aspects of sport.
10. Offer opportunities to develop Core Skills in a setting relevant to sports coaching and development.
11. Undertake opportunities to link with partners and organisations in the sports coaching and development industry and pathways to employment and/or further study.
12. Contribute to both the UK and Scottish Government's Health Initiatives including:  
'A More Active Scotland: Scotland's Physical Activity Delivery Plan'  
Physical activity for Health Framework October 2024  
World Health Organisation's Global Action Plan on Physical Activity 2018–2030.

### **Physical Activity and Health**

1. Develop knowledge of professional practice in physical activity and health environments.
2. Develop knowledge and skills in planning, leading and evaluating exercise and fitness sessions.
3. Introduce coaching skills relevant to working with an individual or group of individuals during physical activity sessions.
4. Demonstrate self-awareness in the context of your own roles and responsibilities as a practitioner practicing while under minimal supervision.
5. Develop skills working with others within a fitness/exercise setting.
6. Lead in the planning, delivery, and review of physical activity sessions.
7. Develop knowledge of body systems and nutrition, and their application in physical activity and health.

8. Enable progression within the Scottish Credit and Qualifications Framework (SCQF) and allow learners to progress to another level of education, if so desired.
9. Develop study skills and skills in investigating aspects of physical activity and health.
10. Offer opportunities to develop Core Skills in a setting relevant to physical activity and health.
11. Undertake opportunities to link with partners and organisations in the physical activity and health and pathways to employment and/or further study.
12. Contribute to both the UK and Scottish Government's Health Initiatives including:  
'A More Active Scotland: Scotland's Physical Activity Delivery Plan'  
Physical activity for Health Framework October 2024  
World Health Organisation's Global Action Plan on Physical Activity 2018–2030.

## 4. Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team (QDT) as guidance only.

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:

- NC Sport and Physical Activity (SCQF level 5)
- NC Sport and Fitness (SCQF level 5)
- SVQs at SCQF level 5 in appropriate subjects
- NPA Sports Coaching (SCQF level 5)
- NPA Sport and Fitness; Individual and Team (SCQF level 5)
- Leadership award in Sport
- Introduction to coaching from a Sports Governing Body, club or school/college programmes
- Achievement of National 5 qualifications or equivalent in appropriate subjects
- Direct entrants with an interest in sport, physical activity and coaching or occupational direct skills and experience

*Appropriate qualifications — this is list is not intended to be exhaustive.*

Learners must be at least 16 years of age upon completion of SCQF level 6 award.

It would be useful for learners to have some experience in sports coaching, in an exercise or fitness environment or sport and leisure.

## 4.1 Core Skills entry profile

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

<b>Core Skill</b>	<b>Recommended SCQF entry profile</b>	<b>Associated assessment activities</b>
Communication	Minimum of SCQF level 4	Learners may be required to produce and respond to written and oral communication in specific contexts. For example: learners will be required to identify and follow given tasks and briefs, gather information and plan, produce and present written and/or oral responses to tasks.
Numeracy	Minimum of SCQF level 4	Learners will be required to use numerical and graphical data in routine contexts. For example: they may be required to carry out calculations from data sets that either will be generated by the learner or will be given to them.
Information and Communication Technology (ICT)	Minimum of SCQF level 4	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.

<b>Core Skill</b>	<b>Recommended SCQF entry profile</b>	<b>Associated assessment activities</b>
Problem Solving	Minimum of SCQF level 4	Learners may be required to deal with a problem, situation or issue that is part of their course. For example: Learners may be required to plan and deliver coaching/physical activity sessions and sports development initiatives for different client groups where they need to take account of individual needs and requirements.
Working with Others	Minimum of SCQF level 4	Learners may be required to work alone or as part of a team on activities with direct supervision. Learners may be asked to agree goals and responsibilities on their own or as part of a team. Show an awareness of own and/or others' roles, responsibilities and requirements in carrying out activities and contribute to the evaluation and improvement of their knowledge and skills. For example: learners may be required to work in realistic sport/fitness/physical activity/leisure work environments.

## **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.

The first table shows how units map to the aims of the group award. The second table shows how the units map to National Occupational Standards and/or trade or professional body requirements. The third table shows the significant opportunities that the group award provides for learners to develop more generic skills and meta-skills. The final table shows the assessment strategy for the group award.

## 5.1 Mapping of qualification aims to units

**Note:** For details of the aims, see section [3.1 General aims of the qualification](#) and section [3.2 Specific aims of the qualification](#).

Unit code	Unit title	General aims
J9H7 46	Anatomy and Physiology for Physical Activity	1, 2, 5, 6, 7
HF88 46	Work Placement	1 to 7
F78D 12	Leadership in Practice	1, 2, 3, 5, 6, 7
J9H8 46	Nutrition, Wellbeing and Health	1, 2, 5, 6, 7
J8M0 46	Sports Coaching: Knowing Yourself and Knowing Others	1 to 7
J9LY 46	Sports Coaching: Knowing Coaching	1 to 7
HV9Y 46	Academic Study Skills	1, 2, 5, 6, 7
J9GV 46	Cardiovascular Training	1 to 7
J9GW 46	Group Exercise Training	1 to 7
J9GX 46	Resistance Training	1 to 7
F3GB 12	Communication	1, 2, 5, 7
F3GC 12	Information and Communication Technology (ICT)	1, 2, 5, 7
F3GF 12	Numeracy	1, 2, 5, 7
J9H9 46	Swimming Pool Lifeguard: Skills and Practice (CIMSPA)	1 to 7
J0HK 46	Planning Gym Based Fitness Sessions	1 to 7
J0HA 46	Preparing for Strength and Conditioning	1 to 7
D669 12	Research Skills	1, 2, 5, 6, 7

<b>Unit code</b>	<b>Unit title</b>	<b>General aims</b>
F3PN 12	Event Organisation	1 to 7
J7M2 46	Provide Play Sessions in a Sport Environment	1 to 7
F79E 12	Individual Performance in Sport: Analysis and Evaluation	1 to 7
J9KN 46	Recreation Assistant (CIMSPA)	1 to 7
J9HC 46	Sports and Physical Activity Mechanics: An Introduction	1 to 7

### **Specific aims (Sports Coaching):**

<b>Unit code</b>	<b>Unit title</b>	<b>Specific aims</b>
J9H7 46	Anatomy and Physiology for Physical Activity	7, 8, 12
HF88 46	Work Placement	1, 2, 4, 5, 6, 8, 10, 11, 12
F78D 12	Leadership in Practice	1, 2, 4, 5, 6, 8, 9, 10, 12
J9H8 46	Nutrition, Wellbeing and Health	1, 7, 8, 9, 12
J8M0 46	Sports Coaching: Knowing Yourself and Knowing Others	1 to 6 and 8 to 12
J9LY 46	Sports Coaching: Knowing Coaching	1 to 6 and 8 to 12
HV9Y 46	Academic Study Skills	8, 9, 10
F3GB 12	Communication and Literacy	8, 9, 10
F3GC 12	Information and Communication Technology (ICT)	8, 9, 10
F3GF 12	Numeracy	8, 9, 10
J9H9 46	Swimming Pool Lifeguard: Skills and Practice (CIMSPA)	8, 11, 12
J9HA 46	Preparing for Strength and Conditioning	2 to 10, 12
D669 12	Research Skills	8, 9, 10

<b>Unit code</b>	<b>Unit title</b>	<b>Specific aims</b>
F3PN 12	Event Organisation	8, 9, 10, 11
J7M2 46	Provide Play Sessions in a Sport Environment	1 to 6, and 8 to 12
F79E 12	Individual Performance in Sport: Analysis and Evaluation	1 to 6, 8, 9, 10
J9KN 46	Recreation Assistant (CIMSPA)	1 to 6, and 8 to 12
J9HC 46	Sports and Physical Activity Mechanics: An Introduction	7, 8, 9, 12

**Specific aims (Physical Activity and Health):**

<b>Unit code</b>	<b>Unit title</b>	<b>Specific aims</b>
J9H7 46	Anatomy and Physiology for Physical Activity	7, 8, 12
HF88 46	Work Placement	1, 2, 4, 5, 6, 8, 10, 11, 12
F78D 12	Leadership in Practice	1, 2, 4, 5, 6, 8, 9, 10, 12
J9H8 46	Nutrition, Wellbeing and Health	1, 7, 8, 9, 12
HV9Y 46	Academic Study Skills	8, 9, 10
J9GV 46	Cardiovascular Training	1 to 12
J9GW 46	Group Exercise Training	1 to 12
J9GX 46	Resistance Training	1 to 12
F3GB 12	Communication and Literacy	8, 9, 10
F3GC 12	Information and Communication Technology (ICT)	8, 9, 10
F3GF 12	Numeracy	8, 9, 10
J9H9 46	Swimming Pool Lifeguard: Skills and Practice (CIMSPA)	8, 11, 12
J9HK 46	Planning Gym Based Fitness Sessions	1 to 12

<b>Unit code</b>	<b>Unit title</b>	<b>Specific aims</b>
J9HA 46	Preparing for Strength and Conditioning	2 to 10, 12
D669 12	Research Skills	8, 9, 10
F3PN 12	Event Organisation	8 to 11
F79E 12	Individual Performance in Sport: Analysis and Evaluation	1 to 6 and 8, 9, 10
J9KN 46	Recreation Assistant (CIMSPA)	1 to 6 and 8 to 12
J9HC 46	Sports and Physical Activity Mechanics: An Introduction	7, 8, 9, 12

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

The NPA in Exercise and Fitness Leadership broadly aligns to the National Occupational Standards for SKAEAF4 Plan exercise and fitness sessions, SKAEAF5 Instruct exercise and fitness sessions and SKAEAF20 Evaluate exercise and physical activity programmes.

**Key:** PC = Performance criteria, K&U = Knowledge and understanding

Unit code	Unit title	National Occupational Standards (NOS) code
J9GV 46	Cardiovascular Training	SKAEAF4: PC 1, 4, 13, 14 K&U 2, 3, 7, 11, 12, 13, 18  SKAEAF5: PC 1, 16 K&U 1, 10, 25  SKAEAF20: PC (partial PC coverage) K&U 2, 7, 13
J9GW 46	Group Exercise Training	SKAEAF4: PC 1, 4, 13, 14 K&U 2, 3, 7, 11, 12, 13, 17, 18  SKAEAF5: PC 1, 16 K&U 1, 10, 25  SKAEAF20: PC (partial PC coverage) K&U 2, 7, 13

Unit code	Unit title	National Occupational Standards (NOS) code
J9GV 36	Resistance Training	SKAEAF4: PC 1, 4, 13, 14 K&U: 2, 3, 7, 11, 12, 13, 18  SKAEAF5: PC 1, 16 K&U 1, 10, 25  SKAEAF20: PC (partial PC coverage) K&U 2, 7, 13

The NPA in Sports Coaching has been fully mapped to the CIMSPA Coaching Assistant Professional Standard, please refer to section 6.2.2 for further information on professional recognition.

