



February 2021

Subject guidance for internally assessed qualifications in 2020–21

Please read this document in conjunction with [guidance for the assessment of internally assessed qualifications issued to centres in August 2020](#).

Sports Coaching; Fitness, Health and Exercise; Soft Tissue/Sports Therapy

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| Group award titles and codes: | HNC Fitness, Health and Exercise (GH07 15) HND Fitness, Health and Exercise (GH0F 16) PDA in Personal Training at SCQF Level 7 (GH02 47) HNC Soft Tissue Therapy (GH18 15) HND Sports Therapy (GJ58 16) HNC Coaching and Developing Sport (GD5R 15) HND Coaching and Developing Sport (GD7G 16) HNC Sports Coaching and Development (GP7X 15) PDA in Sports Coaching at SCQF Level 7 (GP7Y 47) PDA in Swimming Teaching at SCQF Level 7 (GR32 47) |
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This update contains guidance and the subsequent appendix for graded units in HNC and HND Coaching and Developing Sport published during 2020–21, and further temporary adaptations to unit specification evidence requirements.

Critical competences

For reasons of critical competences for these group awards, as well as the risk to self and/or others, the assessment of units involving the practical assessment of first aid procedures; cardiovascular machines; fixed weight machines; electrotherapy — electrical, mechanical and thermal equipment; soft-tissue massage, mandatory and optional, must be completed before a centre can consider moving to a holistic assessment approach, as set out in the [assessment decision tree](#).

Adaptations to evidence requirements to help manage assessment

Temporary adaptations have been made to the following unit specification evidence requirements. The table below provides a summary of adaptations with further, specific information provided on the following pages. If a unit specification is not included in this table, you must not alter the evidence requirements.

| Unit title | Code | Adaptation | Reduction | Sampling |
|--|---------|------------|-----------|----------|
| Work Placement | HJ4W 34 | ✓ | | |
| Applied Exercise Prescription for Special Population Groups | H4T5 35 | ✓ | ✓ | |
| Applied Fitness Assessment for Special Population Groups | H4T6 35 | | | |
| Current Exercise Trends | H4T8 35 | ✓ | ✓ | |
| Exercise Principles and Programming | H4TC 34 | ✓ | | |
| Health Screening | H4TE 34 | ✓ | | |
| Plan, Teach and Evaluate Group Exercise Sessions | H4TH 34 | ✓ | ✓ | ✓ |
| Plan, Teach and Evaluate Group Exercise with Music Sessions | H4TJ 34 | ✓ | | |
| Deliver Personal Training Sessions | H1S4 34 | ✓ | | |
| Physical Activity for Children | H4TG 34 | ✓ | ✓ | |
| Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults | H4TL 35 | ✓ | ✓ | ✓ |
| Managing Stress through Exercise and Therapy | DP2M 35 | ✓ | ✓ | |
| Strength and Conditioning: An Introduction | FW60 34 | ✓ | ✓ | ✓ |
| Strength and Conditioning: An Introduction | J421 34 | ✓ | ✓ | |
| Strength and Conditioning for Sports Performance | FX9T 35 | ✓ | ✓ | ✓ |
| Strength and Conditioning for Sports Performance | J42A 35 | ✓ | | ✓ |
| Flexibility Training | H4TD 34 | ✓ | | |
| Flexibility Training | J420 34 | ✓ | | |
| Functional Anatomy | H4XV 34 | ✓ | ✓ | ✓ |

| Unit title | Code | Adaptation | Reduction | Sampling |
|---|---------|------------|-----------|----------|
| Basic Subjective and Objective Assessment | H4XW 34 | ✓ | | |
| Clinical Sports Massage | H4XX 35 | ✓ | ✓ | |
| Sports Massage for Events and Special Populations | H4XY 34 | ✓ | ✓ | ✓ |
| Prevention and Management of Sports Injury | H4Y1 34 | ✓ | | |
| Sports Taping Techniques | J559 34 | ✓ | ✓ | ✓ |
| Clinical Assessment of Sports Injuries | H71M 35 | ✓ | ✓ | ✓ |
| Plan and Deliver Exercise Based Sports Rehabilitation | H71S 35 | ✓ | ✓ | |
| Functional Anatomy 2 | H71P 35 | ✓ | ✓ | ✓ |
| Clinical and Team Experience 1 | H4Y3 35 | ✓ | | |
| Sports Therapy: Exercise Principles and Testing | H3Y4 34 | ✓ | ✓ | ✓ |
| Clinical and Team Experience 2 | H71L 35 | ✓ | ✓ | |
| Strength and Conditioning: An Introduction | H71W 34 | ✓ | ✓ | |
| Coaching of Sports Performance Development | FX9N 35 | ✓ | | ✓ |
| Coaching and Developing Sport: Graded Unit 1 | FW68 34 | ✓ | | |
| Coaching and Developing Sport: Graded Unit 2 | FY00 35 | ✓ | | |
| Sports Coaching Theory and Practice | FW5M 34 | ✓ | | |
| Coaching of Sports: An Introduction | FW5R 34 | ✓ | ✓ | |
| Coaching Children | FW5X 34 | ✓ | ✓ | ✓ |
| Inclusive Sports Provision: An Introduction | H01A 34 | ✓ | | |
| Inclusive Sport Coaching | FX9R 35 | ✓ | ✓ | |
| Sports Development: An Introduction | FW5T 34 | ✓ | | |
| Assist in a Sport or Fitness Related Event | FW66 34 | ✓ | | |
| Managing a Sport or Fitness Related Event | FX9Y 35 | ✓ | | |

| Unit title | Code | Adaptation | Reduction | Sampling |
|---|-----------|------------|-----------|----------|
| Improving Coaching in Sport | FX9M 35 | ✓ | | ✓ |
| Fitness Testing for Sport | FW63 34 | ✓ | | ✓ |
| Sports Coaching Practitioner: Knowing Yourself | (J2AT 34) | ✓ | | |
| Sports Coaching Practitioner: Knowing Others | (J2AS 34) | ✓ | | |
| Sports Coaching Practitioner: Knowing Coaching | (J2AR 34) | ✓ | | |
| Sports Development 1 | J2AV 34 | ✓ | | |
| Coaching Children | J41Y 34 | ✓ | ✓ | ✓ |
| Inclusive Sport and Physical Activity for Participants with Disabilities | J423 34 | ✓ | ✓ | |

