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Group Award Specification for:

**National Certificate Sport and Physical Activity at
SCQF level 5**

Group Award Code: GUQU 45

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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.

This group award is designed to meet the needs of learners who wish to develop knowledge and skills in sport and physical activity and to allow progression onto SCQF level 6 courses in a variety of areas such as; Sport coaching, physical activity and health or similar. 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.

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

This qualification, which consists of the group award with the addition of NPAs is designed to provide learners with opportunities to develop session planning skills, working with others, planning fitness sessions for themselves and others as well as access to units and other relevant pathways within the optional section that have been outlined above.

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 knowledge to help gain employment or to progress into another course at SCQF level 6.

2. Qualification structure

This group award has been created to meet Qualifications Scotland design principles which state it 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 at SCQF level 5.

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

2.1 Structure

To achieve the qualification learners need to complete 9 mandatory credits and 3 optional credits. These will be selected from the mandatory and optional units below:

Mandatory units: Learners must achieve all mandatory units (9 Qualifications Scotland credits/54 SCQF credit points).

4 code	2 code	Unit title	Qualifications Scotland credit	SCQF credit points	SCQF level
J9HD	45	Human Anatomy, Physiology and Physical Activities	1	6	5
J9HE	45	Nutrition, Wellbeing and Health	2	12	5
J9HG	45	Principals of Exercise and Physical Activity Training	1	6	5
J9HH	45	Sport Performance and Officiating	3	18	5
F3GB	11	Communication	1	6	5
H23W	75	Or Literacy	1	6	5
F40A	11	Teamwork through Sport and Recreation Activities	1	6	5

Optional units: Learners must achieve a minimum of 3 Qualifications Scotland credits/18 SCQF credit points. The units can be selected from across sections A and B. Learners must be entered for all units within section A to achieve the National Progression Award (NPA) in addition to the NC Physical Activity and Sport at SCQF level 5.

Section A: 0–3 credits required

The following units are part of the NPA in Sports Coaching at SCQF level 5 (GV78 45). 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	45*	Sports Coaching: Knowing Yourself and Knowing Others	1	6	5
J8LY	45*	Sports Coaching: Knowing Coaching	2	12	5

Section B: 0–6 credits required

4 code	2 code	Unit title	Qualifications Scotland credit	SCQF credit points	SCQF level
FR27	11	Volunteering Experience	1	6	5
HV9Y	46	Academic Study Skills	1	6	6
F3PN	12	Event Organisation	1	6	6
J9HF	45	Sports Development: An Introduction	1	6	5
F40J	11	Sports Injuries: Identification, Prevention and Treatment - An Introduction	1	6	5
J9HJ	45	Resistance Training	1	6	5

*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 principal aim of the NC Sport and Physical Activity — SCQF level 5 is to enable successful learners to gain employment or progress within the sports and physical activity pathways by providing progressive and coherent qualifications which will be responsive to the needs of learners, employers and those wishing to progress to further education (FE).

3.1 General aims of the qualification

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

3.2 Specific aims of the qualification

1. Develop the learner's knowledge and skills in sport and Physical activity.
2. Develop the learner's knowledge and skills in assisting to plan, deliver and evaluate sport and physical activity sessions.
3. Enhance the learner's prospects for their continuing education in the industry or outside it by the development of transferable skills.
4. Develop knowledge and understanding of body systems and nutrition and their application in sport and physical activity.
5. Enable progression within the Scottish Credit and Qualifications Framework (SCQF) and allow learners to progress to another level of education, if so desired.

6. Offer opportunities to develop core skills in a setting relevant to sport and physical activity.
7. Provide opportunities to work with partner organisations in the sport and physical activity industry to develop employability skills.

Sports Coaching

1. Introduce coaching skills in relation to knowing yourself, others and coaching.
2. Introduce assistant coaches to their role in a supervised environment.
3. Develop an understanding of professional practice in sports coaching.
4. Assist in the delivery of planned sports coaching sessions.

4. Recommended entry to the qualification

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

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 Fitness at SCQF level 4
- SVQs at SCQF level 4 in relevant subjects
- Achievement of National 4 qualifications or equivalent in appropriate subjects
- Direct entrants with occupational direct skills and experience
- Learners should be able to demonstrate they can competently work at SCQF level 4

Learners must be at least 14 years of age on completion of the SCQF level 5 award

It would be useful for learners to have some experience in sports and physical activity 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.

- as preparation for beginning the qualification
- to have a reasonable chance of completing the qualification

- to be prepared for the broad range of activities required by the qualification

For this reason the level stated should be reflective of the main focus of the qualification which is likely to require a certain level of ability in one or two of the Core Skills. Learners will naturally use and develop aspects of all five Core Skills as they work through the units making up the qualification through teaching and learning approaches which require to be mapped in the next section.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	Minimum of SCQF level 3	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 3	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 3	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.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Problem Solving	Minimum of SCQF level 3	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 3	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.

