

Unit C1: Developing Coaching Skills

Level: **3**

Unit type: **Internal**

Guided learning hours: **180**

Approaching the unit

Coaching is one of the key functions that supports the development of performance across all sports at all levels. Beginner players of any sport hone their techniques through their initial exposure to coaching, as much as professional sports performers refine their high level technical and tactical execution with the support of their coaching teams.

As well as providing critical technical and tactical guidance, the coach also is responsible for setting the learning and development environment that enable sports performers to safely develop their skills and enjoy their sporting experiences, which makes them want to continue in the sport.

It is therefore vital that all coaches have an awareness of their roles and responsibilities with regard to creating this environment and that they are able to learn from their own experiences to make sure they are delivering the highest quality coaching services to their players.

This unit aims to provide some of the key principles that underpin coaching practice, by initially exploring the roles and responsibilities of the assistant coach within a coaching team and how the assistant coach can prepare the coaching environment. Clearly, the success of a coach is largely determined by how well they can deliver a coaching activity, so the delivery of this unit should be heavily weighted to exposing learners to coaching situations, enabling them to reflect on their coaching performances and learn from their own and others feedback.

Reflection on past coaching experiences is a critical part of the future planning process of the coach, so a variety of learning opportunities should be created where the learner can deliver coaching activity then be guided to reflect on their own performance as well as receiving feedback from peers and other experienced coaches.

The final method that should be considered in delivering the unit is the sourcing of a variety of guest speakers with coaching experiences from across a range of sports and from grass roots and performance sporting environments. These insights will provide a wider context to the learner, especially if these can be sourced from across a range of different sports, which can be valuable in shaping the learners own coaching approaches and philosophy.

Delivering the learning aims

Learning aim A

Learners must first appreciate the roles and responsibilities of the coach to provide them a framework to operate in. The unit focuses on the assistant coach role as in the majority of sports, a governing body coaching award would be required to coach independently without supervision. However, the unit covers key aspects of the CIMSPA coaching standards that form the basis for governing body coaching awards.

Broadly speaking the role of the assistant coach is determined by the structure of the organisation running the programme. This ensure the coaching approach is aligned to the vision, mission and aims of the organisation and sets the context of expectations placed on the coaching team. The organisation in part influences the role of the assistant coach but there are wider expectations of the assistant coach that are detailed in the CIMSPA and UK Coaching standards related to safety, conduct and standards of behaviour.

The CIMSPA standards also influence the responsibilities of the assistant coach, by setting the expected standards of conduct within a coaching environment. Within the learner group, individuals are likely to have experienced coaching environments across different sports, so it is advisable to draw out their own experiences to place in context against the expectations placed on coaching teams. Coaches with a range of different experiences at different levels of performance could also add significant value to this conversation, to bring to life examples from different sports.

All coaching activity operates within the legislative framework, with health and safety safeguarding and equality being prominent areas of focus with regard to coaching. These should all be discussed in detail and applied to relevant sports coaching scenarios to ensure all learners understand the implications of operating outside these parameters. A case study approach can highlight the practical application of these areas and offer the learners insight into how they can apply the principles to their own coaching situations. These scenarios should be extended to include the policies and procedures that exist to manage areas such as health and safety and reporting safeguarding concerns. Again, speakers with first-hand experience in these areas could add values, as would accessing the collective prior knowledge and experiences of the learners.

Learning aim B

In order to develop their own coaching philosophy and deliver effective coaching, learners need to have an awareness of the underpinning theories of learning and how these relate to sports coaching activities. Whilst these are theoretical principles for learners to cover, it is important that they are delivered in such away that learners can demonstrate empathy and appreciate what they mean for the performers receiving coaching in that particular style or using a particular approach. Developing these skills will help greatly in the personal reflective process that effective coaches employ to evaluate past coaching activities.

Learners should cover a range of leaderships styles, coaching and learning theories. These would ideally be experienced in a practical situation so learners can appreciate the impact on those being coached, as well as having experience of delivering coaching

using the same methods, all the while being encouraged to reflect on how appropriate the methods are in different circumstances.

Planning is another key element of the coaching process, so learners should explore the advantages of planning, what areas they could plan and what to do if these plans need to be amended. This would include planning coaching sessions as well as ensuring the practical environment is suitably equipped and safe for the coaching session to take place, which links into the legislation in Learning Aim A.

