



Group Award Specification for:

**Professional Development Award in Sports
Coaching Practitioner: Developing People and
Practice (SCQF level 7)**

Group Award Code: GT9C 47

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Contents

1.	Introduction	1
1.1	General	1
1.2	Background	1
1.3	Titles of the qualifications	2
1.4	Progression routes	3
1.5	Industry and employment	4
1.6	Qualifications overview	5
1.7	Approval criteria	7
2.	Qualification structure	8
2.1	Structure	8
3.	Aims of the qualification	9
3.1	General aims of the qualification	9
3.2	Specific aims of the qualification	9
4.	Recommended entry to the qualification	10
4.1	Core Skills entry profile	11
5.	Additional benefits of the qualification in meeting employer needs	13
5.1	Mapping of qualification aims to units	14
5.2	Mapping of National Occupational Standards (NOS) and/or trade body standards	15
5.2.2	Effective Coaching Map	74
5.3	Mapping of Core Skills development opportunities across the qualifications	77
5.4	Assessment strategy for the qualifications	79
6.	Guidance on approaches to delivery and assessment	87
6.1	Sequencing/integration of units	87
6.2	Recognition of prior learning	91
6.2.1	Articulation and/or progression	91
6.2.2	Professional recognition	91
6.3	Opportunities for e-assessment	92
6.5	Resource requirements	92
7.	General information for centres	93
8.	Glossary of terms	94
9.	General information for learners	96

1. Introduction

1.1 General

The purpose of this document is to:

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

1.2 Background

It is well recognised that the global reach and appeal of sport and physical activity contributes to empowering lives through physical and mental health education, contribution to local economies and bringing communities together. In 2022, [Coaching Scotland: A framework to guide the development of coaches, deliverers and coaching in Scotland](#), was published and sets the strategic direction for the sector. The sporting and economic landscape has evolved, and outcomes now address inactivity, physical and mental wellbeing, targeting inequalities amongst sports participation rates through the transformative power of sport. The workforce, whether volunteers or paid staff, needs to meet these changing requirements of coaching in communities in Scotland. This qualification has been designed to meet these changing needs.

The [Effective Coaching Map](#) provides the guiding principles to support coaches to be confident and competent in their coaching practice and is built on the three pillars of Knowing Yourself, Knowing Others and Knowing Coaching. This has helped to shift the focus away from the technical and tactical side of sport and emphasises the importance of being person-centred. This PDA Sports Coaching Practitioner supports the learner to understand the needs and experience of participants, parents/carers and others involved in the coaching team, recognising that everyone is an individual and that coaching skills and behaviours need to be adapted to offer better support, maximise learning opportunities and enjoy the sport and/or physical activity. The learner will develop skills to manage the balance between the needs of participants and the needs of the sport.

The PDA will help support the development of sports coaches who are evolving their practice; encouraging curiosity and the idea that coaching effectiveness is not simply about developing coaching knowledge but also having a greater level of self-awareness while understanding the participant in front of you.

This PDA is suitable for anyone 16 years old or over, who has an interest in sport and physical activity, experience in coaching, and who is looking to develop their skills as a Coach. It is expected that the learner would have completed at least an entry level coaching qualification prior to starting this qualification.

Successful learners may gain employment or be deployed in the sports sector as a coach in either a paid or voluntary capacity.

This PDA is jointly certificated with sportscotland and the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA). This PDA is fully mapped to the CIMSPA Coach Professional standard and is worth 10 CPD points. This PDA is part of the Scottish Coaching Certificate and part of the suite of qualifications designed to support Coach Education in Sports Governing Bodies and will be delivered within the context appropriate for that sport and the learners' aspirations.

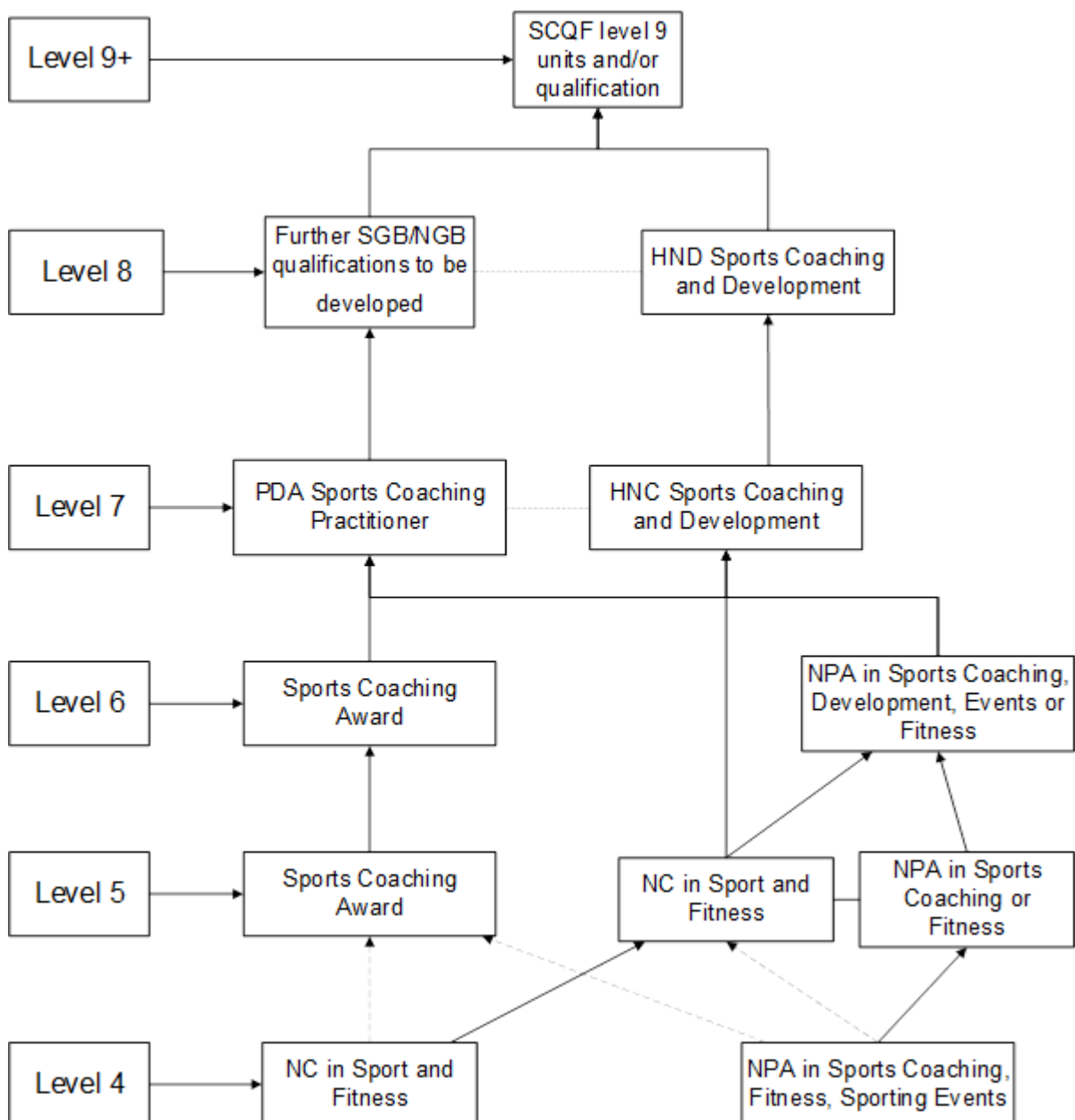
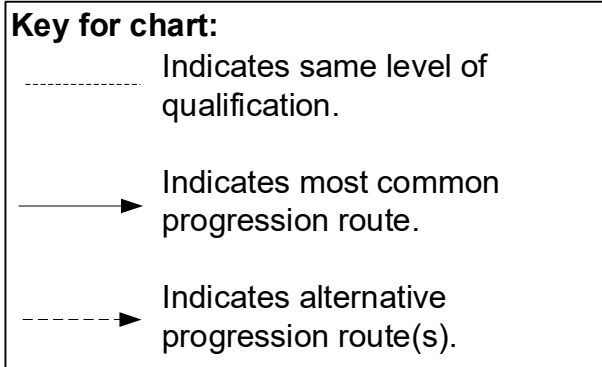
1.3 Titles of the qualifications

The title of the PDA is Sports Coaching Practitioner: Developing People and Practice and is made up of two units: Sports Coaching Practitioner: Developing People and Sports Coaching Practitioner: Developing Practice.

Sports Coaching Practitioner: Developing People has been aligned to the Knowing People and Knowing Others section of the effective coaching map and provides underpinning knowledge to develop intrapersonal and interpersonal skills to support the development of participants within a sporting context. It will support the learner to understand their own biography and biases through feedback and reflective thinking which will enable them to develop their coaching philosophy, be more self-aware and better equipped to develop participants through application of frameworks and support other coaches and volunteers. It will develop the learners' knowledge of the role of a coach and the boundaries to keep themselves and others safe and healthy.

Sports Coaching Practitioner: Developing Practice has been aligned to the Knowing Coaching section of the effective coaching map. This unit provides skills and knowledge to develop, deliver and evaluate coaching practice, creating an effective programme that demonstrates an understanding of the participant and the demands of the sport. Learners will have the opportunity to explore a recent development in their sport and reflect on how it could be applied within their coaching environment.

1.4 Progression routes



1.5 Industry and employment

At the centre of the nation's sporting industry are thousands of staff and volunteers who assist others to take part and progress within club, community, performance, school and educational settings. It is the vision of sportscotland that an active Scotland is where everyone benefits from sport. This qualification enables graduates to work within a sporting system that encourages these environments to work together to enable people to take part in sport at all levels. This qualification could lead to a voluntary position or paid employment as a coach across the sporting sector. Employers may include the following: National/Sports Governing Bodies, local sports organisations, local authorities, leisure trusts, private clubs/hotels.

The sports industry is constantly evolving and new roles are emerging in response to participant needs. Coaching or development roles are being taken up by people with varied multi-cultural and socio-economic backgrounds, reflecting the individuals and groups they work with. The current style of coaching or leadership is often less about procedure, and more about the experience, developing individuals with effective behaviours, values and attitudes, the so called 'soft' leadership skills, is a priority.