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	Specific aims	Coaching aims
J9HD 45	Human Anatomy, Physiology and Physical Activities	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	
J9HE 45	Nutrition, Wellbeing and Health	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	
F40J 11	Sports Injuries: Identification, Prevention and Treatment: An Introduction			
F3GB 11 or H23W 75	Communication or Literacy	1, 2, 3, 4, 5, 6	3, 5, 6	
F40A 11	Teamwork through Sport and Recreation Activities	1, 3, 4, 5, 6	2, 3, 5, 6	
J8M0 45	Sports Coaching: Knowing Yourself and Knowing Others	1, 2, 3, 4, 5, 6	1, 2, 3, 5, 6, 7	1, 2, 3, 4
J8LY 45	Sports Coaching: Knowing Coaching	1, 2, 3, 4, 5, 6	1, 2, 3, 5, 6, 7	1, 2, 3, 4
FR27 11	Volunteering Experience	1, 3, 4, 5, 6	2, 3, 5, 6, 7	
HV9Y 46	Academic Study Skills	1, 2, 3, 4, 5, 6	3, 5, 6	
F3PN 12	Event Organisation	1, 2, 3, 4, 5, 6	3, 5, 6, 7	
J9HF 45	Sports Development: An Introduction	1, 2, 3, 4, 5, 6	1, 2, 3, 5, 6	
J9HG 45	Principals of Exercise and Physical Activity Training	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	
J9HH 45	Sport Performance and Officiating	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	

Unit code	Unit title	General aims	Specific aims	Coaching aims
J9HJ 45	Resistance Training	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	

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

The NC Sport and Physical Activity has partial alignment to National Occupational Standards for SKAEAF4 Plan exercise and fitness sessions, SKAEAF5 Instruct exercise and fitness sessions, SKAEAG2 Develop and maintain effective customer service within active leisure environments 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
J9HD 45	Human Anatomy, Physiology and Physical Activities	
J0HE 45	Nutrition, Wellbeing and Health	SKAEAF5: K&U 6
F40J 11	Sports Injuries: Identification, Prevention and Treatment: An Introduction	
F3GB 11 or H23W 75	Communication or Literacy	
F40A 11	Teamwork through Sport and Recreation Activities	
J8M0 45	Sports Coaching: Knowing Yourself and Knowing Others	See separate table below for mapping for SportScotland and CIMPSA certification.

Unit code	Unit title	National Occupational Standards (NOS) code
J8LY 45	Sports Coaching: Knowing Coaching	See separate table below for mapping for SportScotland and CIMPSA certification.
FR27 11	Volunteering Experience	SKAEAF2: PC 1, 2, 3, 4, 5, 7, 9, 10 K&U 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
HV9Y 46	Academic Study Skills	
F3PN 12	Event Organisation	
J9HF 45	Sports Development: An Introduction	
J9HG 45	Principals of Exercise and Physical Activity Training	SKAEAF4: PC 4, 5, 6, 13, 14 KU 1, 3, 5, 7, 11, 12, 13, 17, 18 SKAEAF5: PC 1, 3, 8, 10, 14 K&U 1, 2, 4, 5, 7, 8 SKAEA20: PC 2, 5, 9, 12 K&U 2, 13
J9HH 45	Sport Performance and Officiating	
J9HJ 45	Resistance Training	SKAEAF4: PC 1, 4, 13, 14 KU 2, 3, 7, 11, 12, 13, 18 SKAEAF5: PC 1, 16 KU 1, 10, 25 SKAEAF20: PC (Partial PC coverage) KU 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"> • Observation/non-verbal techniques/body language • Open/closed questioning • Active listening 	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.

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
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.

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
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.

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
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.

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
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"> • Organisational requirements linked to the delivery of activities. • Sources of information that a Coaching Assistant can use when planning and preparing activities. • The types of information needed to plan activities. • How to plan and record activities that will help the participants achieve their aims. • How to assess individual needs including those related to disability. • Why goals should be linked, progressive and consistent with the overall aims of the activity. 	<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"> • 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. • The importance of planning realistic timings, sequences, intensity and duration of activities. • The types of resources and equipment you need to deliver the activities. • The importance of organising resources for the planned activities, checking that they meet specific rules and regulations. • The importance of producing a contingency plan or amending an activity based on a risk assessment. • Where to refer any participant whose needs and potential you cannot meet to a competent person or agency. 	

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"> • The Coaching Assistant's responsibilities during an activity including: <ul style="list-style-type: none"> ○ Health and safety requirements ○ Organisational procedures ○ Techniques ○ Skill development. ○ Rules and codes for the activities you are leading • How to prepare participants for an activity. • The process of starting an activity. • How to assess participants' readiness to participate in an activity. • Why it is important to observe the performance of participants during the activity. 	<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"> • The importance of taking account of participant feedback and contributing to feedback on the participant's performance. • How to ensure participant and others' safety is maintained. • The importance of adapting your activity where required to meet the needs of the participants. • 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. • How to conclude activities. • Why it is important to ensure that participants have the information they require about future activities. • The importance of leaving the venue and equipment in a condition acceptable for future use. 	

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"> • The purpose and importance of continual review of activities. • The types of information that a Coaching Assistant needs to collect to review activities. • How to identify valid sources of feedback from others to aid your review. • How to improve the preparation and delivery of future activities for participants and self. • The importance of discussing and agreeing the outcome of the review with participants and others. • The importance of reviewing all aspects of the planning and delivery of activities. 	<p>Unit: SC: KC — Outcome 5, PC 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.</p>

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

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"> • Collect and record the information needed to prepare activities. • Identify participant needs and implications for preparation. • Identify the overall activity aims. • Prepare activities that will help the participants achieve their aims. • Ensure goals are linked, progressive and consistent with the overall aims. • Prepare tasks for each activity that will motivate the participants and achieve the planned goals. • Agree the overall aims of the activity with the participants and others. • Organise resources for your planned activities. 	<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"> • Support the implementation of a contingency plan or amend the activity, based on a risk assessment, and professional boundaries. • Refer any participants whose needs you cannot meet to a competent person or agency. 	
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"> • Adhere to the guidelines and procedures for safeguarding and protecting children and vulnerable adults at risk. • Prepare participants for activities. • Assess participants' readiness to participate. • Confirm and, if necessary, revise your plans for the activity. • Explain and agree the goals with the participants. 	<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"> • Provide participants with information about the activity and how it supports their goals. • Deliver warm-up activities linked to the goals of the activity. • Provide technical explanations and demonstrations that meet the needs of the participants. • Identify specific technical content or activities based on participants' needs. • Ensure all participants have the opportunity to take part in the planned activities. • Observe and analyse the participants' performance. • Provide the participants with feedback on their performance. • Ensure the maintenance of the safety of participants and others. • Adapt your coaching activity where required to meet the needs of the participants. 	