Whilst advance planning of sessions is advised, coaches need to have the ability to adapt plans as appropriate to meet the needs of their performers. This process challenges the problem-solving skills of the learners to think on their feet within coaching sessions, to adapt the session content to accommodate their performers needs, rather than simply sticking to the set coaching plan.

This problem solving can be discussed in a classroom situation, but greater insight would be gained from experiencing these challenges in a simulated coaching environment, to enable learners to develop practical strategies to develop and amend plans as required. As well as practical experiences, coaching speakers could also provide considerable value here, to provide learners with insight into how they approach the planning process in their sports situations.

Learning aim C

There will likely be a range of different experiences and exposure to coaching environments across the groups of learners, so it will be important that all learners have the opportunity to develop their coaching skills. This learning aim should be delivered predominantly through practical activities where possible, that provide learners with an understanding of the skills required to be an effective assistant coach and then offer the opportunity to practice them, receive feedback and then practice again.

Possibly the most important coaching skill is the ability to communicate effectively, both verbally and non-verbally, through active listening and then responding accordingly. There are many ways that communication skills can be developed practically in a non-sporting context, which learners could benefit from exploring. This should be then brought back to sports coaching situations, with numerous opportunities offered to practice and refine the communication skills to enhance coaching performance.

These communication skills also influence methods of providing feedback on performance to the performers, interacting with and supporting the head coach or coaching team, managing the behaviour of the performers, building a rapport, and obtaining feedback from them that can be used to enhance future coaching session.

The majority of this learning aim will be spent applying all the theoretical principles as to what makes an effective coaching performance into practical coaching delivery. This will involve how to deliver the different components of the coaching sessions, safely managing the coaching and learning environment to make sure everyone is engaged and progressing at a level and pace suitable to them. Coaching speakers could be used here to perhaps deliver sessions to the learners, for them to experience first-hand different coaching perspectives and approaches.

Learning aim D

Whilst being able to deliver a safe and engaging coaching session is critical to the success of the assistant coach, the ability and awareness to objectively review what happened in a coaching session, balanced against any feedback received from other coaches and/or participants in the session is vital for the ongoing development of the coach.

With that aim in mind, learning aim D focuses on this area, looking at the key sources of feedback that could be collected, along with how to structure a coaching session review to elicit the required level of honest reflection. Learners should have the opportunity to experience all sides of this review process, from being able to provide a coach with feedback to receiving feedback from peers and experienced coaches. It would also add value for the learners to hear from experienced and novice coaches as to how they approach their own reflection of coaching performance.

The reflective skills are however only half of the challenge, as the final critical piece is to turn the feedback into actionable targets, to reproduce what has worked well and address areas for development to make future coaching sessions more effective. Learners should be challenged to undertake this action planning following their practice coaching sessions, to identify areas for further development and consider how they might work on these areas for future performance gains. A similar approach could also be applied in a more long-term sense, by challenging learners to assess the areas they need to develop and seek professional development opportunities to improve their knowledge, skills and experience.

Transferable skills

Preparing for work

- Understanding the role of the assistant coach and how they can work within a coaching team to support a sports performer
- Planning, delivering, and reviewing coaching sessions, and developing a plan for future improvement

Developing practical and technical skills

- Communicating with sports performers to understand their performance needs and communicate technical and tactical information.
- Displaying appropriate skills and standards of behaviour.
- Applying knowledge to real-life situations.

Legislation, regulations, policies, and procedures

- To coach safely in line with health and safety, equity, and safeguarding legislation

Managing information

- Problem solving to identify technical and tactical deficiencies in performance and develop plans to enhance and practice these skills
- Self-management and development.

Key teaching areas in this unit include:		
Sector skills	Knowledge	Transferable skills/behaviours
- Understanding the roles and responsibilities of an assistant coach - Planning delivery and review of coaching sessions - Applying knowledge to real-life situations	- Understanding of learning theories and the coaching process - Health & Safety and safeguarding legislation, principles & procedures	- Communication - Working with others - Thinking skills/adaptability - Problem solving - Management of information - Self-management and development

Employer involvement

This unit would benefit from employer involvement in the form of:

- links with local sports coaches and performers from local/regional/national sports clubs, teams, and governing bodies
- guest speakers from performance sport
- development of assessment materials in partnership with health and sport professionals.