Interim arrangements for assessment that were put in place in 2018–19 and 2019–2020 will continue in 2020–2021 for the following group awards:

- ◆ GD5R 15 and GD7G 16: HNC and HND Coaching and Developing Sport
- ◆ GH18 15: HNC Soft Tissue Therapy and GJ58 16: HND Sports Therapy
- ◆ GH07 15 and GH0F 16: HNC and HND Fitness, Health and Exercise

As a reminder to centres, an extract from the letter to centres of 11 October 2019 about the cut off scores that applied in 2019–20:

Cut offs

“... we are conscious of centres’ concerns on the current burden of assessment. While this will be addressed by unit revisions going forward, we feel that it would be appropriate to introduce cut off scores, to be applied to the units being delivered in this academic session. Our judgement is that a cut off score of 80% will allow students to demonstrate sufficient knowledge and understanding for the majority of units. This is in keeping with the previous iterations of courses and will fit with our intentions to be applied going forward.”

Where the evidence requirements in a unit specification stipulate a cut off less than 80%, the cut off for that unit should be maintained, and not increased to 80%.

Important information

- ◆ [Appendix 1](#): Skills Active — Issued guidance February 2021

Please read and familiarise yourself with this guidance before reading further.

Units and/or outcomes where conditions of assessment can or cannot be altered

Assessment requirements (mandatory)

For reasons of Critical Competence to the Group Award and/or Risk to Self and/or Others, the assessment requirements identified in the following unit specifications are mandatory and must not be altered.

[Plan, Teach and Evaluate Gym Based Exercise Sessions \(H4TK 34\)](#)

Use of cardiovascular and fixed machines is required. The summative assessment of this unit must take place face-to-face and be directly supervised by a suitably qualified person.

[First Aid for Sport and Fitness \(FW5Y 34\)](#)

Use of Automated External Defibrillator, CPR manikin equipment, and demonstration of chest compressions is required. The summative assessment of outcomes 2 and 3 of this unit must take place face-to-face and be directly supervised by a suitably qualified person. Candidates should not carry out practical assessment on themselves. You should refer to Resuscitation Council UK guidance (see '[Further guidance and support](#)' section).

[Plan, Teach and Evaluate a Water Based Exercise Session \(DW5V 34\); \[Swimming Pool Lifeguard: Skills and Practice \\(H4TM 34\\); \\[Swimming Teaching: Practical Application \\\(J46T 34\\\)\\]\\(#\\)\]\(#\)](#)

No adaptation to evidence requirements and assessment environment is allowed. The summative assessment of these units must take place face-to-face and be directly supervised by a suitably qualified person.

[Foundations of Outdoor Activities \(DF8D 34\); \[Safe Practice in Outdoor Activities \\(FW64 34\\); \\[Application of Management and Organisational Skills in Outdoor Activities \\\(DP26 35\\\); \\\[Outdoor Activities: Safe Practice \\\\(J424 34\\\\); \\\\[Outdoor Activities Provision \\\\\(J425 34\\\\\); \\\\\[Outdoor Activities: Application of Management and Organisational Skills \\\\\\(J42E 35\\\\\\)\\\\\]\\\\\(#\\\\\)\\\\]\\\\(#\\\\)\\\]\\\(#\\\)\\]\\(#\\)\]\(#\)](#)

No adaptation to evidence requirements and assessment environment is allowed. The summative assessment of these units must take place face-to-face and be directly supervised by a suitably qualified person.

[Electrotherapy \(H71N 35\)](#)

Outcome 3 — Apply electrical, mechanical, and thermal modalities in relation to the management of sports therapies. No adaptation to evidence requirements is allowed for this outcome. The summative assessment of this outcome must take place face-to-face and be directly supervised by a suitably qualified person. Candidates should not carry out practical assessment on themselves.

Where assessments can be altered, that is where no subject guidance is published to insist on closed-book conditions, centres can gather evidence for outcomes under open-book conditions where this is more practical for 2020–21. Examples of alternative assessment

could be questions that have been answered and submitted by learners in a given time period, an electronic presentation with questions and answers, case studies, professional discussions, viva voce examinations or a report. Centres must ensure that the revised assessment task(s) is of the same level of demand for the learner as required by the original assessment requirements.

Additional guidance and information

Risk assessment

You should carefully consider if a candidate is at a stage where they can complete assessment safely. You should use and apply your centre's risk assessment policy prior to allowing candidates to undertake summative assessment remotely, out with your centre, in candidates' household or home, remote from the workplace or educational site.

Recommended approach to assessment

For the purposes of summative assessment, candidates may use 'clients' and participants from their educational, realistic workplace environment or household bubble(s). They may also use 'clients' and participants from their sports club and/or fitness club bubble(s).

A combined approach to practical assessment is encouraged to reduce client/participant footfall and avoid overassessment. Where evidence requirements within or across units can be covered through combined assessment, candidates may be able to show competence on fewer clients and/or occasions. Professional judgement, in collaboration with the wider course team and internal verifier(s), should be used to agree where any combining/integration of assessment is appropriate. Such decisions should be recorded and retained with the candidate evidence.

Depending on the knowledge and skills being assessed, you should use your professional judgement in determining the number of participants that would be appropriate for a candidate to demonstrate competence in a practical session, for example, one-to-one basis, small or large groups for coaching sessions.

Maintaining a record of formative assessment evidence as candidates move towards the point when they are assessment ready is encouraged. This evidence will not take the place of summative assessment evidence, but it may support summative assessment decisions.