This qualification aims to produce a generation of sports personnel who are equipped to engage people and support individuals to adopt healthy habits. It intends to deliver coaches with the embedded ideology that holistic and effective coaching involves understanding your role and personal philosophy, the ability to effectively engage with other individuals in the coaching environment, building meaningful connections with individuals to understand their needs, and support them to find enjoyment in sport and achieve their goals. It will support the development of research skills to encourage coaches to consider new developments or emergent industry trends in sport and or coaching and how this could be applied.

By aligning to the CIMSPA professional standards, this qualification has been informed by needs of the industry and will help to ensure that coaches have the appropriate skills and knowledge to meet the needs of employers and participants.

Following this Qualification, learners may develop their knowledge further in the HNC or first year of HND Sports Coaching and Development or further qualifications or development opportunities linked to their Sports Governing Body.

1.6 Qualifications overview

Who is it for?

Level 5	Level 6	Level 7
Coaching Assistant	Coach	Coach Practitioner
14+ Sport to determine age.	16+ on completion of unit and group award.	16+
Direct supervision with other coach present and active within the session.	Indirect supervision — sport should define supervisor level, frequency and engagement. This will vary from sport to sport.	Not applicable.

What is in the qualification?

Developing Practice	Developing Practice	Analyse and Develop Practice
Entry level qualification.	Entry level qualification.	Expect to have completed entry level qualification prior.
Introduces key practices.	Embeds key practices.	Explores key practices.
Delivering activities.	Delivering sessions.	Delivering linked sessions or programmes.
Working as an assistant under direct supervision and understanding their roles and responsibilities. They will have no supervision responsibilities.	Working solo with minimum supervision in familiar environments. Possibly supporting assistant coaches/leaders/volunteers.	Working independently and often supporting or supervising other coaches/leaders/volunteers.
Supported by a lecturer to reflect on their performance.	Can reflect themselves on performance and use input from others.	Proactively seeks feedback from others to support their reflective process and uses reflection to develop their coaching.

Developing Practice	Developing Practice	Analyse and Develop Practice
Understanding of coaching behaviours and motivations.	Understanding their own coaching motivations and behaviours within their own coaching context.	Understanding of their own biography and how this has shaped their motivations, philosophy and behaviours.
Can deliver safe activities.	Understands what makes safe sessions and the processes required to maintain safety.	Understands what makes safe sessions and the processes required to maintain safety. Takes on the responsibility for others safety.
Awareness of different coaching methods. They should understand what a person-centred approach is and why it is important.	Knowledge of different coaching techniques and understanding of what is appropriate. They should be able to apply a person-centred approach.	Can apply different coaching and motivational techniques and can explain their objectives behind their session plans. They should be able to explain how they are person centred in their approach.
Not applicable.	Not applicable.	Research emergent trends within their environment.

1.7 Approval criteria

This PDA and its unit are not auto-approved and are non-devolvable to centres. SQA centres considering delivering the qualification in this group award specification should be aware of the approval stipulations which require to be fulfilled.

The following approval criteria apply to this qualification:

- ◆ Centres must contact sportscotland (www.sportscotland.org.uk) to obtain a Letter of Support prior to seeking SQA Approval. This should be submitted with the Approval Application to SQA
- ◆ Lecturers/Assessors/Internal Verifiers must be recognised by the Sports/National Governing Body (SGB/NGB) of the sport being delivered.
- ◆ Assessors and Internal Verifiers (IVs) must:
 - hold an assessor/IV qualification, and or training as determined by the SGB/NGB
 - be occupationally competent and have evidence of Continuous Professional Development (CPD) which the SGB/NGB of the sport recognises. CPD could look different across sports. This could include the following (as appropriate to the sport): Upskilling days; standardisation; evidence of course and sport delivery; generic across-sport CPD.

2. Qualification structure

The PDA Sports Coaching Practitioner has been designed so that it meets SQA's Design Principles.

This group award is made up of two mandatory SQA units of two credits each. It comprises 32 SCQF credit points at SCQF level 7. The SCQF level of the PDA corresponds with the SCQF level of the units. Learners must complete both units to achieve the PDA Sports Coaching Practitioner.

2.1 Structure

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J778	34	Sports Coaching Practitioner: Developing Practice	2	16	7
J779	34	Sports Coaching Practitioner: Developing People	2	16	7

3. Aims of the qualification

The principal aim of the PDA Sports Coaching Practitioner is to enable successful learners to develop their knowledge and skills in sports coaching by planning, delivering and reviewing coaching sessions and programmes intentionally and independently. As a result, they will be deployable in volunteer and paid roles, and will be able to undertake further training in this area.

3.1 General aims of the qualification

The PDA Sports Coaching Practitioner (SCQF level 7) has the following general aims to:

1. Develop knowledge, competence and confidence.
2. Enable learners to develop a range of core skills.
3. Develop learners to take responsibility for own development.
4. Develop robust reflective skills to review learning practice.
5. Enable progression on the SCQF.
6. Enhance employment prospects for learners.

3.2 Specific aims of the qualification

The specific aims of the PDA Sports Coaching Practitioner (SCQF level 7) are to:

1. Develop a sound understanding of professional practice in sports Coaching and how to apply it.
2. Develop applied coaching skills in knowing yourself, knowing others and knowing coaching.
3. Develop an understanding of the Responsibilities and skills required for leading in a sports coaching role.
4. Develop sports coaches who are equipped to understand the needs of participants, engage others in their development and adapt delivery to get the most out of their participants.
5. Use coaching theories, frameworks and models in the planning, practice and review of coaching sessions.
6. Develop independent reflective and research skills.

4. Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The learner should be at least 16 years of age when starting this qualification. 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.

It would be beneficial for learners to have completed sportscotland Child Wellbeing Protection in Sport (CWPS), specific Sports/National Governing Body (SGB/NGB) child protection courses or other suitable equivalent learning in the last three years. It is important that all coaches who work with children are trained in Child Wellbeing and Protection.

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

- ◆ Scottish Coaching certificate Assisting in Sports Coaching Sessions at level 5 or Leading in Sports Coaching Sessions at level 6.
- ◆ Sports Governing Body Coach or Instructor qualifications.
- ◆ NPAs or NCs at levels 5 and 6 in appropriate sports coaching subjects.
- ◆ Direct entrants with relevant skills and experience.

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	Level 5	<p>The learner will need to be able to share information with their participants which could be delivered in different formats including oral, written and demonstration. The Learner will need to gather information from stakeholders and listen to their participants and use a range of questioning techniques to elicit information. They will need to be able to answer questions asked during their session.</p> <p>The learner will also need to read any relevant operating procedure documents and or risk assessments.</p> <p>The Learner will produce a reflective journal which may be in written, audio or video format.</p>
Numeracy	Level 5	<p>The learner will use numeracy when planning, delivering and analysing coaching activities, and the use of this will be dependent on the specific sport.</p>
Information and Communication Technology (ICT)	Level 5	<p>Learners are required to use ICT applications to communicate with participants/carers/other coaches, gather information or research, and using technology in presentations or group activities. The learner may be required to use an online learning platform to access part of the learning of this PDA and record their reflections in their coaching journal.</p>

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Problem Solving	Level 5	Learners are required to use critical thinking in their planning and evaluation. Learners will need to create a session and adapt their activities and/or behaviour to meet the needs of the participant. They will need to set up the physical environment safely and ensure there are resources and equipment required for the activity or session.
Working with Others	Level 5	Learners will be required to work alone or with others on tasks with minimum directive supervision. Learners will need to work with participants to agree goals. Learners will need to identify their learning from the experience and evaluate their performance. This will include receiving and considering feedback from others. Learners will need to show an awareness of their own and/or others' roles and responsibilities.

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

General aims:

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6
J779 34	Sports Coaching Practitioner: Developing People	X	X	X	X	X	X
J778 34	Sports Coaching Practitioner: Developing Practice	X	X	X	X	X	X

Specific aims:

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6
J779 34	Sports Coaching Practitioner: Developing People	X	X	X	X	X	
J778 34	Sports Coaching Practitioner: Developing Practice	X	X	X	X	X	X

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

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

1. Maximising the participant experience.

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K1.1	Participant needs.	Identify the local demographics of their organisation's participants.	Unit: Developing People — Outcomes 5 and 6. Unit: Developing Practice — Outcome 1.	Professional discussion. Performance/practical.	
K1.1	Participant needs.	Describe how local demographics affect the coaching offer.	Unit: Developing People — Outcomes 1, 5 and 6. Unit: Developing Practice — Outcomes 1 and 2.	Professional discussion.	
K1.1	Participant needs.	Summarise participant expectations and aspirations within the coaching environment.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K1.1	Participant needs.	Explain how to build social support and inclusion within the coaching environment.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcome 1.	Professional discussion.	
K1.1	Participant needs.	Explain how to obtain feedback to support participant retention.	Unit: Developing People — Outcomes 2 and 4. Unit: Developing Practice — Outcomes 2 and 4.	Professional discussion.	
K1.2	Customer service.	Explain the organisation's products and offer.	Unit: Developing Practice — Outcome 1.		The learners will be delivering coaching activities and sessions within their own environment. It is important that they understand what they can offer to their participants when planning the activities. This will be embedded in the sport specific content.

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K1.2	Customer service.	Describe a typical participant journey in the coaching environment.	Unit: Developing People — Outcome 1.	Professional discussion.	
K1.2	Customer service.	Describe how to present themselves in a professional and approachable manner in line with organisational standards.	Unit: Developing People — Outcome 4.	Performance/practical.	Implied in the delivery of the sessions.
K1.2	Customer service.	Explain the importance of participant retention and how to influence this.	Unit: Developing People — Outcomes 1, 5 and 6. Unit: Developing Practice — Outcome 1.	Professional discussion.	
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: Developing People — Outcome 4.	Performance/practical.	Embedded in Practical sessions.
K1.3	Participant engagement.	Identify behaviour management strategies to support ongoing participant engagement.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K1.3	Participant engagement.	Identify learning theories to support personalised learning.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
K1.3	Participant engagement.	Describe different types of conflict and how to manage them.			Not assessed but should be in Unit: Developing People: Outcome 1 and Unit: Developing Practice: Outcome 1.
K1.3	Participant engagement.	Explain different methods to build rapport to maximise the participant experience.	Unit: Developing People — Outcome 4.	Professional discussion.	
K1.3	Participant engagement.	Explain how to promote the safe and enjoyable use of the coaching environment.	Unit: Developing People — Outcomes 1, 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Professional discussion.	

