



Group Award Specification for:

**National Progression Award: Sports Development
SCQF level 6**

Group Award Code: GY3E 46

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1. Introduction

The purpose of this document is to:

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

Sport and physical activity have a recognised global influence, supporting improvements in physical and mental wellbeing, contributing to economic development at local and national levels, and promoting social cohesion by bringing individuals and communities together. Sport and physical activity development is a continually evolving field, shaped by the ongoing implementation of national, local and governing-body strategies, as aims and targets are reviewed and achieved. In the context of this country, sportscotland's Sport for Life launched in 2019 and subsequent updates provide a national strategy that aligns with the Scottish Government's Physical Activity for Health Framework 2025 to create a consistent vision, mission, and outcomes for sport and physical activity. Both volunteer and paid practitioners must be equipped to meet the evolving demands of sport and physical activity development within Scottish communities. This qualification has been developed to support that need by preparing learners with the knowledge and skills required to respond effectively to these changing expectations.

The National Progression Award (NPA) in Sports Development enables learners who may wish to progress to Higher National (HN) qualifications in Sports Coaching and Development or Physical Activity and Health to recognise sport and physical activity development as a distinct area of study, rather than simply a component of coaching or physical activity. This award partially aligns with National Occupational Standards (NOS) for Sports Development.

The NPA provides an opportunity for learners to develop a comprehensive understanding of the underpinning theory of sport and physical activity development.

Learners will then be given the opportunity to apply this knowledge in the exploration of communities and thereafter reflect on current provision and opportunities within these communities.

Learners will develop their skills in research including using research methods, collation and analysis of data to highlight community needs and preferences.

Learners will then utilise data in the creation of a sport or physical activity development project. Learners will also be given the opportunity to explore the range of roles within sports development and thereafter experience these first hand.

Officiating and coaching roles can be undertaken as part of the organisation/implementation of projects but learners cannot be assessed in these roles for this qualification.

The qualification is intended to articulate with existing HN programmes and support those who wish to follow that pathway. At the same time, it offers a valuable standalone qualification, providing a clear exit route for candidates who do not wish to progress further. The units are not designed to lead directly to employment, but the skills gained are applicable to roles of sports development officers, or within fitness and community work.

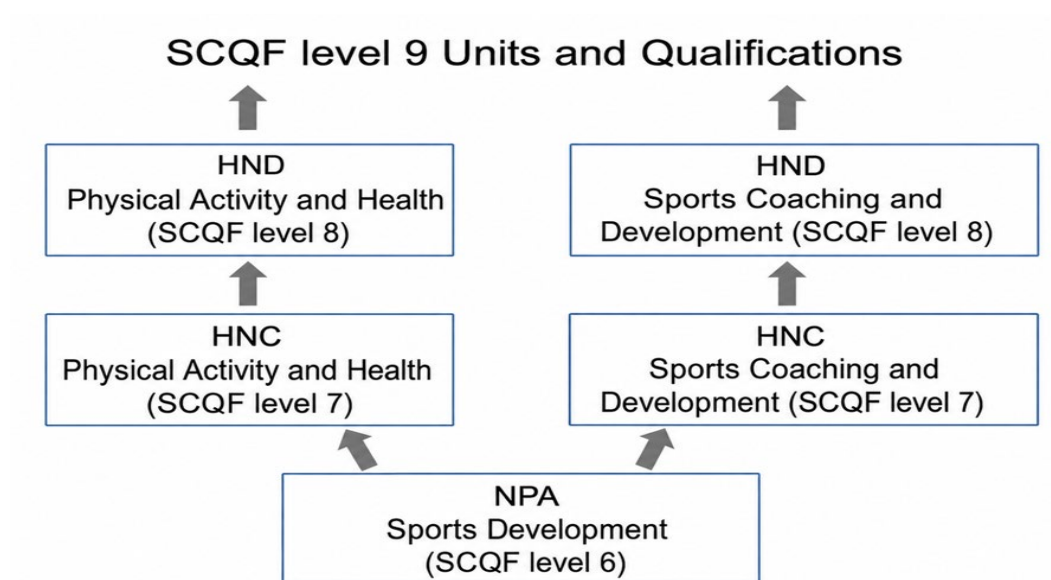
The award will provide:

- A choice of vocational pathways to be followed
- Flexible approaches within a national framework
- The opportunity to preserve and build upon existing good practice
- The opportunity to investigate current trends and theories
- Compatibility with feeder qualifications, in particular National Certificate (NC) Sport and Physical Activity at SCQF level 5
- Articulation with Higher National (HN) provision in Sports Coaching at Higher National Certificate (HNC) and Higher National Diploma (HND) levels
- A focus on the working practices being demanded by the industry

Embracing technology is an important theme running through Prospectus for Change, Qualifications Scotland's corporate plan published in 2024. Our aim is to 'transform our business model to deliver digital services that support learners and

educators in the future' so we would encourage centres when delivering these qualifications to use a Learning Management System where this is possible and appropriate.

Progression Routes



A learner who completes the NPA Sports Development could pursue study at HNC at SCQF level 7 on either Sports Coaching and Development or Physical Activity and Health. From the HNC, progression would be to HND within the aligned framework. The progression thereafter for each course would be to SCQF level 9 units and qualifications.

2. Qualification structure

The NPA in Sports Development at SCQF level 6 has been designed to meet the Qualifications Scotland's Design Principles for National Progression Awards (NPAs), it has the minimum requirement of two units.

2.1 Structure

The NPA in Sports Development at SCQF level 6 has two mandatory units. Both must be completed to obtain the group award.

Mandatory units:

4 code	2 code	Unit title	Qualifications Scotland credit	SCQF credit points	SCQF level
JL26	46	Sports Development: Meeting the Needs of the Community	2	12	6
JZRX	46	Undertaking Sports Development Roles	1	6	6

3. Aims of the qualification

The NPA has been designed to enable learners to build the knowledge and practical skills needed to contribute meaningfully to the development of sport and physical activity within their communities. As a result, there may be opportunities to access volunteer pathways or paid roles in sport development environments, as well as providing a strong foundation for further study or training in the wider sport, fitness, and physical activity sector.

3.1 General aims of the qualification

1. Strengthen knowledge, capability and confidence in developing sport and physical activity.
2. Develop community awareness.
3. Develop a sense of personal and community responsibility.
4. Develop reflective practice.
5. Offer opportunities to develop Core Skills in a setting relevant to the industry.
6. Enhance prospects for continuing education in the industry or outside it by the development of transferable skills.
7. Enable progression within the Scottish Credit and Qualifications Framework (SCQF)

3.2 Specific aims of the qualification

1. Introduce key theories and concepts of sport and physical activity development including drivers, frameworks and enablers.
2. Develop awareness of local community sport and physical activity provision.
3. Develop research skills including the use of research methods and the collation and analysis of data.
4. Create a sports or physical activity development project based on needs and preferences of a community.
5. Develop knowledge of sports development roles, responsibilities and functions.

6. Application of sports development roles, responsibilities and associated tasks.
7. Evaluate effectiveness of personal performance in sports development roles and of sports development projects.

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 an interest in sport and may be keen to embark on a career in sports development. It is recommended that learners undertaking this qualification possess communications skills to a level equivalent to at least SCQF level 5 and have attained one of the following, or equivalent:

- Sports Development: An Introduction at SCQF level 5
- NPA Sports Coaching SCQF level 5
- NC Sport and Physical Activity SCQF level 5
- National 5 Physical Education
- Any sporting activities or sports coaching units at SCQF level 5
- Participate regularly in sport and physical activity, experience participating in and leading in physical education, physical activity, sport, and/or volunteering to support the development of sport or physical activity sessions.

This qualification is suitable for those who have no previous qualifications or experience or learners who wish to develop their knowledge and skills in the field of sport and physical activity development.

