



SPFL TRAINING LIMITED

SVQ 3

**APPRENTICESHIP IN
SPORTING EXCELLENCE**



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Content

Foreword	2
Section 1	
What is an SVQ?	3
What is an SVQ Level 3?	4
What is it equivalent to?	5
Section 2	
What does an SVQ 'Excellence in Sport' involve?	6
Gathering evidence?	9
How is the player assessed?	11
How will it be delivered?	12
Section 3	
What skills does it leave the players with?	13
How can it benefit the club?	14
Section 4	
What assistance do we require from the clubs?	16
Section 5	
The role of the learning provider	18
Role of the young apprentice footballer	19
Conclusion	20
Further information	21
References	21

Foreword

‘Successful sporting careers end at an early stage of the normal working lifespan and the majority of young sportspersons who aspire to a professional or semi-professional career are unsuccessful’

‘feelings of isolation and anxiety about the future are common’

*European Commission – DG
Education and Culture
Education of Young
Sportspersons – August 2004*

‘We feel the player has two real jobs:

One, to be a player, and two – go to school’

*Aimé Jacquet
FFF Technical Director
February 2006*

There is no question that in the industry that is professional football, the number one purpose of a Youth Development Team at any club is, and should be, to produce the best young footballers possible. With the debate on this issue short and unopposed from all quarters the 2nd priority and responsibility is to provide these young players with an education that will aid their development as a player within football and as a person outwith the game. The Scottish Vocational Qualification (SVQ) in ‘Excellence in Sport’ is a vehicle that will provide your players with the tools they require to be a conscientious, intelligent and employable person.



The value of the SVQ to the club is that it meets your moral responsibility to the young player and can provide an additional type of resource that can assist you in many areas of the game. Whilst the players’ College work is just as vital to their educational development, the currency and benefits of the SVQ are just as worthwhile. SPFL Training in partnership with Skills Development Scotland are committed to assisting all parties involved with tremendous support to make the SVQ the best programme that it can be.

SECTION 1

What is an SVQ?



Scottish Vocational Qualifications are based on standards of competence (National Occupational Standards) that describe a candidate's ability to work in real conditions – having an SVQ is a guarantee that a young player is competent to the standards that the SVQ is based on. The National Occupational Standards (NOS) are developed by employers and other experts from within the industry and then the Sector Skills Council (SSC) takes ownership on behalf of business and industry – as part of the development process, an SSC will liaise with employers within its sector. NOS can also be used for job descriptions, team development plans, designing courses etc, not just for training and qualifications.

SVQs are designed to benchmark people's skills against the national standards of competence by recognising the job-related skills and knowledge people need in work. Along with each set of National Occupational Standards there is a qualification structure and an assessment strategy. Where there are skills and knowledge gaps, SVQs can be used as the basis for a training framework.

SVQs:

- equip young players to do a job and provide transferable skills which are relevant to many occupations
- respond to the current and future needs of business and industry
- are available to people of all ages, and at any stage of their career
- are Unit-based and can be built up gradually over time
- can be taken in the workplace or in conjunction with a training organisation or a college
- encourage people to progress to further qualifications
- can be done during the course of people's normal day-to-day work

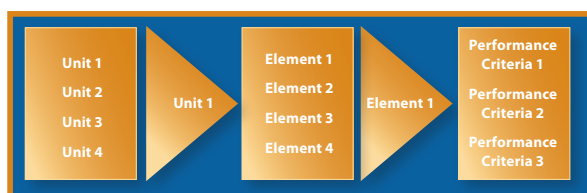
What is an SVQ Level 3?

There are five SVQ levels:

Level 1	Basic, routine and repetitive work skills	
Level 2	Broad range of skills including non-routine activities and individual responsibility	
Level 3	Supervisory skills	
Level 4	Management skills	
Level 5	Senior management skills	

‘Level 3 – at this level, candidates have to perform a broad range of activities in a variety of contexts, most of which are complex and non-routine. They will usually be working with considerable responsibility and autonomy, and may have control or guidance of others.’