Opportunities should be taken to adopt a combined approach when gathering written evidence. Such integration should be clear and where units of differing SCQF levels are being integrated it is important that evidence generated is at the appropriate SCQF level.

Environment and equipment

The following guidance excludes the unit specifications listed in the '[Units and/or outcomes where conditions of assessment can or cannot be altered](#)' section on page 5.

Environment

Where evidence requirements in a unit specification and/or an Assessment Support Pack (ASP) stipulate a summative assessment should take place in a particular environment, such as a gym, you may use your professional judgement when making changes to the environment to allow the assessment to take place. For example, it may be suitable to observe free weight demonstrations in an outdoor or home environment; instructing a group-based exercise session or outdoors in the park.

Equipment

Where evidence requirements in a unit specification and/or an ASP stipulate the use of particular equipment, you may use your professional judgement when making changes to the equipment to allow the assessment to take place. For example, in assessing body composition it may be suitable to use alternative methods, such as callipers, both limb girths, waist-to-hip ratio, Body Mass Index (BMI) or bio-electrical impedance.

The use of appropriate free weight equipment is preferred however, alternatives can be used such as a broom handle to simulate a bar bell.

You should carefully consider if a candidate is at a stage where they can complete assessment safely. You should use your centre's risk assessment policy prior to allowing candidates to undertake summative assessment remotely, out with your centre.

For all centres, in whatever circumstances, the first duty is to deliver high quality learning and teaching, and to assess candidates in a way that is valid, reliable, practical, equitable and fair.

You should use professional judgement in collaboration with the wider course team and internal verifiers to agree where changes are appropriate. Where adaptation is made to the environment and/or equipment, for summative assessment purposes, you should record this, including the reason for change, the different environment and/or equipment used, and retain it with the candidate evidence.

Further guidance and support

The sources below may provide you with further guidance and support:

- ◆ [sportscotland Covid-19 information and resources](#) including the Covid Officer e-learning module. For assessors who are deploying candidates as coaches, we are working with sportscotland to develop a Getting Coaches Ready for Sport webinar. Information will follow when it is available.
- ◆ [Chartered Institute for the Management of Sport and Physical Activity](#) (CIMSPA)
- ◆ [Royal Life Saving Society](#) (RLSS)
- ◆ [First Aid Awarding Organisation Forum](#) has a Covid-19 information.
- ◆ sportscotland published [Guidance for Sports Governing Bodies, local partners, and further and higher education partners](#)
- ◆ [Scottish Disability Sport](#) (SDS) — from April 2021, SDS will have an e-learning module for college students to support their knowledge and understanding of sport and physical activity for participants with disabilities. They also have a UK Disability Inclusiveness training course, [an overview](#) is available on their website.

If you have any questions, please contact qualification.development@sqa.org.uk.

Specific adaptations to evidence requirements

Work Placement (HJ4W 34)

The following adaptations only apply in the context of Fitness, Health and Exercise, and Sports Coaching group awards.

If it is not possible to complete a work placement due to restrictions and lockdown, then you can use appropriate and relevant Continuing Professional Development (CPD) activities to complete this unit. All CPD activities can be carried out online. You should use professional judgement in collaboration with the wider course team and internal verifiers to plan and agree this approach.

Outcome 1

Evidence requirements remain as per the published unit specification, with the exception of following evidence requirements that do not have to be covered:

- ◆ The negotiation of a flexible working contract with an existing or new work placement provider to meet individual needs.
- ◆ Agreement reached on individual role, responsibilities and tasks with the employer to promote individual progression.

Outcome 2

Evidence requirements for this outcome have been replaced. The workplace learning plan must include all of the following:

- ◆ A completed CPD log.
- ◆ A description of the CPD activities undertaken.
- ◆ Reflection on how the knowledge and skills gained during CPD activity may be applied in the work place and potential career pathways.
- ◆ Participation in a personal development/career review meeting.

Outcome 3

Evidence requirements remain as per the published unit specification.

If you have any questions, please contact qualification.development@sqa.org.uk.

HNC and HND Fitness, Health and Exercise (GH07 15 and GH0F 16)

PDA in Personal Training at SCQF Level 7 (GH02 47)

Applied Exercise Prescription for Special Population Groups (H4T5 35)

A reduction from two to one client/population group for practical assessment.

Candidates will meet all practical related evidence requirements with the minimum of **one** client/population group. Once they have met these requirements, practical evidence will not be needed for a second client as candidates will be deemed competent in practical application. However, **planning** for **two** populations is still required and a case study for results etc, can be provided for candidates to use for data analysis and programme development purposes.

Outcomes 3 and 4

A reduction from two to a minimum of one client/population group for planning and practical assessment. Learners will instruct and evaluate **six (minimum)** of the 12 planned exercise sessions, for the special population groups and submit evidence for all six sessions. **One** of the planned exercise sessions will be observed by the assessor.

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the practical assessment.

Applied Fitness Assessment for Special Population Groups (H4T6 35)

Outcome 2

Where a learner has appropriate evidence from prior assessment, including observations of health and fitness testing with clients, there is no requirement to see learners conducting tests in outcome 2; units such as Exercise Principles and Programming (H4TC 34 — outcome 3) would provide appropriate evidence. Protocols being used for Special Population Group clients should be included as part of the portfolio evidence to demonstrate learner competency (outcome 1).

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the practical assessment.

Current Exercise Trends (H4T8 35)

Outcomes 2 to 4

Learners will evaluate **one** exercise trend, describing the process of becoming qualified, explains the process of organising, setting up, delivering and evaluating a series of exercise sessions in their chosen current exercise trend.

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the session.

[Exercise Principles and Programming \(H4TC 34\)](#)

Outcome 3

Learners will cover all knowledge and skills in unit specification in learning and teaching. Learners will apply a minimum of two testing protocols for each of the static and dynamic tests, based on equipment availability.

Outcome 5

Summative assessment does not need to take place in a gym.