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K1.3	Participant engagement.	Explain the importance of being accessible and approachable to participants.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Professional discussion.	
K1.4	Communication.	Explain different communication techniques and how to use them: <ul style="list-style-type: none"> ◆ Observation/non-verbal techniques/body language. ◆ Open/closed questioning Active listening. 	Unit: Developing People — Outcome 4. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
K1.4	Communication.	Describe how to adapt communication methods to meet the needs of participants from differing backgrounds, cultures, sport/activity experience, etcetera.	Unit: Developing People — Outcome 4. Unit: Developing Practice — Outcomes 1, 2 and 3.	Professional discussion.	
K1.5	Participant feedback.	Summarise different methods to obtain participant feedback and channels of recording and reporting in line with organisational procedures.	Unit: Developing People — Outcomes 1, 4 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Multiple	

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K1.5	Participant feedback.	Explain the feedback cycle.	Unit: Developing People — Outcomes 4 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Portfolio.	
K1.5	Participant feedback.	Explain the impact of the Coach's role on the participant experience.	Unit: Developing People — Outcomes 1, 4 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Professional discussion.	

1. Maximising the participant experience.

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S1.1	Participant data.	Interpret participant data in order to understand the different types of participants and their needs.	Unit: Developing People — Outcomes 4 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
S1.1	Participant data.	Use participant data to amend sessions or programmes appropriately.	Unit: Developing People — Outcomes 4 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
S1.2	Participant engagement.	Demonstrate participant engagement: for example induct the participant and deal with participant enquiries.	Unit: Developing People — Outcomes 1 and 4. Unit: Developing Practice — Outcome 3.	Performance/practical.	

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S1.2	Participant engagement.	Implement behaviour management strategies to support ongoing participant engagement.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
S1.2	Participant engagement.	Apply learning theories to support personalised learning.	Unit: Developing People — Outcomes 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Portfolio	
S1.3	Customer service.	Demonstrate exemplary customer service using for example: problem solving, discretion, influencing, teamwork, suitable language, etcetera.		Performance/practical.	This will be present in their practical sessions.
S1.4	Develop rapport with participants.	Develop rapport with participants in a friendly and approachable manner; respecting equality and diversity.	Unit: Developing People — Outcomes 4, 5 and 6.	Performance/practical.	

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S1.5	Professional demeanour.	Demonstrate a professional demeanour: for example uniform and personal attributes and positive first impressions.		Performance/practical.	This will be present in their practical sessions.
S1.6	Communication.	Demonstrate communication methods appropriate to the participant.	Unit: Developing People — Outcomes 4 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	

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

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K2.1	The person.	Identify the main things a coach should know about each individual participant: for example motivations, personal background and health background.	Unit: Developing People — Outcomes 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Professional discussion.	
K2.2	Inclusive coaching environment.	Describe what makes an inclusive coaching environment.	Unit: Developing People — Outcomes 1, 4 and 6. Unit: Developing Practice — Outcomes 2 and 3.	Professional discussion.	
K2.2	Inclusive coaching environment.	Describe what makes an equitable coaching environment.	Unit: Developing People — Outcomes 1, 4 and 6. Unit: Developing Practice — Outcomes 2 and 3.	Professional discussion.	

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K2.2	Inclusive coaching environment.	Describe how to positively manage participant behaviour.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Professional discussion.	
K2.2	Inclusive coaching environment.	Identify basic learning theory to support personalised learning.	Unit: Developing People — Outcomes 2, 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Portfolio	
K2.3	Duty of care.	Describe the Coach's role in the duty of care of the participant.	Unit: Developing People — Outcomes 1, 4 and 6. Unit: Developing Practice — Outcome 3.	Professional discussion.	
K2.4	Specific equipment.	Describe the different types of equipment: for example simple, complex and powered.			Implied in the technical aspects in the delivery of the course.

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K2.5	Safe systems of work.	Explain normal operating procedures including: safe assembly, dismantling and storage of equipment, adhering to manufacturer and national governing body guidelines, manual handling techniques, safe and serviceable equipment policies, environmental policies and maintenance inspection plans for specific equipment.		Performance/practical.	This is embedded in the practical sessions.
K2.6	Personal safety.	Identify any personal protective equipment.		Performance/practical.	This is embedded in the practical sessions.
K2.6	Personal safety.	Explain normal operating plans (NOP) and emergency action plans (EAP).		Performance/practical.	This is embedded in the practical sessions.
K2.7	Hazards.	Identify hazards relating to facility, activity, and people: for example weather impact, insufficient protective equipment and sudden cardiac death.		Performance/practical.	This is embedded in the practical sessions.
K2.7	Hazards.	Describe how to report a hazard.		Performance/practical.	This is embedded in the practical sessions.
K2.8	Stakeholders.	Identify the stakeholders that might require influencing.	Unit: Developing People — Outcome 1.		This is not assessed but included in delivery

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K2.8	Stakeholders.	Describe how to influence them to achieve coaching objectives.	Unit: Developing People — Outcome 1.		This is not assessed but included in delivery.
K2.9	Impact of coaching.	Describe how coaching has a wider impact upon participants and communities.	Unit: Developing People — Outcome 1.		This will be embedded in the delivery.

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

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S2.1	Engaging participants.	Engage with each individual participant in a safe and inclusive way.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 2 and 3.	Performance/practical.	
S2.1	Engaging participants.	Apply learning theory to support personalised learning.	Unit: Developing People — Outcomes 2, 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Performance/practical.	
S2.2	Supporting participants.	Demonstrate that participant needs are being met.	Unit: Developing People — Outcomes 2, 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Performance/practical.	

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S2.3	Positive behaviour management.	Implement behaviour management strategies to support ongoing participant engagement.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
S2.4	Preparing for activities.	Plan and safely prepare inclusive coaching activities appropriate to the participants.	Unit: Developing People — Outcomes 4 and 6. Unit: Developing Practice — Outcome 3.	Performance/practical.	
S2.5	Hazards.	Demonstrate appropriate action to deal with hazards based on the level of risk, including dynamic risk assessment.		Performance/practical.	This is embedded in the practical sessions
S2.6	Assemble, dismantle and store equipment.	Demonstrate the application of safe systems of work for a range of specific equipment.		Performance/practical.	This is embedded in the practical sessions
S2.7	Teamwork.	Demonstrate teamwork skills across the coaching environment.		Performance/practical.	This will be present in their practical sessions.

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S2.8	Communication.	Demonstrate inclusive verbal, non-verbal and written communication, whilst undertaking duties.	Unit: Developing People — Outcome 4. Unit: Developing Practice — Outcome 3.	Performance/practical.	
S2.9	Stakeholders.	Demonstrate the ability to manage and influence stakeholders to create a positive coaching environment.	Unit: Developing People — Outcomes 1 and 4. Unit: Developing Practice — Outcome 3.	.	This is not assessed but included in delivery

3. The Coach and their role within the organisation.

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K3.1	Organisational structure and goals.	Describe the organisation's structure, lines of reporting, vision, mission and goals.	Unit: Developing People — Outcomes 1 and 3. Unit: Developing Practice — Outcome 1.	Professional discussion.	
K3.2	Roles and responsibilities.	Describe how the roles and responsibilities of colleagues within the organisation can support an effective coaching environment.	Unit: Developing People — Outcome 1.	Professional discussion.	
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: Developing People — Outcomes 1 and 4.	Professional discussion.	

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K3.4	Organisational role.	Explain the Coach's role as part of a team in supporting the smooth operation of the coaching environment, and coaching activities in line with the organisation's aims and objectives: for example normal operating plans (NOP), emergency action plans (EAP), risk assessments, supervision, customer charter, etc.	Unit: Developing People — Outcome 1.	Professional discussion.	
K3.5	Internal and external measures.	Identify internal and external performance measures: for example participant satisfaction, Clubmark, participant goal achievement and team goal achievement.	Unit: Developing People — Outcomes 1 and 2. Unit: Developing Practice — Outcome 4.	Performance/practical.	
K3.6	Coaching motivations and philosophy.	Express their own coaching motivations, reasons for coaching and what they are trying to achieve.	Unit: Developing People — Outcomes 2 and 3.	Portfolio.	
K3.6	Coaching motivations and philosophy.	Explain how to further develop own coaching philosophy.	Unit: Developing People — Outcome 3.	Professional discussion.	

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K3.7	Stakeholders.	Identify stakeholders that might require influencing.	Unit: Developing People — Outcomes 1 and 4. Unit: Developing Practice — Outcome 3.		This is not assessed but included in delivery.
K3.7	Stakeholders.	Describe how to influence them to achieve coaching objectives.	Unit: Developing People — Outcomes 1 and 4. Unit: Developing Practice — Outcome 3.		This is not assessed but included in delivery.

3. The Coach and their role within the organisation.

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S3.1	Problem solving.	Demonstrate problem solving skills and use of own initiative to ensure the smooth running of the coaching environment.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
S3.2	Time management.	Plan and prepare coaching activities to start and finish on time.	Unit: Developing Practice — Outcome 3.	Performance/practical.	This will be demonstrated in their six practical sessions.
S3.3	Communication and teamwork.	Demonstrate different communication methods and referral to colleagues when outside own professional boundary.	Unit: Developing People — Outcome 1.		
S3.3	Communication and teamwork.	Demonstrate teamwork skills.	Unit: Developing People — Outcome 4. Unit: Developing Practice — Outcome 3.	Performance/practical.	This will be demonstrated in their six practical sessions.