SQA – ‘SVQs: a guide for employers’ – March 2006



THE ‘EXCELLENCE IN SPORT’
SVQ Level 3 and the tasks identified in the statement from SQA are those required to attain the award. The diagram above shows the structure of all SVQ’s. It is made up of a varying amount of Units which separately reflect a range of aspects of what you do in your work. Units are then broken down into elements which create smaller tasks.

Evidence must be gathered to satisfy the candidates’ competence in these tasks. Finally, the elements are made up of performance criteria, which are ways of setting the standard which the young player must be able satisfy during the tasks described in the element.

What is it equivalent to?



'The Scottish Credit and Qualifications Framework is the tool that underpins and supports lifelong learning in Scotland and enables learners, learning providers and employers to understand the full range of Scottish qualifications and how they relate to each other' SCQF – www.scqf.org.uk

AS YOU CAN SEE the SVQ Level 3 is the equivalent to SCQF level 6 or a Higher. For the young players to add a 'higher' qualification to their CV in the time they have at the club could be of huge benefit to their personal development and future employability.

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK



SCQF Levels	SQA Qualifications			Qualifications of Higher Education Institutions	Scottish Vocational Qualifications
12				DOCTORAL DEGREE	
11				INTEGRATED MASTERS DEGREE / MASTERS DEGREE	
10				POST GRADUATE DIPLOMA	SVQ5
9				POST GRADUATE CERTIFICATE	
8				HONOURS DEGREE	
7				GRADUATE DIPLOMA	
6				GRADUATE CERTIFICATE	
5				BACHELORS / ORDINARY DEGREE	
4				GRADUATE DIPLOMA	SVQ4
3				GRADUATE CERTIFICATE	
2				DIPLOMA OF HIGHER EDUCATION	
1				CERTIFICATE OF HIGHER EDUCATION	SVQ3
12					
11					
10					
9			PROFESSIONAL DEVELOPMENT AWARD		
8		HIGHER NATIONAL DIPLOMA			
7	ADVANCED HIGHER SCOTTISH BACCALAUREATE	HIGHER NATIONAL CERTIFICATE			
6	HIGHER				
5	INTERMEDIATE 2 CREDIT STANDARD GRADE				SVQ2
4	INTERMEDIATE 1 GENERAL STANDARD GRADE	NATIONAL CERTIFICATE	NATIONAL PROGRESSION AWARD		SVQ1
3	ACCESS 3 FOUNDATION STANDARD GRADE				
2	ACCESS 2				
1	ACCESS 1				

This Framework document has been produced to show the main Scottish qualifications already credit rated by SQA and Higher Education Institutions. However, there are a number of learning programmes in the Framework which are not included in this document. For more information on other credit rated provision, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the database.

scqf | SCOTLAND'S LIFELONG LEARNING FRAMEWORK www.scqf.org.uk

* These qualifications are differentiated by volume of outcomes and may be offered at either level

SECTION 2

What does the SVQ Level 3 'Excellence in Sport' involve?

THE EXCELLENCE IN SPORT award was devised by industry in collaboration with the Sector Skills Council (SSC) for leisure, SkillsActive. The SVQ for football follows the same structure as any other award with the changes being the content of units.

There are 8 units within the qualification, all of which are specific to the sport. The structure shown below is delivered over 2 seasons of the young players' apprenticeship.



Excellence in Sport SVQ delivered by SPFL Training Limited in partnership with Skills Development Scotland

UNIT G927 23	UNIT TITLE
ES1 F4B8 04	Plan, apply and evaluate your technical skills to achieve excellence in your sport - Identify and agree a programme to improve your technical skills - Implement a programme to improve your technical skills - Apply and evaluate your technical skills in competition
ES2 F4B9 04	Plan, apply and evaluate your tactical skills to achieve excellence in your sport - Identify and agree a programme to improve your tactical skills - Implement a programme to improve your tactical skills - Apply and evaluate your tactical skills in competition
ES3 F4BA 04	Plan, apply and evaluate your physical capability to achieve excellence in your sport - Identify and agree a programme to improve your physical capability - Implement a programme to improve your physical capability - Agree and evaluate your physical capability during competition - Agree and implement a nutritional programme
ES4 F4BB 04	Plan, apply and evaluate the attitudes and mental skills to achieve excellence in your sport - Identify and agree a programme to improve your attitudes and mental skills - Implement a programme to improve your attitudes and mental skills - Apply and evaluate your attitudes and mental skills in competition
ES5 F4BC 04	Plan and manage your lifestyle to achieve excellence in your sport - Plan and manage your sporting commitments - Plan and manage your time outside sport
ES6 F4BD 04	Manage your sporting career - Plan your career - Implement and develop your career plan - Plan and manage your finances
ES7 F4BE 04	Communicate & work effectively with other people/seeking to achieve excellence in your sport - Communicate effectively with other people - Work effectively with other people - Present a positive image of yourself, your organisation and your sport at events
ES8 F4BF 04	Maintain health and safety of self and others whilst seeking to achieve excellence in your sport - Work in a healthy and safe way - Respond to emergencies

The structure of each unit is based around the player identifying the demands of each theme with specific relevance to their abilities and role, developing and agreeing a development programme to improve their skill level and applying and evaluating the plan at appropriate times of the season.

Each player is given a workbook with performance criteria and various task sheets for each unit. This forms the main bulk of the sessions delivered by qualified staff. These task sheets are designed to assist the players achieve the performance criteria by extracting the information in a simple manner rather than the player having to manufacture templates themselves.

Example: In Unit 1 'Plan, Apply and Evaluate your Technical Skills' the players are asked to identify the technical skills required and how they relate to their position within their team;

Together with your coach, insert into table below the key requirements for playing your position.

PLAYER NAME: **A. Smith**

POSITION: **Right Midfield** DATE: **08 August**

TECHNICAL DEMANDS	
Demand Identified	Why is this a key requirement?
Crossing	To deliver quality crosses into penalty area for strikers to attack
Dribbling	To take on opponents and get in behind oppositions defensive line
Passing	To keep possession of the ball and create goal scoring opportunities for strikers

As you can see the right midfielder has identified specific skills that are used in his game. In his view he has noted that crossing, dribbling and passing are the 3 most important skills he needs for that position and has then identified how he uses these skills during a match.

The information he has given can then be used to prioritise his technical development. Later in the unit he will be asked to plan how to improve his crossing to a greater level, but also has the chance to workout a programme for areas requiring further development (such as shooting or control) and develop a timescale to achieve this.

The player would consult with his coach to see if this meets with his opinion and that his programme is appropriate to the player. If it is not appropriate the coach has the option of altering it to reflect what he believes the player should be focusing on.

Tasks like these are done as part of the evidence gathering process. With 8 units in the SVQ, the tasks can vary depending upon the unit and those involved but all will go towards judging whether or not the player has achieved the award.

Gathering evidence?

The player achieves the SVQ by demonstrating that they have satisfied the performance criteria (also known as National Operating Standards) for each unit by gathering a variety of evidence.

SQA dictate that there are 3 main types of evidence:

Performance evidence

This is evidence that the candidate should carry out the activities specified in each element or outcome. It can include:

- Records made on the basis of observation by the assessor or by another competent person
- eg. Coach observes the player working on technical development programme
- Products of the candidates work.
eg. The players' workbook
- Evidence in the form of answers to questions about the activities and products. Showing that the candidate knows why they have done what they have done eg. Q&A with a coach on why put crossing as a most important skill.