**Key:** SC: KC = Sports Coaching: Knowing Coaching, SC: KYKO = Sports Coaching: Knowing Yourself and Knowing Others

### 1. Maximising the participant experience.

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
K1.1	Participant needs	Summarise participant expectations and aspirations within the coaching environment.	Unit: SC: KC — Outcome 2, PC a, b. Unit: SC: KYKO — Outcome 4, PC d.
K1.1	Participant needs	Explain how to build social support and inclusion within the coaching environment.	Unit: SC: KC — Outcome 1, PC b. Unit: SC: KC — Outcome 2, PC b. Unit: SC: KYKO — Outcome 1, PC b, f.
K1.1	Participant needs	Explain how to obtain feedback to support participant retention.	Unit: SC: KC — Outcome 6, PC a, b, c, d. Unit: SC: KYKO — Outcome 3, PC b.
K1.2	Customer service	Explain the organisation's products and offer.	Unit: SC: KYKO — Outcome 1, PC f. Unit: SC: KC — Outcome 2, PC b. Unit: SC: KC — Outcome 3, PC a, b, c, d, e.
K1.2	Customer service	Describe a typical participant journey in the coaching environment.	Unit: SC: KYKO — Outcome 4, PC b.

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
K1.2	Customer service	Describe how to present themselves in a professional and approachable manner, in line with organisational standards.	Unit: SC: KYKO — Outcome 1, PC a, f.
K1.2	Customer service	Explain the importance of participant retention and how to influence it.	Unit: SC: KYKO — Outcome 4, PC c.
K1.3	Participant engagement	Identify different methods to engage with participants: for example, face-to-face, telephone, written (letters, email, posters), social media and digital technology.	Unit: SC: KC — Outcome 4, PC c.
K1.3	Participant engagement	Identify behaviour management strategies to support ongoing participant engagement.	Unit: SC: KC — Outcome 4, PC b.
K1.3	Participant engagement	Identify basic learning theory to support personalised learning.	Unit: SC: KC — Outcome 1, PC d.
K1.3	Participant engagement	Describe different types of conflict and how to manage them.	Unit: SC: KC — Outcome 4, PC b.
K1.3	Participant engagement	Explain different methods to build rapport in order to maximise the participant experience.	Unit: SC: KC — Outcome 4, PC b, c.
K1.3	Participant engagement	Explain how to promote safe and enjoyable use of the coaching environment.	Unit: SC: KC — Outcome 1, PC b.

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
K1.3	Participant engagement	Explain the importance of being accessible and approachable to participants.	Unit: SC: KC — Outcome 1, PC b. Unit: SC: KC — Outcome 2, PC c. Unit: SC: KYKO — Outcome 1, PC a, b.
K1.4	Communication	Describe different communication techniques and how to use them: for example: <ul style="list-style-type: none"> <li>• Observation/non-verbal techniques/body language</li> <li>• Open/closed questioning</li> <li>• Active listening</li> </ul>	Unit: SC: KC — Outcome 4, PC c.
K1.4	Communication	Describe how to adapt communication methods to meet the needs of participants from differing backgrounds, cultures and sports/activity experience, etc.	Unit: SC: KC — Outcome 1, PC a. Unit: SC: KC — Outcome 4, PC a, b.
K1.5	Participant feedback	Summarise different methods to obtain participant feedback and channels of recording and reporting in line with organisational procedures.	Unit: SC: KYKO — Outcome 3, PC b. Unit: SC: KC — Outcome 6, PC a, b, c, d.
K1.5	Participant feedback	Explain the feedback cycle.	Unit: SC: KYKO — Outcome 3, PC b. Unit: SC: KC — Outcome 6, PC a, b, c, d.

<b>Ref</b>	<b>Knowledge and understanding/Skills</b>	<b>Professional Standard Content</b>	<b>Evidence (specification reference)</b>
K1.5	Participant feedback	Explain the impact of the Coaching Assistant's role on the participant experience.	Unit: SC: KC — Outcome 6, PC d.
S1.1	Participant data	Interpret participant data in order to understand the different types of participants and their needs.	Unit SC: KC — Outcome 2, PC d. Unit: SC: KYKO — Outcome 4, PC a.
S1.1	Participant data	Use participant data, including feedback, to amend activities appropriately.	Unit: SC: KYKO - Outcome 3, PC b, c. Unit: SC: KYKO — Outcome 4, PC a. Unit SC: KC — Outcome 2, PC a, b.
S1.2	Participant engagement	Demonstrate participant engagement: for example, induct the participant, deal with participant enquiries.	Unit: SC: KYKO — Outcome 1, PC a, b. Unit SC: KC — Outcome 3, PC a, b, c.
S1.2	Participant engagement	Implement behaviour management strategies to support ongoing participant engagement.	Unit SC: KC — Outcome 4, PC a, b, c.
S1.2	Participant engagement	Apply learning theories to support personalised learning.	Unit SC: KC — Outcome 1, PC d. Unit SC: KC— Outcome 2, PC a, c, d. Unit SC: KC — Outcome 4, PC b.
S1.3	Customer service	Demonstrate exemplary customer service, for example: problem solving, discretion, influencing, teamwork, suitable language use, etc.	Unit SC: KC — Outcome 4, PC c, e.

<b>Ref</b>	<b>Knowledge and understanding/Skills</b>	<b>Professional Standard Content</b>	<b>Evidence (specification reference)</b>
S1.4	Develop rapport with participants	Develop rapport with participants in a friendly and approachable manner whilst respecting equality and diversity.	Unit SC: KC — Outcome 4, PC a, b, c, d.
S1.5	Professional demeanour	Demonstrate a professional demeanour: for example, dress, personal attributes, positive first impressions.	Unit SC: KC — Outcome 4, PC a, b, c, d.
S1.6	Communication	Demonstrate communication methods appropriate to the participant.	Unit SC: KC — Outcome 4, PC c.

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

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
K2.1	The person	Identify the main things a Coaching Assistant should know about each individual participant: for example, motivations, personal background, health background (physical and mental).	Unit SC: KC — Outcome 2, PC a, b, c, d, e. Unit SC: KYKO — Outcome 4, PC a, b, c, d.
K2.2	Inclusive coaching environment	Describe what makes an inclusive coaching environment.	Unit SC: KC — Outcome 1, PC b. Unit SC: KC — Outcome 4, PC b, c.
K2.2	Inclusive coaching environment	Describe what makes an equitable coaching environment.	Unit SC: KC — Outcome 1, PC b. Unit SC: KC — Outcome 4, PC b, c.
K2.2	Inclusive coaching environment	Describe how to positively manage participant's behaviour.	Unit SC: KC — Outcome 4, PC b, c.
K2.3	Duty of care	Describe the coaching assistant's role in the duty of care of the participant.	Unit: SC: KYKO — Outcome 1, PC a, b.
K2.4	Specific equipment	Describe the different types of equipment: for example, simple, complex, powered.	Unit: SC: KC — Outcome 2, PC b. Unit: SC: KC — Outcome 3, PC a, b, c.

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
K2.5	Safe systems of work	Explain normal operating procedures including safe assembly, dismantling and storage of equipment, adhering to manufacturers and national governing body (NGB) guidelines, manual handling techniques, safe and serviceable equipment policies, environmental policies and maintenance inspection plans for specific equipment.	Unit: SC: KC — Outcome 3, PC a, b, c, d, e.
K2.6	Personal safety	Identify any personal protective equipment required for the coaching assistant and participants.	Unit: SC: KC — Outcome 3, PC a, b, c, d, e.
K2.6	Personal safety	Explain normal operating plans (NOP) and emergency action plans (EAP).	Unit: SC: KC — Outcome 3, PC a, b, c, d, e.
K2.7	Hazards	Identify hazards relating to facility, activity and people: for example, weather impact, insufficient protective equipment, sudden cardiac death.	Unit: SC: KC — Outcome 3, PC a, b, c, d, e.
K2.7	Hazards	Describe how to report a hazard.	Unit: SC: KC — Outcome 3, PC e.
K2.8	Impact of coaching	Describe how coaching has a wider impact upon participants and communities.	Unit: SC: KYKO — Outcome 1, PC e. Unit: SC: KYKO — Outcome 4, PC d.
S2.1	Engaging participants	Engage with each individual participant in a safe and inclusive way.	Unit: SC: KC — Outcome 4, PC b.

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
S2.1	Engaging participants	Identify basic learning theory to support personalised learning.	Unit: SC: KC — Outcome 1, PC d.
S2.2	Supporting participants	Demonstrate participant needs are being met.	Unit: SC: KC — Outcome 4, PC b, c.
S2.3	Positive behaviour management	Implement behaviour management strategies to support ongoing participant engagement.	Unit: SC: KC — Outcome 4, PC b, c, e. Unit: SC: KYKO — Outcome 4, PC c.
S2.4	Preparing for activities	Demonstrate ability to safely prepare coaching activities appropriate to the participants.	Unit: SC: KC — Outcome 3, PC a, b, c, d. Unit: SC: KYKO — Outcome 1, PC b.
S2.5	Hazards	Demonstrate appropriate action to deal with identified hazards based on the level of risk.	Unit: SC: KC — Outcome 3, PC e.
S2.6	Assemble, dismantle and store equipment	Demonstrate the application of safe systems of work for a range of specific equipment.	Unit: SC: KC — Outcome 3, PC e.
S2.7	Teamwork	Demonstrate teamwork skills when working with others.	Unit: SC: KC — Outcome 5, PC a, b, c, d.
S2.8	Communication	Demonstrate inclusive verbal, non-verbal and written communication whilst undertaking duties.	Unit: SC: KC — Outcome 4, PC c.

### 3. The coaching assistant and their role within the organisation.

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
K3.1	Organisational structure and goals	Describe the organisation's structure, lines of reporting, vision, mission and goals.	Unit: SC: KYKO — Outcome 1, PC a, b, c, d, f. Unit SC: KC — Outcome 3, PC a, b, c, d, e.
K3.2	Roles and responsibilities	Describe how the roles and responsibilities of colleagues within the organisation can support an effective coaching environment.	Unit: SC: KC — Outcome 5, PC a, b, c, d.
K3.3	Own role	Describe how to work whilst embracing professional boundaries, codes of conduct, own role, personal responsibilities and contribution: for example, coaching the whole person.	Unit: SC: KC — Outcome 3, PC d. Unit: SC: KC — Outcome 5, PC a, b, c. Unit: SC: KYKO — Outcome 1, PC a.
K3.4	Organisational role	Explain the Coaching Assistant's role as part of a team in supporting the smooth operation of the coaching environment and coaching activities and services in line with organisational aims and objectives: for example, normal operating plans (NOP), emergency action plans (EAP), risk assessments, supervision, customer charter, etc.	Unit: SC: KC — Outcome 5, PC d.
K3.5	Motivations for coaching	Express their own coaching motivations, reasons for coaching and what they are trying to achieve.	Unit: SC: KYKO — Outcome 2, PC b.