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S3.4	Interpreting information.	Demonstrate processing of information and how to follow instructions using professional judgement.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
S3.5	Working safely.	Demonstrate conscientious working practices.		Performance/practical.	This will be demonstrated in their six practical sessions.
S3.6	Coaching motivations and philosophy.	Demonstrate that the motivation for coaching matches the participants' motivations.	Unit: Developing People — Outcomes 3 and 5.	Performance/practical.	
S3.6	Coaching motivations and philosophy.	Demonstrate and articulate own coaching philosophy.	Unit: Developing People — Outcome 3. Unit: Developing Practice — Outcome 3.	Portfolio.	
S3.7	Stakeholders.	Demonstrate the ability to manage and influence stakeholders to create a positive coaching environment.	Unit: Developing People — Outcomes 1 and 4. Unit: Developing Practice — Outcome 3.		This is not assessed but included in delivery.

4. Professional practice.

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
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, non-judgemental, consistent, a good role model, with professional personal conduct and integrity.	Unit: Developing People — Outcome 1.	Professional discussion.	
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: Developing People — Outcome 1.	Portfolio.	

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K4.3	Legislation and organisational procedures.	Identify current legislation and organisation procedures relevant to own role such as: data protection, participant confidentiality, conflict of interest, health and safety at work, disclosure and barring service procedures (DBS checks), safeguarding children and adults at risk, equality and diversity, personal liability insurance, reporting of injuries, first aid regulations, individual organisational policies and procedures.	Unit: Developing People — Outcomes 1 and 4.	Professional discussion.	
K4.4	Good practice.	Identify good practice regarding conduct, ethics, legislation and organisational procedures.	Unit: Developing Practice — Outcome 4.	Professional discussion.	
K4.5	Self-development.	Identify sources of support to develop themselves.	Unit: Developing People — Outcome 2.	Portfolio.	
K4.6	Team development.	Identify sources of support to assist colleagues.	Unit: Developing People — Outcomes 1 and 4. Unit: Developing Practice — Outcomes 3 and 4.	Professional discussion.	

4. Professional practice.

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S4.1	Responsibility and professional duty of care to participants.	Ensure participant safety and wellbeing at all times.	Unit: Developing People — Outcomes 1 and 4. Unit: Developing Practice — Outcome 3.	Performance/practical.	
S4.1	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: Developing People — Outcomes 1 and 4. Unit: Developing Practice — Outcomes 3 and 4.	Performance/practical.	
S4.1	Responsibility and professional duty of care to participants.	Demonstrate appropriate duty of care to participants.	Unit: Developing People — Outcomes 1 and 4.	Performance/practical.	
S4.2	Clarify roles and responsibilities.	Demonstrate to the participant the Coach's role, responsibilities and limitations in providing assistance: for example scope of practice, duty of care.	Unit: Developing Practice — Outcome 3.	Performance/practical.	

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S4.3	Developing self.	Demonstrate a commitment to their own ongoing development.	Unit: Developing People — Outcome 2. Unit: Developing Practice — Outcome 4.	Portfolio.	
S4.4	Developing teams.	Demonstrate a commitment to developing a positive learning culture.	Unit: Developing People — Outcomes 1, 2, 3, 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2, 3, 4 and 5.	Portfolio.	

5. Working with a coaching team.

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K5.1	Types of assistant.	Explain how the different types of assistants and their professional boundaries, required skills and roles and responsibilities, can add value to the coaching environment.	Unit: Developing People — Outcome 1.	Professional discussion.	
K5.2	Those who support the coaching process.	Identify those who support the coaching process and their required skills, roles and responsibilities: for example club welfare officer.	Unit: Developing People — Outcome 1.	Professional discussion.	
K5.2	Those who support the coaching process.	Explain the duty of care within the coaching team.	Unit: Developing People — Outcome 1.	Professional discussion.	
K5.3	Recruitment of the coaching team.	Explain the appropriate use of assistants, with all assistants meeting the legal requirements: for example all have undertaken disclosure and barring checks, had an induction and the appropriate training, that is safeguarding.	Unit: Developing People — Outcome 1.	Professional discussion.	

5. Working with a coaching team.

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S5.1	Use assistants effectively.	Demonstrate the ability to use coaching assistants to deliver safe and engaging sessions.	Unit: Developing People — Outcomes 1 and 4. Unit: Developing Practice — Outcomes 3 and 4.	Performance/practical.	Depending on the learners' own environment, evidence may need to be gathered through professional discussion or in a simulated environment.
S5.1	Use assistants effectively.	Demonstrate a duty of care to the coaching assistant.	Unit: Developing People — Outcomes 1 and 4. Unit: Developing Practice — Outcomes 3 and 4.	Performance/practical.	Depending on the learners' own environment, evidence may need to be gathered through professional discussion or in a simulated environment.
S5.2	Appropriate recruitment of assistants.	Demonstrate the appropriate use of assistants, with all assistants meeting the legal requirements: for example all have undertaken disclosure and barring checks, had an induction and the appropriate training, that is safeguarding.	Unit: Developing People — Outcomes 1 and 4. Unit: Developing Practice — Outcomes 3 and 4.	Performance/practical.	Depending on the learners' own environment, evidence may need to be gathered through professional discussion or in a simulated environment.

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S5.3	Appropriate support of assistants.	Demonstrate support for the coaching assistant's learning and development.	Unit: Developing People — Outcomes 1 and 4. Unit: Developing Practice — Outcomes 3 and 4.	Performance/practical.	Depending on the learners' own environment, evidence may need to be gathered through professional discussion or in a simulated environment.
S5.3	Appropriate support of assistants.	Demonstrate appropriate management of the coaching assistant.	Unit: Developing People — Outcomes 1 and 4. Unit: Developing Practice — Outcomes 3 and 4.	Performance/practical.	Depending on the learners' own environment, evidence may need to be gathered through professional discussion or in a simulated environment.

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

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K6.1	Planning and preparation.	Describe how to plan inclusive, safe and effective coaching sessions including core elements such as:	Unit: Developing People — Outcomes 1, 2, 4 5 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Performance/practical.	
K6.1	Planning and preparation.	Organisational requirements linked to the delivery of sessions.	Unit: Developing People — Outcomes 1, 3, 4 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
K6.1	Planning and preparation.	Information sources that a coach can use when planning and preparing sessions.	Unit: Developing People — Outcomes 1, 3, 4 5 and 6. Unit: Developing Practice— Outcomes 1, 2 and 3.	Professional discussion.	

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K6.1	Planning and preparation.	The types of information needed to plan sessions.	Unit: Developing People — Outcomes 1, 3, 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Portfolio.	
K6.1	Planning and preparation.	How to promote participant's rights and choices through effective programme planning and delivery.	Unit: Developing People — Outcomes 1, 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Professional discussion.	
K6.1	Planning and preparation.	How to plan and record activities that will help the participants achieve their aims.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
K6.1	Planning and preparation.	How to assess individual needs including those related to disability.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	This will be a professional discussion if the Learner does not have the opportunity to work directly to participants with a disability.

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K6.1	Planning and preparation.	The importance of identifying both an overall series goal and individual sessional goals within the series.	Unit: Developing People— Outcomes 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Professional discussion.	
K6.1	Planning and preparation.	Why goals should be linked, progressive and consistent with the overall aims of the programme and or series.	Unit: Developing People — Outcome 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Professional discussion.	
K6.1	Planning and preparation.	The process and considerations for planning a balance of activities and coaching methods for each session, that will motivate the participants and achieve the planned goals for individuals and groups.	Unit: Developing People — Outcomes 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Professional discussion.	
K6.1	Planning and preparation.	The importance of planning realistic timings, sequences, intensity and duration of the activities.	Unit: Developing People — Outcomes 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/ practical.	

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K6.1	Planning and preparation.	The types of resources and equipment you need to deliver the sessions.	Unit: Developing People — Outcomes 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
K6.1	Planning and preparation.	The importance of organising your resources for your planned sessions, checking the resources meet specific rules and regulations (if necessary).	Unit: Developing People — Outcomes 1, 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
K6.1	Planning and preparation.	The importance of producing a contingency plan or amending a session plan based on a risk assessment.	Unit: Developing People — Outcomes 1, 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
K6.1	Planning and preparation.	Where to refer any participant whose needs and potential you cannot meet to a competent person or agency.	Unit: Developing People — Outcome 1.	Professional discussion.	

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

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S6.1	Planning and preparation.	Develop a plan to deliver safe and effective coaching sessions, to include a Coach's ability to:	Unit: Developing People — Outcomes 1, 2, 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Performance/practical.	
S6.1	Planning and preparation.	Collect and record the information you need to prepare the plan.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Portfolio.	
S6.1	Planning and preparation.	Identify participant needs and implications for planning.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Portfolio.	

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S6.1	Planning and preparation.	Identify the overall session aims.	Unit: Developing People — Outcomes 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
S6.1	Planning and preparation.	Select and plan activities that will help the participants achieve their aims.	Unit: Developing People — Outcomes 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
S6.1	Planning and preparation.	Ensure goals are linked, progressive and consistent with the overall aims.	Unit: Developing People — Outcomes 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
S6.1	Planning and preparation.	Plan activities for each session that will motivate the participants and achieve the planned goals.	Unit: Developing People— Outcomes 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S6.1	Planning and preparation.	Agree the overall aims of the session with the participants and others.	Unit: Developing People — Outcomes 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
S6.1	Planning and preparation.	Plan timings, sequences, intensity and duration of the session.	Unit: Developing People — Outcomes 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
S6.1	Planning and preparation.	Organise resources for your planned sessions.	Unit: Developing Practice — Outcome 3.	Performance/practical.	
S6.1	Planning and preparation.	Produce a contingency plan or amend the session, based on a risk assessment.	Unit: Developing People — Outcomes 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
S6.1	Planning and preparation.	Refer any participants whose needs you cannot meet to a competent person or agency.	Unit: Developing People — Outcome 1.	Professional discussion.	

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S6.2	Delivery.	Deliver safe and effective coaching sessions to include a Coach's ability to:	Unit: Developing People — Outcomes 1, 2, 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Performance/practical.	
S6.2	Delivery.	Adhere to the guidelines and procedures for safeguarding and protecting children and vulnerable adults.	Unit: Developing People — Outcomes 1, 4 and 6. Unit: Developing Practice — Outcome 3.	Performance/practical.	
S6.2	Delivery.	Prepare participants for sessions.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
S6.2	Delivery.	Assess participants' readiness to participate.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Performance/practical.	

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S6.2	Delivery.	Confirm and, if necessary, revise plans for the session.	Unit: Developing People— Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
S6.2	Delivery.	Explain and agree the goals with the participants.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
S6.2	Delivery.	Provide participants with information about the session and how it supports their goals.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
S6.2	Delivery.	Deliver warm-up activities linked to the goals of the session.	Unit: Developing People — Outcome 6. Unit: Developing Practice — Outcome 3.	Performance/practical.	

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S6.2	Delivery.	Provide technical explanations and demonstrations that meet the needs of the participants.	Unit: Developing People — Outcome 4. Unit: Developing Practice — Outcome 3.	Performance/practical.	
S6.2	Delivery.	Identify specific technical content or activities based on participants' needs.	Unit: Developing People — Outcomes 5 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Professional discussion.	
S6.2	Delivery.	Ensure all participants have the opportunity to take part in the planned sessions.	Unit: Developing People — Outcome 6.	Performance/practical.	
S6.2	Delivery.	Observe and analyse the participants' performance.	Unit: Developing People — Outcomes 5 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Performance/practical.	
S6.2	Delivery.	Provide the participants with feedback on their performance.	Unit: Developing Practice — Outcome 3.		

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S6.2	Delivery.	Ensure the maintenance of the safety of participants and others.		Performance/practical.	This is embedded in the delivery of the practical sessions.
S6.2	Delivery.	Adapt your coaching session where required to meet the needs of the participants.	Unit: Developing People — Outcome 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Performance/practical.	
S6.2	Delivery.	Deliver cool down activities linked to the goals of the session.	Unit: Developing Practice — Outcome 3.	Performance/practical.	
S6.2	Delivery.	Agree personal development needs with the participants.	Unit: Developing Practice — Outcome 3.	Performance/practical.	
S6.2	Delivery.	Make sure the participants have the information they require about future sessions.	Unit: Developing Practice — Outcome 3.	Performance/practical.	
S6.2	Delivery.	Leave the venue and equipment in a condition acceptable for future use.		Performance/practical.	Implied in the delivery.

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

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K7.1	Planning and preparation.	Describe how to plan safe and effective coaching programmes including core elements such as:	Unit:: Developing People — Outcomes 1, 2, 4, 5 and 6. Unit:: Developing Practice — Outcomes 1, 2, 3 and 4.	Professional discussion.	
K7.1	Planning and preparation.	The types and sources of information and materials that need to be collated to support the design of the programme.	Unit:: Developing People — Outcomes 1, 4, 5 and 6. Unit:: Developing Practice — Outcomes 1, 2, 3 and 4.	Portfolio.	
K7.1	Planning and preparation.	The importance of identifying the demands of the sport/activity and how these can be used to inform the design of the programme.	Unit:: Developing People — Outcomes 1, 5 and 6. Unit:: Developing Practice — Outcomes 1, 2, 3 and 4.	Portfolio.	

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K7.1	Planning and preparation.	The importance of reviewing your analysis of the participants' level of development, motivation and actual and potential performance to inform goal setting.	Unit:: Developing People — Outcomes 1, 5 and 6. Unit:: Developing Practice — Outcomes 1, 2, 3 and 4.	Professional discussion.	
K7.1	Planning and preparation.	How to recognise and address any possible barriers to participant development and when to complete reasonable adaptations to programme design, delivery methods and coaching styles.	Unit:: Developing People — Outcomes 1, 4, 5 and 6. Unit:: Developing Practice — Outcomes 1, 2, 3 and 4.	Professional discussion.	
K7.1	Planning and preparation.	How to plan the programme in relation to recreation, competition and training cycles.	Unit:: Developing Practice — Outcomes 1, 2 and 3.	Professional discussion.	
K7.1	Planning and preparation	The principles and processes involved in planning and periodisation.	Unit:: Developing Practice — Outcomes 1, 2 and 3.	Professional discussion.	
K7.1	Planning and preparation.	The importance of identifying and agreeing programme goals with participants and others.	Unit:: Developing People — Outcomes 4, 5 and 6. Unit:: Developing Practice — Outcomes 1, 2 and 3.	Portfolio.	

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K7.1	Planning and preparation.	How to plan the resources required for the programme.	Unit:: Developing People — Outcomes 4, 5 and 6. Unit:: Developing Practice — Outcomes 1, 2 and 3.	Portfolio.	
K7.1	Planning and preparation.	The importance of planning the focus and priority of each stage of the programme.	Unit:: Developing People — Outcomes 5 and 6. Unit:: Developing Practice — Outcomes 1, 2, 3 and 4.	Professional discussion.	
K7.1	Planning and preparation.	The importance of explaining to others their roles and responsibilities.	Unit:: Developing People — Outcome 1.	Professional discussion.	
K7.1	Planning and preparation.	How to develop methods for evaluating performance that are safe, valid and reliable.	Unit:: Developing People — Outcomes 2, 5 and 6. Unit:: Developing Practice — Outcomes 1, 2, 3 and 4.	Performance/ practical.	

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K7.1	Planning and preparation.	How to both plan a schedule for the evaluation of the programme and understand the importance of sharing this schedule with participants and others.	Unit:: Developing People— Outcomes 2, 5 and 6. Unit:: Developing Practice — Outcomes 1, 2, 3 and 4.	Professional discussion.	
K7.1	Planning and preparation.	The importance of recording and sharing the programme content in a format that will help you and others to implement it.	Unit:: Developing People — Outcomes 1, 2, 5 and 6. Unit:: Developing Practice — Outcomes 1, 2, 3 and 4.	Professional discussion.	
K7.2	Delivery.	Describe how to deliver safe and effective coaching programmes including core elements such as:	Unit: Developing People— Outcomes 1, 2, 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Professional discussion.	
K7.2	Delivery.	The importance of agreeing roles and responsibilities of participants and others involved in the programme and then sharing these.	Unit: Developing People — Outcome 1.	Professional discussion.	

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K7.2	Delivery.	How to manage risk and monitor participants and others according to health and safety requirements.	Unit: Developing People — Outcomes 1 and 6. Unit: Developing Practice — Outcome 3.	Performance/practical.	
K7.2	Delivery.	The importance of ensuring participants and others have access to equipment and facilities to meet their needs.	Unit: Developing People — Outcome 1 and 6. Unit: Developing Practice— Outcomes 1, 2 and 3.	Performance/practical.	
K7.2	Delivery.	How to manage and maintain participant engagement in the programme.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Professional discussion.	
K7.2	Delivery	The importance of maintaining regular communication with participants and others throughout the programme.	Unit: Developing People — Outcome 4. Unit: Developing Practice — Outcomes 3 and 4.	Professional discussion.	

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K7.2	Delivery.	The importance of adapting your coaching and style of leadership to meet the needs of the participants and others.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Portfolio.	
K7.2	Delivery.	Learning styles and theories.	Unit: Developing People — Outcomes 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Portfolio.	
K7.2	Delivery.	The implementation and management of skills acquisition, physical conditioning and mental skills within the programme.	Unit: Developing People — Outcomes 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Professional discussion.	
K7.2	Delivery.	The importance of continually monitoring and reviewing the programme.	Unit: Developing Practice — Outcome 4.	Professional discussion.	
K7.2	Delivery.	When to modify the programme to ensure sessions meet the programme goals.	Unit: Developing Practice — Outcomes 3 and 4.	Performance/practical.	

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K7.2	Delivery.	The importance of evaluating the participants' progress with them and others at agreed points during the programme.	Unit: Developing Practice — Outcomes 3 and 4.	Professional discussion.	
K7.2	Delivery.	How to adapt the programme goals based on the participants' progress and circumstances.	Unit: Developing People — Outcomes 5 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Performance/practical.	
K7.2	Delivery.	The importance of providing support and feedback to others involved in the programme.	Unit: Developing People — Outcomes 1 and 2. Unit: Developing Practice — Outcomes 3 and 4.	Professional discussion.	
K7.2	Delivery.	The importance of utilising others to support participant development and welfare and when to seek specialist advice on participants' needs and potential that you cannot meet, from a competent person or agency.	Unit: Developing People — Outcomes 1, 2 and 6. Unit: Developing Practice — Outcomes 3 and 4.	Professional discussion.	

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K7.3	Evaluation and ongoing review.	Describe how to evaluate safe and effective coaching programmes including core elements such as:	Unit: Developing People— Outcomes 2 and 4. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Portfolio	
K7.3	Evaluation and ongoing review.	How to complete a programme evaluation.	Unit: Developing Practice — Outcome 4.	Professional discussion.	
K7.3	Evaluation and ongoing review.	The importance of monitoring and reviewing the methods selected during the programme planning.	Unit: Developing Practice — Outcome 4.	Professional discussion.	
K7.3	Evaluation and ongoing review.	How evidence analysis from the monitoring and review process informs evaluation results.	Unit: Developing Practice — Outcome 4.	Professional discussion.	
K7.3	Evaluation and ongoing review.	The importance of involving others in the evaluation process.	Unit: Developing Practice — Outcome 4.	Professional discussion.	
K7.3	Evaluation and ongoing review.	How to manage contributions from others.			

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K7.3	Evaluation and ongoing review.	How to ensure evaluation outcomes are effectively communicated to participants and others.	Unit: Developing People— Outcome 1. Unit: Developing Practice — Outcome 4.	Professional discussion.	
K7.3	Evaluation and ongoing review.	How to measure the quality of the coaching experience and participant development.	Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Performance/practical.	
K7.3	Evaluation and ongoing review.	Methods of collating and recording recommendations for improvement.	Unit: Developing Practice — Outcome 4.	Performance/practical.	
K7.3	Evaluation and ongoing review.	How to complete a report on the evaluation findings.			
K7.3	Evaluation and ongoing review.	The importance of implementing recommendations for improvement within current and future programmes.	Unit: Developing Practice — Outcome 4.	Professional discussion.	
K7.3	Evaluation and ongoing review.	The skills, knowledge and organisational requirements for yourself and others.	Unit: Developing People— Outcomes 1, 2, 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Performance/practical.	

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K7.3	Evaluation and ongoing review.	How to develop a personal action plan for yourself and others.	Unit: Developing People— Outcome 2. Unit: Developing Practice — Outcome 4.	Performance/practical.	
K7.3	Evaluation and ongoing review.	The importance of continually updating and recording your personal action plan.	Unit: Developing People — Outcome 2. Unit: Developing Practice — Outcome 4.	Professional discussion.	
K7.3	Evaluation and ongoing review.	How to complete an evaluation of yourself and others.	Unit: Developing People — Outcome 2. Unit: Developing Practice — Outcome 4.	Portfolio.	
K7.3	Evaluation and ongoing review.	The importance of taking account of the organisation's objectives when evaluating both your own performance, and the performance of others.	Unit: Developing People — Outcomes 1 and 2. Unit: Developing Practice — Outcomes 1, 2 and 4.	Portfolio.	

Ref	Knowledge and understanding	A coach must be able to:	Evidence	Assessment method	Comments
K7.3	Evaluation and ongoing review.	How to identify and source opportunities for continual professional development.	Unit: Developing People— Outcomes 1 and 2. Unit: Developing Practice — Outcome 4.	Portfolio.	
K7.3	Evaluation and ongoing review.	Why it is important to evaluate with others how well the developmental activities have met both your organisation's and own development needs.	Unit: Developing Practice — Outcome 4.	Professional discussion.	
K7.3	Evaluation and ongoing review.	The importance of maintaining records of continuing professional development of yourself and others.	Unit: Developing People — Outcomes 1 and 2. Unit: Developing Practice — Outcome 4.	Professional discussion.	

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

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S7.1	Planning and preparation.	Develop a plan to deliver safe and effective coaching programmes to include the Coach's ability to:	Unit: Developing People — Outcomes 1, 2, 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Performance/practical.	
S7.1	Planning and preparation.	Collate sources of information and materials that can help you to design a programme.	Unit: Developing People — Outcomes 1, 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Performance/practical.	
S7.1	Planning and preparation	Identify the demands of the sport/activity to inform programme design.	Unit: Developing People — Outcomes 1, 5 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Performance/practical.	

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S7.1	Planning and preparation	Review your analysis of the participants' level of development, actual and potential performance to inform goal setting.	Unit: Developing People — Outcomes 5 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Performance/practical.	
S7.1	Planning and preparation	Address any possible barriers to participants' development including reasonable adaptations to programme design, delivery methods and coaching styles.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Performance/practical.	
S7.1	Planning and preparation	Plan the programme in relation to recreation, competition and training cycles.	Unit: Developing Practice — Outcomes 1 and 2.	Performance/practical.	
S7.1	Planning and preparation	Identify and agree programme goals with participants and others.	Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
S7.1	Planning and preparation	Plan the resources required for the programme.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S7.1	Planning and preparation	Plan the focus and priority of each stage of the programme.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice— Outcomes 1, 2 and 3.	Performance/practical.	
S7.1	Planning and preparation	Explain to others their roles and responsibilities.	Unit: Developing People — Outcome 1.	Professional discussion.	
S7.1	Planning and preparation	Develop methods for evaluating performance that are safe, valid and reliable.	Unit: Developing Practice — Outcomes 1, 2 and 3.	Professional discussion.	
S7.1	Planning and preparation	Plan a schedule for the programme evaluations and share this with participants and others.	Unit:: Developing People — Outcome 4. Unit:: Developing Practice — Outcome 4.	Portfolio	
S7.2	Delivery	Deliver a safe and effective coaching programme to include the Coach's ability to:	Unit: Developing People — Outcomes 1, 2, 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.		

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S7.2	Delivery	Agree roles and responsibilities of participants and others involved and share in the programme.	Unit: Developing People — Outcomes 1, 4 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.		
S7.2	Delivery	Manage risk and monitor participants and others according to health and safety requirements.	Unit: Developing People — Outcomes 1 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Performance/practical.	
S7.2	Delivery	Make sure participants and others have access to equipment and facilities.	Unit: Developing People — Outcomes 1 and 6.	Performance/practical.	
S7.2	Delivery	Manage and maintain participant engagement in the programme.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S7.2	Delivery	Manage the implementation of skills acquisition, physical conditioning and mental skills development within the programme.	Unit: Developing People — Outcome 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
S7.2	Delivery	Maintain regular communication with participants and others.	Unit: Developing People — Outcomes 1 and 4. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
S7.2	Delivery	Adapt your coaching and leadership style to meet the needs of participants and others.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
S7.2	Delivery	Modify the programme to ensure sessions meet their goals.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S7.2	Delivery	Evaluate progress with the participants at agreed points during the programme.	Unit: Developing People — Outcomes 3 and 4.	Performance/practical.	
S7.2	Delivery	Adapt the programme goals based on the participants progress and circumstances.	Unit: Developing People — Outcomes 4, 5 and 6. Unit: Developing Practice — Outcomes 1, 2 and 3.	Performance/practical.	
S7.2	Delivery	Provide support and feedback to others involved in the programme.	Unit: Developing People — Outcomes 1, 4 and 6. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.	Performance/practical.	
S7.2	Delivery	Seek specialist advice from others to support the development and welfare of participants.	Unit: Developing People — Outcomes 1, 4 and 6. Unit: Developing Practice — Outcome 3.	Professional discussion.	

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S7.3	Evaluation and ongoing review	Evaluate safe and effective coaching programmes, including the Coach's ability to:	Unit: Developing People — Outcomes 2 and 4. Unit: Developing Practice — Outcomes 1, 2, 3 and 4.		
S7.3	Evaluation and ongoing review	Monitor and review a programme using methods identified during the planning of the programme.	Unit: Developing Practice — Outcomes 3 and 4.	Performance/practical.	
S7.3	Evaluation and ongoing review	Involve others in the monitoring and review process.	Unit: Developing Practice — Outcomes 3 and 4.	Performance/practical.	
S7.3	Evaluation and ongoing review	Analyse the evidence from the monitoring and review process.	Unit: Developing Practice — Outcome 4.	Professional discussion.	
S7.3	Evaluation and ongoing review	Complete a programme evaluation.	Unit: Developing Practice — Outcome 4.	Portfolio	
S7.3	Evaluation and ongoing review	Discuss the outcomes of the evaluation outcomes with participants and others.	Unit: Developing Practice — Outcome 4.	Portfolio	
S7.3	Evaluation and ongoing review	Collate recommendations for improvement and report on these findings.	Unit: Developing Practice — Outcome 4.	Portfolio	

Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S7.3	Evaluation and ongoing review	Implement recommendations for improvement to current and future programmes.	Unit: Developing People — Outcome 2. Unit: Developing Practice — Outcomes 3 and 4.	Performance/practical.	
S7.3	Evaluation and ongoing review	Identify the skills, knowledge and organisation's requirements for both yourself and others within a personal action plan.	Unit: Developing People — Outcomes 1 and 2. Unit: Developing Practice — Outcomes 3 and 4.	Portfolio	
S7.3	Evaluation and ongoing review	Evaluate own performance and the performance of others.	Unit: Developing People — Outcome 2. Unit: Developing Practice — Outcomes 3 and 4.	Professional discussion.	
S7.3	Evaluation and ongoing review	Identify developmental opportunities that will meet agreed development needs.	Unit: Developing People — Outcome 2. Unit: Developing Practice — Outcome 4.	Portfolio	

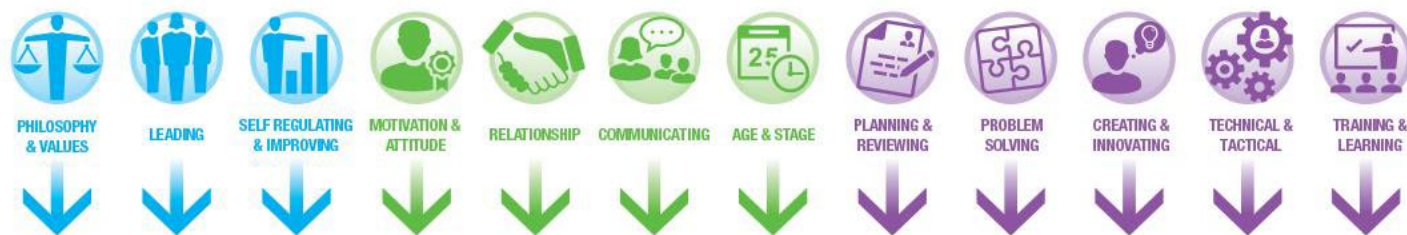
Ref	Skills	A coach must be able to:	Evidence	Assessment method	Comments
S7.3	Evaluation and ongoing review	Evaluate with others how well your developmental activities have met both your organisation's and own development needs.	Unit: Developing People — Outcome 2. Unit: Developing Practice — Outcome 4.	Professional discussion.	
S7.3	Evaluation and ongoing review	Review your personal action plan.	Unit: Developing People — Outcome 2. Unit: Developing Practice — Outcome 4.	Portfolio	

5.2.2 Effective Coaching Map

The PDA Sports Coaching Practitioner (SCQF level 7) has been mapped to the [Effective Coaching Map v1.0](#)



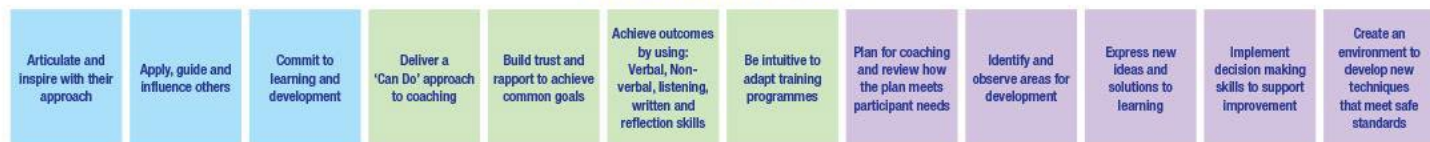
Great coaches need skills, knowledge and behaviours to coach effectively and confidently



To engage players or learners, coaches need to know how to be...