Assessment guidance

These are only suggestions, and assessor can utilise professional judgment, to support this please consider the selection cited within' key summary of the types of evidence used for BTEC Nationals' in Appendix 1 of the spec. Where unsure on use or considering different method utilise the 'ask the expert service'.

This unit is internally assessed. It is suggested that learners may be required to produce three summative assignments for this unit, however centres can structure the assessment process internally to ensure that learners have the opportunity to achieve all of the all the learning aims.

The relationship of the learning aims, and criteria is:

Learning aim: A, (A.P1, A.P2, A.M1, A.D1)

Learning aim B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3)

Learning aim: D (D.P7, D.P8, D.M4, D.D3)

Example assessment strategies

Learning aim A - A training booklet for potential assistant coaches.

Learning aim B & C - A rationale for, and records of, preparation and management of facilities and equipment along with records of delivery of a series of assistant coaching sessions, supported by video recordings.

Learning aim D – A reflective log, with details of development and actions taken.

Assessment strategies should include a range of activities that demonstrate the ability of the learners to understand and apply their knowledge of the roles and responsibilities of the assistant coach, to apply theories of learning to the practical coaching situation as well as challenging their ability to reflect and learn from past coaching performances.

Assessment 1 requires the learner to create a booklet that includes the roles and responsibilities of the assistant coach, focusing on the impact that these can have on a session as well as the impact that other coaching requirements can have on them. They must also include current and relevant legislation, guidelines, policies, and procedures that assistant coaches must follow.

Assessment 2 requires a combination of written and visual evidence to satisfy the criteria fully. Learners are required to produce plans for three activities and provide risk assessments and contingency plans to accompany each of these. They should then safely deliver each of these sessions to a group of participants. The delivery of the sessions should be recorded by video where possible. Where this is not possible, photographic evidence should be provided and annotated by the learner – there should be a range of photographs to demonstrate different aspects of the session and progressions. Tutors should complete observation records in order to ensure that anything missed by the video or photographic evidence or preparation is evidenced.

Learners must also provide evidence that they have applied the basic theories of learning and coaching within their sessions and can do this through the video or annotated photographs by providing a clear written document that explains where these are used and how.

Assessment 3 involves the production of a reflective log and development plan that outlines the actions that have been undertaken. Learners should clearly consider their strengths and areas for improvement within their reflective log, providing suggestions for future improvements. They should include all aspects of their performance – planning, preparation, and delivery. Learners may find it easier to split this into three sections and review each section in turn, e.g., planning strengths, areas for improvement and suggestions for future improvements, then move on to preparation. This would allow the learner to focus fully and ensure the reader can easily locate all aspects for each stage of performance. Learners need to provide justifications and sound evidence to support their statements

Delivering the unit: suggested activities

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Digital solution available

Aligned directly to support this unit [Sport 2019+](#)

Unit C1: Developing Coaching Skills	Modules	Features
	6 modules	Check your learning (formative assignment)
	• 91 topics	1 End of module summary (reflection)
		1 End of module assessment (Summative style)

Learning aims / topic areas	Suggested Activity	Suggested time allocation
A1 Assistant coaching roles	Introduce the concept of the coaching team, including the head coach and assistant coaches using video clips of different assistants from different sports in action. Learners can discuss their prior coaching experiences to gain a base level of knowledge for the group Discuss what the assistant coach does. What are the key roles of the assistant coach? Do the roles vary between sports? Use key examples within the discussion. Introduce organisational structures and their role in the organisation of assistant coaches. Learners research an assistant coach (tutor to provide different groups with different assistant coaches) and present a short five-minute presentation of their role to the rest of the group.	2 hours
A2 Assistant coaching responsibilities	Introduce the responsibilities of an assistant coach ensuring learners understand the difference between a role and a responsibility. Learners to research an assistant coach and find examples of how they undertake each of	6 hours