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the practical assessment.

[Health Screening \(H4TE 34\)](#)

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the practical assessment.

[Plan, Teach and Evaluate Group Exercise Sessions \(H4TH 34\)](#)

Outcome 1

Learners will devise plans for sessions that will last between 45–60 minutes. A sample of a minimum of 15 minutes will be observed by the assessor and must cover the all knowledge and skills items in the evidence requirements.

Outcome 2

Learners are required to teach a planned group exercise session to an inexperienced client group (of at least eight participants). If the session is delivered **virtually** the group should comprise **three to six participants**. Participants may come from the learner's home bubble or an educational bubble with a peer group.

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the session.

Plan, Teach and Evaluate Group Exercise with Music Sessions (H4TJ 34)

Outcome 1

Learners will devise plans for sessions that will last between 45–60 minutes. A sample of a minimum of 15 minutes will be observed by the assessor and must cover the all knowledge and skills items in the evidence requirements.

Outcome 2

Learners are required to teach a planned group exercise session to an inexperienced client group (of at least eight participants). If the session is delivered **virtually** the group should comprise **three to six participants**. Participants may come from the learner's home bubble or an educational bubble with a peer group.

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the coaching session.

Deliver Personal Training Sessions (H1S4 34)

Outcome 4

Participants may come from the learner's home bubble or an educational bubble.

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the personal training session.

Physical Activity for Children (H4TG 34)

Outcome 4

Where is not possible to deliver a session to a child or children an alternative adult or adult group can be used, in the form of role play. At least 15 minutes of the planned session should be observed by the assessor.

Where is not possible to deliver a session to a child or children an alternative adult or adult group can be used. It would be possible to embed adaptations for the participant(s) into the session plans for this unit.

The session can be delivered to a group or with an individual participant in the learner's home bubble or educational bubble with a peer group.

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital

evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the session.

Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults (H4TL 35)

Outcome 2

Where it is not possible to deliver a session to an adult or adults an alternative adult or adult group can be used, in the form of role play. It would be possible to embed adaptations for the participant(s) into the session plans for this unit. The session can be delivered to a group or with an individual participant in the learner's home bubble or educational bubble with a peer group.

Learners will apply a minimum of two assessments for each of the following bullets for each, based on equipment availability:

- ◆ Accurately conduct and record health assessments to include a minimum of resting heart rate, blood pressure, height, weight, BMI, body composition, waist-to-hip ratio, lung function, postural type.
- ◆ Accurately conduct and record fitness assessments to include a minimum of aerobic fitness, upper body endurance/strength, lower body endurance/strength, agility, balance, upper body flexibility, lower body flexibility.

Learners may carry out and record the health and fitness assessments remotely. These do not need to be observed by the assessor.

Outcome 3

The learner should be assessed in two parts:

- (1) Evidence of instructing, monitoring and adapting client performance on a sessional basis. Evidence for Part 1 could be inferred from evidence in other units in the group award.
- (2) Teaching an individual session from the planned programme.

Learners will plan and evaluate **six** exercise sessions, for older adult groups and submit evidence for all six sessions. **One** of the planned **30-minute** exercise sessions will be observed by the assessor. A sample of a minimum of **15 minutes** will be observed by the assessor and must cover the all knowledge and skills items in the evidence requirements.

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the session.

Managing Stress through Exercise and Therapy (DP2M 35)

Outcome 4

Practical evidence of a therapeutic or exercise based stress management technique applied on one occasion supported by three written treatment plans and evaluations.

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the personal training session.

Strength and Conditioning: An Introduction (FW60 34)

Outcome 2

The assessment will take the form of a project in which the candidate will design a periodised strength and conditioning programme for at least one client. The programme should follow the principles of specificity and incorporate training methods to improve a minimum of two of the following components: strength, speed, power and endurance over a period of at least six weeks.

Outcome 3

Candidates will need to provide evidence to demonstrate the key knowledge and/or skills by showing that they can demonstrate technical competency for one exercise for each of the following: strength — power — speed — endurance.

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the practical assessment.

Strength and Conditioning: An Introduction (J421 34)

Outcome 3

Learners will need to provide evidence from across the knowledge and/or skills by showing that they can demonstrate technical competency for one strength and conditioning exercise for each of the following components: strength — power — speed and agility — endurance — mobility/flexibility.

Strength and Conditioning for Sports Performance (FX9T 35)

Outcome 2

Learners will prepare, deliver and evaluate **two** sessions. **Both** planned sessions will be observed by the assessor. A sample of a minimum of **15 minutes** of each session will be observed by the assessor and must cover the all knowledge and skills items in the evidence requirements.

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the session.

Outcome 3

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the practical assessment.

Strength and Conditioning for Sports Performance (J42A 35)

Outcome 1

Learners will prepare, deliver and evaluate **two** sessions. **Both** planned sessions will be observed by the assessor. A sample of a minimum of **15 minutes** of each session will be observed by the assessor and must cover the all knowledge and skills items in the evidence requirements.

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the session.

Outcome 2

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during practical assessment.

Flexibility Training (H4TD 34)

Outcome 3

The session can be delivered to a group or with an individual participant in the learner's home bubble or educational bubble with a peer group.

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the session.

Flexibility Training (J420 34)

Outcome 3

The session can be delivered to a group or with an individual participant in the learner's home bubble or educational bubble with a peer group.

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the session.

If you have any questions, please contact qualification.development@sqa.org.uk.

HNC Soft Tissue Therapy (GH18 15)

HND Sports Therapy (GJ58 16)

HNC Soft Tissue Therapy — course aim 13: Gain a sufficient number of logged practice hours to be eligible for SMA membership.

Clinical Sports Massage (H4XX 35); Basic Subjective and Objective Assessment (H4XW 34)

100 logged hours appears in the 'Guidance' section, this means it is not part of the Evidence Requirements and therefore is **not** mandatory.