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
S3.1	Problem solving	Demonstrate problem solving skills and use of own initiative, within professional boundaries, to support the smooth running of the coaching environment.	Unit: SC: KC — Outcome 4, PC a, b, c, d, e, f.
S3.2	Time management	Demonstrate ability to prepare coaching activities to start and finish on time.	Unit: SC: KC — Outcome 2, PC b.
S3.3	Communication and teamwork	Demonstrate different communication methods and referral to colleagues when outside own professional boundary.	Unit: SC: KC — Outcome 3, PC e. Unit: SC: KC — Outcome 4, PC c. Unit: SC: KYKO — Outcome 1, PC b.
S3.3	Communication and teamwork	Demonstrate teamwork skills.	Unit: SC: KC — Outcome 5, PC b, c, d.
S3.4	Interpreting information	Demonstrate processing of information and how to follow instructions using professional judgement.	Unit: SC: KC — Outcome 2, PC a, b, c, d. Unit: SC: KYKO — Outcome 4, PC a.
S3.5	Working safely	Demonstrate conscientious working practices.	Unit: SC: KYKO — Outcome 1, PC f.
S3.6	Motivations for coaching	Demonstrates that the motivation for coaching matches the participant's motivations.	Unit: SC: KYKO — Outcome 2, PC c. Unit: SC: KYKO — Outcome 4, PC d. Unit: SC: KC — Outcome 4, PC a.

#### 4. Professional Practice.

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
K4.1	Conduct	Describe how to conduct themselves and portray a professional image: for example, respectful of participants and other professionals, positive, honest, empowering, motivating, trustworthy, committed, nonjudgemental, consistent, a good role model, with professional personal conduct and integrity.	Unit: SC: KYKO — Outcome 1, PC f.
K4.2	Ethics	Explain professional ethics related to own role: for example, duty of care, professional membership, role boundaries/scope of practice and responsibilities, representation of skills, abilities, and knowledge, interface with other relevant professionals, business practices and professional code of conduct.	Unit: SC: KYKO — Outcome 1, PC a, b, f. Unit: SC: KC — Outcome 3, PC d.

<b>Ref</b>	<b>Knowledge and understanding/Skills</b>	<b>Professional Standard Content</b>	<b>Evidence (specification reference)</b>
K4.3	Legislation and organisational procedures	Identify current legislation and organisation procedures relevant to own role for example: data protection, participant confidentiality, conflict of interest, health and safety at work, disclosing and barring service (DBS), safeguarding children and adults at risk, equality and diversity, personal liability insurance, control of substances hazardous to health, reporting of injuries, diseases and dangerous occurrences regulations, electricity at work regulations, first aid regulations, individual organisational policies and procedures.	Unit: SC: KYKO — Outcome 1, PC a, b, f. Unit: SC: KC — Outcome 3, PC d.
K4.4	Good practice	Identify good practice regarding conduct, ethics and legislation and organisational procedures.	Unit: SC: KYKO — Outcome 1, PC a, b, f.
K4.5	Developing self	Identify sources of support to develop themselves.	Unit: SC: KC — Outcome 5, PC a. Unit: SC: KC — Outcome 6, PC c. Unit: SC: KYKO — Outcome 3, PC d.
S4.1	Ensure responsibility and professional duty of care to participants	Ensure participant safety and wellbeing at all times.	Unit: SC: KYKO — Outcome 1, PC a, b. Unit: SC: KC — Outcome 1, PC b. Unit: SC: KC — Outcome 2, PC e. Unit: SC: KC — Outcome 4, PC b.

<b>Ref</b>	<b>Knowledge and understanding/Skills</b>	<b>Professional Standard Content</b>	<b>Evidence (specification reference)</b>
S4.1	Ensure responsibility and professional duty of care to participants	Demonstrate compliance with relevant legal responsibilities: for example, health and safety at work, equality and diversity, safeguarding, data protection, hazard identification, safe working practices, ethical and professional conduct.	Unit: SC: KC — Outcome 3, PC a, b, c, d, e. Unit: SC: KYKO — Outcome 1, PC b.
S4.1	Ensure responsibility and professional duty of care to participants	Demonstrate appropriate duty of care to participants.	Unit: SC: KYKO — Outcome 1, PC b. Unit: SC: KC — Outcome 4, PC b.
S4.2	Clarify roles and responsibilities	Demonstrate to the participant the Coaching Assistant's role, responsibilities and limitations in providing assistance: for example, scope of practice, duty of care.	Unit: SC: KYKO — Outcome 1, PC a, d. Unit: SC: KC — Outcome 5, PC d.
S4.3	Developing self	Demonstrate a commitment to their own ongoing development.	Unit: SC: KYKO — Outcome 3, PC a, b, c, d.

## 5. Prepare, deliver and review coaching sessions.

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
K5.1	Prepare	<p>Describe how to prepare safe and effective coaching activities, under the guidance of a coach, including core elements such as:</p> <ul style="list-style-type: none"> <li>• Organisational requirements linked to the delivery of activities.</li> <li>• Sources of information that a Coaching Assistant can use when planning and preparing activities.</li> <li>• The types of information needed to plan activities.</li> <li>• How to plan and record activities that will help the participants achieve their aims.</li> <li>• How to assess individual needs including those related to disability.</li> <li>• Why goals should be linked, progressive and consistent with the overall aims of the activity.</li> </ul>	<p>Unit: SC: KC — Outcome 1, PC a, b, c, d, e.            Unit: SC: KC — Outcome 2, PC a, b, c, d, e.            Unit: SC: KC — Outcome 3, PC a, b, c, d, e.            Unit: SC: KC — Outcome 5, PC d.            Unit: SC: KYKO — Outcome 4, PC a.</p>

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
K5.1	Prepare (continued)	<ul style="list-style-type: none"> <li>• The process and considerations for planning a balance of activities and coaching methods for each activity that will motivate the participants and achieve the planned goals for individuals and groups.</li> <li>• The importance of planning realistic timings, sequences, intensity and duration of activities.</li> <li>• The types of resources and equipment you need to deliver the activities.</li> <li>• The importance of organising resources for the planned activities, checking that they meet specific rules and regulations.</li> <li>• The importance of producing a contingency plan or amending an activity based on a risk assessment.</li> <li>• Where to refer any participant whose needs and potential you cannot meet to a competent person or agency.</li> </ul>	

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
K5.2	Delivery	<p>Describe how to deliver safe and effective coaching activities, under the guidance of a coach, including core elements such as:</p> <ul style="list-style-type: none"> <li>• The Coaching Assistant's responsibilities during an activity including: <ul style="list-style-type: none"> <li>○ Health and safety requirements</li> <li>○ Organisational procedures</li> <li>○ Techniques</li> <li>○ Skill development.</li> <li>○ Rules and codes for the activities you are leading</li> </ul> </li> <li>• How to prepare participants for an activity.</li> <li>• The process of starting an activity.</li> <li>• How to assess participants' readiness to participate in an activity.</li> <li>• Why it is important to observe the performance of participants during the activity.</li> </ul>	<p>Unit: SC: KC — Outcome 4, PC a, b, c, d, e, f. Unit: SC: KC — Outcome 5, PC d.</p>

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
K5.2	Delivery (continued)	<ul style="list-style-type: none"> <li>• The importance of taking account of participant feedback and contributing to feedback on the participant's performance.</li> <li>• How to ensure participant and others' safety is maintained.</li> <li>• The importance of adapting your activity where required to meet the needs of the participants.</li> <li>• The value, purpose and delivery of cool-down activities and the importance of ensuring the delivery of cooldown activities that are linked to the goals of the activity.</li> <li>• How to conclude activities.</li> <li>• Why it is important to ensure that participants have the information they require about future activities.</li> <li>• The importance of leaving the venue and equipment in a condition acceptable for future use.</li> </ul>	

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
K5.3	Evaluation	<p>Describe how to evaluate safe and effective coaching activities, under the guidance of a coach, including core elements such as:</p> <ul style="list-style-type: none"> <li>• The purpose and importance of continual review of activities.</li> <li>• The types of information that a Coaching Assistant needs to collect to review activities.</li> <li>• How to identify valid sources of feedback from others to aid your review.</li> <li>• How to improve the preparation and delivery of future activities for participants and self.</li> <li>• The importance of discussing and agreeing the outcome of the review with participants and others.</li> <li>• The importance of reviewing all aspects of the planning and delivery of activities.</li> </ul>	<p>Unit: SC: KC — Outcome 5, PC d.</p> <p>Unit: SC: KC — Outcome 6, PC a, b, c, d.</p> <p>Unit: SC: KYKO — Outcome 3, PC a, b, c, d.</p> <p>Unit: SC: KYKO — Outcome 4, PC c.</p>

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
K5.3	Evaluation (continued)	<ul style="list-style-type: none"> <li>• How to use self-reflective processes to quality assure and identify any development actions that may be required.</li> <li>• Factors that impact on the ability to identify own development needs.</li> <li>• The types of development activities that are available to Coaching Assistants and how to access these.</li> <li>• How to complete a development plan and the importance of recording the outcomes of your review for future reference.</li> <li>• How to use information taken from the review to improve future activities.</li> <li>• When and how you would adapt future activities to meet the outcomes of your review.</li> <li>• How to measure the quality of the coaching experience and participants' development.</li> </ul>	

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
S5.1	Prepare	<p>Prepare delivery of safe and effective coaching activities, under the guidance of a Coach, to include the Coaching Assistant's ability to:</p> <ul style="list-style-type: none"> <li>• Collect and record the information needed to prepare activities.</li> <li>• Identify participant needs and implications for preparation.</li> <li>• Identify the overall activity aims.</li> <li>• Prepare activities that will help the participants achieve their aims.</li> <li>• Ensure goals are linked, progressive and consistent with the overall aims.</li> <li>• Prepare tasks for each activity that will motivate the participants and achieve the planned goals.</li> <li>• Agree the overall aims of the activity with the participants and others.</li> <li>• Organise resources for your planned activities.</li> </ul>	<p>Unit: SC: KC — Outcome 1, PC a, b, c, d, e.  Unit: SC: KC — Outcome 2, PC a, b, c, d, e.  Unit: SC: KC — Outcome 3, PC a, b, c, d, e.  Unit: SC: KC — Outcome 5,, PC a, b, c, d.  Unit: SC: KYKO — Outcome 1 PC a, b.</p>