Ref	Knowledge and understanding/Skills	Professional Standard Content	Evidence (specification reference)
S5.2	Delivery (continued)	<ul style="list-style-type: none"> • Deliver cool down activities linked to the goals of the activity. • Agree personal development needs with the participants. • Make sure the participants have the information they require about future activities. • Leave the venue and equipment in a condition acceptable for future use. 	
S5.3	Ongoing review	<p>Review 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"> • Conduct reviews at timely opportunities. • Collate evidence to support the review of the activities. 	<p>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.</p>

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

6. Industry legislation and guidance, organisational policies and procedures.

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

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"> • National governing body. • Health and Safety Executive. • Sport England. • Child Protection in Sport Unit. 	Unit: SC: KC — Outcome 3, PC a, b, c, d, e. Unit: SC: KYKO — Outcome 1, PC a, b.

5.3 Mapping of Core Skills development opportunities across the qualifications

Embedded core skills are achieved at the level of the unit, unless otherwise stated.

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

Unit code	Unit title	Communication components
J9HD 45	Human Anatomy, Physiology and Physical Activities	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted
J9HE 45	Nutrition, Wellbeing and Health	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted
F40J 11	Sports Injuries: Identification, Prevention and Treatment: An Introduction	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted
F40A 11	Teamwork Through Sport and Recreation Activities	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted
J8M0 45	Sports Coaching: Knowing Yourself and Knowing Others	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted

Unit code	Unit title	Communication components
J8LY 45	Sports Coaching: Knowing Coaching	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted
FR27 11	Volunteering Experience	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted
HV9Y 46	Academic Study Skills	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted
F3PN 12	Event Organisation	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted
J9HF 45	Sports Development: An Introduction	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted
J9HG 45	Principals of Exercise and Physical Activity Training	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted
J9HH 45	Sport Performance and Officiating	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted

Unit code	Unit title	Communication components
J0HJ 45	Resistance Training	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted

Core Skill Numeracy components: Using Number, Using Graphical Information

Unit code	Unit title	Numeracy components
J9HD 45	Human Anatomy, Physiology and Physical Activities	Not applicable
J9HE 45	Nutrition, Wellbeing and Health	Using Number — Signposted Using Graphical Information — Signposted
F40J 11	Sports Injuries: Identification, Prevention and Treatment: An Introduction	Not applicable
F40A 11	Teamwork through Sport and Recreation Activities	Using Number — Signposted Using Graphical Information — Signposted
J8M0 45	Sports Coaching: Knowing Yourself and Knowing Others	Using Number — Signposted
J8LY 45	Sports Coaching: Knowing Coaching	Using Number — Signposted
FR27 11	Volunteering Experience	Not applicable
HV9Y 46	Academic Study Skills	Not applicable
F3PN 12	Event Organisation	Not applicable
J0HF 45	Sports Development: An Introduction	Not applicable
J9HG 45	Principals of Exercise and Physical Activity Training	Not applicable
J9HH 45	Sport Performance and Officiating	Not applicable
J9HJ 45	Resistance Training	Not applicable

Core Skill Information and Communication Technology (ICT) components:

Accessing Information, Providing/Creating Information

Unit code	Unit title	Information and Communication Technology (ICT) components
J9HD 45	Human Anatomy, Physiology and Physical Activities	Accessing Information — Signposted Providing/Creating Information — Signposted
J9HE 45	Nutrition, Wellbeing and Health	Accessing Information — Signposted Providing/Creating Information — Signposted
F40J 11	Sports Injuries: Identification, Prevention and Treatment: An Introduction	Accessing Information — Signposted Providing/Creating Information — Signposted
F40A 11	Teamwork through Sport and Recreation Activities	Not applicable
J8M0 45	Sports Coaching: Knowing Yourself and Knowing Others	Accessing Information — Signposted Providing/Creating Information — Signposted
J8LY 45	Sports Coaching: Knowing Coaching	Accessing Information — Signposted Providing/Creating Information — Signposted
FR27 11	Volunteering Experience	Accessing Information — Signposted Providing/Creating Information — Signposted
HV9Y 46	Academic Study Skills	Not applicable
F3PN 12	Event Organisation	Not applicable

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

J9HF 45	Sports Development: An Introduction	Accessing Information — Signposted Providing/Creating Information — Signposted
J9HG 45	Principals of Exercise and Physical Activity Training	Accessing Information — Signposted Providing/Creating Information — Signposted
J9HH 45	Sport Performance and Officiating	Accessing Information — Signposted Providing/Creating Information — Signposted
J9HJ 45	Resistance Training	Accessing Information — Signposted Providing/Creating Information — Signposted

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

Unit code	Unit title	Problem Solving components
J9HD 45	Human Anatomy, Physiology and Physical Activities	Critical Thinking — Signposted Planning and Organising — Signposted Reviewing and Evaluating — Signposted
J9HE 45	Nutrition, Wellbeing and Health	Critical Thinking — Signposted Planning and Organising — Signposted Reviewing and Evaluating — Signposted
F40J 11	Sports Injuries: Identification, Prevention and Treatment: An Introduction	Critical Thinking — Signposted Planning and Organising — Signposted Reviewing and Evaluating — Signposted
F40A 11	Teamwork through Sport and Recreation Activities	Critical Thinking — Signposted Planning and Organising — Signposted Reviewing and Evaluating — Signposted
J8M0 45	Sports Coaching: Knowing Yourself and Knowing Others	Critical Thinking — Signposted Planning and Organising — Signposted Reviewing and Evaluating — Signposted
J8LY 45	Sports Coaching: Knowing Coaching	Critical Thinking — Embedded Planning and Organising — Embedded Reviewing and Evaluating — Embedded