4.1 Core Skills entry profile

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

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	Learners will be required to produce written assignments throughout both units within the NPA. Learners will also need to read secondary research materials produced by external organisations. Learners will also be required to communicate with a range of stakeholders whilst undertaking sports development roles which may require oral interactions.
Numeracy	5	Learners will access a range of secondary research data which may include interpretation of graphical information. Learners will also be expected to collate and interpret numerical data as part of primary research within the unit. Learners are also expected to use numeracy as part of the financial planning for the development projects.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Information and Communication Technology (ICT)	5	Learners will be required to access information online as part of secondary research using a variety of software packages. Furthermore, learners will undertake primary research to generate information which will also likely use ICT packages. Learners may also be expected to present projects using ICT software packages. Learners may also be required to use ICT packages within the sports development roles they undertake.
Problem Solving	5	Learners will be required to undertake extensive critical thinking, planning and organising, and reviewing and evaluating throughout this NPA. Learners will be expected to analyse research data and draw valid and accurate conclusions and thereafter plan a sports or physical activity development project. Learners may also be required to utilise problem solving skills whilst undertaking sports development roles.
Working with Others	5	Learners will be required to work co-operatively with others particularly when undertaking sports development roles. Learners may also work collaboratively within the research and project proposals.

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
JL26 46	Sports Development: Meeting the Needs of the Community	1 to 7	1 to 4
JZRX 46	Undertake Sport Development Roles	1 to 7	5 to 7

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

The NPA in Sports Development has been partially mapped to the National Occupational standards for SKAD61: Facilitate community-based sport and physical activity, SKALM3: Develop a Strategy to provide community based sport and physical activity.

Unit code	Unit title	National Occupational Standards (NOS) code
JL26 46	Sports Development: Meeting the Needs of the Community	SKAD61: Performance Criteria (PCs): 1, 2, 12 Knowledge and understanding (K&U): 9, 11,13, SKALM3: Performance Criteria (PCs): 2, 3, 5, 6 Knowledge and understanding (K&U): 1, 2, 9

5.3 Mapping of Core Skills development opportunities across the qualifications

There is no automatic certification of Core skills or Core skills components in this unit. However, there are opportunities to develop Core Skills naturally within this unit as follows:

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

Unit code	Unit title	Communication components
JZRX 46	Undertake Sport Development Roles	Written (Writing) Opportunities exist within outcomes 1, 2, 3. Oral — Opportunities exist within outcomes 1, 2, 3.
JL26 46	Sports Development: Meeting the Needs of the Community	Written (Reading) — Opportunities exist within outcomes 1, 2, 3. Written (Writing) — Opportunities exist within outcomes 1, 2, 3, 4. Oral — Opportunities exist within outcomes 3 and 4.

Core Skill Numeracy components: Using Number, Using Graphical Information

Unit code	Unit title	Numeracy components
JL26 46	Sports Development: Meeting the Needs of the Community	Using Number — Opportunities exist within outcomes 2, 3. Using Graphical Information — Opportunities exist within outcomes 2, 3.

Core Skill Information and Communication Technology (ICT) components:

Accessing Information, Providing/Creating Information

Unit code	Unit title	Information and Communication Technology (ICT) components
JL26 46	Sports Development: Meeting the Needs of the Community	Accessing Information — Opportunities exist within outcomes 1, 2, 3 and 4. Providing/Creating Information — Opportunities exist within outcomes 2, 3, 4.
JZRX 46	Undertake Sport Development Roles	Accessing Information — Opportunities exist within outcome 1. Providing/Creating Information — Opportunities exist within outcomes 2, 3.

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

Unit code	Unit title	Problem Solving components
JL26 46	Sports Development: Meeting the Needs of the Community	Critical Thinking — Opportunities exist within outcomes 2, 3. Planning and Organising — Opportunities exist within outcomes 3, 4. Reviewing and Evaluating — Opportunities exist within outcomes 3, 4.
JZRX 46	Undertake Sports Development Roles	Critical Thinking — Opportunities exist within outcomes 2, 3. Planning and Organising — Opportunities exist within outcome 2. Reviewing and Evaluating — Opportunities exist within outcomes 2, 3.