Knowledge evidence

This is evidence that the candidate has underpinning skills and knowledge of:

- Candidate knows why activities are carried out in a particular way
eg. Q&A with an assessor on why he should identify priorities for technical skills in his position before creating a programme
- That the skills could be transferred to a different situation
eg. Demonstrating that the process of analysing the situation and then developing a solution to the problem can be done for another area of the game such as a players physical conditioning
- Areas of the candidates work that are not suitable to observation or full simulation as part of an assessment can be measured by other means
eg. Unit 4 'Attitudes and Mental skills' developing a programme to assist the player focus mentally before a game is not suitable to observe or simulate (emotions of playing a game would be impossible to replicate anywhere else)

Knowledge evidence usually arises from responses to oral or written questions, case studies, candidates' own accounts of their activities, and witness testimony

Evidence of prior learning

This is evidence of a players current level of competency derived from previous sources such as ex-jobs, training or leisure pursuits. If these are proven to be relevant to the performance criteria then they can be taken into account

The players' knowledge, understanding and ability (to carry out the tasks) are being assessed most of the time. As previously mentioned the SVQ player workbook will form a large portion of the evidence, however evidence of players' achievements may come from various places;

- Team sheet showing inclusion in 1st team or reserves (used to show progression)
- Match programme showing an interview done with press
- Video evidence showing match preparation of technical skills
- Food diary

Where evidence can be gathered from conversations with mentors, coaches or managers etc the workbook contains 'discussion' sheets where the details of the discussion can be logged. Likewise for coaches or anyone else who witnessed the player doing something that fulfilled a portion of criteria 'Witness testimony' sheets are available where the observer can confirm that the task was completed.

How is the player assessed?

EACH CANDIDATE must provide enough evidence to prove 'that they can do what is set out in the criteria'. The evidence is assessed by an accredited SVQ 'Assessor / Verifier' (i.e. in possession of A1 assessors award) who has a role to work closely with the player to identify opportunities for gathering evidence, plan assessments, make judgements on evidence collected, record the judgements made and give the young player feedback so that he knows where his strengths and areas of development lie. Once each unit is complete the assessor then makes the judgement whether the player is competent, not yet competent or that there is not enough evidence to make a judgement.

There are many methods of assessment available such as;

- Direct observation in the workplace
Should be used wherever possible as this reduces the amount of tasks and paperwork for players. Also cost-effective for employer as no arrangements need to be made that will take players away from normal work (eg. training, games etc)
- Simulations, skill tests and role plays eg. mock media interviews
- Written or oral questioning
- Video / Audio recording of performance – in circumstances where it is impractical for assessor to be present (eg. dressing room preparation)
- Projects, tasks and assignments
Workbook
- Personal interviews – best method of extracting information from players as you have a captive audience. Also useful for coach to feedback on personal development programmes
- Log books – any existing log books already being carried out for any reason (eg. dietary info, physical conditioning)

All assessments are open to scrutiny by internal and external verifiers in order to ensure fair and correct judgements are being made and the quality of the portfolios and workbooks are at a high standard.

How will it be delivered?

THE COURSE IS DELIVERED OVER TWO YEARS with the units being taught during visits to the club coordinated with the club's Welfare Officer or club coach.

Each session will have a duration between 45 minutes and one hour depending upon the availability of the players and will take place once every 2 – 3 weeks. This allows enough time over the two year period for all eight units to be delivered.

The players get their education in two separate age groups (1st year apprentices and 2nd year apprentices); the reason for this is to allow for more individual feedback and assessment on each player. In a large group of players gathering evidence and assessing each of their competencies on a subject is very difficult.

The delivery of the course can be done by anyone with an '[A1 Assessors Award](#)' obtained from SQA (or another accredited provider) and with relevant industry experience.

This qualification is delivered in colaberation with clubs, who have access to the players daily and are able to maintain a more up to date evaluation of their progress. As well as this they will have a closer working relationship with the coaching staff and therefore be able to feedback the players' opinions on their performance and development more regularly.

SECTION 3

What skills does it leave young players with?

TO BE CLEAR the SVQ 'Excellence in sport' is not a tool to coach players on drills or practices to improve their skills or how to play the game, its purpose is to assist the player develop the process of identifying and setting goals and how to achieve them that will result in improvements in their performance within and out with the game.