Clinical and Team Experience 1 (H4Y3 35)

Evidence Requirements for outcome 3 include: devise, apply and record approximately 74 hours of sports massage treatment to clients in Clinical and Training/Events environments (*logged hours to total 100 across three units: this unit, Clinical Sports Massage and Sports Massage for Events and Special Populations).

It is desirable for candidates to have 100 logged hours across the three units; **a total minimum of 50 hours across the three units**, which are demonstrated across all relevant, practical elements of the course. Consideration can be given to all practical competency for example class attendance at practical class, clinical classroom, training clinic, practice sessions with peers and/or with clients in candidates' bubble(s).

It follows that for outcome 3 of Clinical Sports Massage (H4XX 35) candidates will apply massage techniques (effleurage, petrissage, compressions, frictions, vibration, tapotement) safely and appropriately in terms of biomechanics, sequence, continuity, depth of pressure, rate and rhythm across a minimum of two case studies (reduced from four to a minimum of two). Evidence of candidate competence in massage techniques and soft tissue techniques (MET), proprioceptive neuromuscular facilitation (PNF), soft tissue release (STR), neuromuscular techniques (NMT)/trigger point release (TPR), positional release technique (PRT), myofascial release (MFR) may be collected formatively prior to candidates applying these techniques appropriately in the summative assessment/case studies.

Functional Anatomy (H4XV 34)

Outcome 2

The first bullet should be assessed by questions and answers during practical assessment.

Learners should demonstrate accurate palpation of a minimum of **10** randomly selected common surface landmarks identified in the list outlined in content and context.

Outcome 4

Learners should demonstrate accurate palpation and active contraction of **eight** randomly selected muscles and **two** superficial tendons.

For outcomes 2 and 4, during the practical assessment the learner must be observed directly/live by the assessor. Where performance evidence is observed remotely it must be of good quality with sufficient lighting and audio.

It would **not** be appropriate for the learner to record their performance and submit this as pre-recorded digital evidence.

Basic Subjective and Objective Assessment (H4XW 34)

Outcome 2

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and allow observation of detailed application.

Clinical Sports Massage (H4XX 35)

Outcomes 2 to 4

These outcomes should be assessed holistically through a **minimum of two** case studies (comprising a minimum of **two** sessions per case study), details of which are given following the Evidence Requirements of outcome 4.

The two case studies will comprise **two** session each and must cover a **minimum of three advanced techniques**. Techniques selected on each occasion should be used appropriately; reflective of the injury and healing process.

Performance relating to the two case studies **must be observed directly, face-to-face** by the assessor.

Sports Massage for Events and Special Populations (H4XY 35)

Outcome 2

Demonstrate events massage for **two** of the following: pre-event — inter-event — post-event.

Practical assessment for both events **must be observed directly, face-to-face** by the assessor.

These assessments can be carried out through simulation or at real events. While it would be advantageous for a learner to take part in live events, scenarios or case studies could be used as an alternative to events.

Outcome 4

Learners will devise, apply and record 10 hours of sports massage treatment. The requirement to include three different competition events in the 10 hours has been removed.

Clients may include those in each of the following categories: children (aged 9–12), adolescents (aged 13–18), male adults, female adults.

Learners will devise, apply and record sports massage treatment to a minimum of one client with pre-existing conditions.

Prevention and Management of Sports Injury (H4Y1 34)

Outcome 1

Bullet points two and three amendment from **demonstrate to explain**.

- ◆ Describe the procedure and use of SALTAPS (stop, ask, look, active movement, passive movement, strength) and PRICE (protection, rest, ice, compression, elevation) in the context of initial management of an injury.
- ◆ **Explain** the correct fitting and basic use of walking sticks, elbow or axillary crutches.
- ◆ **Explain** splinting an upper and lower body area so that an injured athlete may be transported to hospital.
- ◆ Briefly describe treatment modalities that sports therapists may use in rehabilitation (thermal therapy, hydrotherapy, electrotherapy, taping/strapping/bracing, exercise therapy, massage therapy, peripheral joint mobilisations).

Outcome 3

- ◆ Demonstrate practical and give written/oral evidence of the use of a wide range of equipment* to achieve basic functional goals of flexibility, strength and endurance, proprioception and maintenance of cardiovascular fitness in sports rehabilitation programmes.

*equipment comprises: treadmill; cross trainer/elliptical; rower; fixed weights; free weights; balls — different sizes, densities and weight; straps/towels; resistance bands; trampette; balance pads/boards; any other small equipment suitable for rehabilitation exercise.

Each treatment must take place using equipment, and in an environment, appropriate to the service being offered. Any equipment that can be assessed remotely can be assessed with video evidence and where this is not the case assessment should take place face-to-face.

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting, and allow observation of practical assessment.

Sports Taping Techniques (J559 34)

Outcome 2

To achieve this outcome evidence should be gathered through continuous assessment of the learners performing a minimum of **six** practical sports taping procedures (**three** athletic

taping and **three** kinesiology taping techniques — one from each of upper limb, lower limb and torso).

One of the athletic taping techniques and **one** kinesiology taping techniques must be **observed directly, face-to-face** by the assessor.

The other four taping techniques may either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting, and allow observation of taping techniques.

In addition, evidence must include a functionality test at the conclusion of each taping performance, whether the assessment takes place face-to-face, remotely via live observation or through pre-recorded digital evidence.

[Clinical Assessment of Sports Injuries \(H71M 35\)](#)

Outcome 1

Some aspects of this outcome can be cross-assessed with Functional Anatomy, outcome 4.

Performance evidence should be gathered from direct observation of the learner in a controlled environment as they perform a minimum of **five** practical anatomy procedures randomly selected from the ranges provided.

The assessment must be observed **directly, face-to-face** by the assessor.

[Plan and Deliver Exercise Based Sports Rehabilitation \(H71S 35\)](#)

Learners should plan for **four** case studies and carry out **two** practical assessments covering the early and intermediate rehabilitation stages. **One** of these two practical assessments must be **observed directly, face-to-face** by the assessor. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting, and allow observation of detailed application.

