

# Unit 16: Sports Coaching

<b>Unit code:</b>	<b>Y/502/5621</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to develop a learners understanding and knowledge of the roles, responsibilities, skills and techniques of a sports coach and how to apply them whilst coaching and/or leading sports sessions.

## ● Unit introduction

This unit will develop learners' ability to coach specific sports. It will develop their knowledge of the skills and techniques used by coaches to enhance sports performance, and will also provide them with an opportunity to apply these skills and techniques whilst coaching and leading sports sessions.

The major goal of any sports coach is to maximise the performance potential of individuals or teams, enabling athletes to achieve levels of performance that may not have been possible if left to their own endeavours.

The role of the coach can be complex and involved, yet exciting and rewarding. At any one time coaches fulfil the role of instructor, assessor, friend, mentor, facilitator, demonstrator, adviser, supporter, fact finder, motivator, counsellor, organiser and planner.

This is an exciting time for sport and coaching in the UK. The government-led UK Action Plan for Coaching is focused on recruitment and support of current and subsequent coaches. This system can provide high-quality sports opportunities for children, players and athletes at all stages of their development. They can be supported by qualified coaches working within a supportive structure at club, school, regional and national level.

There can be a pathway for every child in sport that provides them with the opportunity to pursue their dreams, guided by their choices and capabilities. Coaching will play a key role in the period ahead, providing exciting and rewarding pathways for many young people and adults in sport, as well as the extra edge that will help our athletes get to be the best in the world.

This unit allows learners to develop their own knowledge of coaching by investigating the work of recognised successful coaches and reflecting on the reasons and means of their success. From here it is possible to move on and examine the tools of the trade; the techniques and strategies that successful coaches apply and the knowledge base needed to improve performance.

Finally, and in a practical setting, learners will plan, deliver and review their own coaching performance. On completion of this unit learners will be able to explore the opportunities available to them, including seeking further qualifications that will enhance their status as a sports student.

## ● Learning outcomes

### On completion of this unit a learner should:

- 1 Know the roles, responsibilities and skills of sports coaches
- 2 Know the techniques used by coaches to improve the performance of athletes
- 3 Be able to plan a sports coaching session
- 4 Be able to deliver and review a sports coaching session.

# Unit content

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## 1 Know the roles, responsibilities and skills of sports coaches

*Roles:* eg innovator, friend, manager, trainer, role-model, educator

*Responsibilities:* eg legal obligations (child protection, insurance), professional conduct, health and safety, equal opportunities, knowledge of the coaching environment

*Skills:* eg communication, organisation, analysing, problem solving, evaluating, time management

## 2 Know the techniques used by coaches to improve the performance of athletes

*Techniques:* eg observation analysis, performance profiling, fitness assessment, goal setting, simulation, modelling, effective demonstration, technical instruction, developing performer coaching diaries, adapting practices to meet individual needs, designing effective practice sessions

## 3 Be able to plan a sports coaching session

*Plan:* aims and objectives; SMART (specific, measurable, achievable, realistic, time-bound) targets; roles; responsibilities; participants, eg number, ability, needs, age, gender; resources, eg human, physical, fiscal; health and safety, eg risk assessment, emergency procedures, contingencies; components of session, eg warm-up, main body, cool down; sequencing; coaching skills and techniques; feedback

## 4 Be able to deliver and review a sports coaching session

*Deliver:* appropriate role; responsibilities; demonstration of skills and techniques; consideration of health and safety, eg emergency procedures, contingencies; use of resources, eg equipment, facilities; components of session, eg warm-up, main body, cool down; sequencing; feedback

*Review:* against aims and objectives; against targets; formative and summative; feedback, eg participants, observers, peers, assessors; strengths; areas for improvement; development plan, eg opportunities, further qualifications, potential barriers

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> describe four roles and four responsibilities of sports coaches, using examples of coaches from different sports	<b>M1</b> explain four roles and four responsibilities of sports coaches, using examples of coaches from different sports	<b>D1</b> compare and contrast the roles, responsibilities and skills of successful coaches from different sports
<b>P2</b> describe three skills common to successful sports coaches, using examples of coaches from different sports	<b>M2</b> explain three skills common to successful sports coaches, using examples of coaches from different sports	
<b>P3</b> describe three different techniques that are used by coaches, to improve the performance of athletes	<b>M3</b> explain three different techniques that are used by coaches, to improve the performance of athletes	<b>D2</b> evaluate three different techniques that are used by coaches, to improve the performance of athletes
<b>P4</b> plan a sports coaching session [IE3, CT1, RL4, TW2, SM2, SM3]		
<b>P5</b> deliver a sports coaching session, with tutor support [CT5, EP5, SM6, SM5, SM7]	<b>M4</b> independently deliver a sports coaching session	
<b>P6</b> carry out a review of the planning and delivery of a sports coaching session, identifying strengths and areas for improvement. [RL5, RL3, RL4, EP4]	<b>M5</b> evaluate the planning and delivery of a sports coaching session, suggesting how improvements could be reached in the identified areas.	<b>D3</b> justify suggestions made in relation to the development plan.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

## Essential guidance for tutors

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### Delivery

This is a practical unit and techniques and analysis are best done 'in the field' or in a controlled environment. Where possible, the environment should offer learners access to a range of different sports. Once learners have been taught the basic roles, responsibilities, skills and techniques of sports coaching they should have the opportunity to practise their coaching skills on each other. Learners can be given specific tasks each week to plan for the following week, such as whole-part-whole technique in coaching a basketball lay-up shot.

Learners should be encouraged to develop their own coaching skills through a range of sports and physical activities, but their coaching should be focused on one or two sports. Learners should be comfortable in their understanding of the basic rules, techniques and tactics of the sport(s) selected.

Links with local primary schools, so learners can work with children, would be extremely beneficial.

An understanding of the roles, responsibilities, skills and purpose of successful sports coaches is best covered through the use of case studies and through using learners' own experiences and knowledge of working with and being coached by coaches in the community. Learners' own experiences would provide useful discussions as well as looking at the work of high-profile coaches from different sports. A guest lecture from a coach representing a governing body could provide learners with more knowledge regarding coaching a particular sport and how to become active as a sports coach in their locality. This can include exploring the qualifications and experience required to become a qualified sports coach in specific sports.

Learners must plan and lead effective coaching sessions for a selected sport that incorporates the skills and knowledge gained from formal classroom discussions as well as practical sessions. Centres may also decide to offer learners an opportunity to complete National Governing Body Coaching Awards to support learners meeting elements of the assessment criteria for this unit.

Learners can produce exemplar case studies, logbooks/diaries, witness testimonies and presentations that demonstrate their involvement in coaching sessions.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit.
<b>Assignment 1: Roles, Responsibilities, Skills and Techniques of a Sports Coach (P1, M1, D1, P2, M2, P3, M3, D2).</b> Tutor introduces the assignment brief.
Introduce the roles of a sports coach – tutor led.
Demonstrate the roles of a sports coach through practical delivery and observation of sports coaches in action (links to external coaching awards).
Introduce the responsibilities of a sports coach – tutor led.
Practical delivery of the importance of the responsibilities of a sports coach, considering where appropriate; legal obligations, professional conduct, health and safety, equal opportunities and knowledge of the coaching environment (links to external coaching awards).
Introduce the skills of a sports coach – tutor led.
Practical delivery of each of the skills and how an effective coach should display each skill appropriately and effectively.
Introduce the techniques used by coaches to support the improvement of sports performers – tutor led.
Practical demonstration/observation of techniques used by sports coaches (links to external coaching awards).
<b>Assignment 2: Planning, Delivering and Reviewing a Sports Coaching Session (P4, P5, M4, P6, M5, D3).</b> Tutor introduces the assignment brief.
Introduce the requirements of a sports coaching session plan (links to external coaching awards) – tutor led.
Demonstrate various activities that could be applied to a sports coaching session, using various sports as examples – tutor led (links to external coaching awards).
Plan a sports coaching session – learner activity.
Prepare feedback for participants, observers to complete after completion of session.
Discuss the requirements of the delivery of the sports coaching session – assessment criteria; requirements – tutor led.
Undertake delivery of session (links to external coaching awards) – learner activity.
Learner activity: gather feedback from participants and obtain feedback from tutor on performance of delivery of sports coaching session (links to external coaching awards).
Review the sports coaching session commenting on effectiveness of their performance; strengths and areas for improvement.
Complete a development plan that identifies the methods for improvement and targets for future development as a sports coach. Learners should be provided with guidance on types of courses and specific coaches that could be accessed to develop their coaching ability.
Review of reflective practice of unit and assessment.

## Assessment

For P1 and P2, learners are required to describe roles, responsibilities and skills of a sports coach. Assessment evidence could be produced in the form of a detailed promotional leaflet or presentation that promotes sports coaching. Learners should select successful coaches from a variety of professional and local sports clubs as appropriate. Expanding on the successes of the sports coaches and how the identified roles, responsibilities and skills have impacted on the performance of their sports performers could offer evidence for grading criteria M1, M2 and D1. Learners need to provide explanations of the roles, responsibilities (M1) and skills (M2) and compare and contrast these to meet criterion D1.

For P3, learners could produce a brief report describing three different techniques that can be employed by coaches to improve performance of sports performers/athletes at all levels. This report could be extended into a more detailed explanation of how coaches have used the techniques (selected by learners for their report) to enhance the performance of sports performers who they coach (M3). Learners could support an experienced coach and keep a coaching logbook, in which learners could be encouraged to observe an experienced coach applying some of these techniques, providing them with the opportunity to evaluate the effectiveness of the techniques to meet criterion D2. Alternatively, if learners are experienced coaches in their own right they could keep a diary of their own performance whilst applying these techniques and evaluating the effectiveness of each technique used to improve the performance of sports performers.

For P4, learners need to plan a sports coaching session. This could be assessed by a learner-designed coaching session plan, or a completed sports coaching session plan using a suitable sport-specific template. This could be incorporated into a logbook or diary that may include evidence for other criteria for this unit and other coaching and leadership units from within the specification.

The delivery of the coaching session is best assessed by the tutor completing a suitable observation checklist, with the content of the session assessed against a specific set of criteria. This assessment sheet could be included in the logbook or diary. If the assessor observation shows competence of the learner (with tutor support) then criterion P5 can be offered.

Grading criterion M4 can only be met if the coaching session is delivered independently without any support, and assessment evidence can be recorded using the same observation checklist.

The final part of the coaching delivery process is the session review, leading to development of an action plan. For P6, a straightforward review of the coaching session could take the form of a logbook or diary insert which, if extended to include an evaluation, could form the evidence for grading criterion M5. For D3, learners must review their coaching performance, reviewing feedback from a variety of sources, and justify suggestions made relating to their development plan to improve their coaching performance.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1, P2, M2, P3, M3, D2	Roles, Responsibilities, Skills and Techniques of a Sports Coach	You aspire to be a sports coach and explore how coaches have used various roles, responsibilities, skills and techniques successfully.	Presentation. Witness statement.
P4, P5, M4, P6, M5, D3	Planning, Delivering and Reviewing a Sports Coaching Session	Learners produce a sports coaching session plan for a specific client group. Learners then implement the session plan and review performance.	Session plan. Practical observation and assessment. Session review – verbal or written report.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Sport sector suite and the BTEC Sport and Exercise Sciences sector suite. This unit has particular links with the following unit titles in the BTEC Sport suite and the BTEC Sport and Exercise Sciences suite:

Level 2 Sport	Level 3 Sport	Level 3 Sport and Exercise Sciences
Technical Skills and Tactical Awareness for Sport	Practical Individual Sports	Practical Individual Sports
Practical Sport	Practical Team Sports	Practical Team Sports
Planning and Leading Sports Activities	Talent Identification and Development in Sport	Analysis of Sports Performance
Outdoor and Adventurous Activities	Assessing Risk in Sport	Exercise for Specific Groups
Planning and Running a Sports Event	Analysis of Sports Performance	Fitness Training and Programming
	Instructing Physical Activity and Exercise	Fitness Testing for Sport and Exercise
	Leadership in Sport	Instructing Physical Activity and Exercise
	Exercise for Specific Groups	Sport and Exercise Psychology
	Fitness Training and Programming	Applied Sport and Exercise Psychology
	Psychology for Sports Performance	Outdoor and Adventurous Activities
	Fitness Testing for Sport and Exercise	
	Organising Sports Events	

Level 2 Sport	Level 3 Sport	Level 3 Sport and Exercise Sciences
	Physical Education and the Care of Children and Young People	
	Skills for Land-based Outdoor and Adventurous Activities	
	Skills for Water-based Outdoor and Adventurous Activities	
	Leading Land-based Outdoor and Adventurous Activities	
	Leading Water-based Outdoor and Adventurous Activities	
	Outdoor and Adventurous Activities	

This unit links with the National Occupational Standards (NOS) for:

- Coaching, Teaching and Instructing at Level 3.