	the responsibilities that they have (customer service standards, knowledge of participants and professional conduct). Learners should share their findings with a group of peers. They should take it in turns to discuss their findings with all. Offer some case study examples/video case studies that define how an assistant coach conducts themselves in a real-life coaching session. Practical session: Learners to be placed in groups and work in pairs to lead a short five-minute practical activity. Learners should take turns for one to coach and another to be their assistant whilst the other learners are participants. Learners to aim to implement the key roles and responsibilities of an assistant coach to the best of their ability and provide each other with feedback that is both positive and developmental. Learners to discuss how they were able to implement the roles and responsibilities of an assistant coach within their practical activity. Invite an assistant coach from a local sports club to speak to learners about how they implement their roles and responsibilities as well as touching on other aspects of their role, e.g., utilising legislation and policies and procedures. Learners to create a checklist for an assistant coach to remind them of their key roles and responsibilities.	
A3 Legislation and guidelines	Introduce key legislation and guidelines related to sports coaching, including some of the key organisation involved in the development and delivery. Give an overview of the different areas that fall within A3 with a focus on key areas such as child protection and health and safety. Learners to be given one or two areas of legislation or guidelines to research and produce information for the rest of the class. The information should link the key features of the legislation/guidance to how it impacts on the delivery of coaching, and the assistant coach. Learners to take it in turns to share their information with the rest of the class. Peers should ask questions where necessary and the information produced copied for each learner to keep with their class work.	6 hours
A4 Policies and	Introduce policies and procedures. Share information on each of the policies and	6 hours

procedures	procedures (apart from risk assessment) and organisational policies and procedures (apart from emergency action plans). Provide examples of what each of these may look like focusing on key pieces of information that must be included in each, e.g., risk assessment must include control measures etc. Working in pairs, learners to create their own version of one of the policies. Where necessary, learners to conduct research and also utilise their notes made during the tutor presentation. Tutor to introduce risk assessments and emergency actions plans, looking in depth at what goes into each of these. Plan an outside visit to a typical sporting environment within the centre, e.g., sports hall, hard court area etc. Learners work in pairs to produce their own risk assessment and emergency action plan. Discuss the content of the learner developed risk assessments and emergency action plans	
A1-4 Assessment of Learning aim A	Learners work independently to prepare and produce their training booklet aimed at assistant coaches for learning aim A. Learners should be provided with the assignment brief and access to their class notes to help them in producing their evidence.	10 hours
B1 Theories of coaching and learning	Introduce the learning aim and the different leadership styles that can be utilised in coaching. Tutor to split the session into three sections to provide learners with experience of being coached using each style (autocratic, democratic, and laissez-faire). Reflect and discuss the key attributes of each style of coaching as well as the participants' journey through the lesson. Learners to create list of positives and negatives related to each of the leadership styles and how they would relate to different sporting scenarios (e.g., when working with beginner/intermediate/elite players, children, adults, large groups individuals etc) Introduce the different coaching and learning theories. Add clips of the theories in action if possible.	10 hours

	Learners to work with a partner to research each of the four coaching and learning theories. Information gathered to be added to a whole-class compilation (poster paper at set points for learners to add to as they discover something new). Carry out a class discussion of the information discovered. Learners to reflect on the information around the room to write at least one paragraph for each coaching and learning theory. Ensure that all key elements are incorporated. Tutor to lead into a group activity for learners to research how different coaches use the different coaching and learning theories. They should focus on one athlete and provide as much information as possible around their coaching and how they have been coached. How can they tell which coaching and learning theory has been used or works etc.? Tutor to lead a game such as 'the price is right' etc. where students select the correct answer from a question posed about the theories of coaching and learning. Introduce the different methods used to assess progress using a presentation and video clips to demonstrate the methods in action. Learners to produce their own template for two of the methods used to assess progress. Tutor to then deliver a coaching session to the group, with the progress assessment methods used and the findings from them and appropriateness discussed. Introduce the classification of practice to improve skills and techniques. Ensure learners understand the key features of each. Use video clips to help learners to understand. As a check for understanding, tutor to give an attribute of a method used to assess progress or a classification of practice and learners should guess which is it is. This can be made competitive between small groups.	
B1 Theories of coaching and learning (practical)	Tutor to lead several practical sessions focusing on the methods to assess progress. They should allow learners the opportunity to use the templates they produced in a previous session in order to assess their own and peers' performances. Learners will benefit from the tutor outlining the classification of the different skills focused on each session and allowing class discussions as to why each of these skills falls into each classification.	8 hours