Great coaches will...



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the national agency for sport

Mapping of the Effective Coaching Map across the PDA Sports Coaching Practitioner

Coaching Practitioner: Developing People and Practice

Developing People Unit

Knowing Yourself	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Philosophy and Values			X			
Leading	X			X		
Self-regulating and Improving		X	X			
Motivation and Attitude	X		X		X	

Knowing Others	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Relationships	X			X	X	X
Communicating	X	X		X	X	X
Age and Stage				X		X
Planning and Reviewing		X				X

Knowing Coaching	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Problem Solving				X	X	X
Creating and Innovating						
Technical and Tactical						
Training and learning		X	X			

Developing Practice Unit

Knowing Yourself	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Philosophy and Values				X	
Leading		X	X		
Self-regulating and Improving			X	X	X
Motivation and Attitude		X	X		

Knowing Others	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Relationships	X	X	X		
Communicating	X	X	X	X	
Age and Stage	X	X	X		
Planning and Reviewing	X	X	X	X	

Knowing Coaching	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Problem Solving	X	X	X		
Creating and Innovating					X
Technical and Tactical			X		X
Training and learning				X	X

5.3 Mapping of Core Skills development opportunities across the qualifications

These core skills are signposted, which means learners will be developing aspects of Core Skills through teaching and learning approaches but not enough to attract automatic certification.

Communication

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
J779 34	Sports Coaching Practitioner: Developing People	X	X	X
J778 34	Sports Coaching Practitioner: Developing Practice	X	X	X

Numeracy

Unit code	Unit title	Using Number	Using Graphical Information
J779 34	Sports Coaching Practitioner: Developing People	X	
J778 34	Sports Coaching Practitioner: Developing Practice	X	

Information and Communication Technology (ICT)

Unit code	Unit title	Accessing Information	Providing/Creating Information
J778 34	Sports Coaching Practitioner: Developing People	X	X
J779 34	Sports Coaching Practitioner: Developing Practice	X	X

Problem Solving

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
J779 34	Sports Coaching Practitioner: Developing People	X	X	X
J778 34	Sports Coaching Practitioner: Developing Practice	X	X	X

Working with Others

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
J779 34	Sports Coaching Practitioner: Developing People	X	X
J778 34	Sports Coaching Practitioner: Developing Practice	X	X

5.4 Assessment strategy for the qualifications

SQA encourages a mix of assessments to meeting the evidence requirements of units. Where possible and appropriate, holistic assessment across the two units should be used. Sports Coaching is highly practical and this should be reflected in the assessments. This means that assessments will focus on direct observation of performance. The learners will also be encouraged to maintain a reflective journal to capture their learning and provide evidence for the Assessor. This journal could be written, audio, video or a combination of formats. The individual unit specifications contain full details of evidence requirements and suggested assessment models to allow learners to fulfil the unit requirements

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3
Sports Coaching Practitioner: Developing People.	<p>Open-book.</p> <p>Oral/written evidence.</p> <p>Professional discussion.</p> <p>Evidence should be gathered through professional discussion or recorded in a written, video or audio format.</p>	<p>Open-book.</p> <p>Oral/written evidence.</p> <p>Learners will produce evidence that illustrates a reflective practice model that can be used to analyse and evaluate their coaching practice and philosophy.</p> <p>Learners will identify sources of support for developing their reflective processes.</p>	<p>Open-book.</p> <p>Oral/written evidence.</p> <p>Learner will define their own coaching philosophy to include why a coaching philosophy is central to a coach's craft and the factors that influence this.</p> <p>Learners will have applied their coaching philosophy through all stages of the coaching process through the completion of six linked session plans.</p> <p>Six linked sessions must be clearly influenced by their coaching philosophy so the learner can apply it in practice with the requirement to reflect on it in outcome 2.</p>

Unit	Assessment: Outcome 4	Assessment: Outcome 5	Assessment: Outcome 6
Sports Coaching Practitioner: Developing People.	<p>Open-book.</p> <p>Performance observation.</p> <p>Evidence should be gathered from the six linked sessions and should demonstrate the application of each of these communication skills:</p> <ul style="list-style-type: none"> ◆ Listening. ◆ Questioning. ◆ Demonstration. ◆ Instruction. ◆ Explanation. ◆ Summarising. ◆ Reflecting. <p>Professional discussion and or oral/written evidence should be gathered to demonstrate the learner's reflections of how they have done one of the following:</p> <ul style="list-style-type: none"> ◆ take notice. ◆ show empathy. ◆ build rapport and trust. ◆ influence. ◆ collaborate. 	<p>Open-book.</p> <p>Performance observation.</p> <p>Professional discussion.</p> <p>These outcomes can be assessed holistically.</p> <p>Learners will demonstrate the application of theories through the practical delivery of six linked sessions.</p> <p>Learners may demonstrate their reasoning and thought process behind using theories through a reflective journal or professional discussion.</p>	<p>Open-book.</p> <p>Performance observation.</p> <p>Professional discussion.</p> <p>These outcomes can be assessed holistically.</p> <p>Learners will demonstrate the application of theories through the practical delivery of six linked sessions.</p> <p>Learners may demonstrate their reasoning and thought process behind using theories through a reflective journal or professional discussion.</p>

Unit	Assessment: Outcome 1	Assessment: Outcome 2
Sports Coaching Practitioner: Developing Practice.	<p>Open-book.</p> <p>Performance observation.</p> <p>Professional discussion.</p> <p>Learners will need to provide evidence to demonstrate their knowledge and/or skills by showing that they understand and are able to justify their own coaching process, including reference to their own experiential and theoretical learning.</p> <p>Learners will plan and deliver six linked coaching sessions, which demonstrate:</p> <ul style="list-style-type: none"> ◆ Principles of periodisation in programme and practice design. ◆ Design of active, purposeful, enjoyable and safe coaching sessions. ◆ An understanding of theory of skills acquisition. ◆ Understanding of principles of both linear and non-linear approaches to learning in coaching practice in relation to participant, task and environment. 	<p>Open-book.</p> <p>Performance observation.</p> <p>Professional discussion.</p> <p>Learners will need to provide evidence to demonstrate their knowledge and/or skills by showing that they understand and are able to justify their own coaching process, including reference to their own experiential and theoretical learning.</p> <p>Learners will plan and deliver six linked coaching sessions, which demonstrate:</p> <ul style="list-style-type: none"> ◆ Principles of periodisation in programme and practice design. ◆ Design of active, purposeful, enjoyable and safe coaching sessions. ◆ An understanding of theory of skills acquisition. ◆ Understanding of principles of both linear and non-linear approaches to learning in coaching practice in relation to participant, task and environment.

Unit	Assessment: Outcome 1	Assessment: Outcome 2
Sports Coaching Practitioner: Developing Practice.	<p>During the six linked coaching sessions, learners will:</p> <ul style="list-style-type: none"> ◆ Introduce and explain the purpose or desired outcome of a coaching session to participants covering all sub skills items. ◆ Use demonstration to create the desired performance within the coaching session, covering a minimum of two sub skills items. ◆ Observe and analyse participants performance levels relative to the desired outcome. ◆ Give appropriate succinct feedback to participant(s) in relation to all sub skills. ◆ Adapt task and/or environment constraints relative to the chosen population group. ◆ Demonstrate principles of linear or non-linear approaches to learning in coaching practice. ◆ Identify and correct fundamental movement patterns within technical skills. <p>Evidence of six linked sessions will include the following:</p> <p>Submission of six linked sessions and reviews, and any two of the following from different sessions: Peer observation — Participant feedback — Mentor feedback.</p>	<p>During the six linked coaching sessions, learners will:</p> <ul style="list-style-type: none"> ◆ Introduce and explain the purpose or desired outcome of a coaching session to participants covering all sub skills items. ◆ Use demonstration to create the desired performance within the coaching session, covering a minimum of two sub skills items. ◆ Observe and analyse participants performance levels relative to the desired outcome. ◆ Give appropriate succinct feedback to participant(s) in relation to all sub skills. ◆ Adapt task and/or environment constraints relative to the chosen population group. ◆ Demonstrate principles of linear or non-linear approaches to learning in coaching practice. ◆ Identify and correct fundamental movement patterns within technical skills. <p>Evidence of six linked sessions will include the following:</p> <p>Submission of six linked sessions and reviews, and any two of the following from different sessions: Peer observation — Participant feedback — Mentor feedback.</p>

Unit	Assessment: Outcome 3
Sports Coaching Practitioner: Developing Practice.	<p>Open-book.</p> <p>Performance observation.</p> <p>Professional discussion</p> <p>Learners will need to provide evidence to demonstrate their knowledge and/or skills by showing that they understand and are able to justify their own coaching process, including reference to their own experiential and theoretical learning.</p> <p>Learners will plan and deliver six linked coaching sessions, which demonstrate:</p> <ul style="list-style-type: none"> ◆ Principles of periodisation in programme and practice design. ◆ Design of active, purposeful, enjoyable and safe coaching sessions. ◆ An understanding of theory of skills acquisition. ◆ Understanding of principles of both linear and non-linear approaches to learning in coaching practice in relation to participant, task and environment.