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
S5.1	Prepare (continued)	<ul style="list-style-type: none"> <li>• Support the implementation of a contingency plan or amend the activity, based on a risk assessment, and professional boundaries.</li> <li>• Refer any participants whose needs you cannot meet to a competent person or agency.</li> </ul>	
S5.2	Delivery	<p>Deliver safe and effective coaching activities, under the guidance of a coach, to include Coaching Assistant's ability to:</p> <ul style="list-style-type: none"> <li>• Adhere to the guidelines and procedures for safeguarding and protecting children and vulnerable adults at risk.</li> <li>• Prepare participants for activities.</li> <li>• Assess participants' readiness to participate.</li> <li>• Confirm and, if necessary, revise your plans for the activity.</li> <li>• Explain and agree the goals with the participants.</li> </ul>	<p>Unit: SC: KC — Outcome 4, PC a, b, c, d, e, f.  Unit: SC: KC — Outcome 5, PC a, b, c, d.  Unit: SC: KYKO — Outcome 1, PC a, b.</p>

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
S5.2	Delivery (continued)	<ul style="list-style-type: none"> <li>• Provide participants with information about the activity and how it supports their goals.</li> <li>• Deliver warm-up activities linked to the goals of the activity.</li> <li>• Provide technical explanations and demonstrations that meet the needs of the participants.</li> <li>• Identify specific technical content or activities based on participants' needs.</li> <li>• Ensure all participants have the opportunity to take part in the planned activities.</li> <li>• Observe and analyse the participants' performance.</li> <li>• Provide the participants with feedback on their performance.</li> <li>• Ensure the maintenance of the safety of participants and others.</li> <li>• Adapt your coaching activity where required to meet the needs of the participants.</li> </ul>	

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
S5.2	Delivery (continued)	<ul style="list-style-type: none"> <li>• Deliver cool down activities linked to the goals of the activity.</li> <li>• Agree personal development needs with the participants.</li> <li>• Make sure the participants have the information they require about future activities.</li> <li>• Leave the venue and equipment in a condition acceptable for future use.</li> </ul>	
S5.3	Ongoing review	<ul style="list-style-type: none"> <li>• Review safe and effective coaching activities, under the guidance of a coach, to include the Coaching Assistant's ability to:</li> <li>• Conduct reviews at timely opportunities.</li> <li>• Collate evidence to support the review of the activities.</li> </ul>	Unit: SC: KC — Outcome 5, PC a, b, c, d. Unit: SC: KC — Outcome 6, PC a, b, c, d. Unit: SC: KYKO — Outcome 3, PC a, b, c, d. Unit: SC: KYKO — Outcome 4, PC c.

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
S5.3	Ongoing review	<ul style="list-style-type: none"> <li>• Identify how to improve the planning and delivery of future activities for participants and self.</li> <li>• Discuss and agree your review with participants and others.</li> <li>• Record your review.</li> <li>• Adapt future activities to meet the outcomes of your review.</li> </ul>	

## 6. Industry legislation and guidance, organizational policies and procedures.

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
K6.1	Organisational policies and procedures	Explain organisational policy and procedures including: <ul style="list-style-type: none"> <li>• Normal operating plans (NOP).</li> <li>• Emergency action plans (EAP).</li> <li>• Risk assessment.</li> <li>• Admissions policy.</li> <li>• Equality and diversity.</li> </ul>	Unit: SC: KC — Outcome 3, PC a, b, c, d, e. Unit: SC: KYKO — Outcome 1, PC a, b.
K6.2	Legal and regulatory requirements	Understand key legal and regulatory requirements: for example: <ul style="list-style-type: none"> <li>• Equality Act 2010.</li> <li>• Children’s Act 1989.</li> <li>• Children’s Act 2004.</li> <li>• The Care Act 2014.</li> <li>• Mental Capacity Act 2005.</li> <li>• Data Protection Act 1998.</li> <li>• General Data Protection Regulations.</li> </ul>	Unit: SC: KC — Outcome 3, PC a, b, c, d, e. Unit: SC: KYKO — Outcome 1, PC a, b.

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
S6.1	Sector guidance	Demonstrate adherence to sector guidance including: <ul style="list-style-type: none"> <li>• National governing body.</li> <li>• Health and Safety Executive.</li> <li>• Sport England.</li> <li>• Child Protection in Sport Unit.</li> </ul>	Unit: SC: KC — Outcome 3, PC a, b, c, d, e. Unit: SC: KYKO — Outcome 1, PC a, b.

The Swimming Pool Lifeguard: Skills and Practice unit has been fully mapped to CIMSPA Swimming Pool Lifeguard Professional Standard, please refer to section 6.2.2 for further information on professional recognition.

<b>CIMSPA Reference</b>	<b>Knowledge and understanding</b>	<b>Evidence (specified reference)</b>
K1.1PB	Policies and procedures	Outcome 1 (a), Outcome 2 (c), Outcome 4 (e)
K1.2PB	Legal and regulatory requirements	Outcome 1, PC (a)
K1.3P	Sector guidance	Outcome 1, PC (a)
K1.3PB	Sector guidance	Outcome 1, PC (a)
S1.1PB	Report writing	Outcome 4, PC (e)
S1.2PB	Interpreting information	Outcome 4, PC (b, c & d)
S1.3PB	Safe working practices	Outcome 4, PC (a–d)

<b>CIMSPA Reference</b>	<b>Knowledge and understanding</b>	<b>Evidence (specified reference)</b>
K2.1PB	Aquatic environment	Outcome 3, PC (a)
K2.2PB	Customer service	Outcome 3, PC (c & d)
K2.3PB	Customer retention	Outcome 3, PC (a), Outcome 2, PC (a & d)
K2.4PB	Customer communication	Outcome 4, PC (b & c)
K2.4PB	Customer feedback	Outcome 4, PC (e)
S2.1PB	Aquatic environment	Outcome 4, PC (b)
S2.2PB	Communication	Outcome 4, PC (b)

<b>CIMSPA Reference</b>	<b>Knowledge and understanding</b>	<b>Evidence (specified reference)</b>
K3.1PB	Use of equipment and activity areas	Outcome 3, PC (a & b)
K3.2PB	Cleaning substances and equipment	Outcome 1, PC (b)
K3.3PB	Safe systems of work	Outcome 1, PC (b)
K3.4PB	Personal safety	Outcome 1, PC (a & b), Outcome 4, PC (a–e)
K3.5PB	Hazards	Outcome 4, PC (a–e)
K3.6PB	Cleaning schedules	Outcome 1, PC (b)
K3.7PB	Waste management	Outcome 1, PC (b)
S3.1PB	Use of equipment and activity areas	Outcome 4, PC (a & b)
S3.2PB	Hazards	Outcome 4, PC (a–e)

<b>CIMSPA Reference</b>	<b>Knowledge and understanding</b>	<b>Evidence (specified reference)</b>
K4.1PB	Safe supervision	Outcome 4, PC (a) & Outcome 1, PC (c)
K4.2PB	Rescue and extraction Pool and Beach	Outcome 4, PC (a–d)
K4.2P	Rescue and extraction Pool Only	Outcome 4, PC (a–d)
K4.2B	Rescue and extraction Beach Only	Not applicable
K4.3PB	First Aid	Outcome 4, PC (b–d)
K4.4PB	Communication	Outcome 4, PC (b)
S4.1PB	Supervising users only	Outcome 4, PC (a–d)
S4.2PB	Prevention, intervention and rescue	Outcome 4, PC (a–d)
S4.3	Lifeguard technical competence. Pool and Beach	entry requirements
S4.3P	Lifeguard technical competence. Pool only	entry requirements
S4.3B	Lifeguard technical competence. Beach only	entry requirements
S4.3PB	Aquatic First Aid	Outcome 4, PC (d)

<b>CIMSPA Reference</b>	<b>Knowledge and understanding</b>	<b>Evidence (specified reference)</b>
K5.1PB	Organisational structure and goals	Outcome 2, PC (a)
K5.2PB	Roles and responsibilities	Outcome 2, PC (b)
K5.3PB	Own role	Outcome 2, PC (c)
K5.5PB	Training and development	Outcome 2, PC (c)
K5.6PB	Internal and external measures	Outcome 2, PC (d)

The Recreation Assistant unit has been fully mapped to the CIMSPA Recreation Assistant Professional Standard please refer to section 6.2.2 for further information on professional recognition.

<b>CIMSPA Reference</b>	<b>Knowledge and understanding</b>	<b>Evidence (specified reference)</b>
K1.1	Organisational Policies and procedures	Outcome 1, (a)
K1.2	Legal and regulatory requirements	Outcome 1, (b)
K1.3	Sector Guidance	Outcome 1, (c)
S1.1	Working with procedures	Outcomes 2–4 all PCs
S1.2	Adhering to legislation and policy	Outcomes 2–4 all PCs
S1.3	Adhering to sector guidance	Outcomes 2–4 all PCs
S1.4	Report writing	Outcome 3, (e)
S1.5	Interpreting Information	Outcome 3, PC (a & f) Outcome 4 PC (a & d)
S1.6	Working safely	Outcome 2–4 all PCs

<b>CIMSPA Reference</b>	<b>Knowledge and understanding</b>	<b>Evidence (specified reference)</b>
K2.1	Customer Needs	Outcome 2, (a)
K2.2	Customer service	Outcome 2, (b)
K2.3	Customer Engagement	Outcome 2, (c)
K2.4	Customer Communication	Outcome 2, (c)
K2.5	Customer Feedback	Outcome 2, (b)
K2.6	Use of equipment and activity areas	Outcome 2, (d)
S2.1	Customer Data	Outcome 2, (a)
S2.2	Customer engagement	Outcome 2, (a)
S2.3	Customer service	Outcome 2 PC (a–d) and Outcome 3 (f)
S2.4	Develop relationships with customers	Outcome 2, (a)
S2.5	Professional demeanour	Outcome 2, (a)
S2.6	Communication	Outcome 2, (b)
S2.7	Use of equipment and activity areas	Outcome 2, (a, d) Outcome 3, (f)

<b>CIMSPA Reference</b>	<b>Knowledge and understanding</b>	<b>Evidence (specified reference)</b>
K3.1	Cleaning Substances	Outcome 3, (b)
K3.2	Cleaning equipment	Outcome 3, (b)
K3.3	Safe systems of work	Outcome 3, (c)
K3.4	Personal safety	Outcome 3, (c)
K3.5	Hazards	Outcome 3, (e)
K3.6	Cleaning schedules	Outcome 3, (a) and Outcome 3, (c)
K3.7	Waste management	Outcome 3, (d)
S3.1	Preparing to clean	Outcome 3, (a)
S3.2	Cleaning activities	Outcome 3, (b)
S3.3	Hazards	Outcome 3, (e)
S3.4	Communication	Outcome 3, (f)

<b>CIMSPA Reference</b>	<b>Knowledge and understanding</b>	<b>Evidence (specified reference)</b>
K4.1	Specific equipment	Outcome 4, (b)
K4.2	Safe systems of work	Outcome 4, (b)
K4.3	Personal safety	Outcome 4, (b)
K4.4	Hazards	Outcome 3, (d)
S4.1	Prepare for activities	Outcome 4, (a)
S4.2	Hazards	Outcome 4, (e)
S4.3	Assemble, dismantle and store equipment	Outcome 4, (b, c & d)
S4.4	Teamwork	Outcome 4, (d)
S4.5	Communication	Outcome 4, (d)

<b>CIMSPA Reference</b>	<b>Knowledge and understanding</b>	<b>Evidence (specified reference)</b>
K5.1	Organisational structure and goals	Outcome 1, (e)
K5.2	Roles and responsibilities	Outcome 1, (d)
K5.3	Own Role	Outcome 1, (a, b & c)
K5.4	Organisational role	Outcome 1, (a & b)
K5.5	Training and Development	Outcome 1, (d)
K5.6	Internal and external measures	Outcome 1, (a)
S5.1	Problem solving	Outcome 2, (b)
S5.2	Time management	Outcome 3, (a), Outcome 4, (a)
S5.3	Communication and teamwork	Outcome 3, (f), Outcome 4, (d)
S5.4	Interpreting Information	Outcome 3, (d & e), Outcome 4, (b & c)
S5.5	Working safely	Outcome 2–4 all PCs ,
S5.6	Daily operations	Outcome 2–4 all PCs

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

**Core Skill Communication components:** Written (Reading), Written (Writing), Oral

Unit code	Unit title	Communication components
J9H7 46	Anatomy and Physiology for Physical Activity	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted
HF88 46	Work Placement	Not applicable
F78D 12	Leadership in Practice	Not applicable
J9H8 46	Nutrition, Wellbeing and Health	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted
J8M0 46	Sports Coaching: Knowing Yourself and Knowing Others (SCQF level 6)	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted
J8LY 46	Sports Coaching: Knowing Coaching (SCQF level 6)	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted
HV9Y 46	Academic Study Skills	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted
J9GV 46	Cardiovascular Training	Not applicable

<b>Unit code</b>	<b>Unit title</b>	<b>Communication components</b>
J9GW 46	Group Exercise Training	Not Applicable
J9GX 46	Resistance Training	Not Applicable
J9H9 46	Swimming Pool Lifeguard: Skills and Practice (CIMSPA)	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted\
J9HK 46	Planning Gym Based Fitness Sessions	Oral — Signposted
J9HA 46	Preparing for Strength Conditioning	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted
D669 12	Research Skills	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted
F3PN 12	Event Organisation	Written (Reading) — Not applicable Written (Writing) — Signposted Oral — Signposted
J7M2 46	Provide Play Sessions in a Sport Environment	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted
F79E 12	Individual Performance in Sport: Analysis and Evaluation	Written (Reading) — Not applicable Written (Writing) — Not applicable Oral — Signposted

<b>Unit code</b>	<b>Unit title</b>	<b>Communication components</b>
J9KN 46	Recreation Assistant (CIMSPA)	Written (Reading) — Signposted Written (Writing) — Signposted Ora I— Signposted
J9HC 46	Sports and Physical Activity Mechanics: An Introduction	Ora I— Signposted

**Core Skill Numeracy components:** Using Number, Using Graphical Information

<b>Unit code</b>	<b>Unit title</b>	<b>Numeracy components</b>
J9H7 46	Anatomy and Physiology for Physical Activity	Not applicable
HF88 46	Work Placement	Not applicable
F78D 12	Leadership in Practice	Not applicable
J9H8 46	Nutrition, Wellbeing and Health	Not applicable
J8M0 46	Sports Coaching: Knowing Yourself and Knowing Others (SCQF level 6)	Using Number — Signposted Using Graphical Information — Signposted
J8LY 46	Sports Coaching: Knowing Coaching (SCQF level 6)	Using Number — Signposted Using Graphical Information — Signposted
HV9Y 46	Academic Study Skills	Not applicable
J9GV 46	Cardiovascular Training	Not Applicable
J9GW 46	Group Exercise Training	Not Applicable
J9GV 46	Resistance Training	Not Applicable
J9H9 46	Swimming Pool Lifeguard: Skills and Practice (CIMSPA)	Not applicable
J9HK 46	Planning Gym Based Fitness Sessions	Using Number — Signposted
J9HA 46	Preparing for Strength Conditioning	Using Number — Signposted Using Graphical Information — Signposted
D669 12	Research Skills	Not applicable
F3PN 12	Event Organisation	Not applicable
J7M2 46	Provide Play Sessions in a Sport Environment	Not applicable

<b>Unit code</b>	<b>Unit title</b>	<b>Numeracy components</b>
F79E 12	Individual Performance in Sport: Analysis and Evaluation	Not applicable
J9KN 46	Recreation Assistant (CIMSPA)	Not applicable
J9HC 46	Sports and Physical Activity Mechanics: An Introduction	Not applicable

**Core Skill Information and Communication Technology (ICT) components:**

Accessing Information, Providing/Creating Information

<b>Unit code</b>	<b>Unit title</b>	<b>Information and Communication Technology (ICT) components (*Delete as appropriate)</b>
J9H7 46	Anatomy and Physiology for Physical Activity	Providing/Creating Information — Signposted
HF88 46	Work Placement	Not applicable
F78D 12	Leadership in Practice	Not applicable
J9H8 46	Nutrition, Wellbeing and Health	Accessing Information — Signposted Providing/Creating Information — Signposted
J8M0 46	Sports Coaching: Knowing Yourself and Knowing Others (SCQF level 6)	Accessing Information — Signposted Providing/Creating Information — Signposted
J8LY 46	Sports Coaching: Knowing Coaching (SCQF level 6)	Accessing Information — Signposted Providing/Creating Information — Signposted
HV9Y 46	Academic Study Skills	Not applicable
J9GV 46	Cardiovascular Training	Not Applicable
J9GW 46	Group Exercise Training	Not Applicable
J9GX 46	Resistance Training	Not Applicable
J9H9 46	Swimming Pool Lifeguard: Skills and Practice (CIMSPA)	Accessing Information — Signposted Providing/Creating Information — Signposted
J9HK 46	Planning Gym Based Fitness Sessions	Accessing Information — Signposted Providing/Creating Information — Signposted

<b>Unit code</b>	<b>Unit title</b>	<b>Information and Communication Technology (ICT) components (*Delete as appropriate)</b>
J9HA 46	Preparing for Strength Conditioning	Accessing Information — Signposted Providing/Creating Information — Signposted
D669 12	Research Skills	Not applicable
F3PN 12	Event Organisation	Not applicable
J7M2 46	Provide Play Sessions in a Sport Environment	Accessing Information — Signposted Providing/Creating Information — Signposted
F79E 12	Individual Performance in Sport: Analysis and Evaluation	Not applicable
JNKN 46	Recreation Assistant (CIMSPA)	Not applicable
J9HC 46	Sports and Physical Activity Mechanics: An Introduction	Accessing Information — Signposted Providing/Creating Information — Signposted

**Core Skill Problem Solving components:** Critical Thinking, Planning and Organising, Reviewing and Evaluating

<b>Unit code</b>	<b>Unit title</b>	<b>Problem Solving components</b>
J9H7 46	Anatomy and Physiology for Physical Activity	Not applicable
HF88 46	Work Placement	Critical Thinking — Embedded level 6 Planning and Organising — Embedded level 6 Reviewing and Evaluating — Embedded level 6
F78D 12	Leadership in Practice	Critical Thinking — Embedded level 6 Planning and Organising — Embedded level 6 Reviewing and Evaluating — Embedded level 6
J9H8 46	Nutrition, Wellbeing and Health	Critical Thinking — Signposted Planning and Organising — Signposted Reviewing and Evaluating — Signposted
J8M0 46	Sports Coaching: Knowing Yourself and Knowing Others (SCQF level 6)	Critical Thinking — Signposted Planning and Organising — Signposted Reviewing and Evaluating — Signposted
J8LY 46	Sports Coaching: Knowing Coaching (SCQF level 6)	Critical Thinking — Signposted Planning and Organising — Signposted Reviewing and Evaluating — Signposted
HV9Y 46	Academic Study Skills	Critical Thinking — Embedded level 4 Planning and Organising — Embedded level 4 Reviewing and Evaluating — Not applicable

<b>Unit code</b>	<b>Unit title</b>	<b>Problem Solving components</b>
J9GV 46	Cardiovascular Training	Not Applicable
J9GW 46	Group Exercise Training	Not Applicable
J9GX 46	Resistance Training	Not Applicable
J9H9 46	Swimming Pool Lifeguard: Skills and Practice (CIMSPA)	Critical Thinking — Signposted Planning and Organising — Signposted Reviewing and Evaluating — Signposted
J9HK 46	Planning Gym Based Fitness Sessions	Critical Thinking — Signposted Planning and Organising — Signposted Reviewing and Evaluating — Signposted
J9HA 46	Preparing for Strength Conditioning	Critical Thinking — Signposted Planning and Organising — Signposted Reviewing and Evaluating — Signposted
D669 12	Research Skills	Critical Thinking — Embedded level 6 Planning and Organising — Embedded level 6 Reviewing and Evaluating — Embedded level 6
F3PN 12	Event Organisation	Critical Thinking — Embedded level 5 Planning and Organising — Embedded level 5 Reviewing and Evaluating — Embedded level 5
J7M2 46	Provide Play Sessions in a Sport Environment	Critical Thinking — Signposted Planning and Organising — Signposted Reviewing and Evaluating — Signposted

<b>Unit code</b>	<b>Unit title</b>	<b>Problem Solving components</b>
F79E 12	Individual Performance in Sport: Analysis and Evaluation	Critical Thinking — Signposted Planning and Organising — Signposted Reviewing and Evaluating — Signposted
J9KN 46	Recreation Assistant (CIMSPA)	Critical Thinking — Signposted Planning and Organising — Signposted Reviewing and Evaluating — Signposted
J9HC 46	Sports and Physical Activity Mechanics: An Introduction	Critical Thinking — Signposted Planning and Organising — Signposted Reviewing and Evaluating — Signposted