### Essential resources

Learners will need access to a range of sports facilities and equipment, as well as participants to be the subject of coaching sessions.

### Employer engagement and vocational contexts

This unit focuses specifically on coaching and delivering sports coaching sessions and should give learners the knowledge and skills of coaching and delivering physical activities. Centres are advised to develop links with local sports clubs and professional coaching organisations. This could be done through talks, coaching demonstrations and coaching workshops.

## Indicative reading for learners

### Textbooks

Cassidy P – *Effective Coaching: Teaching Young People Sports and Sportsmanship* (Westholme Publishing, 2005)  
ISBN 9781594160141

Craine N et al – *How to Coach Children in Sport – Coaching Essentials No. 6* (Coachwise Ltd, 2004)  
ISBN 9781902523538

Cross N – *The Coaching Process: Principles and Practice for Sport* (Butterworth-Heinemann, 1999)  
ISBN 9780750641319

Pyke F – *Better Coaching: Advanced Coach's Manual* (Human Kinetics Europe Ltd, 2001)  
ISBN 9780736041133

### Journals

*International Journal of Sports Science and Coaching*

*Journal of Sports Sciences*

*PE Review*

### Websites

Amateur Swimming Association

[www.britishswimming.org](http://www.britishswimming.org)

British Cycling

[www.britishcycling.org.uk](http://www.britishcycling.org.uk)

British Gymnastics

[www.british-gymnastics.org.uk](http://www.british-gymnastics.org.uk)

Coachwise

[www.1st4sport.co.uk](http://www.1st4sport.co.uk)

English Basketball Association

[www.englandbasketball.co.uk](http://www.englandbasketball.co.uk)

Sports Leaders UK

[www.sportsleaders.org](http://www.sportsleaders.org)

The British Olympic Association

[www.olympics.org.uk](http://www.olympics.org.uk)

The Football Association

[www.thefa.com](http://www.thefa.com)

The Lawn Tennis Association

[www.lta.org.uk](http://www.lta.org.uk)

The Rugby Football Union

[www.rfu.com](http://www.rfu.com)

UK Athletics

[www.ukathletics.net](http://www.ukathletics.net)

UK Sport

[www.uksport.gov.uk](http://www.uksport.gov.uk)

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	planning a sports coaching session
<b>Creative thinkers</b>	planning a sports coaching session delivering a sports coaching session, with tutor support
<b>Reflective learners</b>	planning a sports coaching session delivering a sports coaching session, with tutor support carrying out a review of the planning and delivery of a sports coaching session, identifying strengths and areas for improvement
<b>Team workers</b>	planning a sports coaching session
<b>Self-managers</b>	planning a sports coaching session delivering a sports coaching session, with tutor support
<b>Effective participators</b>	delivering a sports coaching session, with tutor support carrying out a review of the planning and delivery of a sports coaching session, identifying strengths and areas for improvement.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	researching successful coaches and how they fulfil their roles, responsibilities and skills researching the success of various coaching techniques used to improve sports performance researching various activities for the sports coaching session they will plan and deliver
<b>Creative thinkers</b>	planning a variety of practice sessions for peers considering methods to improve coaching skills when producing a development plan for coaching
<b>Reflective learners</b>	planning and leading a variety of practice sessions for peers and assessing effectiveness of leadership styles used and activities within the session
<b>Team workers</b>	planning and leading a variety of practice sessions with groups
<b>Self-managers</b>	organising and planning the delivery of a sports coaching session, ensuring equipment and participants are prepared for the session
<b>Effective participators</b>	participating in peer-led coaching sessions working with peers on the development of practice sessions (planning and leadership).

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	producing a session plan using appropriate images within the session plan
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting the roles, responsibilities and skills of sports coaches through delivering a presentation to the group and assessor
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reviewing various sport coaches and summarising the core skills used – this may involve reading journals, articles and books as appropriate to gather this information
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing a description of the roles, responsibilities and skills of sports coaches describing the techniques used by sports coaches to develop performance planning a coaching session.