Unit code	Unit title	Problem Solving components
FR27 11	Volunteering Experience	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
F3PN 12	Event Organisation	Critical Thinking — Embedded Level 5 Planning and Organising — Embedded Level 5 Reviewing and Evaluating — Embedded Level 5
J9HF 45	Sports Development: An Introduction	Critical Thinking — Signposted Planning and Organising — Signposted Reviewing and Evaluating — Signposted
J9HG 45	Principals of Exercise and Physical Activity Training	Not applicable
9HH 45	Sport Performance and Officiating	Critical Thinking — Signposted Planning and Organising — Signposted Reviewing and Evaluating — Signposted
J9HJ 45	Resistance Training	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

Unit code	Unit title	Working with Others components
J9HD 45	Human Anatomy, Physiology and Physical Activities	Working Co-operatively with Others — Signposted Reviewing Co-operative Contribution — Signposted
J9HE 45	Nutrition, Wellbeing and Health	Working Co-operatively with Others — Signposted Reviewing Co-operative Contribution — Signposted
F40J 11	Sports Injuries: Identification, Prevention and Treatment: An Introduction	Working Co-operatively with Others — Signposted Reviewing Co-operative Contribution — Signposted
F40A 11	Teamwork Through Sport and Recreation Activities	Working Co-operatively with Others — Signposted Reviewing Co-operative Contribution — Signposted
J8M0 45	Sports Coaching: Knowing Yourself and Knowing Others	Working Co-operatively with Others — Signposted Reviewing Co-operative Contribution — Signposted

Unit code	Unit title	Working with Others components
J8LY 45	Sports Coaching: Knowing Coaching	Working Co-operatively with Others — Embedded Reviewing Co-operative Contribution — Embedded
FR27 11	Volunteering Experience	Working Co-operatively with Others — Signposted Reviewing Co-operative Contribution — Signposted
HV9Y 46	Academic Study Skills	Not applicable
F3PN 12	Event Organisation	Working Co-operatively with Others — Signposted Reviewing Co-operative Contribution — Signposted
J9HF 45	Sports Development: An Introduction	Working Co-operatively with Others — Signposted Reviewing Co-operative Contribution — Signposted
J9HG 45	Principals of Exercise and Physical Activity Training	Working Co-operatively with Others — Signposted Reviewing Co-operative Contribution — Signposted
J9HH 45	Sport Performance and Officiating	Working Co-operatively with Others — Signposted Reviewing Co-operative Contribution — Signposted

Unit code	Unit title	Working with Others components
J9HJ 45	Resistance Training	Working Co-operatively with Others — Signposted Reviewing Co-operative Contribution — Signposted

5.4 Assessment strategy for the qualifications

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
Human Anatomy, Physiology and Physical Activities	<p>Evidence should be generated in a closed-book written and or oral based format.</p> <p>Evidence must include:</p> <ul style="list-style-type: none"> Identify the anatomical structure of a minimum of 10 muscles, 10 bones and four joints split evenly between the upper and lower body. Identify the locations of a minimum of four cardiovascular components. 	<p>Evidence should be generated in a closed-book written and or oral based format.</p> <p>Evidence must include:</p> <ul style="list-style-type: none"> Give examples of two functions of the muscular system. Give examples of two functions of the skeletal system. Give examples of two functions of the cardiovascular system. 	<p>Evidence should be generated in open-book written and or oral based format.</p> <p>Evidence must include:</p> <ul style="list-style-type: none"> Describe a minimum of four muscle, four bone and two joint locations through the use of physical activity. Describe a minimum of three cardiovascular functions through the use of physical activity. 	<p>Evidence should be generated in open-book written and or oral based format, and may be submitted online through electronic formats.</p> <p>Evidence must include:</p> <ul style="list-style-type: none"> Describe two long-term effects of physical activity on the muscular system. Describe two long-term effects of physical activity on the skeletal system. 	Not applicable

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
Human Anatomy, Physiology and Physical Activities (continued)	<ul style="list-style-type: none"> Identify the locations of a minimum of four respiratory system components. 	Give examples of two functions of the respiratory system.	<ul style="list-style-type: none"> Describe minimum of three respiratory system functions through the use of physical activity. 	<ul style="list-style-type: none"> Describe two long-term effects of physical activity on the cardiovascular system. Describe two long-term effects of physical activity on the respiratory system. 	

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
Nutrition, Wellbeing and Health	<p>The learner will be required to generate evidence in the form of an open-book assessment which must include:</p> <ul style="list-style-type: none"> • All seven nutrients. • Identify the classification for each nutrient either macronutrients or micronutrients. 	<p>The learner will be required to generate evidence in open-book conditions which must include:</p> <ul style="list-style-type: none"> • A description of at least one function of each of the seven nutrients. • The impact of a minimum of one deficiency and excess for each of the nutrients has on the body physiologically or psychologically. 	<p>The learner will be required to generate evidence in an open-book context.</p> <p>Learners must include the following:</p> <ul style="list-style-type: none"> • Identify a minimum of three sources for each of the nutrients. • Explanation of the impact of a minimum of one allergy and a minimum of one intolerance would have on the sources/intake of nutrients. 	<p>The learner will be required to produce a meal plan in an open-book context.</p> <p>The meal plan must include:</p> <ul style="list-style-type: none"> • A healthy balanced breakfast • A healthy balanced lunch • A healthy balanced evening meal • Healthy balanced snacks • Healthy balanced fluid intake 	Not applicable