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

Unit code	Unit title	Working with Others components
JL26 46	Sports Development: Meeting the Needs of the Community	Working Co-operatively with Others — Opportunities exist within outcomes 2, 3, 4.
JZRX 46	Undertake Sports Development Roles	Working Co-operatively with Others — Opportunities exist within outcomes 1, 2. Reviewing Co-operative Contribution — Opportunities exist within outcomes 2, 3.

5.4 Assessment strategy for the qualifications

There are no restrictions on the instruments of assessment that can be used within this unit, centres are encouraged to be creative in the methods of assessment they use to generate evidence.

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Sports Development: Meeting the Needs of the Community	This outcome must be assessed in open-book conditions using written and or oral evidence. The evidence could be presented as an extended response report or via an oral presentation. It may be appropriate to undertake oral questioning to authenticate work.	This outcome must be assessed in open-book conditions using written and or oral evidence. The evidence could be presented as two individual research reports or a comparative report, video report or infographic.	This outcome must be assessed in open-book conditions using written and or oral evidence. The evidence of undertaking research should be presented as a portfolio of naturally occurring evidence. The key needs and preferences of the community can be presented as a written report, infographic, or short annotated video.	This outcome must be assessed in open-book conditions using written and or oral evidence. The evidence should take the form of a project proposal document however this can be produced as a poster, infographic, or via presentation, for example PowerPoint or video presentation.

Unit title	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Undertake Sport Development Roles	The evidence must be gathered under open-book assessment conditions using written and/or oral evidence. The evidence could be presented as a portfolio or short answer questions.	Evidence for PC (a)–(c) must be gathered under supervised conditions. An assessor checklist must be used to support learner evidence. Evidence for PC (d) and (e) could be generated using written and or oral evidence and must be gathered in open-book conditions throughout the undertaking of roles. The evidence could be presented as a logbook with assessor checklist.	The evidence must be gathered under open-book conditions using written and/or oral evidence. The evidence could be presented as a portfolio or short answer questions.	Not applicable.

6. Guidance on approaches to delivery and assessment

The units place the emphasis on assessing the whole outcome or a combination of outcomes 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 of evidence.

Qualification Scotland's Guide to Assessment advises that there should normally be one, or in exceptional circumstances two, re-assessment opportunities. For more information, please refer to Qualification Scotland's Guide to assessment ([Guide to assessment](#)).

The outcomes have been designed to allow sequential progression through the unit however; centres should consider a holistic approach to assessment where appropriate.

6.1 Sequencing/integration of units

Units can be delivered in any order dependent on individual centres' own contexts; however, it is recommended that an experiential approach is used whenever possible in order that learners can experience sport and physical activity development for themselves whilst participating in roles, projects, and research. This will ensure deeper understanding of the theoretical outcomes of the course and equip learners with the required knowledge to be confident when undertaking specific roles and research. Early exposure to participating in development projects with partners will enable learners to experience first-hand the planning and organisation requirements and facilitate links with enablers and the community.

For the unit 'Undertake Sports Development Roles' it would be suggested that two roles are not undertaken concurrently to ensure learners have sufficient capacity to focus and reflect on each role undertaken.

One of the roles for this unit could be undertaken within the physical activity development project created as part of outcome 4 'Sports Development: Meeting the Needs of the Community'. This would ensure a more holistic experience and enable the learners to see a project from creation to delivery.

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 homepage](#)

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 could progress to NC in Sport and Physical Activity SCQF level 6 or HNC Physical Activity and Health SCQF level 7 or HNC Sports Coaching and Development SCQF level 7. Entry will be at the centre's discretion and so learners may need to complete additional qualifications.

6.2.2 Professional recognition

The NPA in Sports Development has been partially mapped to the following National Occupational Standards:

- SKAD61: Facilitate community-based sport and physical activity
- SKALM3: Develop a Strategy to provide community based sport and physical activity

6.2.3 Credit transfer

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

Old unit	New unit	Transfer detail
F7JM12: Sports: Investigate Activity Development Opportunities in an Organisation	JL26 46: Sports Development: Meeting the Needs of the Community	Direct transfer
F7JL12: Sports: Activity and Participation Opportunities in the Community	JZRX 46: Undertaking Sports Development Roles	Direct transfer

6.3 Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. 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](#)

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](#).