**Core Skill Working with Others components:** Working Co-operatively with Others, Reviewing Co-operative Contribution

<b>Unit code</b>	<b>Unit title</b>	<b>Working with Others components</b>
J9H7 46	Anatomy and Physiology for Physical Activity	Not applicable
HF88 46	Work Placement	Working Co-operatively with Others — Embedded Reviewing Co-operative Contribution Others — Embedded
F78D 12	Leadership in Practice	Working Co-operatively with Others — Embedded Reviewing Co-operative Contribution Others — Not applicable
J9H8 46	Nutrition, Wellbeing and Health	Not applicable
J8M0 46	Sports Coaching: Knowing Yourself and Knowing Others (SCQF level 6)	Working Co-operatively with Others — Signposted Reviewing Co-operative Contribution — Signposted
J8LY 46	Sports Coaching: Knowing Coaching (SCQF level 6)	Working Co-operatively with Others — Signposted Reviewing Co-operative Contribution — Signposted
HV9Y 46	Academic Study Skills	Not applicable
J9GV 46	Cardiovascular Training	Not Applicable
J9GW 46	Group Exercise Training	Not Applicable
J9GX 46	Resistance Training	Not Applicable

<b>Unit code</b>	<b>Unit title</b>	<b>Working with Others components</b>
J9H9 46	Swimming Pool Lifeguard: Skills and Practice (CIMSPA)	Working Co-operatively with Others — Signposted Reviewing Co-operative Contribution — Signposted
J9HK 46	Planning Gym Based Fitness Sessions	Working Co-operatively with Others — Signposted Reviewing Co-operative Contribution — Signposted
J9HA 46	Preparing for Strength Conditioning	Working Co-operatively with Others — Signposted Reviewing Co-operative Contribution — Signposted
D669 12	Research Skills	Not applicable
F3PN 12	Event Organisation	Working Co-operatively with Others — Signposted Reviewing Co-operative Contribution — Signposted
J7M2 46	Provide Play Sessions in a Sport Environment	Working Co-operatively with Others — Signposted Reviewing Co-operative Contribution — Signposted
F79E 12	Individual Performance in Sport: Analysis and Evaluation	Working Co-operatively with Others — Signposted Reviewing Co-operative Contribution — Signposted

<b>Unit code</b>	<b>Unit title</b>	<b>Working with Others components</b>
J5M0 45	Sporting Activity Participation and Performance	Working Co-operatively with Others — Signposted  Reviewing Co-operative Contribution — Signposted
J9KN 46	Recreation Assistant (CIMSPA)	Working Co-operatively with Others — Signposted  Reviewing Co-operative Contribution — Signposted
J9HC 46	Sports and Physical Activity Mechanics: An Introduction	Working Co-operatively with Others — Signposted  Reviewing Co-operative Contribution — Signposted

## 5.4 Assessment strategy for the qualifications

Unit title	Assessment: Outcomes 1 to 3	Assessment: Outcome 4	Assessment: Outcomes 5 and 6
Anatomy and Physiology for Physical Activity	<p>This should take form of written and/or oral evidence obtained under controlled, supervised conditions. Assessment should be closed-book and last no longer than 60 minutes.</p> <p>The practical component of this outcome must be recorded using an assessor checklist.</p>	<p>Evidence could be gathered through written or oral evidence within approximately 500 to 1,250 words under open-book conditions. Oral evidence can be captured using video or audio format.</p>	Not applicable

<b>Unit title</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcomes 3 and 4</b>	<b>Assessment: Outcomes 5 and 6</b>
Work Placement	<p>The learner will work with non-directive supervision whilst generating the evidence required to achieve the national standard through each of the outcomes for this unit. This means that the learner will take responsibility for his/her own progress throughout the unit, although, tutors may provide explanation and interpretation if asked to do so by the learner.</p> <p>Written and/or recorded oral evidence generated by the learner.</p>	<p>The learner will work with non-directive supervision whilst generating the evidence required to achieve the national standard through each of the outcomes for this unit. This means that the learner will take responsibility for his/her own progress throughout the unit, although, tutors may provide explanation and interpretation if asked to do so by the learner.</p> <p>Written and/or recorded oral evidence generated by the learner.</p> <p>The practical component of this outcome must be recorded using an assessor checklist.</p>	<p>The learner will work with non-directive supervision whilst generating the evidence required to achieve the national standard through each of the outcomes for this unit. This means that the learner will take responsibility for his/her own progress throughout the unit, although, tutors may provide explanation and interpretation if asked to do so by the learner.</p> <p>Written and/or recorded oral evidence generated by the learner.</p>	Not applicable

<b>Unit title</b>	<b>Assessment: Outcomes 1 and 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcomes 4 to 6</b>
Leadership in Practice	Evidence could be gathered through written or oral evidence under open-book conditions. Oral evidence can be captured using video or audio format.  The practical component of this outcome must be recorded using an assessor checklist.	Evidence could be gathered through written or oral evidence under open-book conditions. Oral evidence can be captured using video or audio format.	Not applicable

<b>Unit title</b>	<b>Assessment: Outcomes 1 to 4</b>	<b>Assessment: Outcomes 5 and 6</b>
Nutrition, Wellbeing and Health	Evidence could be gathered through written or oral evidence under open-book conditions. Oral evidence can be captured using video or audio format.	Not applicable

<b>Unit title</b>	<b>Assessment: Outcomes 1 to 4</b>	<b>Assessment: Outcomes 5 and 6</b>
Academic Study Skills	Evidence could be gathered through written or oral evidence under open-book conditions. Oral evidence can be captured using video or audio format.	Not applicable

<b>Unit title</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcome 4</b>	<b>Assessment: Outcomes 5 and 6</b>
Cardiovascular Training	Outcome 1 must be a closed-book assessment completed within 1 hour, in one sitting under controlled, supervised conditions	The evidence for PC(a) should be gathered under supervised conditions and PC (b), (c), (d) (e) and (f) under open-book assessment conditions	Outcome 3 must be assessed using an assessor checklist under supervised conditions.	The evidence for this outcome should be gathered under open-book assessment conditions.	Not applicable
Group Exercise Training	Outcome 1 must be a closed-book assessment completed within 1 hour, in one sitting under controlled, supervised conditions.	The evidence for PC (a) should be gathered under supervised conditions and PC (b), (c), (d) (e) and (f) under open-book assessment conditions.	Outcome 3 must be assessed using an assessor checklist under supervised conditions.	The evidence for this outcome should be gathered under open-book assessment conditions.	Not applicable
Resistance Training	Outcome 1 must be a closed-book assessment completed within 1 hour, in one sitting under controlled, supervised conditions.	The evidence for PC (a) should be gathered under supervised conditions and PC (b), (c), (d) (e) and (f) under open-book assessment conditions.	Outcome 3 must be assessed using an assessor checklist under supervised conditions.	The evidence for this outcome should be gathered under open-book assessment conditions.	Not applicable

<b>Unit title</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcomes 4 to 6</b>
Communication	Learners will be asked to read an extended piece of non-fiction writing. They must demonstrate an understanding of the piece of writing by either writing a short report, or being asked questions using an assessor checklist with supporting notes of the discussion. Oral evidence can be captured using video or audio format.	Learners will be asked to produce a document (or a series of related documents) totalling at least 700 words that presents, analyses, and evaluates a substantial body of information, and/or develops an opinion in relation to an issue that is explored in depth. If they produce a series of related documents, one of these must contain no fewer than 500 words. Your document(s) can be handwritten or word processed. produce a document (or a series of related documents) totalling at least 700 words that presents, analyses, and evaluates a substantial body of information, and/or develops an opinion in relation to an issue that is explored in depth.	Learners will be asked to play a significant part in a discussion or give a short talk to one or more people on a complex topic. The assessor will observe the learner during the discussion and should make notes or a recording. The learner should also keep a brief record explaining the situation (for example, who was present, what was being discussed, and what was the purpose of the discussion). The record might include any plan that the learner developed for their presentation/discussion. Oral evidence can be captured using video or audio format.	Not applicable

<b>Unit title</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcomes 4 to 6</b>
Communication (continued)		If you produce a series of related documents, one of these must contain no fewer than 500 words. Your document(s) can be handwritten or word processed.		

<b>Unit title</b>	<b>Assessment: Outcomes 1, 2 and 3</b>	<b>Assessment: Outcomes 4, 5 and 6</b>
Information and Communication Technology (ICT)	<p>Learners should carry out ICT activities that involve:</p> <ul style="list-style-type: none"> <li>• select and start up software (for example, word-processing, spreadsheet, database, media packages) to perform a range of activities.</li> <li>• be aware of common hardware and software issues typical in modern technology environments and develop the skills to resolve basic hardware or software problems. For example, utilising built-in digital assistance features, accessing comprehensive online support resources, and consulting interactive tutorials or virtual walkthroughs.</li> <li>• enter and edit data using appropriate applications software</li> </ul>	Not applicable

<b>Unit title</b>	<b>Assessment: Outcomes 1, 2 and 3</b>	<b>Assessment: Outcomes 4, 5 and 6</b>
Information and Communication Technology (ICT) (continued)	<ul style="list-style-type: none"> <li>• locate and extract information in various formats from a diverse array of contemporary data sources. For example, utilising the internet to access a wide range of online databases, resources, and digital libraries, cloud-based storage services for remote data retrieval, navigating through internal networks or intranets for specific organisational information, and using personal computing devices equipped with search functionalities.</li> <li>• apply a complex search strategy to find information (for example, choice of source, order of searching, choice of keywords)</li> <li>• evaluate the information found against a set of criteria you select (for example, currency, reliability, bias, relevance, appropriateness of format)</li> <li>• evaluate your complex search strategy (for example, did it produce information that matched your chosen criteria, was it effective in terms of time and cost?)</li> </ul>	

<b>Unit title</b>	<b>Assessment: Outcomes 1, 2 and 3</b>	<b>Assessment: Outcomes 4, 5 and 6</b>
Numeracy	<p>Learners should carry out numeracy activities that involve:</p> <ul style="list-style-type: none"> <li>• using numbers, carrying out calculations, and drawing conclusions from your answers</li> <li>• creating, extracting, analysing, and interpreting information from tables, graphs, charts, or diagrams</li> </ul> <p>The assessor may choose to observe the learner using numbers, doing calculations, using graphical information, and drawing conclusions from their answers. The learner could show their skills by writing or by telling the assessor their answers. They may use a calculator or other electronic method to get their answers if they would usually do this.</p>	Not applicable

<b>Unit title</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcome 4</b>	<b>Assessment: Outcomes 5 and 6</b>
Swimming Pool Lifeguard: Skills and Practice (CIMSPA)	Summative assessment methods should be used to generate evidence of learning for this outcome in line with current National Governing Body (NGB) award measures. A 20 question multichoice assessment should be used as a summative assessment for this outcome. This should be conducted near the end of the course under closed-book supervised conditions	Summative assessment methods should be used to generate evidence of learning for this outcome in line with current NGB award measures. A 20 question multichoice assessment should be used as a summative assessment for this outcome. This should be conducted near the end of the course under closed-book supervised conditions.	Written and/ or oral evidence should be obtained under open-book conditions using a variety of restricted response and short answer questions which cover all evidence requirements.	Assessment of this outcome should be practical in nature and offer learners the opportunity to demonstrate all aspects of each evidence requirement. A summative assessment checklist should be used by the assessor to record competence for evidence requirements (a) to (e). The summative assessment of these skills should be conducted at the end of the course and be led by another qualified individual and not the course teacher.	Not applicable