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
Nutrition, Wellbeing and Health (continued)	<ul style="list-style-type: none"> Explanation of what a macronutrient and micronutrient is and why each of the nutrients are classified in this way. 	<ul style="list-style-type: none"> At least one example for each nutrient describing the benefits in a sporting or physical activity context. 	<ul style="list-style-type: none"> Investigate at least two other reasons that may impact on the choice of the sources of nutrients. 	Each element of the meal plan must be evaluated which must include, a minimum of one source and example, and why this is important.	Not applicable

Unit title	Assessment: Outcomes 1 to 5
Communication	It may be appropriate for you to gather written evidence produced by the learner while carrying out the practical activities. However, written evidence is not essential for the reading and speaking/listening elements of this unit and is inappropriate if it disadvantages the learner. From the learner's point of view, it is useful to have the means of keeping all the work of this unit together. You can help here by creating and providing a workbook that includes all the evidence-gathering items. An alternative would be to provide worksheets that can be made into a portfolio. If you have chosen to integrate the Communication work with that of other units being undertaken by the learner, it may be possible to do combined assessment as part of a larger single activity. In this case you must keep separate records that show all standards being met in each unit.

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
Literacy	Evidence for this unit will include responses to reading at least one word-based text.	Evidence for this unit will include responses to listening on at least one occasion.	Evidence for this unit will include at least one written text of more than 500 words which communicates meaning on first reading.	Evidence for this unit will include talking, individually or as part of a group discussion, on at least one occasion.	Not applicable.

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcomes 4 and 5
Teamwork through Sport and Recreation Activities	<ul style="list-style-type: none"> • Describe a minimum of three benefits of teamwork in sport and recreation activities. • A plan for the activity, to include: — agreed roles and responsibilities of self and team members — type of activity — identification of client group — equipment and resources needed for activity — health and safety considerations. 	Observational checklist of the activity. This must also include: Equipment, Personal role, Communication examples. Practical Activity must be carried out under supervised conditions.	Review of the activity to include: — aims and objectives met — own and team strengths and weaknesses — recommendations for future activities for both self and team.	Not applicable

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
Sports Coaching: Knowing Yourself and Knowing Others	Evidence could be gathered through professional discussion or recorded in a written, video or audio format. Learners could also gather evidence through a poster presentation.	Evidence could be gathered through professional discussion or recorded in a written, video or audio format. Learners could also gather evidence through short answer questions or an essay.	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 scenario-based questions.	Not applicable
Sports Coaching: Knowing Coaching	Evidence could be gathered in written, audio or video format. Learners will need to produce a risk assessment and a session plan.	Evidence must be based on observation of performance using an observation checklist.	Evidence could be gathered in written, audio or video format and must inform a personal coaching action plan.	Not applicable	Not applicable

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcomes 3, 4 and 5
Volunteering Experience	<p>Performance evidence is required which demonstrates that the learner has participated in a volunteering experience as specified in the performance criteria.</p> <p>Additional written and/or oral recorded evidence is required which will include:</p> <ul style="list-style-type: none"> • a description of the aims of the VIO, and the principal roles and responsibilities of staff and volunteers. • a description of the learner's experience and contribution whilst on placement and carrying out of the pre-agreed task. • a self-assessment identifying at least three skills/ qualities/attributes that the learner will develop during the placement. 	<p>Written and/or recorded oral evidence covering:</p> <ul style="list-style-type: none"> • a detailed review of the learner's own performance in relation to the pre-agreed task identifying strengths and weaknesses and drawing conclusions on how this contributes to the goals and aims. • review of the skills/qualities/attributes identified in outcome 1 and a detailed reflection on how the learner has developed these during the placement experience. • a detailed description of at least two ways in which the learner's experience has impacted on the VIO justified with supporting evidence. 	Not applicable

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcomes 3, 4 and 5
Volunteering Experience (continued)		<ul style="list-style-type: none"> • a detailed review of at least two ways in which the placement has impacted on the learner and how the value of the experience gained relates to future volunteering goals. • a detailed description of at least two ways in which the placement has impacted on the VIO's clients or the environment. 	

Unit title	Assessment: Outcome 1	Assessment: Outcomes 2 and 3	Assessment: Outcome 4	Assessment: Outcome 5
Academic Study Skills	<p>Written and/or oral evidence:</p> <ul style="list-style-type: none"> • record of information and how collated (for example a research diary) • a table of the techniques applied in order to gather the information • copy of study plan 	<p>Written and/or oral evidence:</p> <ul style="list-style-type: none"> • a copy of a report plan • a copy of a report which shows evidence of adherence to planned structure and includes: correct citation of appropriate sources and a reference list • a list of relevant sources/explanation of plagiarism • performance checklist • question and answer short response on plagiarism and referencing 	<p>Written and/or oral evidence:</p> <ul style="list-style-type: none"> • completion of a self-evaluation exercise which identifies own strengths and areas for development re study skills • production of a reflective log • an explanation of the importance of independent learning skills and a description of the tools and techniques that learners can use 	Not applicable

Unit title	Assessment: Outcomes 1 and 2	Assessment: Outcome 3	Assessment: Outcomes 4 and 5
Event Organisation	<p>Performance evidence and written/oral recorded evidence is required to demonstrate that the learner has met all of the performance criteria. For outcome 1, 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:</p> <ul style="list-style-type: none"> • outline the overall aims and the specific objectives of the event • identify risks and issues associated with the event • discuss the resource options and agree resource requirements, within budget allocation • discuss and agree the tasks, roles and responsibilities, timescales and milestones for the organisation of the event 	<p>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. This must include:</p> <ul style="list-style-type: none"> • an evaluation of the success of the event in terms of meeting agreed objectives and milestones in the plan • an explanation of how effective the allocation of tasks and roles was in influencing the outcome at implementation stage • an evaluation of the overall effectiveness of the organisation of the event, highlighting strengths and weaknesses of the participants • an identification of areas for improvement in the specific event organisation Where the learner provides evidence orally, the assessor must complete an assessor checklist 	Not applicable