6.5 Resource and approval requirements

Centres should ensure that they have the appropriate resources and equipment to deliver this group award. In particular, suitably qualified staff with up-to-date industry knowledge and expertise within the Sports Development industry.

Learners should have access to a suitable environment to experience and organise sports development projects. Centres may benefit from setting up partnership or service level agreements with local organisations/facilities to support delivery of the group award. Learners would benefit from undertaking some of the learning related to the NPA award in a workplace/simulated setting where possible. Learners should also have access to ICT, a variety of current publications and online resources to encourage and support a level of independent study.

Approval applications must be submitted, and approval completed and confirmed prior to commencing delivery of this course.

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

Alongside having the appropriate qualifications and experience, staff must be occupationally competent and have a basic working knowledge of sports development. If you hold a Professional Graduate Diploma in Education (PGDE) or a Teaching Qualification in Further Education (TQFE) then you can assess and internally verify these qualifications.

If you do not hold a PGDE or TQFE you would require an appropriate qualification such as the Professional Development Award (PDA) Teaching Practice in Scotland's Colleges (GR5K 49), or a PDA Sport Educator (GL78 47) or the PDA in 'Conduct the Assessment Process' (GF8P 48) along with a minimum of 5 years sports development experience.

To internally verify this award without a PGDE or TQFE the 'Conduct the Internal Verification Process' PDA (GF8R 48) would be necessary.

Please refer to the below link which provides information on non-workplace assessor/internal verifier (IV) qualifications.

[V3-Choosing-appropriate-Assessor-and-Verifier-qualifications.pdf](#)

If you have questions about whether your staff members qualifications or experience is appropriate, please get in touch.

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](#).

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](#).

Prior verification

Qualifications Scotland offers prior verification for centres that decide to develop their own instruments of assessment. We strongly recommend that you request prior verification before using a centre devised assessment with learners and their associated marking schemes. Further information about this service can be found at [Prior Verification - Qualifications Scotland Advanced and HN - Qualifications Scotland](#)

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 a 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.

History of changes

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

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

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

Version number	Description	Date

Acknowledgement

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

Template version: February 2025

9. General information for learners

This information will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

This qualification provides a comprehensive understanding of how sport and physical activity development can address community needs and how to effectively undertake specific roles within sports development projects. It is designed to broaden your knowledge of how sport provision is structured, delivered, and evaluated within different communities.

The award would be of benefit to you if you have a general interest in sport, physical activity, or community work. You do not need any previous qualifications or experience to study this course. It is recommended that you possess communication or Core Skills to at least SCQF level 5.

Throughout your studies, you will undertake research along with hands-on practical experience. You will learn the concepts and key contributing factors of sport and physical activity development. You will then choose a community and engage with research to find out what they need to get them active. Using your research findings, you will design a project proposal for a new sport or physical activity project to support your chosen community. You will also get hands-on experience by taking on different 'enabler' roles within sport and physical activity development across two separate projects. Whilst undertaking these enabler roles, you will maintain a logbook to record your progress and gather feedback from your assessor or the people taking part. You will also evaluate your own performance in these roles by identifying your strengths and areas for improvement, whilst also looking at the wider impact the projects had on the community.

You will be assessed through ongoing coursework, which may include portfolios, research reports, logbooks, and project proposals records. Completion of course work will help you develop essential Core Skills in communication, information and communication technology (ICT), problem solving, and working with others.

Successful completion of these units provides a strong foundation for both further study and careers in the sport and leisure sectors.

- Further Study Opportunities: HNC Sports Coaching and Development (SCQF level 7), community education, or other sports-related learning at SCQF level 6 or 7.
- Employment: The units are not designed to lead directly to employment, but the skills gained are applicable to roles in sports coaching, fitness, community work, or as a sport development officer.

This list is not exhaustive.