This unit can be cross-assessed with Sports Fitness and Return to Participation Criteria (H71V 34) outcome 3 and Strength and Conditioning: An Introduction (H71W 34) outcome 2 for late and pre-discharge stages. Sports specific field tests and flexibility do not need to be assessed in the unit as they are assessed in Sports Therapy: Exercise Principles and Testing and Flexibility units.

[Functional Anatomy 2 \(H71P 35\)](#)

Outcome 1

This first three bullets should be assessed practically, at the same time, where learners demonstrate accurate testing of **five** length and **five** strength tests (active contraction tests) from the list below. The five strength tests can be cross-assessed with Functional Anatomy.

Outcomes 1 and 3

Each performance test must take place using equipment, and in an environment, appropriate to the tests. During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting, and allow observation of the tests.

Clinical and Team Experience 1 (H4Y3 35)

Clients **may** include those in each of the following categories: children (aged 9–12), adolescents (aged 13–18), male adults, female adults, client(s) with **pre-existing conditions**.

One thermal modality (non-electrical) **must be observed directly, face-to-face** by the assessor. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and allow observation of detailed application and client care. Performance must take place in an environment appropriate to the service being offered.

Sports Therapy: Exercise Principles and Testing (H4Y4 34)

Outcome 3

- ◆ Identify appropriate static and dynamic tests for the assessment of physical fitness.
- ◆ Ensure all relevant pre-test considerations are discussed with the client.
- ◆ Carry out **a minimum of three** appropriate static health related tests from: pre-exercise heart rate, height, weight, Body Mass Index (BMI), blood pressure, waist measurement, body composition, lung function.
- ◆ Carry out **a minimum of three** dynamic tests for the components of fitness: cardiovascular endurance, strength, flexibility, local muscular endurance, and one from agility, power, speed.
- ◆ Adhere to recognised protocols for the selected tests.
- ◆ Record client details and test results in an appropriate format.
- ◆ Analyse test results against accepted and referenced norms, and provide accurate feedback regarding their implications.

Sports Fitness and Return to Participation Criteria (H71V 34)

This unit can be cross-assessed with Sports Therapy: Exercise Principles and Testing (H4Y4 34) outcomes 1 and 2, and Plan and Deliver Exercise Based Sports Rehabilitation (H71S 35) for outcome 3 for late and pre-discharge stages.

Clinical and Team Experience 2 (H71L 35)

Clients **may** include those in each of the following categories: children (aged 9–12), adolescents (aged 13–18), male adults, female adults, client(s) with **pre-existing conditions**.

Outcome 2

Where it is not possible to work practically as part of a team, this may be **replaced** with skills used in taping and rehabilitation (cross-assessment) with a log confirming **20** hours made up of clinical and other skills.

Outcome 3

The evidence requirements do not have to be covered.

Outcome 4

A reflective report evaluating a particular part of their clinical experience, to include personal strengths, areas for improvement and success.

[Strength and Conditioning: An Introduction \(H71W 34\)](#)

Outcome 3

There may be opportunities to cross-assess practical demonstrations in with Biomechanics and Movement Patterns (H71K 34) — outcome 2.

Learners will need to demonstrate their technical knowledge of at least one exercise for each of the following: strength — power — speed/agility — endurance — mobility/stretching.

Any assessment utilising cardiovascular machines and/or fixed weight machines **must be observed directly, face-to-face** by the assessor.

Each performance must take place using equipment, and in an environment, appropriate to the service being offered. During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting, and allow observation of detailed practical assessment.

If you have any questions, please contact qualification.development@sqa.org.uk.

HNC and HND Coaching and Developing Sport (GD5R 15 and GD7G 16)

Coaching of Sports Performance Development (FX9N 35)

Outcome 3

There is a reduction in the number of delivered coaching sessions from 12 to three.

Plan 12 sessions, three of which should be delivered, assessed, and reviewed. The delivered sessions must be assessed by an appropriate assessor.

For assessment purposes the candidate should plan and deliver each session for a minimum duration of 45 minutes. A sample of a minimum of **15 minutes** will be observed by the assessor and must cover the all knowledge and skills items in the evidence requirements.

The coaching session can be delivered to a group or with an individual participant in the learner's home bubble or educational bubble with a peer group.

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the coaching session.

Coaching and Developing Sport: Graded Unit 1 (FW68 34)

- ◆ This graded unit is designed to provide evidence that the candidate has achieved the following principal aims of the Coaching and Developing Sport: HNC Graded Unit 1: candidates will be required to deliver to a client or clients with any skills ability.
- ◆ Candidates will be required to plan five sessions for their selected sport and deliver and evaluate one of these sessions. The session will be carried out either with an external placement or an internal individual or group. For the purposes of this assessment, the candidate must plan sessions of a minimum 30 minutes in duration and deliver and evaluate at least one of these sessions. An assessor will assess the delivered session.

You can access revised Assessment Support Pack (ASP) Marking Guidance through your centre's SQA co-ordinator. See [Appendix to Subject guidance for internally assessed qualifications in 2020-21: December 2020](#) HNC/D Coaching and Developing Sport Group Awards.

Coaching and Developing Sport: Graded Unit 2 (FY00 35)

- ◆ This graded unit is designed to provide evidence that the candidate has achieved the following principal aims of the Coaching and Developing Sport: HNC Graded Unit: candidates will be required to deliver to a client or clients with any skills ability.
- ◆ Candidates will be required to plan five sessions for their selected sport and, deliver and evaluate one of these sessions. The session will be carried out either with an external

placement or an internal individual or group. For the purposes of this assessment the candidate must plan sessions of a minimum of 45-minutes and deliver and evaluate at least one of these sessions. An assessor will assess the delivered session.