B2 Planning for participation	Introduce planning for participation. Focus on what goes into session plans and how they should be produced. Explain the importance of planning and how this can also be adjusted in session if necessary. Stress the need for session aims and objectives as this focus in the planning stage should enable the delivery of a more coherent session and easier review of success (judging achievement of the session aims and objectives) In pairs, learners to produce a session using a session plan template provided by the tutor. Each pair should plan for 30 minutes coaching activity. Introduce the concept of contingency plans and risk assessing a session. Focus on the importance of these and why they are necessary to keep both the participants and coaches safe. Learners to produce a contingency plan and risk assessment for their session produced earlier. Learners should ensure they are fully created for delivery of this session further into the unit. Invite a guest speaker from the coaching world to provide insight into the planning process related to their sporting environment	6 hours
B3 Preparing the environment and participants	Introduce how to prepare the environment and participants, introducing the range of considerations a coaching team must work through to ensure a safe and productive coaching session. Learners to create a checklist of how they can fully prepare both the environment, equipment, and the participants for their coaching session. Ensure they include all aspects that should be considered from checking the safety of the flooring – slippages to checking balls are pumped up etc. Tutor to demonstrate in a sporting environment how the area, equipment and participants can be prepared across a range of sporting examples. Tutor to demonstrate safe and effective use of equipment and allow learners the opportunity to practise preparing their area for the session they will be coaching.	12 hours

	Allow learners the opportunity to discuss their checklists and make any final adjustments. Learners should ensure that they have their checklist, session plan, risk assessment and contingency plan fully prepared for the practice coaching delivery sessions. Introduce how the practical sessions will run. Each pair will lead their session to half of the group. Pairs will be allowed five minutes to prepare their area and ensure they are ready to deliver. Approximately three pairs per half per two-hour lesson. Learners to prepare their session and deliver this to their group. At the end of each session, learners to be provided with feedback by the participants. This feedback should focus on the planning and preparation, e.g., was the session well prepared? Was the session planned? How could you tell?	
C1 Assistant coaching skills	Invite a coach from a local sports club into the centre to discuss the importance of their assistants and the planning and delivery aspects of sessions. Guest speaker to lead a practical session demonstrating the key skills to learners that would be expected and utilised in sessions (including communication, rapport building, time management etc) Introduce learners to assistant coaching skills and delivering sports and activity sessions. Explain the importance of skills and how each should look. Learners to create a coaching skill checklist of aspects to remember and skills to implement. This will be used to help support the learner in their development as a coach so should be personal to them. Recap the importance of coaching session planning covered earlier in the unit. Discuss the importance of different elements to a successful lesson and the importance of an assistant coach role in relation to the planning process In pairs, learners should create a coaching plan as the lead coach and one as the assistant coach. They should ensure that they create risk assessments and contingency plans for each. The assistant coach plan should support their peer's coaching plan and vice versa.	8 hours

	Tutor to encourage learners to use different sports. Learners should outline and discuss what are the key skills required for an assistant coach to set the scene for practice delivery during next sessions.	
C2 Delivering sport and activity sessions under supervision	Tutor to explain how the practical sessions will work in the first round (of three) of coaching delivery. Each pair will be given a two-hour lesson to prepare and deliver their coaching sessions. One as the coach and the other as the assistant coach. Learners will have half of the class to deliver to and will be provided with peer feedback at the end of their session with the focus on the assistant coach rather than the coach. Learners to take turns to deliver their sessions to their peers. At the end of each session, feedback should be provided with the focus on the assistant coach rather than the coach. Learners should write down comments provided to assist in their development during next the planning session. Tutor to provide overall feedback to the group regarding their sessions. Key alterations required for improvements to be discussed. Learners to use their feedback to plan alternative sports and activity sessions with risk assessments and contingency plans. As with the previous session delivery, learners to work in pairs to create one session as the coach and the other as the assistant coach. The assistant coach plan should support their peer's coaching plan. Recap key coaching skills and how these should look going into the next practical sessions. Tutor to explain how the practical sessions will work in the second round (of three) of coaching delivery. Focus of this round is to show development and work on feedback from initial sessions delivered Each pair will be given a two-hour lesson to prepare and deliver their coaching sessions. One as the coach and the other as the assistant coach. Learners will have half of the class to deliver to and will be provided with peer feedback at the end of their session with the focus on the assistant coach rather than the coach. Learners to take turns to deliver their sessions to their peers. At the end of each session, feedback should be provided with the focus on the assistant coach rather than the coach. Learners should write down comments provided to assist in their development during next the planning session. Tutor to provide overall feedback to the group regarding their sessions. Key alterations	64 hours (5 sessions for each rotation)