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcomes 5 and 6
Swimming Pool Lifeguard: Skills and Practice (CIMSPA) (continued)				<p>To be competent in the skills being assessed, the learner must respond in a timely and accurate manner and several attempts at performing a particular skill is NOT permitted. This falls in line with current industry and occupational standards.</p> <p>For evidence requirements (f) and (g), a risk assessment and incident report proforma is required to allow the learner to complete these documents accurately.</p>	

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcomes 5 and 6
Swimming Pool Lifeguard: Skills and Practice (CIMSPA) (continued)				<p>The risk assessment should be completed as part of the ongoing training during the course in an open-book environment however, it should be written based on the swimming pool environment that the training is being conducted in.</p> <p>The incident report form should be completed based on the emergency scenario that the learner faced as part of their summative practical assessment and therefor be a reflection of their management of that incident.</p>	

<b>Unit title</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcomes 2 and 3</b>	<b>Assessment: Outcomes 4 to 6</b>
Planning Gym Based Fitness Sessions	Evidence could be gathered through written or oral evidence under open-book conditions. Oral evidence can be captured using video or audio format.	Evidence could be gathered through written or oral evidence under open-book conditions. Oral evidence can be captured using video or audio format.  The practical component of this outcome must be recorded using an assessor checklist.	Not applicable

<b>Unit title</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcomes 4 to 6</b>
Preparing for Strength Conditioning	Evidence could be gathered through written or oral evidence under open-book conditions. Oral evidence can be captured using video or audio format. The practical component of this outcome must be recorded using an assessor checklist.	Evidence could be gathered through written or oral evidence under open-book conditions. Oral evidence can be captured using video or audio format.	Evidence could be gathered through written or oral evidence under open-book conditions. Oral evidence can be captured using video or audio format. The practical component of this outcome must be recorded using an assessor checklist.	Not applicable

<b>Unit title</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcome 4</b>	<b>Assessment: Outcomes 5 and 6</b>
Research Skills	Written and/or oral evidence which indicates that the learner can analyse key issues involved in undertaking research into a chosen topic and construct an action plan for a research programme.	Written evidence in the form of a report (650–750 words) which includes objectives, evaluation of primary and secondary sources, a defence of sampling methodology, copy of questionnaire and checklist of interview questions. Performance evidence of sampling, using questionnaire, interviewing, using common cataloguing systems and extracting data.	Written and graphical evidence contained in the form of a schematic report.	Written evidence in the form of a report.	Not applicable

<b>Unit title</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcome 4</b>	<b>Assessment: Outcomes 5 and 6</b>
Research Skills (continued)		The learner must justify and explain the sources of information selected. This will be assessed against a checklist of requirements in a structured interview with the learner.			

<b>Unit title</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcomes 4 to 6</b>
Event Organisation	Performance evidence and written/oral recorded evidence is required to demonstrate that the learner has met all of the performance criteria.  The evidence will consist of the plan for the event, together with a learner record and an assessor observation checklist recording the learner's individual contribution	The evidence will consist of a learner record and an assessor observation checklist recording the learner's individual contribution at all stages of the implementation of the plan.  Questioning may be used to supplement performance evidence.	Written and/or oral recorded evidence in the form of an individual learner evaluation of the implementation of the event in relation to the agreed plan.  Where the learner provides evidence orally, the assessor must complete an assessor checklist.	Not applicable

<b>Unit title</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcomes 4 to 6</b>
Provide Play Sessions in a Sport Environment	Written and/or oral recorded evidence in the form of play session plans for groups of children and/or young people. This should include the equipment and resources selected, and health and safety issues and the benefits of the play for the physical development of the child and /or young person.	The learner should deliver their play sessions to group of children and/or young people. Learners will be assessed on their ability to support self-directed play, through observation, leading, taking part and facilitating and on their communication — intervention skills with children and young people, clearly understanding and responding to play cues and play returns. An assessor checklist should be generated, and retained as evidence, for the assessed play sessions.	Following the play sessions, the learner should evaluate their own performance and make recommendations for future improvement. The learner should produce a reflective account where the learners should consider their planning, their choice of equipment and resources, their awareness of health and safety, the benefits of the play for the physical development of the child and /or young person, their intervention style and how this had an impact on the play session, and their support of self-directed play.	Not applicable

<b>Unit title</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcomes 3 to 6</b>
Individual Performance in Sport: Analysis and Evaluation	The learner will be required to provide evidence of understanding and application of analysis systems, and demonstrate the ability to utilise these systems. Learners will require to use at least three different methods of gathering data. The methods and types of data gathered will vary from sport to sport. Data will be required to cover what is normally recognised as a season for the chosen sport.	<p>Learners will make use of the analysis and evaluations developed for outcome 1 and apply them effectively in order to inform the next steps so that performance can benefit. Learners must use the data gathered to justify why and how any action has been taken to prioritise further stages of personal development. The evidence would be expected to be gathered and collated in a logbook or diary or similar document or record and as with outcome 1, would cover a season of participation. Learners will be required to show that they can use the gathered information and apply it thereby demonstrating their ability to collate, synthesise and prioritise actions for short-, medium- and long-term improvement of performance.</p> <p>The learner will be required to provide evidence of knowledge and understanding of analysis and evaluation when preparing and contextualising action plans for performance improvement and/or remedial work.</p>	Not applicable

<b>Unit title</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcomes 2 and 3</b>	<b>Assessment: Outcome 4</b>	<b>Assessment: Outcomes 5 to 6</b>
Recreation Assistant (CIMSPA)	Evidence could be gathered through written or oral evidence under open-book conditions. Oral evidence can be captured using video or audio format.	Evidence must be assessed using an assessor checklist, to be completed by a placement supervisor.	Evidence must be assessed using a written assessment for PC (a). PC (b to f) must be assessed using an assessor checklist to be completed by a placement supervisor	Not applicable

<b>Unit title</b>	<b>Assessment: Outcomes 1 and 2</b>	<b>Assessment: Outcomes 3 and 4</b>	<b>Assessment: Outcomes 5 to 6</b>
Sports and Physical Activity Mechanics: An Introduction	Evidence could be gathered through written or oral evidence under open-book conditions. Oral evidence can be captured using video or audio format.	Evidence could be gathered through written or oral evidence under open-book conditions. Oral evidence can be captured using video or audio format.  The practical component of this outcome must be recorded using an assessor checklist.	Not applicable

<b>Unit title</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcome 4</b>	<b>Assessment: Outcomes 5 and 6</b>
Sports Coaching: Knowing Yourself and Knowing Others (SCQF level 6)	Evidence could be gathered through professional discussion or recorded in a written, video or audio format. Learners could complete short answer questions or create a case study.	Evidence could be gathered through professional discussion or recorded in a written, video or audio format. Learners could also gather evidence through a research task.	Evidence could be gathered through professional discussion or recorded in a written, video or audio format. Learners could also gather evidence through a project or production of a diagram to share information.	Evidence could be gathered through professional discussion or recorded in a written, poster, video or audio format. Learners could also gather evidence through a presentation, coaching portfolio or short answer questions.	Not applicable

<b>Unit title</b>	<b>Assessment: Outcome 1</b>	<b>Assessment: Outcome 2</b>	<b>Assessment: Outcome 3</b>	<b>Assessment: Outcome 4</b>	<b>Assessment: Outcome 5</b>	<b>Assessment: Outcome 6</b>
Sports Coaching: Knowing Coaching (SCQF level 6)	Evidence could be gathered through professional discussion or recorded in a written, video or audio format.	Evidence could be gathered through professional discussion or recorded in a written, video or audio format. Learners will need to produce two session plans. Learners could also gather evidence through a coaching portfolio or extended answers.	Evidence could be gathered through professional discussion or recorded in a written, video or audio format. Learners must produce a risk assessment. This could be included into a portfolio or logbook. Evidence for performance criteria (c) and (d) should be assessed in a practical activity and could be evidenced with an observation checklist.	Evidence must be based on observation of performance using an observation checklist. The assessment may be recorded by video if appropriate permissions are in place.	Evidence could be gathered through professional discussion or recorded in a written, video or audio format. Evidence for performance criteria (c) and (d) should be assessed in a practical activity and could be evidenced with an observation checklist.	Evidence could be gathered through professional discussion or recorded in a written, video or audio format. Learners could also gather evidence through a coaching portfolio or short answer responses.

## **6. Guidance on approaches to delivery and assessment**

The units within the Sport and Physical Activity group award place the emphasis on assessing the whole outcome or a combination of outcomes within each of the units rather than on individual knowledge and skills. This will help reduce the assessment load for both learners and centres. The unit specifications contain guidance on types of assessment and evidence that can be used which incorporate optionality of oral/written evidence, including professional discussion, performance observation and a portfolio/e-portfolio. Centres are encouraged to use holistic or cross assessment, where possible, and this should be clearly evidenced within a mapping document for internal and external verification purposes.

Qualifications Scotland 's Guide to Assessment advises that there should normally be one, or in exceptional circumstances two, re-assessment opportunities.

### **6.1 Sequencing/integration of units**

For the NC Sport and Physical Activity at SCQF level 6, centres may wish to consider the delivery of Anatomy and Physiology for Physical Activity unit and Nutrition, Wellbeing and Health unit across the academic year to support learners and contextualise learning within other units where possible. Centres should be cognisant of the Leadership in Practice unit being delivered before learners are given the opportunity to complete the Work Placement unit. This will ensure they have the necessary knowledge and skills to implement their learning in a workplace setting.

Centres should be cognisant of where outcomes within the optional units may be delivered and assessed holistically.

## Suggested timetable for two semesters (18 weeks per semester)

Unit	Semester 1	Semester 2
Anatomy and Physiology for Physical Activity (2 credits)	2 hours per week (1 Qualifications Scotland credit)	2 hours per week (1 Qualifications Scotland credit)
Leadership in Practice (1 credit)	2 hours per week (1 Qualifications Scotland credit)	Not applicable
Work Placement (1 credit)	Not applicable	2 hours per week (1 Qualifications Scotland credit)
Nutrition, Wellbeing and Health (2 credits)	2 hours per week (1 Qualifications Scotland credit)	2 hours per week (1 Qualifications Scotland credit)
NPA Choice — Coaching or Fitness (3 credits)	3 hours per week (1.5 Qualifications Scotland credit)	3 hours per week (1.5 Qualifications Scotland credit)
Optional Choice 1 (1 credit)	2 hours per week (1 Qualifications Scotland credit)	Not applicable
Optional Choice 2 (1 credit)	2 hours per week (1 Qualifications Scotland credit)	Not applicable
Optional Choice 3 (1 credit)	Not applicable	2 hours per week (1 Qualifications Scotland credit)

## 6.2 Recognition of prior learning

Qualifications Scotland 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: [Qualifications Scotland Home Page](http://www.sqa.org.uk) (www.sqa.org.uk).