You can access revised Assessment Support Pack (ASP) Marking Guidance through your centre's SQA co-ordinator. See [Appendix to Subject guidance for internally assessed qualifications in 2020-21: December 2020](#) HNC/D Coaching and Developing Sport Group Awards.

Sports Coaching Theory and Practice (FW5M 34)

Outcomes 3 and 4

The coaching session can be delivered to a group or with an individual participant in the learner's home bubble, educational bubble with a peer group.

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the coaching session.

Coaching of Sports: An Introduction (FW5R 34)

Outcome 1

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can demonstrate competence in five basic skills in a minimum of one sport. The instrument of assessment will be a practical exercise that will be used to allow the candidate to demonstrate their competence in the chosen skills both in the open and closed contexts.

Outcome 2

The coaching session can be delivered to a group or with an individual participant in the learner's home bubble, educational bubble with a peer group.

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the coaching session.

Outcome 3

Learners will understand and apply the rules/codes of conduct for **two** sports.

- ◆ Answer 15 questions for each sport, where at least eleven questions must be answered correctly for each sport.
- ◆ Each candidate will be required to demonstrate their knowledge and understanding of the basic rules/codes of conduct within each sport.

- ◆ In addition, candidates will be required to demonstrate their competence in controlling the sport by applying the basic rules/codes of conduct in a **minimum of one sport** in a practical context.

[Coaching Children \(FW5X 34\)](#)

Outcome 4

The delivery must be carried out over a minimum of four sessions, each of a minimum of **15 minutes** duration. The client group must be children or a child **under 16 years of age**. Where it is not possible to coach a child or children an alternative adult or adult group can be coached, in the form of **role play**. It would be possible to **embed adaptations** for coaching participants with a **disability** into the session plans for this unit.

Candidates will present session plans and session reviews for each session. A minimum of **three** sessions will be assessed by an appropriate assessor. A sample of a minimum of **15 minutes** for each session will be observed by the assessor and must cover the all knowledge and skills items in the evidence requirements.

The coaching session can be delivered to a group or with an individual participant in the learner's home bubble or educational bubble with a peer group.

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the coaching session.

[Inclusive Sports Provision: An Introduction \(H01A 34\)](#)

Outcome 3

Where it is not possible to assist coaching with a disability group, an alternative adult or adult group can be coached. It would be possible to embed adaptations for coaching a child or children into the session plans for this unit.

The coaching session can be delivered to a group or with an individual participant in the learner's home bubble or educational bubble with a peer group.

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the coaching session.

A sample of a minimum of **15 minutes** will be observed by the assessor and must cover the all knowledge and skills items in the evidence requirements.

Whilst not mandatory, learners may wish to complete the Scottish Disability Sport (SDS) UK [Disability Inclusiveness Training course](#), to support underpinning knowledge for this unit.

[Inclusive Sport Coaching \(FX9R 35\)](#)

Outcome 2

Candidates will need to provide evidence of a **minimum of two** sessions that demonstrate their knowledge and/or skills. Evidence must be in the form of practical activities and recorded evidence, for example a log book for at least four sessions.

Where it is not possible to lead coaching with a disability group, an alternative adult or adult group can be coached. It would be possible to **embed adaptations** for a child or children into the session plans for this unit.

The coaching session can be delivered to a group or with an individual participant in the learner's home bubble or educational bubble with a peer group.

A sample of a minimum of **15 minutes** will be observed by the assessor and must cover the all knowledge and skills items in the evidence requirements

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the coaching session.

[Sports Development: An Introduction \(FW5T 34\)](#)

Where it is not possible to deliver a face-to-face event, learners may participate in an online virtual event. A hypothetical event may be used where face-to-face or online virtual events are not available. All evidence requirements should be covered, with **exception** of (d) — effective delivery of a sports development programme.

[Assist in a Sport or Fitness Related Event \(FW66 34\)](#)

Where it is not possible to deliver a face-to-face event, learners may participate in an online virtual event. A hypothetical event may be used where face-to-face or online virtual events are not available. All evidence requirements should be covered.

[Managing a Sport or Fitness Related Event \(FX9Y 35\)](#)

Where it is not possible to deliver a face-to-face event, learners may participate in an online virtual event. A hypothetical event may be used where face-to-face or online virtual events are not available. All evidence requirements should be covered, with **exception** of — participate in the management activities appropriate to the selected event.

Improving Coaching in Sport (FX9M 35)

Outcomes 1, 2 and 4

Learners will effectively plan, coach a mixed ability group and coach a complex skill or tactic for 45 minutes. A sample of a minimum of **15 minutes** will be observed by the assessor and must cover the all knowledge and skills items in the evidence requirements.

The coaching session can be delivered to a group or with an individual participant in the learner's home bubble or educational bubble with a peer group.

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the coaching session.

Fitness Testing for Sport (FW63 34)

Outcome 2

For assessment purposes the candidate should administer at least **two** screening procedures, and plan and deliver **at least five fitness** tests. These could include adapted fitness tests that take account of the equipment available. A sample of **one** fitness test will be observed by the assessor and must cover all knowledge and skills items in the evidence requirements.

The screening procedures and fitness tests can be delivered to an individual participant in the learner's home bubble or educational bubble. Where this is not possible, a learner may record themselves undertaking the fitness tests.

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the fitness tests.

If you have any questions, please contact qualification.development@sqa.org.uk.

HNC Sport Coaching and Development (GP7X 15)

PDA in Sports Coaching at SCQF Level 7 (GP7Y 47)

[Sports Coaching Practitioner: Knowing Yourself \(J2AT 34\)](#); [Sports Coaching Practitioner: Knowing Others \(J2AS 34\)](#); [Sports Coaching Practitioner: Knowing Coaching \(J2AR 34\)](#)

Coaching session requirements

Each of the two sets of six linked sessions can be delivered to the same population group, or as coaching with a single participant in **two** different sports. This can include groups and/or individual participants in the learner's educational bubble and/or peer group.

Evidence of coaching needs to be delivered in a **live** context (cannot be simulated) and **two** sessions need to be observed by the assessor. Live sessions could be video recorded.

A **15-minute** sample would be required for **each** of the two sessions and evidence would need to show **progression** on the same two sections of the sessions.

[Sports Development 1 \(J2AV 34\)](#)

Outcome 4

Where it not possible to deliver a face-to-face event, learners may participate in an online virtual event. A hypothetical event may be used where face-to-face or online virtual events are not available. All evidence requirements should be covered.

Whilst it is recommended that the placement be a minimum of 20 hours to allow a full experience to be obtained, this is not mandatory. Where it is not possible to cover all of the evidence requirements for this unit, appropriate and relevant CPD activities can be used to **supplement** evidence for this unit. CPD activities can be carried out online. You should use professional judgement in collaboration with the wider course team and internal verifiers to plan and agree this approach.

[Coaching Children \(J41Y 34\)](#)

The delivery must be carried out over a minimum of four sessions, each of a minimum of **15 minutes** duration. The client group must be children or a child **under 18 years of age**. Where is not possible to coach a child or children an alternative adult or adult group can be coached. It would be possible to **embed adaptations** for coaching participants with a **disability** into the session plans for this unit, to allow for cross-assessment.

Candidates will present session plans and session reviews for each session. A minimum of **three** sessions will be assessed by an appropriate assessor. A sample of a minimum of **15 minutes** for each session will be observed by the assessor and must cover the all knowledge and skills items in the evidence requirements.

The coaching session can be delivered to a group or with an individual participant in the learner's home bubble or educational bubble with a peer group.

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the coaching session.

Inclusive Sport and Physical Activity for Participants with Disabilities (J423 34)

Where it is not possible to lead coaching with a disability group, an alternative adult or adult group can be coached. It would be possible to **embed adaptations** for coaching a child or children into the session plans for this unit.

The coaching session can be delivered to a group or with an individual participant in the learner's home bubble or educational bubble with a peer group.

During the practical assessment, the learner will either be observed directly/live by the assessor or the learner may record their performance and submit this as evidence. Where performance evidence is observed remotely or is presented as pre-recorded digital evidence, it must be of good quality with sufficient lighting and audio to allow observation and communication during the coaching session.

Whilst not mandatory, learners may wish to complete the Scottish Disability Sport (SDS) UK [Disability Inclusiveness Training course](#), to support underpinning knowledge for this unit.

Evidence to cover all of the sections on knowledge and/or skills through the planning, delivery and evaluation of a minimum of three practical sessions. Each session will be a minimum of **30** minutes duration. A sample of a minimum of **15 minutes** will be observed by the assessor and must cover the all knowledge and skills items in the evidence requirements.

If you have any questions, please contact qualification.development@sqa.org.uk.

PDA in Swimming Teaching at SCQF Level 7 (GR32 47)

Swimming Teaching: Practical Application (J46T 34)

No adaptation to evidence requirements and assessment environment is allowed. The summative assessment of these units must take place face-to-face and be directly supervised by a suitably qualified person.

If you have any questions, please contact qualification.development@sqa.org.uk.

Appendix 1



Skills Active – Issued guidance February 2021

Health and Safety guidance for the observation of assessment of performance for performance criteria and range within the learners'/candidates' household/home or remote from the learners/candidate's workplace/educational centre, inclusive of live and pre-recorded evidence for assessment for active leisure/fitness

In due consideration of the commitment to health and safety of all learners, clients, assessors, education providers/colleges/centres, employers, awarding organisations, insurers, and regulators the following guidance has been developed for consideration and implementation in relation to:

Directly observed remote performance observations of assessments or range and pre-recorded evidence for assessment performed in a learners'/candidates' household/home or remote from the workplace/educational centre, health and safety considerations:

- To Support health and safety Awarding organisations must be confident, confirm and evidence that education providers/colleges/centres must ensure any learner/candidate using any equipment or product off site remote from the workplace or education establishment (in the household where they live or outdoors) must have evidenced risk assessment. Awarding organisations must ensure that education providers/colleges/centres learners have evidenced knowledge of health and safety, safe working practices, relative and absolute contra-indications, COSHH and have access to material data sheets, for the storage, emergency actions and safe disposal of the products in scope.
- Awarding organisations must be confident that the remote direct observation technology is tested and sufficiently robust to ensure a continual live link for direct remote observation which must be carried out by an assessor who is occupationally competent and in a way that authenticates the performance as the learners/candidates own, as set out in the assessment strategy. All evidence gathered should be traceable, auditable, and authenticated with the relevant consent for all parties involved.
- Awarding organisations must be confident that any pre-recorded evidence submitted for assessment of performance criteria and performance range must be carried out by an assessor who is occupationally competent and in a way that authenticates the performance as the learners/candidates own, as set out in the assessment strategy. All evidence gathered should be traceable, auditable, and authenticated with the relevant consent for all parties involved.
- Education providers/colleges/centres must confirm and ensure that any learner/candidate using any equipment or product off site (in the household where they live or remote from the workplace/educational site) must have evidenced the relevant indemnity insurance that is valid for the activities and specialisms in scope.

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Restricted use of equipment, products and performance of activities, treatments and services not permitted for assessment of performance criteria and range in a learners'/candidates' own household/home or remote from the workplace or education centre:

- requiring the registration of a licence and/or disposal of sharps (blades, microneedles, epilation needles) or disposal of body fluids requiring a contaminated or clinical waste agreement
- advanced techniques – predominately level 3 soft tissue or remedial massage or electrical treatments
- any instructed activity that involves the utilisation of fixed weights
- any instructed activity that involves the use of cardiovascular machines
- any instructed activity or treatment involving the use of electrotherapy
- treatments/services that require the use of a product that are volatile, have a low flash point, due to lack of control in households of naked flames/smokers or ignition sources
- treatments/services that require the use of any chemical with the following hazardous classification symbols



Flammable



Toxic/Poison



Explosive



Corrosive

Joan Scott

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