	required for improvements to be discussed. Learners to use their feedback to plan alternative sports and activity sessions with risk assessments and contingency plans. As with the previous session delivery, learners to work in pairs to create one session as the coach and the other as the assistant coach. The assistant coach plan should support their peer's coaching plan. Recap key coaching skills and how these should look going into the next practical sessions. Tutor to explain how the practical sessions will work in the final round of coaching delivery. Focus of this round is to show further development and work on feedback from initial sessions delivered. Each pair will be given a two-hour lesson to prepare and deliver their coaching sessions. One as the coach and the other as the assistant coach. Learners will have half of the class to deliver to and will be provided with peer feedback at the end of their session with the focus on the assistant coach rather than the coach. Learners to take turns to deliver their sessions to their peers. At the end of each session, feedback should be provided and focus on the assistant coach rather than the coach. Learners should write down comments provided to assist in their future development.	
All content in Learning aims B & C	Individual work: learners work independently to prepare and produce assessment evidence for learning aims B and C. • Planning for three sporting activities including risk assessments and contingency plans. • Demonstrating preparation of the environment prior to delivery and ensuring participants' needs are catered for. • Demonstrating ability to deliver sessions as an assistant coach. • Demonstrating use of theories of coaching and learning in delivery.	20 hours
D1 Personal development through review	Introduce feedback and its importance in reviewing and planning for future developments. Discuss the different types of feedback and share examples with learners. Learners to research the methods of feedback and produce positives for each. Once completed they should also design their own feedback documentation. They should produce a questionnaire, comment cards and an order that could be utilised in a one-to-one feedback session.	12 hours

	Tutor to provide learners with video content to watch (this could be a recording of some of their own practical coaching session delivery) and use one of their documents to record some feedback. This should then inform a class discussion. Learners to work in a small group of others who they coached and practice using their feedback documents to obtain feedback. They should analyse their documents afterwards for effectiveness etc. and suggest how they could improve these for future use. Introduce how to review a session (revisiting the importance of setting clear session aims and objectives in the planning phase). Discuss what goes into a review and how an effective review is completed. Lead learners in a short practical session. Learners should take note of what is good and what requires improvements. At the end of the session, learners should make notes on the session that they were involved with. Learners should use their notes to write a review of the session that they were involved in. They should focus on the strengths and areas for improvement. Learners should state the information and provide evidence of why they have made the comment. Tutor should lead learners in a class discussion about the session that they were involved in and what they felt were strengths and areas for improvement. The tutor should ensure explanations are given and that all can back up their statements. Introduce learners to professional development and how this can occur within a sports coaching context. Discuss the different methods for professional development. Learners to research how they could improve their own coaching ability. Learners should consider NGB courses and understand the requirements of these, understand how a mentor can be crucial and self-reflection critical. Learners to produce a document that suggests various methods to improve their ability. Invite a guest speaker from an NGB coaching department or local sports development	
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	agency to discuss professional development opportunities for coaches Introduce learners to a personal development plan – how this should look and why it is important. Learners to create their own development plan understanding that if they write it down it is more likely to be undertaken. Learners should consider their whole performance in the activities that they would include in this plan.	
All content in Learning aim D	Individual work: learners work independently to plan, prepare, and produce their reviews for learning aim D. Learners should be provided with the assignment brief and access to their class notes to help them in producing their evidence.	10 hours

Details of links to other BTEC units and qualifications

Several other units from this qualification complement this unit. These include:

- Unit A: Careers in the Sport and Active Leisure Industry
- Unit B: Health, Wellbeing and Sport
- Unit D3: Applied Anatomy and Physiology for Professional Performance
- Unit 10: Technical and Tactical Skills in Sport
- Unit 11: Rules, Regulations and Officiating in Sport
- Unit 12: Practical Sports Application.

Resources

The 2019 qualifications are industry-focussed, and it is key that learners maintain up to date understanding and also visibility of key developments and influences within the market.