The following sub-sections outline how existing Qualifications Scotland units 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**

Learners who successfully complete the NC Sport and Physical Activity at SCQF Level 6 may have the opportunity to progress to the following HNC programmes:

HNC Sports Coaching and Development SCQF level 7

HNC Physical Activity and Health SCQF level 7

HNC Fitness, Health and Exercise SCQF level 7

HNC Sports Therapy SCQF level 7

The group award allows flexibility for the centre to choose their own pathways that meet the needs of their learners, and the optional set allows for the centre to choose those relevant pathways considering areas such as Sports Development, Sports Science and Sports Performance. The knowledge and skills gained may also allow

learners to gain employment in areas such as Pool Lifeguard (CIMSPA recognised) or to go on to study in work-based learning in a relevant subject area.

## **6.2.2 Professional recognition**

The NPA in Sports Coaching at level 6 is jointly certificated with SportScotland and CIMSPA. Learners can be professionally recognised by CIMSPA as Coaching Assistant Practitioners upon completion of the NPA.

CIMSPA endorsement for the Pool Lifeguard and Recreation Assistant are optional units within this group award. These units are mapped to the following Professional Standards on the CIMSPA standards framework:

- Lifeguard
- Recreation Assistant

Learners can attain CIMSPA membership when they successfully complete either of the aforementioned units. CIMSPA employer partners recognise the value in endorsed qualifications, as they meet industry standards, and provide confidence that learners are arriving with the appropriate knowledge and skills. The NC Sport and Physical Activity Group Award is a gateway qualification to lifelong learning and a long-standing career in the industry. Learners can progress to 'professional' or 'chartered status' in a range of different careers as they continue to build on their qualifications at SCQF level 7 and above, in addition to continuing professional development (CPD), and their experience in employment.

## **6.3 Opportunities for e-assessment**

Some of the units within the NC Sport and Physical Activity may lend themselves to the use of e-portfolios and e-assessment. Centres should ensure that use of plagiarism software and e learning platforms are included as part of the delivery of the qualification where e-assessment has been utilised. E-assessment may be appropriate for some assessments in this group award. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-

date guidance on the use of e-assessment to support Qualifications Scotland's qualifications is available at [Qualifications Scotland e-Assessment](#). (www.sqa.org.uk/Guide to best practice.pdf). Centres should make themselves familiar with Qualifications Scotland Artificial Intelligence Policy, in addition to centre specific guidance on AI policies and procedures.

## **6.4 Support materials**

A list of existing Assessment Support Packs (ASPs) is available to view on Qualifications Scotland's website: [Internal Assessment Support Materials](#) (www.sqa.org.uk/internal assessment support materials).

## **6.5 Resource requirements**

Centres delivering this qualification must have suitably qualified staff for each of the subject components. Your centre should already have established processes to ensure staff are appropriately qualified to deliver in this subject area and maintain effective continual professional development to support delivery of each of the units within the group award. New centres must have staff who have the relevant subject knowledge and can demonstrate this with an SCQF level 7 or above in a sport, physical activity, exercise and fitness or sports therapy based subject qualification, or a relevant industry-recognised qualification.

Centres may benefit from setting up partnership or service level agreements with local organisations/facilities to support delivery of the group award. Learners would benefit from undertaking some of the units within the group award in a workplace/sport and physical activity setting where possible.

### **Sports Coaching and Development**

Learners should have access to a range of sports equipment, including a selection for each of the following:

- environments such as games halls, outdoor multi-use games area or equivalent

- sports equipment such as footballs, basketballs, badminton equipment, volleyballs, hockey, etcetera
- cones, markers and bibs
- fitness testing equipment including blood pressure monitors, stadiometers, sit and reach boxes, etcetera

\*This is not an exhaustive list.

### **Physical Activity and Health**

Learners should have access to a range of commercial gym equipment, including a selection for each of the following:

- cardiovascular equipment
- fixed resistance machines including a cable pulley
- free weight equipment, including barbells, dumbbells, Olympic bars, weight plates, adjustable benches, squat or power rack, and appropriate flooring
- functional exercise equipment including medicine balls, kettlebells, Swiss balls, mats, powerbags and plyo boxes

This is not an exhaustive list.

## **Sports Therapy**

Learners should have access to a range of gym equipment, including a selection for each of the following:

- clinical environment/space
- therapy beds
- personal hygiene areas including changing rooms, wash hand basins and towels
- a range of complimentary therapy products

\*This is not an exhaustive list.

For centres undertaking the Pool Lifeguard unit, learners must have access to a swimming pool, changing facilities and lifesaving equipment. This could include items such as rubber bricks, etcetera.

For centres undertaking the Recreation Assistant unit, learners should have access to a Sport/Leisure environment to support effective delivery and assessment of the requirements of the unit. The learners would benefit from having access to a games/sports hall, indoor and/or outdoor sports pitches and a selection of sports/facility equipment.

## 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:

[Qualifications Scotland Assessment Arrangements](http://www.sqa.org.uk/assessmentarrangements)

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

### Internal and external verification

All assessments used within these qualifications should be internally verified, using the appropriate policy within the centre and the guidelines set by Qualifications Scotland.

External verification will be carried out by Qualifications Scotland to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in Qualifications Scotland's Guide to Assessment [Guide to Assessment](http://www.sqa.org.uk/files_ccc/Guide_To_Assessment.pdf) ([www.sqa.org.uk/files\\_ccc/Guide\\_To\\_Assessment.pdf](http://www.sqa.org.uk/files_ccc/Guide_To_Assessment.pdf))

## 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 and/or candidate 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 and/or candidates may not be entered for the group award.
- the group award will continue to exist only as an archive record on the Awards Processing System (APS).

**Lapsing date:** When a group award is entered into its lapsing period, the following will apply:

- the group award will be deleted from the relevant catalogue.
- the group award specification will remain until the qualification reaches its finish date at which point it will be removed from Qualifications Scotland's website and archived.
- no new centres may be approved to offer the group award.
- centres should only enter learners and/or candidates whom they expect to complete the group award during the defined lapsing period.

**Qualifications Scotland credit value:** The credit value allocated to a unit gives an indication of the contribution the unit makes to a Qualifications Scotland group award. A Qualifications Scotland credit value of 1 given to an Qualifications Scotland 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 to 9 and graded units will be at levels 7 and 8. National Qualification Group Awards are available at SCQF levels 2 to 6 and will normally be made up of National Units which are available from SCQF levels 2 to 7.

**Subject unit:** Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Signposted Core Skills:** Refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

## History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check Qualifications Scotland's APS Navigator to confirm they are using the up-to-date qualification structure.

**Please note:** Where a unit is revised by another unit:

- No new centres may be approved to offer the unit which has been revised.
- Centres should only enter learners and/or candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version number	Description	Date

## Acknowledgement

Qualifications Scotland acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

Template version: February 2025

## 9. General information for learners

This information 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 NC Sport and Physical Activity (SCQF level 6) 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 or to progress to a relevant pathway at SCQF level 7.

### 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:

- NC Sport and Physical Activity (SCQF level 5)
- NC Sport and Fitness (SCQF level 5)
- SVQs at SCQF level 5 in appropriate subjects
- NPA Sports Coaching (SCQF level 5)
- NPA Sport and Fitness; Individual and Team (SCQF level 5)
- Leadership award in Sport
- Introduction to coaching from a Sports Governing Body, club or school/college programmes
- Achievement of National 5 qualifications or equivalent in appropriate subjects
- Direct entrants with an interest in sport, physical activity and coaching or occupational direct skills and experience

You must be at least 16 years of age upon completion of SCQF level 6 award.

*Appropriate qualifications — this list is not intended to be exhaustive.*

The 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 or allow progression to relevant pathway at SCQF level 7.

### **Award requirements**

You will have to achieve all 6 mandatory credits and 6 credits in the optional section to achieve the NC Sport and Physical Activity qualification at level 6. The work necessary to undertake these assignments will combine knowledge and skills acquired throughout the NC Sport and Physical Activity (SCQF level 6). In addition, this course has the option of a National Progression Award (NPA) in Sports Coaching or Exercise and Fitness Leadership.

### **Professional recognition**

The NPA in Sports Coaching at level 6 is jointly certificated with SportScotland and CIMSPA. You can be professionally recognised by CIMSPA as Coaching Assistant Practitioners upon completion of the NPA.

CIMSPA endorsement for the Pool Lifeguard and Recreation Assistant are optional units within this group award. These units are mapped to the following Professional Standards on the CIMSPA standards framework:

- Lifeguard
- Recreation Assistant

You can attain CIMSPA membership when they successfully complete either of the aforementioned units. CIMSPA employer partners recognise the value in endorsed qualifications, as they meet industry standards, and provide confidence that learners are arriving with the appropriate knowledge and skills. The NC Sport and Physical Activity Group Award is a gateway qualification to lifelong learning and a long-standing career in the industry. You can progress to 'professional' or 'chartered status' in a range of different careers as they continue to build on their qualifications at SCQF level 7 and above, in addition to continuing professional development (CPD), and their experience in employment.

## **Employment and progression opportunities**

Successful completion of the NC Sport and Physical Activity at SCQF level 6 may lead to career opportunities which include but are not confined within the following contexts:

- Sports Coaching Assistant and/or supporting activity leadership
- Physical Activity Assistant
- Leisure Centre Staff
- Swimming/Leisure Pool Staff

You may be able to gain some volunteering experience within the sport and physical activity industry to support them as they progress to other relevant qualifications. Employers who can offer volunteering placements may include local authorities, leisure trusts, National/Sports Governing Bodies (NGB/SGB), local sports organisations, private clubs/hotels.

The practical nature of the course will provide knowledge and skills to support the promotion and development aspects of sports, physical activity and health or one of the other chosen pathways. There is a strong emphasis on placement learning and developing the practical skills relevant to the sport and physical activity sector. The completion of the course will allow access to a number of progression pathways including but not limited:

HNC Sports Coaching and Development (SCQF level 7)

HNC Physical Activity and Health (SCQF level 7)

HNC Fitness, Health and Exercise SCQF (SCQF level 7)

HNC Sports Therapy (SCQF level 7)

This list is not exhaustive.