Unit title	Assessment: Outcomes 1 and 2	Assessment: Outcome 3	Assessment: Outcomes 4 and 5
Event Organisation (continued)	<ul style="list-style-type: none"> • produce a final plan which clearly sets out agreed objectives, tasks, responsibilities and deadlines for participants in the event implementation For outcome 2, 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 to: <ul style="list-style-type: none"> ○ complete the agreed, allocated tasks as described in the plan ○ carry out the agreed allocated role as described in the plan ○ monitor the plan and amend it appropriately in order to achieve agreed objectives <p>Questioning may be used to supplement performance evidence.</p>		

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
Sports Development: An Introduction	<p>This outcome must be assessed in open-book conditions, learners may refer to notes and online resources.</p> <p>Written and/or oral evidence to cover all performance criteria.</p> <p>For successful completion of this outcome learners must:</p> <ul style="list-style-type: none"> • Describe the term 'sports development'. • Correctly identify all four levels of the sports development continuum. 	<p>Written and/or oral evidence to cover all performance criteria.</p> <p>This outcome must be assessed in open-book conditions, learners may refer to notes and online resources.</p> <p>For successful completion of this outcome the learner must:</p> <ul style="list-style-type: none"> • Identify at least two different roles within sports development. 	<p>Written and/or oral evidence to cover all performance criteria.</p> <p>This outcome must be assessed in open-book conditions, learners may refer to notes and online resources.</p> <p>For successful completion of this outcome the learner must:</p> <ul style="list-style-type: none"> • Identify a minimum of one aim of the programme minimum of two aim-related objectives. 	<p>Performance-based evidence to cover performance criteria (a), (b) and (c), an observation checklist must be completed by the assessor.</p> <p>Written and/or oral evidence must be used to cover performance criterion (d). This outcome must be assessed in open-book conditions, learners may refer to notes.</p> <p>Performance criteria (a to c):</p> <ul style="list-style-type: none"> • Learners must engage in a relevant sports development programme that: <ul style="list-style-type: none"> ○ promotes inclusivity 	Not applicable

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
Sports Development: An Introduction (continued)	<ul style="list-style-type: none"> • Identify four specific target groups that may benefit from sports development. 	<ul style="list-style-type: none"> • Briefly describe these roles and functions within sports development. • Briefly describe at least three personal skills and key qualifications required to work within sports development. 	<ul style="list-style-type: none"> • Identify a minimum of one target group identified within the plan/strategy. • Identify the levels of the sports development continuum being targeted. • Identify at least one sports development practitioner role and at least one key partner involved in the programme. 	<ul style="list-style-type: none"> ○ demonstrate appropriate communication throughout the programme ○ liaise and co-operate with sports development practitioners at appropriate stages of the programme ○ practically assist in the delivery of the programme on at least one occasion 	

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
Sports Development: An Introduction (continued)			<ul style="list-style-type: none"> Describe their role and function for successful implementation of the programme and a minimum of two perceived benefits of the successful performance of the plan/strategy to a local area/club. 	Performance criterion (d): <ul style="list-style-type: none"> Effectively review their involvement in the programme. 	

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcomes 4 and 5
Principals of Exercise and Physical Activity Training	<p>Written or oral evidence must be generated in an open-book conditions.</p> <p>Evidence must include:</p> <p>Descriptions of each of the principles of training:</p> <ul style="list-style-type: none"> • Progressive Overload — Frequency, intensity, time, type) (FITT) • Adaptability • Specificity • Reversibility • Recovery time <p>Descriptions of each of the components of fitness:</p> <ul style="list-style-type: none"> • Cardiovascular endurance • Muscular endurance • Muscular strength • Flexibility 	<p>Written or oral evidence must be generated in an open-book conditions.</p> <p>Learners will need to generate evidence on a minimum of two occasions from different physical activity sessions.</p> <p>Evidence on each occasion must include:</p> <ul style="list-style-type: none"> • Recorded evidence selecting and using a minimum of two personal items appropriate for the selected physical activity sessions. • Recorded evidence selecting and using a minimum of four equipment-based items to be used in the selected physical activity sessions. 	<p>Performance evidence must be generated and recorded on an assessor checklist.</p> <p>Evidence must include:</p> <ul style="list-style-type: none"> • Practical performance evidence of a warm-up for a minimum of two selected training methods. Warm-up must contain elements from RAMP: <ul style="list-style-type: none"> ○ Riase ○ Activate ○ Mobilise ○ Potentiate • Practical performance evidence from a minimum of one session for each of the two selected training methods. 	Not applicable

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcomes 4 and 5
Principals of Exercise and Physical Activity Training (continued)	<p>State how each principle of training and component of fitness relate to physical activity sessions.</p> <p>Describe the relationship between the principles of training and components of fitness using physical activity examples.</p>	<ul style="list-style-type: none"> Recorded evidence identifying a minimum two environmental factors relating to the safe participation in the selected physical activity sessions. 	<ul style="list-style-type: none"> Practical performance evidence of a cool-down for a minimum of two selected training methods. 	