Skills SVQ develops within football

- How to self evaluate technical, tactical, physical and mental skills
- How to identify important technical, tactical, physical and mental skills for specific positions on the park
- How to identify strengths and weakness within their own abilities
- How to develop S.M.A.R.T (Specific, Measureable, Achievable, Realistic and time bound) programmes to improve their abilities
 - Technical development programme
 - Physical conditioning programme
 - Nutritional programme
 - Injury prevention and recovery
 - Tactical development programme
 - Mental skills programme
 - Game preparation
 - Game focus
 - Mental and Attitude recovery
 - Career development programme
 - Focus on personal development
 - Management of finances
- Develops knowledge of how to communicate with other players, coaches and managers
 - Media training
- How to identify responsibilities they have within football and how to manage them in a constructive manner
 - Training
 - Games
 - Promotional events



Skills SVQ develops outwith football

- Core skills in IT, numeracy, communication, problem solving and working with others
- How to extract and identify successful and unsuccessful skills and methods from various jobs and situations
- How to set goals that are S.M.A.R.T
- How to create, manage and apply programmes to achieve goals and objectives
- How to evaluate scenarios
- How to manage work commitments with leisure time
- How to manage finances
- How to work with colleagues and managers in groups and one-to-one settings
- How to identify health and safety of self and others
- How to deal with injuries or signs of illness

Although all of these skills are contained within the one SVQ they are very much transferable from football to working environments. Giving the players a more rounded and effective education in what makes someone employable inside and outside the football industry is made possible with this SVQ.

How can it benefit the club?

THE BENEFITS to the young player reflect upon the club in many positive ways. The delivery of the SVQ, as with many new initiatives, requires development over a period of time to become a seamless and highly efficient qualification however the benefits to the club begin to be reaped from its inception;

- It is a cost-effective
 - Delivery is at no cost to the club
- SVQ structured according to needs of industry
 - Player follows the structure so club can monitor progress easily



- 
- Support in developing programmes that will help the players technical, tactical, physical and mental conditioning
 - The player becomes more focused and improves ability
 - Support in areas where the club may not have the time or resources
 - The profile and purpose of the project can assist the club in its continual drive to meet and exceed local, national and European standards (Club Licensing etc).
 - Acts as an additional support to coaches in the development of their players
 - The award is recognised world-wide.
 - Club is seen to be making the player as employable as possible for the future.
 - They meet the current and future needs of the industry
 - Can be used as a tool to plan the development needs of future players as well as the current ones
 - Should the player be released for whatever reason, the work done by the club in developing the players abilities using the SVQ may assist him in gaining employment at another team
 - Increase in the quality of youth players in general
 - Offering the SVQ to the players shows your commitment to their development
 - It makes the club attractive to potential players
 - It makes the club attractive to parents because of educational value they are seen to be attaching to young players development
 - Can motivate the player knowing that the club are providing input into every area of their game both on and off the pitch
 - Enhancement of public perception and knowledge of the clubs dedication to players' welfare and education
 - Could lead to links with potential sponsors who may employ released players because of the understanding gained during the SVQ
 - Being assessed in the workplace
 - Players never spend time away from work as candidates do in other SVQ's
 - Gives the coaches an opportunity to observe or deliver the SVQ
 - Club does not have to make any travel arrangements for players as course is delivered at club

With all of this payback from the time put into the players' education on an initial basis, the scope for flexibility to improve, manipulate and direct the programme to your clubs given circumstances can help maximise all of these benefits.

SECTION 4

What assistance is required from the clubs?