Social Media

Twitter

@_UKCoaching
@researchhub
@CoachingManual
@The_SC_Podcast
@iasc_me_uk

Instagram

ukcoaching
UKCoachingBible
Coaches Voice

Websites

www.cimspa.co.uk Chartered Institute for the Management of Sport and Physical Activity

<https://www.ukcoaching.org/resources/topics/search?order=popular>
UK Coaching resources

<https://community.ukcoaching.org/spaces/17/coaching-children-ages-5-12/blogs/general/111/the-importance-of-making-your-sessions-fun-and-engaging-for-5-12-year-olds>

Information around engaging children in coaching sessions.

<https://www.ukcoaching.org/courses/learn-at-home/how-to-coach-plan,-do,-review>

Information regarding coaching, planning, 'doing', and reviewing.

<https://www.britishcycling.org.uk/coaching/article/coa20090629> CPD June
Support from British Cycling in planning effectively

<https://www.ourkidssports.com/Content/view/id/1016#:~:text=FIFA%20Fair%20Play%20Guidelines%201%20Play%20to%20Win.,the%20Interests%20of%20Football.%20...%20More%20items...%20>

Guidelines from FIFA.

https://www.olympic.org/athlete365/wp-content/uploads/2017/11/IOC_Guidelines_for_IFs_and_NOCs.pdf

Guidelines from the International Olympic Committee focusing on safeguarding athletes and preventing abuse.

<https://www.olympic.org/athlete365/safeguarding/>
Safeguarding toolkit from the International Olympic Committee.

Textbooks

Billington-Wood, C, et al – Safeguarding and Protecting Children: A Guide for Sportspeople (Sports Coach UK & The NSPCC, 2016) ISBN 978-1-909012-38-7.

Gill, A.J.G (ed) – Foundations of Sports Coaching: Applying Theory to Practice (Routledge; 3rd edition 2021) ISBN 978-0367746971

Definition of key terms

Coaching aims and objectives – the aim is the overall target of the coaching session, with the objectives being the small steps that will be taken to achieve the overall aim

Coaching vision and mission – the coaching vision describes the future performance levels to be aimed for as a result of the coaching with the mission being the steps the coaches plan to take to achieve it with their performers

Duty of Care – this is a term that defines the responsibilities of the coach with regard to making sure all sports performers are safe from harm, fully included and not discriminated against during the session, with all aspects of their physical and mental wellbeing needs being met.

Working within the scope of practice – this means the assistant coach can only work within the limits of their knowledge and understanding, normally determined by the level of the coaching qualification they hold and their past experiences within the sport. For the assistant coach in most sports, this means they can only coach under the supervision of a qualified coach

Safeguarding – this term means protecting a person's health, wellbeing, and human rights; enabling them to live free from harm, abuse, and neglect

Disclosure and Barring Service (DBS) – this organisation is responsible for the processing of requests for criminal records checks and deciding whether to include or remove people from the children's barred list and adults' barred list

Child Protection in Sport Unit – this organisation is part of the NSPCC and was set up to help improve safeguarding and child protection practices within sport organisations, to ensure all children and young people are safe while participating in sport.

National Governing Body (NGB) - is an organisation that governs and administers a sport on a national basis, overseeing the rules, clubs, coaching, and competitions funded by income generated by membership fees, TV rights, Lottery Grants, and investment from Government

Health and Safety Executive – is the national regulator for workplace health and safety and aims to secure the health, safety, and welfare of people at work and protect others from risks to health and safety from work activity.

Risk assessment and risk management –the risk assessment should identify the significant risks to health and safety to any person in connection with any work activity. It should identify how the risks arise, and how they impact on those affected. Steps must then be taken to manage this, to prevent people from being harmed.

Manual handling – is a term used to describe the use of the human body to lift, lower, fill, empty, or carry loads.

Normal operating plan (NOP) - a set of rules or applications for dealing with a given situation under normal circumstances.

Emergency action plan (EAP) – is a set of specific instructions about what to do in an emergency so staff can react with confidence and efficiency

Differentiation – refers to a coach's ability to tailor their coaching instruction to meet individual needs

Formative feedback – this refers to feedback that is delivered during the session, allowing coaches to identify errors and allow players to practice and correct them at the same time