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
Sport Performance and Officiating	<p>Evidence must be generated through written and/or oral responses.</p> <p>This evidence must be generated in an open-book format.</p>	<p>Evidence for this outcome should be generated through practical performance in a minimum of three different sporting activities.</p> <p>Assessors must use an observation checklist to record learner performance across each sporting activity, in both a closed and an open practical performance context. Learners must participate in a minimum of 20 hours of practical for each sporting activity to demonstrate their ability and development of performance.</p>	<p>Evidence for this outcome must be generated through written and/or oral response.</p> <p>Evidence must be generated in an open-book format.</p> <p>Learners must:</p> <p>(a) Record a minimum of one strength and one weakness of their own performance in each of the three sporting activities undertaken in outcome 2.</p> <p>(b) Analyse their performance in each of the three sporting activities.</p>	<p>Evidence for this outcome must be recorded on an assessor checklist and cover the minimum 20 hours of sporting activity performance.</p> <p>Through practical performance, learners must:</p> <p>(a) Consistently demonstrate their adherence to the rules/laws within each of the three sporting activities. Where a learner does infringe any rules/laws, they must show respect towards the officials and accept the decision that is made.</p>	<p>Evidence for this outcome must be collated through written and/or oral responses for performance criterion (a) in open-book conditions.</p> <p>Performance criteria (b), (c) and (d) evidence must be generated through practical performance.</p> <p>The assessor must use a checklist.</p> <p>(a) Learners must plan an appropriate competition/event at a recreational level.</p> <p>(b) Learners must implement the planned competition/event for a suitable group.</p>

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
Sport Performance and Officiating (continued)	Learners must: (a) Give an appropriate description of the four pillars of sports performance including reference to technical, tactical, physiological and psychological elements as the four identified pillars.	Performance must capture evidence at a recreational level. (a) Learners must perform a minimum of four technical skills. (b) Demonstrate tactical understanding, where appropriate, in each sporting activity. (c) Demonstrate appropriate movement patterns in each sporting activity.	(c) Provide a minimum of two recommendations to enhance future performance. (d) Design an action plan to help achieve the recommendations in performance criterion (c). The action plan must provide relevant steps to achieving the recommendations: (i) Provide a relevant timescale. (ii) Outline what the intended outcome will be and how this will impact performance.	(b) Be able to use the appropriate signals for a minimum of three main rules/laws in a minimum of one sport. (c) Wear the appropriate attire for each sporting activity including clothing, footwear and protective equipment (where appropriate). (d) Consistently demonstrate safe participation in each sporting activity.	(c) Learners must record accurate fixtures and scoring for the competition/event. (d) Learners must apply appropriate officiating roles and rules/laws throughout the competition/event.

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
Sport Performance and Officiating (continued)	<p>(b) Identify a minimum of four technical skills and their relevance for each sporting activity.</p> <p>(c) Identify a minimum of two tactical factors and their relevance for each sporting activity.</p> <p>(d) Explain a minimum of four factors needed to improve performance.</p>	<p>(d) Demonstrate appropriate decision-making principles in each sporting activity.</p>			

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
Resistance Training	<p>Written or oral evidence must be generated in open-book conditions.</p> <p>(a) The learner must identify a minimum of four pieces of personal equipment that can be used whilst participating in resistance training.</p>	<p>Written evidence must be generated in an open-book conditions.</p> <p>(a) The learner must plan a warm-up activity including a cardiovascular component and a minimum of two dynamic stretches, within a minimum time of 3 minutes.</p>	<p>Performance evidence must be assessed using an assessor checklist under supervised conditions.</p> <p>The assessment process must be carried out in an appropriate industry standard gym/fitness environment with adequate fixed and free weight available.</p>	<p>Written or oral evidence must be generated in open-book conditions.</p> <p>The learner must evaluate their personal performance within the planned resistance training programme.</p> <p>(a) Discuss a minimum of one strength and one area for improvement in relation to their performance after completion of the six week resistance training programme.</p>	Not applicable

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
Resistance Training (continued)	<p>(b) The learner must provide an explanation of the importance for a minimum of four personal pieces of equipment for resistance training detailed in performance criterion (a).</p> <p>(c) The learner must describe a minimum of two components for a warm-up and cool-down that can be performed during resistance training.</p>	<p>The learner must plan a cool-down activity including a cardiovascular component and a minimum of two static stretches, within a minimum time of 3 minutes.</p> <p>(b) The learner must plan a minimum of three fixed weight and three free weight exercises within the six week resistance training programme.</p>	<p>(a) The learner must demonstrate safe and effective use of a minimum of two personal pieces of equipment when taking part in a resistance training programme. This must include appropriate clothing and footwear.</p> <p>(b) The learner must demonstrate a safe and effective warm-up and cool-down when taking part in a resistance training programme:</p>	<p>(b) Identify future session progression after completion of the six week resistance training programme.</p>	Not applicable

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
Resistance Training (continued)		<p>(c) The learner must plan:</p> <p>Strength: A minimum of four repetitions, two sets and 2-minute rest periods.</p> <p>Muscular Endurance: A minimum of 12 repetitions, two sets and 30 seconds rest periods which meet the needs of the individual for both strength and muscular endurance training.</p>	<ul style="list-style-type: none"> • warm-up must include a cardiovascular (CV) component and a minimum of one dynamic stretch. • cool-down must include a CV component and a minimum of one static stretch. <p>(c) The learner must demonstrate safe and effective techniques when performing a minimum of two fixed and two free weight exercises from the planned resistance training programme.</p>		

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
Resistance Training (continued)		(d) The learner must plan one suitable adaptation for each planned fixed and free weight exercise within the resistance training programme.	(d) The learner must describe the main purpose in relation to muscle groups worked for their chosen exercises within the planned resistance training programme.		