THE AIM IS TO DELIVER the best possible education for the players and in order to do this, assistance from the club is essential in a number of areas:

Access

- To meet with both groups of players once every 2 – 3 weeks
- To attend training and games in order to assess if the players are implementing their programmes
- To view and assess any existing physical conditioning programmes, food diaries etc
- To view any fitness testing results
- To attend, or receive a review of meetings between players and coaches concerning player performance and development
- To a venue where the education can be delivered

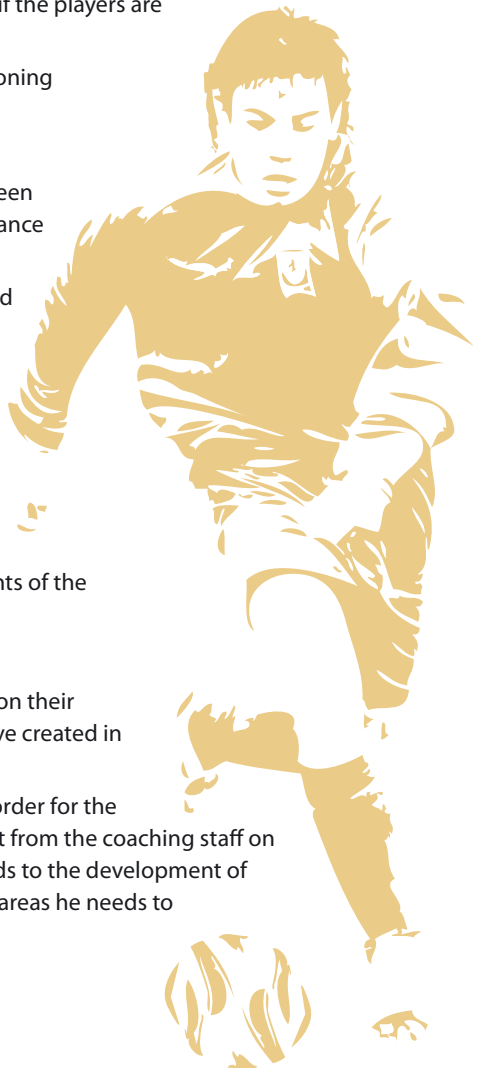
Evaluation

- From Club welfare officers/coaches/A.N. Other designated person
 - Monitor progress of candidates on SVQ
 - Manage the players completion of any additional work required outside the input sessions
 - Update the coaching staff on the developments of the programme and their players

Feedback

- That the coach provides feedback to the player on their performance and the programmes that they have created in order to develop their potential.

The areas of assistance identified are necessary in order for the SVQ to operate efficiently and effectively. The input from the coaching staff on the players' performance is especially vital as it leads to the development of goals and targets, gives the player a clear focus on areas he needs to



improve, allows them to develop their conditioning programmes with priority in areas identified by their coach and reinforces the importance of their education in football because their coach is taking a direct involvement in the SVQ.

It is recognised that each club will have different routines and circumstances and that it will take time for the project to reach its full potential, however the most important aspect that will make the SVQ a success is the involvement of the Welfare Officers and coaching staff at your club.



SECTION 5

The role of the learning provider

THE COLLEGE/UNIVERSITY/PRIVATE TRAINING PROVIDER will contract with the SPFL Training to:

- provide candidates with a suitable course option at an appropriate level.
- nominate a named contact person for dialogue channels with the club.
- provide weekly attendance records for each candidate directly to clubs.
- provide quarterly progress, attendance reports and final attainment for each candidate directly to SPFL Training.

Learning providers involved with national youth project

Aberdeen College	Forth Valley College	Perth College
Bearsden Academy	Heriot Watt	Reid Kerr College
Carnegie College	Inverness College	Scottish Borders Council
City of Glasgow College	Jewel & Esk Valley College	South Lanarkshire College
Clydebank College	Kilmarnock College	Telford College
Culloden Academy	Langside College	University of Glasgow
Cumbernauld College	Motherwell College	University of Stirling
Dundee College	Open University	University of West of Scotland
East Lothian Council	Pegasus Training	West Lothian College

Role of the young apprentice footballer

BY PARTICIPATING IN THIS PROGRAMME the Apprentice agrees to the following:

- with the support of SPFL Training and his Club coaching staff, will gather evidence to reflect progress in their football career
- participate in a programme of Education and Training that will enhance future employment prospects.
- participate in this programme on a weekly basis and advise promptly of any authorised non attendance.
- commit to catch up with any missed programme / course work at Learning Provider. ■
be available to SPFL Training / Skills Development Scotland representatives, to review progress at the Club as well as progress on Education / Training programme.