Unit	Assessment: Outcome 3
Sports Coaching Practitioner: Developing Practice.	<p>During the six linked coaching sessions, learners will:</p> <ul style="list-style-type: none"> ◆ Introduce and explain the purpose or desired outcome of a coaching session to participants covering all sub skills items. ◆ Use demonstration to create the desired performance within the coaching session, covering a minimum of two sub skills items. ◆ Observe and analyse participants performance levels relative to the desired outcome. ◆ Give appropriate succinct feedback to participant(s) in relation to all sub skills. ◆ Adapt task and/or environment constraints relative to the chosen population group. ◆ Demonstrate principles of linear or non-linear approaches to learning in coaching practice. ◆ Identify and correct fundamental movement patterns within technical skills. <p>Evidence of six linked sessions will include the following:</p> <p>Submission of six linked sessions and reviews, and any two of the following from different sessions: Peer observation — Participant feedback — Mentor feedback.</p>

Unit	Assessment: Outcome 4	Assessment: Outcome 5
Sports Coaching Practitioner: Developing Practice.	<p>Open-book.</p> <p>Oral/written evidence.</p> <p>Learners will provide evidence of the application of an evaluative model such as GROW, GIBBS or KOLB and reflect on their coaching practice.</p> <p>The reflective practice model will incorporate evidence from all the stages of knowledge and/or skills item 1 — personal practice, session design, approaches to learning, coaching philosophy. The learner will then create a personal development plan and identify how they will adapt or develop their coaching programme based on their session reflections and the feedback from participants.</p> <p>Feedback from participants should be gathered as evidence but is not part of the assessed evidence.</p>	<p>Open-book.</p> <p>Oral/written evidence.</p> <p>Project.</p> <p>Professional discussion.</p> <p>Performance observation.</p> <p>This is a project based assignment and learners are required to produce an evaluative piece of work on a recent trend of development within their sport or sports coaching. They should reflect on how this could be applied within their coaching practice. The presentation of this information is up to the learner and could be the form of a presentation, professional discussion, within their practice or written/video/audio evidence.</p>

Where the units — Sport Coaching: Developing People and Sports Coaching Practitioner: Developing Practice are taught and assessed together as part of a group award, **one** set of six linked coaching sessions are required as evidence across the **two** units. The six linked sessions will relate to the coach's environment.

In certain sports or activities, it may not be possible to have six linked sessions due to the format of delivery and the variable participation levels. In this instance, the learner must choose six sessions which are delivered over a period of time that allows them to apply different theories and techniques. These sessions must be connected by an element such as discipline, environment, participant age and stage or skill level. The learner must be able to demonstrate how their coaching has developed over the six sessions.

Evidence of coaching needs to be delivered in a live context and cannot be simulated. Two sessions are required to be observed by the assessor. Live sessions can be video recorded with a 15-minute sample of each session being the minimum requirement for evidence. The two sessions, or two 15-minute samples need to show progression with the same aspect or activity that is being coached within each of the sessions.

6. Guidance on approaches to delivery and assessment

The design principles for this PDA encourages a more holistic approach 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 reflective journal.

6.1 Sequencing/integration of units

The PDA Sports Coaching Practitioner may be delivered and assessed holistically with either a combination of outcomes assessed together, or entire units being assessed. The evidence gathered from the six linked sessions may be used across both units.

Governing Bodies will have the flexibility to deliver the PDA as appropriate for their sport and environment. This could be a combination of online and in person, allowing time for self-reflection and for the learner to explore topics in their own time.

Here is a suggested outline of delivering the PDA.

Pre course (15 hours).

This could be a combination of an online learning platform, videos, documents or other CPD.

Child Well-being and Protection in Sport course.
Introduction to Inclusive practice.
Intro to themselves — prepare a video.
Share their expectations.
Initial thoughts about Coaching philosophy.
Reflections of their strengths and areas for development.
Some reading/podcast/videos — more than one way of coaching.
Prompt on coaching process.
Effective Coaching Map.
Roles and responsibilities.
Safety/legislation.

Intro session (2 hours).

Virtual

Intro to format and content.
how to use Brightspace.
Get to know each other and trainers.
Expectations.
Set the scene that this is about fueling curiosity and there isn't one way to coach.

Face to face (36 hours).

This face to face should be practical and could be in a simulated environment or in situ. If it is in a simulated environment, any evidence gathered cannot be used as part of the assessment. The learners should get the opportunity to try out various skills and learn from each other.

Communication methods.
Using demonstration.
Applying and reflecting on your coaching philosophy.
Goal setting.
Leadership as a coach — what does it look like?
Supporting your reflection.
Creating a motivational environment.
Adapting sessions to meet the needs of participants.
Equality and inclusion in coaching:
— Identifying barriers.
— Adapting sessions.
— Ways of encouraging inclusion.
Technical content.
Skill acquisition.
Developing tactics and strategy.
Using feedback.

Virtual Classroom — (minimum of 10 hours).

Peer review.
Reflection on learning and sessions.
Influencing factors for a Coaching philosophy.
What is a person-centred approach?
Identifying needs and wants:
— Participants existing resources.
— Negotiating goal setting.
Learning set — bring a question, what doesn't make sense.
Wellbeing personal and the participants.
Roles and responsibilities with different population groups and different environments.
Microcycle, mesocycle and macrocycle planning.

Online learning/reading (20 hours).

This should be the opportunity for learners to read content or find their own. It may also involve online learning platforms or webinars.

Coaching models and or frameworks:
— Physical, psychological and social development.
— Planning.
— Reflection.
Curiosity project.
Motivational environment.
Age and Stage demands of the sport.
Principles of learning and development.

Final discussion with lecturer/assessor (1 hour minimum).

Reflect on development over the course.
Capture any final remaining evidence through professional discussion.
Creating an action plan for future development of both their own development and their sessions and or programmes.

Six linked sessions (minimum 24 hours).

These should be throughout the course and should have enough time to demonstrate a development of coaching skills and reflection.

Practical Coaching within the learners' environment (20 hours).

The learner should use this opportunity to explore the coaching theories discussed and reflect on their practice. This will not be assessed but helps to develop their knowledge.

6.2 Recognition of prior learning

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

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

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

- ◆ HN Graded Units.
- ◆ Course and/or external assessments.
- ◆ Other integrative assessment units (which may or not be graded).
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit.
- ◆ Where there is an existing requirement for a licence to practice.
- ◆ Where there are specific health and safety requirements.
- ◆ Where there are regulatory, professional or other statutory requirements.
- ◆ Where otherwise specified in an assessment strategy.

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

The following sub-sections outline how existing SQA 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

There may be opportunities to progress from this qualification to HNC or first year HND Sports Coaching and Development or further Sports Governing Body qualifications

This qualification could lead to a voluntary position or paid employment as a coach across the sporting sector. Employers may include the following: National/Sports Governing Bodies, local sports organisations, local authorities, leisure trusts, private clubs/hotels.

6.2.2 Professional recognition

The PDA Sports Coaching Practitioner (SCQF level 7) is jointly certificated with sportscotland and the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA). This qualification is fully mapped to the CIMSPA Coach professional standard and is recognised as an entry requirement for Coach Practitioner membership.

Portability statement

Each of the home nations sports councils, UK Coaching and CIMSPA are committed to working with the respective sports governing bodies to maximise the portability of coaches working across the UK. Home Country Sports Councils have agreed the following portability statement:

'All qualifications and learning opportunities developed in line with the sector's Professional Standards and endorsed by CIMSPA will allow people to operate in their chosen occupation, population and environment across and throughout the UK, eg coach (core occupation), working in the school environment (environment), working with children (population).'

(27 February 2020)

6.3 Opportunities for e-assessment

Some performance criteria in outcomes across the two units may lend themselves to the use of e-portfolios and e-assessment. To support the accessibility of coach education, sportscotland would advocate using online learning platforms and virtual learning spaces to deliver and assess a proportion of this PDA. However, coaching is a very practical skill and there should be an emphasis on practical delivery alongside online.

6.5 Resource requirements

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

Delivers must ensure that where learners are to be or could be working with children or any group covered by legislation they fully adhere to the requirements of these provisions.

The evidence from the six linked sessions should be gathered from the learners' own environment and not from a simulated environment. However, it should be recognized that in the delivery of the content, the lecturer may use an environment amongst the learners to explore the application of theories and skills.

7. General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

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 SQA.

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

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8. Glossary of terms

Embedded Core Skills is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ 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 SQA's website and archived.
- ◆ no new centres may be approved to offer the group award.
- ◆ centres should only enter candidates whom they expect to complete the group award during the defined lapsing period.

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

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

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

9. General information for learners

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

The PDA Sports Coaching Practitioner: Developing People and Practice is made up of two mandatory units, Sports Coaching Practitioner: Developing People and Sports Coaching Practitioner: Developing Practice and is aimed at those interested in sport and coaching and would like to develop their knowledge and skills as a coach.

You must be at least 16 years old before starting this unit and should have some sports coaching experience or progressing from another relevant training or qualification. It is recommended that you should complete the sportscotland Child Wellbeing Protection in Sport (CWPS) in the last 3 years, specific Sports/National Governing Body (SGB/NGB) child protection courses or other suitable equivalent learning prior to starting this unit.

This PDA will support you to understand the needs and experience of participants and others involved in a coaching team, recognising that everyone is an individual and that coaching skills and behaviours need to be adapted to offer better support and to enable participants to get the most out of a learning opportunity and enjoy the sport and or physical activity. You will develop your knowledge of equality, inclusion and diversity, and will help to remove barriers to participation.

You will be supported to understand your own biography and biases which will enable you to be more self-aware and better equipped to develop others.

You will have the opportunity to be curious, to learn more about coaching and be encouraged to try out new ideas. You will explore different considerations when planning and adapting your sessions and you will develop your reflective skills to examine the effectiveness of your coaching.

You will reflect throughout the PDA and invite feedback from different sources to inform changes to your practice, behaviour, opportunities for development and to create personal action plans.

You will plan, deliver and evaluate at least six linked sessions in a real environment. These sessions will fit within a wider programme and be designed to meet the needs of the participants. The sessions will be safe and meet the standards set by your Governing body and will be active, purposeful and enjoyable. You will be able to justify your own coaching process, explaining why you have designed the session in that particular way, the behaviours that you employed and how it meets the needs of the participants.

You will engage in a blend of interactive and practical activities and the delivery of this PDA will likely be a combination of in person, online and remote. You will encounter a variety of assessment methods which will include performance, professional discussion, project and journal.

This PDA has been fully mapped to the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Coach Professional standard and is jointly certificated with sportscotland and CIMSPA.

This PDA could lead to a voluntary position or paid employment as a coach across the sporting sector. Employers may include the following: National/Sports Governing Bodies, local sports organisations, local authorities, leisure trusts, private clubs/hotels.

There may be opportunities to progress from this qualification to HNC or first year HND Sports Coaching and Development or further Sports Governing Body qualifications