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4	Assessment: Outcome 5
Sports Injuries: Identification, Prevention and Treatment: An Introduction	This will take the form of written and/or oral recorded evidence obtained under controlled, supervised conditions. The assessment will be closed-book, restricted response questions.	This will take the form of written and/or oral recorded evidence obtained under controlled, supervised conditions. The closed-book assessment may be either: restricted response questions or — case studies relating to two specific sporting activities.	For an identified sporting activity, learners will be required to: undertake and record a risk assessment of the facility and activity — observe the sporting/physical activity taking place, followed by extended response questions requiring the learner to describe the actions which the player/competitor should take in order to prevent injury to him/herself, the rules/protocols of the sporting activity which aid injury prevention, any actions/ behaviours that did or may have caused an accident and how they could be prevented.	Outcome 4 will take the form of a project or assignment, where the learner has been involved in research to gain the underpinning knowledge required to achieve these criteria. The project/assignment can be focused via a case study scenario.	Not applicable

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

Units can be delivered in any order dependant on individual centre's own contexts; however, it is recommended that an experiential approach is used whenever possible in order that learners can experience for themselves, the physiological and psychological responses while participating in training sessions. This will ensure deeper understanding of the theoretical outcomes of the course and equip learners with the required knowledge to be confident when leading their own planned sessions. Early exposure to participating in teacher/lecturer led training sessions, will enable learners to witness the exemplary planning and delivery required when planning and delivering their own sessions.

All units include opportunities for a holistic approach to assessment which allows combinations of outcomes to be assessed together. An example of this would be combining Developing Leadership within Physical Activities (F40D 11) and Teamwork through Sport and Recreational Activities (F40A11).

The following tables demonstrates a suggested delivery models using a two semester timetable. These are based on common delivery of 36 hours for 6 SCQF points (1 Qualifications Scotland credit). This is only a suggested model and there are many other ways to schedule learning and teaching for NC Sport and Physical Activity at SCQF level 5.

Suggested timetable for two semesters (18 weeks per semester)

Unit	Semester 1	Semester 2
Human Anatomy, Physiology and Physical Activities	2 hours per week (1 Qualifications Scotland credit)	Not applicable
Nutrition, Wellbeing and Health	Not applicable	2 hours per week (1 Qualifications Scotland credit)
Sport Performance and Officiating	4 hours per week (2 Qualifications Scotland credit)	2 hours per week (1 Qualifications Scotland credit)
Communication	Not applicable	2 hours per week (1 Qualifications Scotland credit)
Teamwork through Sport and Recreation Activities	2 hours per week (1 Qualifications Scotland credit)	Not applicable
Principals of Exercise and Physical Activity Training	Not applicable	2 hours per week (1 Qualifications Scotland credit)
<i>Optional Choice 1 (1 credit)</i>	2 hours per week (1 SQA credit)	Not applicable
<i>Optional Choice 2 (1 credit)</i>	Not applicable	2 hours per week (1 Qualifications Scotland credit)
<i>Optional Choice 3 (1 credit)</i>	2 hours per week (1 Qualifications Scotland credit)	Not applicable
<i>Optional Choice 4 (1 credit)</i>	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 5 may have the opportunity to progress to the following programmes:

NC Sport and Physical Activity at SCQF level 6

SVQ in a Sport or Fitness related subject area

The group award allows flexibility for the centre to choose their own pathways that meet the needs of their learners, and the optional units allows for centres to choose those relevant pathways considering areas such as Sports Coaching, Exercise and Fitness and Sports Development.

6.2.2 Professional recognition

The NPA in Sports Coaching at level 5 is jointly certificated with SportScotland and CIMSPA. Learners can be professionally recognised by CIMSPA as Coaching Assistant Practitioners upon completion of the NPA.

Learners can attain CIMSPA membership when they successfully complete the aforementioned NPA. 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](http://www.sqa.org.uk/Guide%20to%20best%20practice.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](http://www.sqa.org.uk/internal%20assessment%20support%20materials) ([www.sqa.org.uk/internal assessment support materials](http://www.sqa.org.uk/internal%20assessment%20support%20materials)).

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. New centres must have staff who have the relevant subject knowledge and can demonstrate this with an SCQF level 6 or above in a sport, physical activity or exercise and fitness based subject qualification, or a relevant industry-recognised qualification. This subject knowledge would be based on the optional units selected.

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 etc
- cones, markers and bibs
- fitness testing equipment including blood pressure monitors, stadiometers, sit and reach boxes, etcetera
- 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.

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).

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)

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.

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.

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 at SCQF level 5 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 6.

Recommended entry

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

- SVQ at SCQF level 4 in appropriate subjects
- Direct entrants with occupationally relevant skills and experience
- NC Sport and Fitness (SCQF level 4)
- Achievement of National 4 qualifications or equivalent in appropriate subjects

It would be beneficial for you to have some experience in sports coaching, or in a fitness sport and leisure environment.

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 6.

Award requirements

You will have to achieve all 6 mandatory credits and 6 credits in the optional set to achieve the NC Sport and Physical Activity qualification at SCQF level 5. The work necessary to undertake these assignments will combine knowledge and skills acquired throughout the NC Sport and Physical Activity at SCQF level 5. In addition,

this course has the option of, a National Progression Awards (NPA) in Sports Coaching at SCQF level 5. The NPA in Sports Coaching is jointly certificated with SportScotland and CIMSPA.

Employment and progression opportunities

Successful completion of the NC Sport and Physical Activity may lead to career opportunities which include but are not confined within the following contexts: sports coaching and/or activity leadership, active school roles, sports development, disability sports development, fitness/gym staff, leisure centre staff, swimming pool staff, health and fitness staff. Employers may include the following: local authorities, leisure trusts, National/Sports Governing Bodies (NGB/SGB), local sports organisations, private clubs/hotels. The practical nature of the course will equip learners practically within the promotion and development aspects of sports, physical activity and health or one of the other chosen pathways. There is a strong emphasis on developing the practical skills relevant to the sport and physical activity sector. The successful completion of the course may lead to a number of pathways in Sport and Physical Activity at SCQF level 6.