Selection of courses chosen by previous candidates

Accounts	Fitness Instructor	Motor Vehicle
Bricklaying	Football Management	NC Business
Business Studies	Geography / Business	Open University Modules
Catering	Hairdressing	PE Teaching
Coaching in the Community	Higher English	Plumbing
Computing	Higher Maths	Politics (higher)
Construction Trades	HNC Construction	Sport & Fitness
Joinery	HNC Engineering	Sports Coaching
ECDL	HNC Fitness Health and Exercise	Sports Science
Electrical	Joinery	Work Experience
ESOL	Languages	

Previous Apprentices

Many players who have achieved the Modern Apprenticeship in Sporting Excellence have also progressed to playing for their 1st team, providing them with a solid foundation for their future on and off the football field. The list of recent previous apprentices includes:

Johnny Russell (Dundee United) – Construction/ Big Business Studies

Stuart Armstrong (Dundee United) – Big Business Studies

Fraser Fyvie (Aberdeen) – Sports Coaching & Hospitality

Cammy Smith (Aberdeen) – Sports Coaching

Joe Shaughnessy (Aberdeen) – Human Biology/ Maths

James Forrest (Celtic) – Sports Coaching

Tony Watt (Celtic) – Fitness

Rhys McCabe (Rangers) – Electronics

Jamie Ness (Rangers) – English & Maths

Kenny McLean (St. Mirren) – Construction

Thomas Reilly (St. Mirren) – Construction

Murray Wallace (Falkirk) – Business Studies/ Personal Finance & Investment

Craig Sibbald (Falkirk) – Fitness Instructor

Jason Holt (Hearts) – Fitness Instructor

David Wotherspoon (Hibernian) – Construction

Some previous candidates have also moved on in their professional careers, taking their Modern Apprenticeship and education experience with them.

Danny Wilson now Liverpool studied English & Spanish whilst at Rangers.

Gregg Wylde now at Bolton Wanderers studied Motor Mechanics whilst at Rangers.

Jack Grimmer now at Fulham studied PE & Hospitality whilst at Aberdeen.

Scott Allan now at West Bromwich Albion studied Big Business Studies whilst at Dundee United.

Conclusion

"This is how it is. You wake up, you eat properly, you sleep at the right times, you stretch, it becomes a whole lifestyle, not just a case of turning up and training, do that and then leave and eat like your friends, drink like your friends.

We are athletes and what we do away from the pitch affects what we do on it.

They go hand in hand"

John Collins, Scotland on Sunday – 21 Jan 2007

THERE IS NO LOSING SIGHT of the fact that the single biggest priority for your youth development is the production of gifted young players capable of bringing a high degree of quality to the first team at your club. The SVQ can be likened to a quality assurance of the player and the Level 3 'Excellence in sport' is a tool that can not only assist the coaching staff in their role but can add motivation and confidence to a players psyche that results in a more rounded performer, with greater abilities and skills in and out with the game.



Further information



FOR FURTHER INFORMATION or advice on any aspect of the SVQ please contact Patrick Harte or Tom Docherty at the SPFL Training Limited.

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References

'Successful sporting careers... anxiety about the future are common'

DG Education and Culture; education of young sportspersons

AUGUST 2004

European Commission

'We feel the player has 2 real jobs: 1, to be a player and 2, to go to school'

www.pfa.net

FEBRUARY 2006

Aime Jacquet

Information regarding the SVQ award courtesy of Scottish Qualification Authority

www.sqa.org.uk

SCQF Table of qualifications

www.scqf.org.uk

Scottish Credit and Qualifications Framework

'This is how it works... they go hand in hand'

SUNDAY 21ST JANUARY 2007

John Collins speaking in the 'Scotland on Sunday' newspaper

excellence IN SPORT

