

## Component Specification

### Basketball

#### NFQ Level 4

#### 4N3205

### 1. Component Details

<b>Title</b>	Basketball
<b>Teideal as Gaeilge</b>	Cispheile
<b>Award Class</b>	Minor
<b>Code</b>	4N3205
<b>Level</b>	4
<b>Credit Value</b>	10
<b>Purpose</b>	The purpose of this award is to equip the learner with the knowledge, skills and competence in the sport of Basketball and to enable the learner to apply the basic principles of coaching with novice players.

<b>Learning Outcomes</b>	Learners will be able to:
1	Explain the importance of participation in sport and of promoting positive and enjoyable experiences for sporting participants
2	Outline the basic principles of Basketball and the rules of the game
3	Outline the implications to participation in playing Basketball for different aged participants, to include young children, adolescents and adults
4	Outline the implications of Basketball Ireland's Code of Practice for dealing with young children
5	Explain the function of warm-up and cool-down

- 6 Outline the role of the Coach in Basketball
- 7 Outline the roles of a range of club officers and officials in Basketball
- 8 Explain the role of the National Governing Body in developing the sport of Basketball
- 9 Outline the Basic Skills Development Framework used in Basketball
- 10 Explain the role of communication and demonstration in the coaching process
- 11 Outline ways to integrate participants with a disability into activities
- 12 Demonstrate a range of Basketball skills
- 13 Participate in the game of Basketball
- 14 Demonstrate a warm-up and cool-down
- 15 Apply the principles of Basketball in a game situation
- 16 Conduct introductory activities to develop basic techniques, skills and tactics in Basketball
- 17 Assist in planning, organising and conducting coaching sessions, using the Basic Skills Development Model to include warm up and cool down with emphasis on enjoyment
- 18 Observe a Coach or coaching session identifying points that were successful and areas for improvement
- 19 Apply the basic principles of instruction and demonstration
- 20 Outline the first aid emergency plan in place in a Basketball session.

## **Assessment**

### **General Information**

Details of FET assessment requirements are set out in [Assessment Guidelines for Providers](#).

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment

techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at [www.qqi.ie](http://www.qqi.ie).

## Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See current FET validation guidelines at [www.qqi.ie](http://www.qqi.ie).

All learning outcomes **must** be assessed and achieved

Skills Demonstration	50%
----------------------	-----

Learner Record	50%
----------------	-----

## Description

### Skills Demonstration

*A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.*

### Learner Record

*A learner record is the learner's self-reported and self-reflective record in which he/she describes specific learning experiences, activities, responses and skills acquired.*

<b>Recognition of Prior Learning (RPL)</b>	Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at <a href="http://www.fetac.ie">www.fetac.ie</a> for further information and registration details.						
<b>Grading</b>	<table><tr><td>Pass</td><td>50% - 64%</td></tr><tr><td>Merit</td><td>65% - 79%</td></tr><tr><td>Distinction</td><td>80% - 100%</td></tr></table>	Pass	50% - 64%	Merit	65% - 79%	Distinction	80% - 100%
Pass	50% - 64%						
Merit	65% - 79%						
Distinction	80% - 100%						
<b>Specific Validation Requirements</b>	The provider must have the approval of the National Governing Body, Basketball Ireland, to offer programmes leading to this award.						
<b>Supporting Documentation</b>	1. Supporting documentation is accessible via the National Governing Body <a href="http://www.basketballireland.ie">www.basketballireland.ie</a> .						
<b>Access</b>	To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.						
<b>Transfer</b>	Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.						

## 2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see [www.qqi.ie](http://www.qqi.ie)).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

### 3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

**Table 1: FET Credit Values**

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and <60
4	90	10	5,15,20	>5 and <90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

### Guide to Level

Independence is the hallmark of this level. Learning outcomes at this level correspond to a growing sense of responsibility for participating in public life and shaping one's own life. The outcomes at this level would be associated with first-time entry to many occupational sectors.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Broad range of knowledge

	Kind	Mainly concrete in reference and with some elements of abstraction or theory
Know How & Skill	Range	Demonstrate a moderate range of practical and cognitive skills and tools
	Selectivity	Select from a range of procedures and apply known solutions to a variety of predictable problems
Competence	Context	Act in familiar and unfamiliar contexts
	Role	Act with considerable amount of responsibility and autonomy
	Learning to Learn	Learn to take responsibility for own learning within a supervised environment
	Insight	Assume partial responsibility for consistency of self-understanding and behaviour

*Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI*