

Edexcel BTEC Level 1 Award in the Principles of Coaching Sport (QCF)

Edexcel BTEC Level 2 Award in the Principles of Coaching Sport (QCF)

Edexcel BTEC Level 3 Award in the Principles of Coaching Sport (QCF)

Specification

BTEC Specialist qualifications

First teaching June 2012

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Purpose of this specification

This specification sets out:

- the qualification objectives
- any other qualification which a learner must have completed before taking these qualifications
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualifications
- units which a learner must have completed before the qualifications will be awarded
- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualifications will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualifications (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are qualifications from Entry to level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be delivered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer the qualifications.

Some BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks (previously known as 'Technical Certificates').

There are three sizes of BTEC Specialist qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	Edexcel BTEC Level 1 Award in the Principles of Coaching Sport (QCF)
QCF Qualification Number (QN)	600/5616/2
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/06/2012
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	4
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	33
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (<i>see Section 9, Access and Recruitment</i>).

Qualification title	Edexcel BTEC Level 2 Award in the Principles of Coaching Sport (QCF)
QCF Qualification Number (QN)	600/5634/4
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/06/2012
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	9
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	63
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (<i>see Section 9, Access and Recruitment</i>).

Qualification title	Edexcel BTEC Level 3 Award in the Principles of Coaching Sport (QCF)
QCF Qualification Number (QN)	600/5614/9
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/06/2012
Age range that the qualification is approved for	16–18 19+
Credit value	11
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	67
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (<i>see Section 9, Access and Recruitment</i>).

QCF qualification title and Qualification Number

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, QN and URNs are on learners' final certification documentation. Learners need to know this when they are recruited by the centre and registered with Edexcel. Further information about certification is in the *Edexcel Information Manual* on our website, www.edexcel.com/iwantto/Pages/info-manual.aspx

Objective of the qualifications

The Edexcel BTEC Level 1, 2 and 3 Awards in the Principles of Coaching Sport (QCF) are intended for learners who work in, or want to work in, sports coaching.

They give learners the opportunity to:

- develop knowledge related to sports coaching
- learn about key aspects of sports coaching such as health and safety, equipment and facilities, structuring and planning coaching sessions that meet participants' needs
- achieve a nationally-recognised level 1, 2 or 3 qualification
- develop their own personal growth and engagement in learning.

Progression opportunities through Edexcel qualifications

Learners who achieve the BTEC Level 1 or Level 2 Award in the Principles of Coaching Sport (QCF) can progress on to the Level 3 Award or to further education or training in a related area, such as a BTEC Level 2 First or a BTEC Level 3 National in Sport. Learners who achieve the BTEC Level 3 Award in the Principles of Coaching Sport (QCF) can progress to related employment or to further education or training in a related area, such as a BTEC Level 3 National in Sport or a BTEC Level 4/5 Higher National in Sport or Sport and Exercise Sciences. See Annexe A for further information.

Industry support and recognition

These qualifications are supported by SkillsActive, the Sector Skills Council (SSC) for Active Leisure, Learning and Wellbeing.

Relationship with National Occupational Standards

The BTEC Level 1 Award in the Principles of Coaching Sport (QCF) relates to the National Occupational Standards in Sport and Active Leisure. The BTEC Level 2 and Level 3 Awards in the Principles of Coaching Sport (QCF) relate to the National Occupational Standards in Sports Coaching. The mapping document in *Annexe B* shows the links between the units in these qualifications and the National Occupational Standards.

3 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualifications.

General resource requirements

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

Specific resource requirements

As well as the general resource requirements above, there are specific resources that centres must have in order to deliver the qualifications in this specification.

To deliver all units in this specification, centres need access to a practical sports coaching area.

4 Qualification structures

Edexcel BTEC Level 1 Award in the Principles of Coaching Sport (QCF)

Learners will need to meet the requirements outlined in the following table before Edexcel can award the qualification.

Minimum number of credits that must be achieved	4
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Unit	URN	Mandatory units	Level	Credit	GLH
1	D/601/3531	Understanding the fundamentals of coaching sport	1	1	6
2	H/601/3532	Understanding the principles of planning coaching activities in sport	1	1	10
3	K/601/3533	Understanding the principles of conducting coaching activities in sport	1	1	10
4	M/601/3534	Understanding the principles of evaluating coaching activities in sport	1	1	7

Edexcel BTEC Level 2 Award in the Principles of Coaching Sport (QCF)

Learners will need to meet the requirements outlined in the following table before Edexcel can award the qualification.

Minimum number of credits that must be achieved	9
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Unit	URN	Mandatory units	Level	Credit	GLH
5	J/601/2101	Understanding the fundamentals of coaching sport	2	3	22
6	Y/601/2104	Understanding how to develop participant(s) through coaching sport	2	2	12
7	H/601/2106	Supporting participant(s)' lifestyle through coaching sport	2	2	16
8	M/601/2108	Understanding the principles of safe and equitable coaching practice	2	2	13

Edexcel BTEC Level 3 Award in the Principles of Coaching Sport (QCF)

Learners will need to meet the requirements outlined in the following table before Edexcel can award the qualification.

Minimum number of credits that must be achieved	11
Minimum number of credits that must be achieved at level 3	9

Unit	URN	Mandatory units	Level	Credit	GLH
8	M/601/2108	Understanding the principles of safe and equitable coaching practice	2	2	13
9	T/601/3535	Understanding the fundamentals of coaching programmes	3	3	18
10	A/601/3536	Understanding the principles of planning coaching programmes	3	3	18
11	F/601/3537	Understanding how to support participant(s)' lifestyle through coaching programmes	3	3	18

5 Assessment

All the units in these qualifications are assessed through centre-devised assessment.

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally-assessed unit, learners must meet all the assessment criteria. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated, the centre can decide what form assessment evidence will take (e.g. performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

Opportunities to link the delivery and assessment of units with other units should also be encouraged to avoid over assessment.

Further guidance about internal assessment is on the Edexcel website. See Section 12 for further details.

6 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning*, which is on our website, www.edexcel.com/Policies/

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve units with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement.

7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance processes to make sure that their managers, internal verifiers and assessors are standardised and supported. Edexcel use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Edexcel quality assurance model will follow the process below.

- An annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
- Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will allocate a Standards Verifier annually to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website, www.edexcel.com.

8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that current legislation is taught when it is part of a unit.

9 Access and recruitment

Edexcel's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 10, Access to qualifications for learners with disabilities or specific needs*.

Learners aged up to and including 18 years can be considered potentially vulnerable under current legislation. Where learners are required to spend time, and be assessed, in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Edexcel's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the policy documents *Application of Reasonable Adjustment for BTEC and Edexcel NVQ Qualifications* and *Application for Special Consideration: BTEC and Edexcel NVQ Qualifications*.

The documents are on our website at www.edexcel.com/policies

11 Units

Unit format

Units have the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in for example open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Edexcel to offer the qualification.

Learning outcomes

Learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Understanding the fundamentals of coaching sport

Unit reference number: D/601/3531

QCF level: 1

Credit value: 1

Guided learning hours: 6

Unit aim

This unit assesses the coach's understanding of the fundamentals of coaching and their role.

Learners will develop their knowledge and understanding of the principles of coaching, in particular how to establish and maintain a safe, effective and equitable coaching environment.

Learners will explore why it is important to communicate clearly with participants and colleagues and to treat all involved equally and with respect. Learners will look at why those involved in leading coaching sessions need to dress, present themselves and behave appropriately.

Learners will review the value of teamwork so that good levels of service can be provided. Appropriate feedback is an important aspect of raising the level of service. Coaches need to continually improve their own work and in this unit learners will have the opportunity to explore why it is important to obtain and use feedback as part of this process.

Finally, learners will look at how to keep the coaching environment safe. They will investigate the procedures in place to safeguard children and vulnerable people, relevant codes of practice and how to deal appropriately with accidents, emergencies, injuries and illness.

Essential resources

For this unit, centres need access to an appropriate area to undertake practical coaching activities. Learners will also need to have a dialogue with a sports coach, safeguarding officer or other appropriate adviser.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Know how to establish and maintain an effective, fair and equitable coaching environment	1.1 Outline why it is important to communicate clearly with participant(s) and colleagues	<ul style="list-style-type: none"> <input type="checkbox"/> Participants, e.g. gain attention, check understanding, achieve credibility, be consistent, provide information, set the tone <input type="checkbox"/> Colleagues, e.g. carry out duties, seek advice, help colleagues, maintain good working relationships <input type="checkbox"/> Types of communication, e.g. verbal, non-verbal; barriers to communication
	1.2 Outline what might happen if communication is not clear	<ul style="list-style-type: none"> <input type="checkbox"/> For example misunderstandings, poor performance, frustration, lack of respect, lack of enjoyment, lack of progress
	1.3 Outline why equality and diversity are important in working with participant(s) and colleagues	<ul style="list-style-type: none"> <input type="checkbox"/> Importance, e.g. reduce barriers to participation for all, no preferential treatment, competitions provide equality for all, recognise inequality
	1.4 State how to treat people equally and respect their individuality	<ul style="list-style-type: none"> <input type="checkbox"/> Effective communication; appropriate facilities and timing; specialist equipment; accessible venues; recognise and respect cultural/religious influences, beliefs and individual needs; sources of advice
	1.5 Identify how to dress and present self at work	<ul style="list-style-type: none"> <input type="checkbox"/> Appropriate self-presentation, e.g. clothes, hair, make-up, jewellery, identification badges, dress code

Learning outcomes	Assessment criteria	Unit amplification
	1.6 Identify examples of positive behaviour when coaching participant(s)	<ul style="list-style-type: none"> □ Positive role model for the sport: punctuality; with peers, e.g. encouraging and praising; with participants, e.g. motivating, encouraging fair play, making sure that everyone is included; ensure health and safety procedures are followed
	1.7 Outline why dress, appearance and behaviour are important at work	<ul style="list-style-type: none"> □ Importance of dress and appearance, e.g. positive image of self and organisation, inspire confidence, reduce risk of injury/accidents □ Importance of behaviour, e.g. positive role model for the sport
2 Understand the principles of coaching	2.1 Outline why teamwork is important in providing good levels of service	<ul style="list-style-type: none"> □ Importance, e.g. motivation of team, tasks carried out effectively and appropriately, provide good service levels; roles of team members, management structure, delegation, mix of skills and experience within the team
	2.2 Outline why it is important to always try to improve own work	<ul style="list-style-type: none"> □ For example personal satisfaction, good reputation, more employable, greater opportunities for career advancement; increase the learning and enjoyment of participants
	2.3 Outline why feedback from colleagues and participant(s) is important	<ul style="list-style-type: none"> □ Feedback, e.g. unbiased, objective, critical, improvement focused, developmental □ Importance, e.g. improve performance, increase enjoyment of participants
	2.4 Identify how to use feedback from colleagues and participant(s) to improve own work	<ul style="list-style-type: none"> □ Use, e.g. future planning; identify training and development needs, adapting coaching method

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to establish and maintain a safe coaching environment	3.1	Outline why safeguarding children and vulnerable people is important	<ul style="list-style-type: none"> □ Importance, e.g. enjoy sport in a safe environment, comply with legal requirements, empower children, develop self-esteem and self-confidence
		3.2	Identify the procedures to follow for safeguarding children and vulnerable people	<ul style="list-style-type: none"> □ Procedures, e.g. Criminal Records Bureau (CRB) checks, recognising signs of abuse, how to express concern, organisational policy and structure for reporting
		3.3	Describe the values or codes of practice relevant to own work	<ul style="list-style-type: none"> □ Rights; relationships, e.g. personal and professional; responsibilities, e.g. personal and professional
		3.4	Explain the importance of dealing with accidents and emergencies promptly, calmly and correctly	<ul style="list-style-type: none"> □ First aid training, e.g. administer first aid, recognise major and minor injuries; act safely and quickly, remaining calm; follow organisational procedures, e.g. reporting accidents and incidents
		3.5	Identify the types of injuries and illnesses that may occur in own area of work	<ul style="list-style-type: none"> □ For example strains, sprains, grazes; bruising; blisters; asthma (wheezing and shortness of breath); heart attack (chest pain); viral infection (high temperature); hypoglycaemia (confusion)

Information for tutors

Delivery

The information learners need to gain an understanding of the fundamentals of coaching could be delivered through a mixture of theory and practical sessions.

Learning outcome 1

The unit could be introduced through discussion identifying good practice in coaching. Whilst learners need to know the theory of 'what they should look out for' in a good coaching session, the practical experience of receiving good rather than bad coaching should be used to aid their understanding.

Learners could experience first-hand the impact and importance of maintaining an effective, fair and equitable coaching environment by participating in tutor-led practical coaching sessions, with learners taking the role of participant, colleague or observer. If practical coaching sessions are not an option, role play could be carried out in a classroom.

Learners could use prepared data collection sheets to gather data about the effectiveness of the different scenarios used by the member of staff within the coaching sessions, or role play to demonstrate the effects of a variety of practices as detailed in the appropriate *Unit amplification*.

Using group work to research an area within the unit, equality or safeguarding for example, would give learners a valuable insight into the importance of teamwork (useful for learning outcome 2) and could be used to discuss the positive impact of good teamwork.

Learning outcome 2

The concept of feedback could be introduced to learners through a practical experiment. Learners could try to complete a novel task, working in threes, with one learner trying to complete the task, one 'coaching' and the third observing progress. Different types of feedback could be given with subsequent discussion. Reflecting on the task, learners could review why teamwork is important and discuss how they could improve their own teamwork skills.

Learning outcome 3

Tutors may wish to invite the person responsible for safeguarding young people within the centre to introduce this topic. Learners could also research procedures for safeguarding at a local leisure facility. The National Society for the Prevention of Cruelty to Children (NSPCC) website also contains sport-specific information, some of which could be used with learners.

Knowledge and understanding of the types of injuries and illnesses that can occur during coaching sessions can be gained through researching common sports injuries, questioning first aid staff or St John Ambulance representatives, coaches and peers, and practical role play.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

A range of methods can be used to assess this unit.

Learning outcome 1

For 1.1, 1.2 and 1.6, learners could use the data collected during the tutor-led practical coaching sessions to produce a summary paragraph outlining why it is important to communicate clearly with participant(s) and colleagues, and what might happen if communication is not clear. These summary paragraphs could be included at the end of the data collection sheets. Learners could also use the data collection sheets to identify examples of positive behaviour when coaching participant(s).

For 1.3 and 1.4, learners could produce an information sheet for new coaches, outlining why equality and diversity are important when working with participant(s) and colleagues and stating how to treat people equally and respect their individuality.

For 1.5 and 1.7, learners could produce a poster containing an annotated photograph of themselves, or a professional coach, dressed in appropriate attire for coaching, with annotations identifying how to dress and present self at work, and outline why appropriate dress, appearance and behaviour are important at work.

Learning outcome 2

For 2.1, learners could produce a poster that outlines why teamwork is important in providing good levels of service.

For 2.2, 2.3 and 2.4, learners could produce a short presentation, for example a PowerPoint or DVD recording, based on their practical investigation into the importance of receiving feedback. The presentation should outline why it is important to always try to improve own work, why feedback from colleagues and participant(s) is important, and how to use feedback from colleagues and participant(s) to improve own work.

Learning outcome 3

For 3.1 and 3.2, learners could submit question and answer sheets reflecting a discussion with a visiting speaker outlining why safeguarding children and vulnerable people is important, and how the organisation represented by the speaker identifies the procedures to follow in order to safeguard children and vulnerable people.

For 3.3, learners could produce a leaflet for a new member of staff describing the values or codes of practice relevant to their work.

For 3.4 and 3.5, learners could produce a poster or information leaflet explaining the importance of dealing with accidents and emergencies promptly, calmly and correctly and identifying the types of injuries and illnesses that may occur in their own area of work.

Indicative resource materials

Textbooks

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

Crouch M – *Protecting Children: A Guide for Sports People* (Coachwise, 2002)
ISBN 9780947850500

Websites

NSPCC	www.nspcc.org.uk
Safe Sport	www.safesport.co.uk
SkillsActive	www.skillsactive.com
Sports Coach UK	www.sportscoachuk.org

Local authority safeguarding sites may also be useful, for example:

www.essex.gov.uk/Health-Social-Care/safeguarding/Pages/Safeguarding-children.aspx

Unit 2: Understanding the principles of planning coaching activities in sport

Unit reference number: H/601/3532

QCF level: 1

Credit value: 1

Guided learning hours: 10

Unit aim

This unit assesses the coach's understanding of how to plan and prepare activities within sports coaching sessions.

Learners will develop their knowledge and understanding of planning coaching activities in sport, in particular how to ensure a safe coaching environment and prepare facilities, equipment and participants appropriately.

It is important that in preparing for coaching activities everyone involved is aware of their responsibilities and the need to work closely with the person with overall responsibility. Learners will find out about the information needed to plan coaching sessions, including confidential information and information obtained from evaluating previous activities. They will also cover the need to be aware of potential problems and how these should be dealt with.

It is essential that preparation for coaching activities is carried out safely and in line with health and safety requirements, codes of practice and relevant procedures, for example manual lifting and handling. In this unit, learners will have the opportunity to research these issues, perhaps through the use of real examples.

Essential resources

For this unit, centres need access to an appropriate area to undertake practical coaching activities. Learners would also benefit from visits to leisure facilities and access to a variety of simple and complex sporting equipment.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification	
1	Understand how to plan coaching activities	1.1	Outline why it is important to plan and prepare for coaching sessions	<ul style="list-style-type: none"> □ Meet participant needs, e.g. session plans, maximise enjoyment and achievement; comply with health and safety requirements, e.g. to prevent injury 	<ul style="list-style-type: none"> □ Team planning sessions, e.g. roles, areas of responsibility, working as a team, contingency planning; clear role specifications □ Avoid confusion for participants, effectiveness of coaching session, safety reasons □ Participants, e.g. age, ability, gender, numbers, medical conditions, specific needs; resources, e.g. equipment, staff; activities, e.g. timing; governing body guidelines, participants, target setting; expected outcomes □ Medical, e.g. pre-activity health checks, medical consent forms, letters from parents/carers and medical staff; personal and private information □ For example data protection legislation, storing sensitive information, non-disclosure, respect for privacy □ Build on previous participant experience and feedback, assess successes and failures against original targets
		1.2	Describe how to identify who has responsibility for different aspects of sessions	<ul style="list-style-type: none"> □ 	
		1.3	Outline why it is important to work closely with the person with overall responsibility for sessions	<ul style="list-style-type: none"> □ 	
		1.4	Identify the types of information needed to plan an activity within sessions	<ul style="list-style-type: none"> □ 	
		1.5	Outline the types of information that may be confidential	<ul style="list-style-type: none"> □ 	
		1.6	Outline how to deal with confidential information	<ul style="list-style-type: none"> □ 	
		1.7	Outline why it is important to use evaluations of other activities when planning new activities	<ul style="list-style-type: none"> □ 	

Learning outcomes	Assessment criteria	Unit amplification
	1.8 Outline why it is important to make sure the planned activities meet the overall aims of the sessions	<ul style="list-style-type: none"> □ Assess against aims of the overall session; specific, measurable, achievable, realistic and time based (SMART) principles; long-term participant progress; improved motivation; meet participant needs/aspirations
2 Understand how to plan for a safe coaching environment	2.1 State why health, safety, cleanliness and tidiness are important in a coaching facility	<ul style="list-style-type: none"> □ Prevention of injury, accidents and illness, e.g. spectators, colleagues, other users; comply with legal responsibilities; safe storage and transit of equipment, setting up and taking down; organisational procedures, e.g. equipment checks, preparation of playing surface
	2.2 Identify the procedures which must be followed for checking coaching facility areas and dealing with any problems found	<ul style="list-style-type: none"> □ Procedures and policies, e.g. organisational, governing body, legal requirements
	2.3 Outline the types of problems which may be found in a coaching facility area	<ul style="list-style-type: none"> □ For example facilities, playing surfaces, venue size and space, equipment and apparatus, participant clothing and equipment
	2.4 Outline the types of problems allowed to be dealt with by self	<ul style="list-style-type: none"> □ For example minor injuries, hygiene related, equipment malfunction
	2.5 Describe the types of problems which should not be dealt with by self	<ul style="list-style-type: none"> □ By others, e.g. major injury, violence and threatening behaviour, incidents involving electricity, major security alerts
	2.6 Indicate who problems should be reported to	<ul style="list-style-type: none"> □ Legal requirements for reporting problems to line manager, e.g. completing required documentation, online reporting, within normal operating procedures, through emergency action plans

Learning outcomes	Assessment criteria	Unit amplification
	2.7 Outline health and safety requirements that cover own area of responsibility	<ul style="list-style-type: none"> □ In relation to own role, e.g. areas of responsibility, level of authority, legal requirements, prevent injury and accidents for colleagues, participants, spectators
3 Understand how to prepare facilities and equipment for coaching activities	3.1 Identify the types of equipment which might be used in coaching sessions	<ul style="list-style-type: none"> □ Simple, e.g. tennis racquets, golf clubs, cones, bibs, stopwatch □ Complex, e.g. trampolines, gymnastics equipment, football goals
	3.2 Outline the main health and safety requirements for different items of coaching equipment	<ul style="list-style-type: none"> □ Legal requirements; prevent injury and accidents for colleagues, participants, spectators; manufacturer's instructions; organisational procedures
	3.3 Outline safe manual lifting and handling procedures	<ul style="list-style-type: none"> □ Legal responsibilities; assessing risk; types of load; lifting and handling techniques, e.g. pulling and pushing; common injuries
	3.4 Describe why safe manual lifting and handling procedures are important	<ul style="list-style-type: none"> □ Appropriate training, e.g. to reduce the risk of injury
	3.5 Identify the types of faults and/or hazards which may occur with coaching equipment	<ul style="list-style-type: none"> □ Existing risk assessments, hazards within coaching drills, other activities in the same area; sports equipment, e.g. pitches, litter; environmental; participant behaviour; staff competence
	3.6 Outline how to identify and report problems with coaching equipment	<ul style="list-style-type: none"> □ Report problems; carry out equipment checks and maintenance; following normal operating procedure
	3.7 Identify correct ways of setting up a range of coaching equipment	<ul style="list-style-type: none"> □ Following organisational procedures; in line with limits of own authority; comply with legal and safety requirements; meet participant needs

Learning outcomes	Assessment criteria	Unit amplification
	3.8 Outline why it is important to check with a more senior colleague that coaching equipment has been set up correctly	<ul style="list-style-type: none"> □ Cross-check complex tasks; confirm all safety measures in place and equipment safe to use
4 Understand how to prepare participants for coaching activities	4.1 State the procedures to follow when arranging coaching facilities and equipment and giving information to participants	<ul style="list-style-type: none"> □ Organisational procedures; legal requirements; resources needed; safe and appropriate equipment for activity; handle equipment safely; safe environment for participants, information for participants, e.g. leaflets, posters
	4.2 Identify the requirements for the dress and equipment for the activities being coached	<ul style="list-style-type: none"> □ Clothing appropriate for the activity, e.g. personal protective equipment (PPE)
	4.3 Outline how to give clear and correct demonstrations and explanations of skills, techniques, rules, codes and health and safety requirements	<ul style="list-style-type: none"> □ Identify appropriate skills and techniques, introduce in context of a competitive situation; practical demonstration; appropriate practice drills; governing body rules; codes of practice; health and safety, e.g. individual responsibilities; media, e.g. leaflets, electronic media, dry-wipe boards
	4.4 Outline why it is important to answer participant(s)' questions	<ul style="list-style-type: none"> □ Promote interest and understanding; check understanding; reinforce learning
	4.5 Outline why warm-ups are important	<ul style="list-style-type: none"> □ Importance, e.g. prepare the body's systems for exercise, help prevent injury, increase physical readiness, improve mental readiness
	4.6 Outline the types of warm-up that are appropriate to activities being coached	<ul style="list-style-type: none"> □ Types, e.g. sport-specific, high intensity, passive, dynamic stretching

Information for tutors

Delivery

Learning outcome 1

Learners could work in small groups to create a plan for a coaching session where they identify the aims of the session and roles for each member of the group, including selecting one member of the group who has overall responsibility.

Within their groups they could discuss why it is important to work closely with the person with overall responsibility for sessions, and identify the types of information needed to plan an activity within sessions. Learners could run their sessions and evaluate them.

A group discussion could be held to outline the types of information that may be confidential and how to deal with confidential information.

Learning outcome 2

A combination of research, interviews and visits could be used to enable learners to gather appropriate information for this learning outcome.

Learning outcome 3

This learning outcome could be delivered in a practical or classroom situation where learners observe or suggest the equipment which may be used in coaching sessions and categorise the equipment as simple or complex.

Learners should discuss the main health and safety requirements relating to the different items of coaching equipment, including manual lifting and handling procedures.

Learners could use a prepared risk assessment sheet to carry out a risk assessment on the identified coaching equipment.

Learning outcome 4

Learners could work in small groups to research the procedures identified in the *Unit amplification*.

Learners could be given a range of coaching activities and asked to identify the associated requirements for dress and equipment. A practical session could be delivered with a focus on warm-ups and demonstrations and explanations of skills.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

A range of methods can be used to assess this unit.

Learning outcome 1

For 1.1, 1.2, 1.3, 1.4, 1.7 and 1.8, learners could submit a session plan which includes information or summary paragraphs outlining why it is important to plan and prepare for coaching sessions, describing how to identify who has responsibility for different aspects of sessions, outlining why it is important to work closely with the person with overall responsibility for sessions and identifying the types of information needed to plan an activity within sessions. An evaluation section could also be included via video or signed observation records, where learners outline why it is important to use evaluations of other activities when planning new activities and why it is important to make sure the planned activities meet the overall aims of the sessions.

For 1.5 and 1.6, learners could produce a small leaflet which outlines the types of information that may be confidential and how to deal with confidential information.

Learning outcome 2

Learners could submit an information leaflet for new staff that covers all the assessment criteria for this learning outcome.

Learning outcome 3

For 3.1, 3.2 and 3.7, learners could submit a table identifying the types of equipment which might be used in coaching sessions, outlining the main health and safety requirements relating to each of the different items of coaching equipment identified, and identifying the correct ways to set up a range of coaching equipment.

For 3.3 and 3.4, learners could submit a poster for display in equipment storage areas which outlines safe manual lifting and handling procedures and describes why these are important.

For 3.5, 3.6, 3.7 and 3.8, learners could submit a risk assessment in which they identify the types of faults and/or hazards which may occur with coaching equipment and outline how to identify and report problems with coaching equipment. The risk assessment could include a summary paragraph outlining why it is important to check with a more senior colleague that coaching equipment has been set up correctly.

Learning outcome 4

For 4.1, learners could submit an information leaflet, stating the procedures to follow when arranging coaching facilities and equipment and giving information to participants.

For 4.2, learners could submit an annotated collage of images, identifying the requirements for dress and equipment for the activities being coached.

For 4.3, 4.4, 4.5 and 4.6, a PowerPoint or DVD recording could be submitted in which learners outline how to give clear and correct demonstrations and explanations of skills, techniques, rules, codes and health and safety requirements and why it is important to answer participant questions. The presentation could include a section on why warm-ups are important and the types of warm-up that are appropriate to the activities being coached.

Indicative resource materials

Textbooks

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

Duncan M, Cahill F, Heighway P – *Health and Safety at Work Essentials: The One-stop Guide for Anyone Responsible for Health and Safety Issues in the Workplace* (Lawpack Publishing Ltd; 5th revised edition, 2006) ISBN 9781905261246

Health and Safety Executive – *Essentials of Health and Safety at Work* (HSE Books, 2006) ISBN 9780717661794

Journals and/or magazines

Occupational Safety and Health

Policy and Practice in Health and Safety

Websites

Health and Safety Executive	www.hse.gov.uk
Royal Society for the Prevention of Accidents	www.rosa.com
Safe Sport	www.safesport.co.uk
SkillsActive	www.skillsactive.com
Sports Coach UK	www.sportscoachuk.org

Unit 3: Understanding the principles of conducting coaching activities in sport

Unit reference number: K/601/3533

QCF level: 1

Credit value: 1

Guided learning hours: 10

Unit aim

This unit assesses the coach's understanding of how to conduct and conclude activities and support participant behaviour and performance during a coaching session.

Learners will develop their knowledge and understanding of how to conduct coaching activities. Learners will investigate the health and safety requirements, rules and codes of practice which impact on coaching activities, including their own responsibilities for reporting accidents, injuries and illnesses.

It is important that participants feel supported during coaching activities to enhance their enjoyment and performance and ensure their safety. Learners will have the opportunity to explore how to communicate with and encourage participants to improve their performance, including how and when to give feedback.

Finally, it is important that learners are aware of how to bring coaching sessions to an end appropriately. They will consider the importance of ensuring appropriate cool down exercises are carried out, of storing equipment safely and of tidying the coaching facility.

Essential resources

For this unit, centres need access to an appropriate area to undertake practical sport and access to a camera.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	Unit amplification	
1	Understand how to conduct planned coaching activities	1.1	Describe own responsibilities during sessions	<ul style="list-style-type: none"> <input type="checkbox"/> Health and safety; professionalism; needs of participants, e.g. participant suitability
		1.2	State the health and safety requirements relevant to the activities being coached	<ul style="list-style-type: none"> <input type="checkbox"/> For example risk assessments, warm-ups, equipment checks
		1.3	Identify sport-specific techniques, skills, rules and codes of behaviour relevant to the activities being coached	<ul style="list-style-type: none"> <input type="checkbox"/> Sport-specific knowledge and experience; identify participant needs; goal setting; demonstrations, giving instructions, coaching style, giving and receiving feedback, adapting sessions, managing behaviour
		1.4	Outline how to select appropriate equipment for different participants	<ul style="list-style-type: none"> <input type="checkbox"/> Sport specific, e.g. rugby balls, golf clubs, tennis racquets <input type="checkbox"/> Specialist or personalised, e.g. wheelchairs, personal flotation devices
		1.5	Describe the procedures for reporting accidents, injuries and illnesses	<ul style="list-style-type: none"> <input type="checkbox"/> Reporting, e.g. date, time and place of incident, name of person, type of injury, what happened
		1.6	Describe own responsibilities for reporting accidents, injuries and illnesses	<ul style="list-style-type: none"> <input type="checkbox"/> Responsibilities, e.g. legal responsibilities, organisational responsibilities, personal responsibilities

Learning outcomes	Assessment criteria	Unit amplification
2 Understand how to support participant(s)' behaviour and performance	<p>2.1 Outline the importance of good communication with participant(s) during sessions</p> <p>2.2 Outline how to motivate and encourage participant(s) without putting them under stress</p> <p>2.3 Describe ways in which participant(s)' behaviour can be managed during sessions</p> <p>2.4 Outline the coaching process as it applies to the improvement of participant performance</p> <p>2.5 Outline the importance of giving feedback to participant(s) on what they are doing</p> <p>2.6 Outline how to give feedback in a way that will help participant(s) to improve their performance</p> <p>2.7 Identify appropriate times during an activity to provide feedback</p>	<ul style="list-style-type: none"> □ Importance, e.g. gaining attention, checking understanding, achieving credibility, being consistent, providing information, setting the tone, learning new skills □ Types of communication, e.g. verbal, non-verbal □ Barriers to communication, e.g. misunderstandings, poor performance, frustration, lack of respect, lack of enjoyment, lack of progress □ For example ensuring enjoyment is a focus, goal setting for individuals and teams, variety of activities, listening to participant feedback □ For example positive relationships, caring gestures, behaviour codes, positive attention, redirection, prompting, sanctions □ Observation and analysis; identification of strengths and areas for improvement; feedback □ Importance, e.g. praise, constructive feedback □ Techniques, e.g. questioning, problem-based scenarios, three stages, action, impact, outcome □ Timing, e.g. during training, after training, during competition, after competition

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how to conclude coaching activities	3.1	Outline why it is important to allow enough time to finish an activity as planned	<ul style="list-style-type: none"> Organisation; time for feedback
		3.2	Outline why it is important to cool down	<ul style="list-style-type: none"> Importance, e.g. prevent soreness, slow heart rate, emotional and arousal adjustment, prevent injuries
		3.3	Outline types of appropriate cool down exercises for the activities being coached	<ul style="list-style-type: none"> Types, e.g. breathing exercises, low intensity aerobic exercise, relaxation techniques
		3.4	Outline why it is important to get feedback from participant(s) at the end of sessions	<ul style="list-style-type: none"> For example planning for the next session, demonstrate understanding, develop reflection skills, to help evaluate
		3.5	Identify procedures for putting away equipment and tidying the coaching facility	<ul style="list-style-type: none"> Types of equipment, e.g. simple, complex, powered; handling and moving equipment; checking for damage or wear; reporting damage or maintenance issues; safety; tidiness; security; reporting defects; completing records
		3.6	Outline how to identify faulty equipment and what to do with it	<ul style="list-style-type: none"> Visual checks; feedback from users; assess extent of problem to decide on outcome, e.g. in-house repair, external repair, or disposal
		3.7	Outline why it is important to store equipment in the right place	<ul style="list-style-type: none"> For example good maintenance, less chance of damage to equipment, safety, security, easy access
		3.8	Outline why it is important that storage areas should be clean, tidy and secure	<ul style="list-style-type: none"> For example health and safety, ease of access, ease of stock-taking, less likely to suffer loss of equipment

Delivery

Learning outcome 1

Learners could use a pre-prepared 'Principles of Coaching' booklet to describe their own responsibilities during coaching sessions. Within the booklet, learners could name specific coaching activities and state the health and safety requirements relevant to these activities. Working in pairs, learners could take it in turns to identify the needs of their partner in relation to a specific sport and set a goal for them based on the identified needs. Learners could then research different coaching styles and decide which would be appropriate for their participant. They could also research the rules and codes of behaviour, appropriate equipment and skills and techniques for the identified sport.

Small-group work could be used to discuss responsibilities for reporting accidents, injuries and illnesses, and learners could design an incident report sheet.

Learning outcome 2

A communication role-play activity could be carried out, with learners adopting a style of communication based on the selection of a pre-prepared card. Role play could lead to a discussion about the effectiveness of different types of communication and communication barriers as outlined in the *Unit amplification*. Learners could feed back ideas on what motivates them to participate; the concept of goal setting could be introduced. Learners could work in small groups or pairs to try to explain the words in the *Unit amplification* relating to participant behaviour. This could then be fed back and discussed as a whole-class activity.

A small practical task could be used where learners take it in turns to be the coach for the task. Each learner should observe, analyse and provide feedback to try to improve participant performance. Learners could experiment with providing feedback at different times in the task and discuss their findings.

Learning outcome 3

Learners could research and plan a cool down to be delivered in a practical situation, for example at the end of the coaching activity for learning outcome 2. Discussion could take place about why it is important to allow enough time to finish an activity as planned. Learners could use a pre-prepared questionnaire to get feedback on their coaching session and cool down activity. The questionnaire could include a section on amendments for the next session, based on feedback and self-reflection.

Learners could be supervised putting equipment away after a coaching session or observe someone else doing this. Prior to storage, learners could check the equipment for any faults. Scenario cards/handouts could be used describing a variety of faults for different types of equipment and learners could identify the most appropriate action for that item. Learners may wish to take photographs of any faults and a resource bank of faulty equipment could be developed for future use. Learners could also suggest potential faults for a variety of equipment, for example a broken string in a tennis racket or a basketball not bouncing very well. The use of scenarios would enable items not available in the centre to be covered. Different procedures should be discussed to cover all areas of the *Unit amplification*.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

A range of methods can be used to assess this unit.

Learning outcome 1

For 1.1 and 1.2, learners could submit a completed 'Principles of Coaching' booklet in which they describe their own responsibilities during coaching sessions and state the health and safety requirements relevant to the activities being coached. Within the booklet learners could include a risk assessment, an outline of a warm-up and a completed equipment safety checklist for the activities being coached.

For 1.3 and 1.4, learners could submit additional sections to their coaching booklet identifying sport-specific techniques, skills, rules and codes of behaviour relevant to the activities being coached and outlining how to select appropriate equipment for different participants.

For 1.5 and 1.6, learners could submit an appropriate incident report sheet which includes a section where they describe the procedures for reporting accidents, injuries and illnesses and describe their own responsibilities for reporting accidents, injuries and illnesses.

Learning outcome 2

For 2.1, 2.2 and 2.3, learners could submit a presentation aimed at new coaching staff, outlining the importance of good communication with participant(s) during sessions by giving examples from all areas of the *Unit amplification*. Learners could outline how to motivate and encourage participant(s) without putting them under stress and describe ways in which participant behaviour can be managed during coaching sessions.

For 2.4, 2.5, 2.6 and 2.7, learners could produce a report evaluating a coaching session. They should outline the coaching process as it applies to the improvement of participant performance, the importance of giving feedback to participant(s) on what they are doing and how to give feedback in a way that will help participant(s) to improve their performance. Learners should identify appropriate times during an activity to provide feedback. Learners may wish to use examples from their session in their evaluation, for example what they observed, what type of feedback they provided and the timing of feedback that worked best in their session.

Learning outcome 3

For 3.1, 3.2 and 3.3, learners could submit their session plan for a cool down, outlining why it is important to allow enough time to finish an activity as planned, why it is important to cool down and types of appropriate cool down exercise for the activities being coached.

For 3.4, learners could submit the completed feedback questionnaires from their coaching session with a summary paragraph outlining why it is important to get feedback from participant(s) at the end of sessions.

For 3.5, 3.6, 3.7 and 3.8, learners could submit an information sheet for new staff, including a table setting out a range of equipment and the procedures for putting away equipment and tidying the coaching facility. The information sheet should outline how to identify faulty equipment and what action to take, and why it is important to store equipment in the right place. Learners may wish to include images in their work. A summary paragraph could outline why it is important to ensure that storage areas are clean, tidy and secure.

Indicative resource materials

Textbooks

Allen M B – *Sports, Exercise, and Fitness: A Guide to Reference and Information Sources* (Libraries Unlimited Inc, 2005) ISBN 9781563088193

Coulson M – *The Fitness Instructor's Handbook: A Complete Guide to Health and Fitness* – Fitness Professionals (A&C Black, 2007) ISBN 9780713682250

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

Dalgleish J, Dollery S – *The Health and Fitness Handbook* (Longman, 2001) ISBN 9780582418790

Duncan M, Cahill F, Heighway P – *Health and Safety at Work Essentials: The One-stop Guide for Anyone Responsible for Health and Safety Issues in the Workplace* (Lawpack Publishing Ltd; 5th revised edition, 2006) ISBN 9781905261246

Health and Safety Executive – *Essentials of Health and Safety at Work* (HSE Books, 2006) ISBN 9780717661794

Journals and/or magazines

Occupational Safety and Health

Policy and Practice in Health and Safety

Websites

Health and Safety Executive	www.hsegov.uk
Royal Society for the Prevention of Accidents	www.rosipa.com
Safe Sport	www.safesport.co.uk
SkillsActive	www.skillsactive.com
Sports Coach UK	www.sportscoachuk.org

Unit 4: Understanding the principles of evaluating coaching activities in sport

Unit reference number: M/601/3534

QCF level: 1

Credit value: 1

Guided learning hours: 7

Unit aim

This unit assesses the coach's understanding of how to evaluate activities within coaching sessions and how to use evaluations to improve their own coaching.

It is important that both coaching activities and the coach's performance and practice are evaluated and any necessary improvements identified.

Learners will develop their understanding of evaluating sports activities and the required process for this. They will explore the reasons why what happens in a session should be compared with what was planned, and the importance of using feedback from others in the evaluation process. They will also look at the documentation used to record evaluation results.

Effective coaches are always looking to develop their performance. Learners will learn about the importance of using feedback and training and education opportunities to improve coaching practice.

Essential resources

For this unit, centres need access to an appropriate area to undertake practical coaching activities.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	Unit amplification	
1	Understand how to evaluate coaching activities	1.1	Outline why evaluating activity sessions is important	<ul style="list-style-type: none"> <input type="checkbox"/> Measure effectiveness of a session; achieve objectives; improve planning and future sessions; value views of others, e.g. participants, observers, tutors
		1.2	Describe why it is important to compare what happened during a session with what was planned	<ul style="list-style-type: none"> <input type="checkbox"/> Review session objectives; amend objectives if necessary; ensure session meets participant needs
		1.3	Outline the importance of making positive use of the feedback from others, including participants and the person responsible for sessions	<ul style="list-style-type: none"> <input type="checkbox"/> Improve future sessions for a more effective session
		1.4	Outline why it is important to record the results of the evaluation	<ul style="list-style-type: none"> <input type="checkbox"/> Future reference; ongoing improvement of sessions; develop evaluative skills; identify training and development needs
		1.5	Outline how to complete evaluation forms	<ul style="list-style-type: none"> <input type="checkbox"/> Review session: What went well? What didn't go as well as you wanted? Were all present? Did session highlight new issues? <input type="checkbox"/> Use clear simple statements; consider when to complete evaluation forms and why
		1.6	State how to make use of past evaluations when planning and conducting future activities	<ul style="list-style-type: none"> <input type="checkbox"/> Starting point for next session, e.g. what went well, what did not go as well and why

Learning outcomes	Assessment criteria	Unit amplification
2 Understand how to develop own coaching practice	2.1 Outline why it is important to always try to improve own coaching 2.2 Identify how to ask colleagues for feedback on own work 2.3 Outline why feedback from colleagues is important 2.4 Identify how to use feedback from colleagues to improve own coaching 2.5 Outline why it is important to take part in training and education 2.6 Outline the sources of training and education available to improve coaching practice	<ul style="list-style-type: none"> <input type="checkbox"/> Benefits of improved coaching, e.g. better job prospects, better results for participants, self-fulfilment <input type="checkbox"/> Feedback, e.g. video, surveys, question and answer session, interview <input type="checkbox"/> Improve coaching skills; gain respect from colleagues; self-fulfilment; identify training and development needs <input type="checkbox"/> For example be objective, consider different points of view, accept criticism, take advice <input type="checkbox"/> Importance, e.g. gain qualifications, develop knowledge and skills, credibility, meet and network with peers, enhance employability <input type="checkbox"/> National, e.g. national governing bodies, 1st4Sport, Youth Sports Trust, national coaching workshops <input type="checkbox"/> Local, e.g. local sports schemes, local authority sessions, working with experienced coaches; internet courses; local coaching clinics

Information for tutors

Delivery

Learning outcome 1

Learners could research existing examples of coaching evaluation forms. Using their research, learners could identify where the evaluation forms meet the content in the *Unit amplification* and where they do not, with suggestions for additional headings as required. A group discussion could be held and ideas collated on why it is important to make positive use of feedback from others and the importance of recording the results of evaluations. Learners could also evaluate a practical session, give feedback to the coach and then discuss the evaluation process and its importance.

Learning outcome 2

Learners could research the coaching opportunities for a sport of their choice by looking at a range of providers as identified in the *Unit amplification*. They could identify the levels of coaching for their chosen sport and if possible the rate of pay at each level. They could research a specific coach from a sport of their choice and look at the level of coaching they have achieved and the salaries earned. Learners could present their research findings to each other and use this as a basis to discuss the importance of improving their own coaching and taking part in training. Learners could use a range of feedback techniques to provide feedback on their research findings.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

A range of methods can be used to assess this unit.

Learning outcome 1

For all assessment criteria for learning outcome 1, learners could submit a guide on effective evaluation for coaches who are looking for advice on improving their sessions.

Learning outcome 2

For 2.1, 2.5 and 2.6, learners could submit a poster aimed at improving coaching practice, including an outline of why it is important to always try to improve own coaching, why it is important to take part in training and education and the sources of training and education available to improve coaching practice. Learners may wish to include images of successful coaches to support their ideas.

For 2.2, 2.3 and 2.4, learners could produce a presentation – for example PowerPoint, DVD or podcast – in which they identify how to ask colleagues for feedback on their own work, outline why feedback from colleagues is important and identify how to use feedback from colleagues to improve own coaching.

Indicative resource materials

Textbooks

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

Crouch M – *Protecting Children: A Guide for Sports People* (Coachwise, 2002) ISBN 9780947850500

Websites

SkillsActive www.skillsactive.com

Sports Coach UK www.sportscoachuk.org

Unit 5: Understanding the fundamentals of coaching sport

Unit reference number: J/601/2101

QCF level: 2

Credit value: 3

Guided learning hours: 22

Unit aim

This unit assesses the coach's understanding of their role in planning, implementing, analysing and revising coaching sessions. Learners will identify a range of methods used to develop learning and performance and to manage participant behaviour effectively.

Learners will develop their knowledge and understanding of the role of the coach and the coaching process. This includes the following key areas: recognising participants have different learning styles; managing participant behaviour; and reflecting on coaching sessions and performance to identify any improvements that could be made.

Learners need to be aware that the role of the coach can be complex. In this unit they will explore how, by developing positive relationships, coaches can empower and motivate participants to enhance their enjoyment, performance and confidence. Often coaches will work with others in delivering sessions and learners will learn about the support personnel who can contribute to coaching.

The unit requires learners to follow the coaching process from planning, through implementation to concluding a session. They will look at the information coaches need to plan sessions, how coaches interact positively with participants during the session and how they cater for individual and group needs.

Key to ensuring that coaching sessions are successful is recognising that learners have different learning styles and that this impacts on the delivery of coaching sessions. Learners will explore behaviour management, including the need for a consistent approach, encouraging positive behaviour and dealing with negative or discriminatory behaviour.

Finally, learners will investigate how coaches use self-reflection in relation to their performance development needs.

Essential resources

For this unit, centres need access to an appropriate area to undertake practical sport.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Understand the role of a coach	1.1 Describe how to ensure that the participant is at the centre of the coaching process	<ul style="list-style-type: none"> □ Collect and analyse participant information; identify participant needs; goal setting; identify appropriate resources; identify appropriate activities; plan appropriate sessions
	1.2 Explain how to empower participant(s)' choice, discovery of solutions and need to develop at their own pace	<ul style="list-style-type: none"> □ For example support their right to make choices, discover own solutions, develop at own pace, develop against personal targets
	1.3 Describe how to develop and maintain positive relationships with and between participant(s)	<ul style="list-style-type: none"> □ For example support and nurture, be professional, motivate, guardian
	1.4 Describe how to provide a coaching environment that motivates, recognises and values diversity, controls risk, encourages challenge, enjoyment and achievement	<ul style="list-style-type: none"> □ For example ensure the session is challenging, enjoyable and allows achievement, develops confidence and self-esteem through success; practice should be varied and differentiated; effort should be reinforced positively and realistic goals set
	1.5 Identify methods to develop participant(s)' confidence and self esteem	<ul style="list-style-type: none"> □ Use of positive reinforcement; allow early success; attribute success and loss correctly
	1.6 Describe how to identify opportunities for the coach to reflect and develop their coaching practice	<ul style="list-style-type: none"> □ Reflection on own coaching practice; self-reflection; feedback from others; achievement of session goals; effectiveness of drills and practices; identify personal coaching needs or areas for development

Learning outcomes	Assessment criteria	Unit amplification
1.7	List the different support personnel that can contribute to coaching sessions	<ul style="list-style-type: none"> □ For example assistant coaches, medical staff, physiotherapists, nutritionists, personal trainers, psychologists, referral to specialists
1.8	Describe how support personnel can be used to contribute to coaching sessions	<ul style="list-style-type: none"> □ For example, additional support for individual or group who require extra practice or extending; support to ensure participant is in the best physical and/or psychological condition to achieve peak performance; can help control and organise, or take specific responsibility for, aspects of the session
1.9	Explain the importance of positively promoting the role of officials in competition	<ul style="list-style-type: none"> □ Showing respect for the role; dealing with arousal and poor officiating decisions; effective communication with officials
1.10	Define what is acceptable in terms of a coach: participant relationship	<ul style="list-style-type: none"> □ Acceptable behaviour, e.g. follow code of conduct for coaches, commitment, trust, openness
1.11	Explain the consequences of not adhering to the principles of what is acceptable in terms of a coach: participant relationship	<ul style="list-style-type: none"> □ Unacceptable behaviour, e.g. abuse of privilege, breaches of health and safety, breach of confidentiality, lack of competence □ Consequences, e.g. implementation of measures and sanctions, complaints, removal from coaching register, legal action
1.12	Identify the components of a Code of Practice for coaching which allows high standards of personal conduct to be maintained and a positive image of the sport to be projected	<ul style="list-style-type: none"> □ Components, e.g. respect individual, recognise needs of participants, commitment to own development, need for confidentiality, work within limits of own competence, be positive role model, promote good behaviour
1.13	Outline the types of information that the coach should provide to participant(s)	<ul style="list-style-type: none"> □ Related to goals; impartial and respectful feedback; additional evidence, e.g. video; focused on improvement

Learning outcomes	Assessment criteria	Unit amplification
2 Understand the coaching process	<p>2.1 Outline how to identify participant(s)' needs</p> <p>2.2 List the sources of information that a coach can use when planning and preparing coaching sessions</p> <p>2.3 Identify the types of information about participants which should be treated confidentially</p> <p>2.4 Describe the stages and components of the coaching process</p> <p>2.5 Describe how to plan coaching sessions that meet participant(s)' needs</p> <p>2.6 Explain how individual coaching sessions support the aims of the wider coaching programme</p> <p>2.7 Explain the process of setting SMART goals/objectives</p> <p>2.8 Describe how to start and end a coaching session</p>	<ul style="list-style-type: none"> □ For example establishing the starting point, aspirations, what needs to be done, what resources are available; participant pathways; maturation; physical, psychological and emotional changes □ For example coaching manuals, textbooks, the internet, previous session plans □ Confidential information, e.g. participant, name, address, photographic images, fitness assessment results, medical records, additional personal details □ Components, e.g. encouraging learning, types and use of instructions, facilitation □ For example know your group, ensure practice can be tailored to suit different abilities, identify strengths and areas for improvement so appropriate practice can be set, plan who should work together, know their goals □ How does this session fit into the overall coaching programme? How does this session fit in relation to the performer's training year? Does the session focus on a short-term goal which leads to a longer-term goal? □ Goals need to be specific, measurable, achievable, realistic and time based (SMART); the process should involve both coach and participant □ Starting, e.g. warm-ups, briefings, establishing session outcomes, recap previous sessions □ Ending, e.g. cool downs, debriefs, feedback and post-session administration

Learning outcomes	Assessment criteria	Unit amplification
	<p>2.9 Explain how the physical and psychological capabilities of participant(s) will influence the content and structure of the session</p> <p>2.10 Describe different types of demonstrations that encourage learning</p> <p>2.11 Explain how to balance instruction, facilitation, and demonstration within sessions</p> <p>2.12 Describe how to use listening skills</p> <p>2.13 Describe how to select language that is appropriate to participant(s)</p> <p>2.14 List how the coach can establish the views of participant(s) about the coaching sessions</p> <p>2.15 Identify situations when a coach may need to change or adapt a session</p>	<ul style="list-style-type: none"> □ In relation to, for example, age, maturation, gender, motivation; adaptation of session to suit physical capabilities without exceeding them, appropriate developmental drills and practices, duration and intensity of activities; giving participants constructive feedback, rewarding positives, offering advice or questioning, summarising □ Types of demonstrations: demonstration by coach; demonstration by peers; images; live demonstrations; video feedback in slow motion; use of computer analysis software □ Depending on skill and maturity level of participant: if new to skill, will need instruction and demonstration; once knowledge of skill is gained, time must be allowed for practice, therefore facilitation □ For example paying attention, acknowledgement, giving feedback, responding □ For example simplified, no jargon, use of metaphors, supportive, understandable, use of questioning □ For example question and answer, survey participants, problem-based scenarios, observation □ For example for safety, because it is ineffective, for environmental reasons, for variety and pace, to take account of participant ideas

Learning outcomes	Assessment criteria	Unit amplification
	2.16 Describe how to give constructive feedback to participant(s)	<ul style="list-style-type: none"> □ Focus on most important aspect of technique; do not overload participant; use positive reinforcement; encourage self-analysis; make sure points identify how to correct error
	2.17 Identify how to cater for an individual's needs within group coaching	<ul style="list-style-type: none"> □ Individual one-to-one time; awareness of individual components of a group; characteristics and motives of individuals; learning styles of individuals
	2.18 Describe how to organise group coaching sessions	<ul style="list-style-type: none"> □ For example establish group goals, engender a team spirit, match individual goals and aspirations with group goals and aspirations
3 Understand participant(s)' learning styles	3.1 Outline different learning styles and needs	<ul style="list-style-type: none"> □ Different ways in which people learn, e.g. visual, auditory, kinaesthetic, activist, reflector, theorist, pragmatist
	3.2 Explain how to consider participant(s)' learning styles and needs when planning coaching sessions	<ul style="list-style-type: none"> □ For example use a variety of methods, instructions, demonstrations: problem solving, questioning, explanation, reflection, appropriate time
	3.3 Describe the difference between the ways that adults and children learn	<ul style="list-style-type: none"> □ Children: pedagogy, rely on others for learning content, accept learning at face value, little or no experience, little ability to assist coach with knowledge, expect to be taught □ Adults: andragogy, decide what needs to be learned, need to value and accept, can draw on experience, can be useful resource to coach
	3.4 Define the principles of monitoring and evaluating learning	<ul style="list-style-type: none"> □ Monitoring and evaluating: assess progress, observation, question and answer sessions, video analysis, testing □ Principles, e.g. impartiality, objectivity
	3.5 Describe how the coach can support participant(s) in taking responsibility for their own learning	<ul style="list-style-type: none"> □ Encouraging attitude; decision-making practices, scenario-based learning, problem-based learning

Learning outcomes	Assessment criteria	Unit amplification
	3.6 Describe how to manage different learning styles and learning needs, in group coaching	<ul style="list-style-type: none"> □ For example differentiation between styles and needs, by outcome, by task, by support, ability groups, pace, variety
4 Understand behaviour management	4.1 Identify the principles of positive behaviour management	<ul style="list-style-type: none"> □ Creating an appropriate environment; building positive relationships; use of appropriate behaviour policies, codes of conduct
	4.2 Describe how to develop a behaviour management strategy for coaching sessions	<ul style="list-style-type: none"> □ For example aims, expectations, rewards, sanctions
	4.3 Outline ground rules for positive behaviour during coaching sessions	<ul style="list-style-type: none"> □ What is and is not acceptable; possible sanctions
	4.4 Outline the methods of communicating and implementing ground rules	<ul style="list-style-type: none"> □ Code of conduct; dealing with incidents, immediate response; reinforcing, consistency, objectivity, impartiality; rewarding, encouragement, praise, respect
	4.5 Explain the importance of fair and consistent behaviour management	<ul style="list-style-type: none"> □ Learners know expectations; no resentment or negative impact on team play; maintain motivation
	4.6 Explain how to encourage and reward positive behaviour	<ul style="list-style-type: none"> □ Use of positive reinforcement, negative reinforcement or punishment
	4.7 Identify the types of behaviour by participant(s) and others that may cause emotional distress	<ul style="list-style-type: none"> □ Self-injurious; aggressive, e.g. spitting, kicking, name calling; destruction of property, e.g. breaking equipment, stealing, bullying and harassment
	4.8 Explain how to respond as a coach to behaviour by participant(s) that may cause emotional distress	<ul style="list-style-type: none"> □ Sanctions, e.g. short-term removal, exclusion from session; encourage apology; ignore behaviour; find something positive; avoid negativity or sarcasm; maintain emotional control; respond immediately

Learning outcomes	Assessment criteria	Unit amplification
	4.9 Describe how to respond to discriminatory behaviour	<ul style="list-style-type: none"> □ Response, e.g. challenge behaviour, remove literature, graffiti etc, complete an investigation if necessary, support the victim, explain why the behaviour was unacceptable, keep a record of the incident
	4.10 Describe the procedures to be followed if a participant wants to complain about discrimination	<ul style="list-style-type: none"> □ Try to resolve informally through identifying issue with 'manager'; put the complaint in writing to 'manager' and follow the facility's grievance or complaint procedure
5 Understand how to reflect on a coaching session	5.1 Identify valid sources of feedback from participant(s) and support staff	<ul style="list-style-type: none"> □ For example observers, assessors, senior or experienced coaches, participants
	5.2 Explain how to do each of the following as part of self-reflection: <ul style="list-style-type: none"> ● make self-assessment of skill level ● identify action to be taken ● use different methods of self-reflection 	<ul style="list-style-type: none"> □ Self-reflection, e.g. objectivity, reflection on strengths, reflections on areas for improvement; search for explanations; self-questioning; problem-solving techniques; interpreting information; willingness to change; methods, e.g. evaluation logbook, action planning, methods of self-assessment, e.g. peer review, video analysis
	5.3 Outline how to use evidence of own performance	<ul style="list-style-type: none"> □ For example planning future sessions, adapting skills and practices, improving coaching ability, e.g. changing style or approach, changing drills, researching new methods; future development needs, career progression
	5.4 List factors that impact on the ability to identify own development needs	<ul style="list-style-type: none"> □ Limiting factors, e.g. coping with advice and criticism, inability to adapt sessions, lack of objectivity, lack of knowledge, access to training materials, access to qualifications and courses, access to more experienced coaches; physical resource issues, organisational support

Learning outcomes	Assessment criteria	Unit amplification
	5.5 Identify methods for personal action planning and the prioritisation of such planning	<ul style="list-style-type: none"> □ Personal action planning, e.g. critical thinking and self-reflection, identification of improvements, evaluation and review
	5.6 Describe how to measure each of the following: <ul style="list-style-type: none"> • the quality of the coaching experience • participant development • the quality assurance mechanisms used 	<ul style="list-style-type: none"> □ Quality of the coaching experience: video analysis, feedback from an external person, personal diary □ Participant development, e.g. improved technical execution, improved tactical understanding, recognition of Long Term Athlete Development (LTAD), fundamental, training to train, training to compete, training to win, retraining □ Quality assurance mechanisms, e.g. participant satisfaction, peer standardisation, regular competition, participant improvement
	5.7 Describe how to use information taken from evaluations to improve the programme/session	<ul style="list-style-type: none"> □ Utilising feedback; analysing participant performance, action planning; re-establishing goals

Delivery

Learning outcome 1

Learners could research and observe coaches of elite performers, identifying why they think these coaches are successful. This research could be used as the basis of a group discussion on what makes a good coach. A pre-prepared table or checklist, relating to the assessment criteria for this learning outcome, could be completed by giving examples of instances in sport to describe, explain, identify, list, define or outline where the identified coaching techniques have been observed. Alternatively, learners may choose to see 'how well their coach measures up' to the assessment criteria by comparing their actions to those identified in learning outcome 1. Clearly, if this approach is taken, it would need to be anonymous and completed in a mature manner.

Learning outcome 2

A good way for learners to understand the coaching process is to get involved in it on a regular basis. Where possible, learners should be encouraged to use their free time to support a coaching session on a regular basis, for example acting as an assistant coach for one of the younger school teams or for a junior club outside of school or college. This experience should prove invaluable in developing the knowledge and understanding needed for this unit. If this is not possible, learners should observe different coaches in action and carry out an interview with one they feel is particularly effective. A set of interview questions should be prepared which link to the assessment criteria for this learning outcome.

Learning outcome 3

Learners could participate in a tutor-led coaching session where the tutor ensures that a variety of different learning styles are catered for. Learners could discuss the session, making notes on the different learning styles and needs of different learners. Opportunities for learners to lead their own short coaching sessions would be advantageous. If this is not possible, learners should practise preparing coaching session plans for adults and children, and be prepared to discuss how and why the session plans would differ depending on the age of the participants. Pre-prepared extracts from session plans could be used as scenario cards, with learners identifying who the session is aimed at and justifying their reasons. The session plans could be evaluated and developed further where learners feel they do not manage different learning styles and learning needs adequately.

After the tutor-led coaching session, learners could ask the tutor how they monitored and evaluated the learners' progress, followed by a discussion. Learners should also describe how the tutor supported them and others in taking responsibility for their own learning. Learners could draw on experience from other teaching/coaching situations to help.

Learning outcome 4

This learning outcome can be delivered through discussion and the use of scenario cards. Learners could be presented with two scenarios: A and B. Each scenario card contains examples of typical coaching sessions and behaviour within those sessions. Card A contains examples of behaviour covered by 4.7 and 4.9; card B contains examples of positive behaviour. Learners are asked to choose which environment they would prefer (hopefully B). Subsequent discussion focuses on why B is a better environment and what the coach needs to do to move from the situation in A to B. As part of this discussion learners could agree a code of conduct for coaching sessions.

Learning outcome 5

Opportunities to assist regularly in coaching sessions would be an ideal chance for learners to develop their understanding of how to reflect on a coaching session. Initial concepts could be discussed in class and learners could use their own experience to reflect on their coaching. Where possible, learners could work in pairs, taking it in turns to take on the role of observer and coach, providing feedback on the session that the coach could use in their reflections.

If learners are unable to take on the role of assistant within coaching sessions, they could interview a number of different coaches, asking them about the methods they employ to gain and use feedback to aid planning subsequent sessions. Learners are likely to have experienced some action planning even if this is not directly linked to coaching; this experience can be used when discussing limiting factors that impact on the ability to identify own development needs and identifying methods for personal action planning and the prioritisation of such planning. Specific discussion relating to coaching could be used to describe how to measure the quality of the coaching experience, participant development and the quality assurance mechanisms used. Having completed some form of self-evaluation, learners should be able to describe how to use the information taken from these evaluations to improve their performance.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

A range of methods can be used to assess this unit.

Learning outcome 1

All the assessment criteria for learning outcome 1 could be evidenced through a booklet for new coaches, entitled 'Understanding the role of a coach'. Data collected from research and a pre-prepared table or checklist could be used.

Learning outcome 2

All the assessment criteria for learning outcome 2 could be evidenced through written documentation detailing responses from an interview with a successful coach, or video evidence of the interview including prepared questions and notes relating to their responses. If the learner has conducted their own series of coaching sessions then a presentation based on their experience could be used to outline, list, identify, describe or explain the relevant assessment criteria. This presentation could be in the form of a series of statements to camera after each coaching session, each presentation focusing on a different set of assessment criteria.

Learning outcome 3

For learning outcome 3, learners could produce a coaching booklet for new coaches called 'Understanding participant learning styles'. After a brief introduction to outline different learning styles and needs, learners could submit a coaching session plan they had designed for a small group of children to develop their skill. This session plan should be annotated to explain how to consider participant learning styles and needs when planning coaching sessions, and to describe how the plan would need to change if learners were teaching adults the same session, thereby describing the difference between the ways in which adults and children learn.

For 3.4, the session plan could also be annotated to show how different learning styles and learning needs would be managed in the session, thereby describing how to manage different learning styles and learning needs in group coaching. To complete the booklet, learners could include an information sheet which defines the principles of monitoring and evaluating learning and describes how the coach can support participant(s) in taking responsibility for their own learning.

Learning outcome 4

For 4.1 to 4.4, learners could submit a code of conduct for coaching sessions. They could introduce the code of conduct by identifying the principles of positive behaviour management and describing how to develop a behaviour management strategy for coaching sessions. Learners should also outline the methods of communicating and implementing ground rules.

For 4.5 to 4.10, learners could use the scenario cards A and B as stimulus material. Using the cards (and notes from any class discussions), learners could be recorded identifying the types of behaviour exhibited by participant(s) and others that may cause emotional distress and explaining how a coach should respond to this, including a description of how to respond to discriminatory behaviour and the procedures to follow if a participant wants to complain about discrimination. Learners should explain the importance of a fair and consistent approach to behaviour management and how to encourage and reward positive behaviour.

Learning outcome 5

Evidence for all assessment criteria for this learning outcome could be in the form of a written report, using examples (such as an evaluation logbook, action plans or participant satisfaction survey) from the practical application of methods to demonstrate understanding of how to reflect on a coaching session.

Indicative resource materials

Textbooks

Allen M B – *Sports, Exercise, and Fitness: A Guide to Reference and Information Sources* (Libraries Unlimited Inc, 2005) ISBN 9781563088193

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

Dagleish J, Dollery S – *The Health and Fitness Handbook* (Longman, 2001) ISBN 9780582418790

Franks B D and Howley E T – *Fitness Leader's Handbook* (Human Kinetics Europe, 1998) ISBN 9780880116541

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

Sharkey B J and Gaskill S E – *Fitness and Health* (Human Kinetics, 2006) ISBN 9780736056144

Journal

International Journal of Sports Science and Coaching

Websites

Safe Sport

www.safesport.co.uk

SkillsActive

www.skillsactive.com

Sports Coach UK

www.sportscoachuk.org

Sports Officials UK

www.sportsofficialsuk.com

Unit 6: Understanding how to develop participant(s) through coaching sport

Unit reference number: Y/601/2104

QCF level: 2

Credit value: 2

Guided learning hours: 12

Unit aim

This unit assesses the coach's understanding of the principles of planning, delivering and evaluating coaching sessions which improve participant performance in sport.

The unit focuses on how to plan, deliver and evaluate coaching sessions to improve participant development, including how the stage of a participant's development impacts on coaching.

Learners will look at the information needed to plan coaching sessions, such as health and safety requirements, participant needs, sport-specific requirements and how support personnel can contribute. They will also explore different coaching styles and how and when these should be used.

As part of delivering coaching sessions, coaches need to identify and monitor participant development. Learners will consider how coaches can achieve this and support participants in their development.

Coaching sessions need to be evaluated to ensure they continue to meet participant needs and are fit for purpose. Learners will investigate the evaluation methods that can be used and how coaches can create their own personal development action plans.

Essential resources

For this unit, centres need access to an appropriate area to undertake practical sport. Access to YouTube to provide stimulus material for group discussion would be useful.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification	
1	Understand the principles of planning coaching sessions	1.1	Identify the information required to plan coaching sessions	<input type="checkbox"/>	Knowledge of participants, e.g. ability level; coaching environment; time of session; facilities and equipment; session aims
		1.2	Identify health and safety requirements that may impact on coaching sessions	<input type="checkbox"/>	For example first aid provision, participants' medical knowledge, suitable warm-ups, adequate stretching, pre-session inspection of facility and equipment, risk assessment, procedure for dealing with emergencies
		1.3	Describe how to establish goals for coaching sessions based on participant(s)' needs	<input type="checkbox"/>	Personalised; short term, long term; technical, tactical, psychological, biomechanical; record goals
		1.4	Identify sport-specific technical content to be included in coaching session plans	<input type="checkbox"/>	Sources, e.g. coaching books, websites, previous sessions, observation of experienced coaches, technical manuals
				<input type="checkbox"/>	Content, e.g. main emphasis of session/skill/tactic to be worked on; technical drills to help achieve main aim and purpose of each drill in relation to main aim
		1.5	List a range of coaching styles	<input type="checkbox"/>	For example autocratic, democratic, laissez faire
		1.6	Explain the use of different coaching styles	<input type="checkbox"/>	Compatibility of coaching style with participant needs; appropriateness of style for activity
1.7	Describe how fun and enjoyment in coaching sessions can impact on learning	<input type="checkbox"/>	Importance of fun and enjoyment for improvement and sustainability through motivation		

Learning outcomes	Assessment criteria	Unit amplification
	1.8 Describe the components of planning a progressive coaching sessions	<ul style="list-style-type: none"> □ Progressive overload in skill instruction; adding pressure; simulating real game experience
	1.9 Identify other appropriate people who can contribute to the delivery of coaching sessions and describe their potential contributions	<ul style="list-style-type: none"> □ Appropriate people, e.g. experienced coaches, tutors; sports development organisations; Youth Sports Trust; national governing bodies, e.g. Rugby Football Union (RFU), British Canoe Union (BCU); sports centre staff; county sports partnerships; national coaching organisations
	1.10 Describe how coaching sessions might be adapted as a result of unforeseen changes to the coaching environment or participant(s)' needs	<ul style="list-style-type: none"> □ Reasons for changes to sessions, e.g. weather related, sudden injury or illness, resource or equipment related, e.g. power cut, equipment failure □ Adaptations, e.g. use alternative practices, ensure safety, use alternative resources or facilities
2 Understand the principles of skill development through coaching sessions	2.1 Define: <ul style="list-style-type: none"> ● skill coordination ● motor skill learning ● skill acquisition ● skill retention ● skill transfer 	<ul style="list-style-type: none"> □ Skill coordination: a learned ability to effectively combine cognitive, perceptual and motor skill as required to successfully complete a recognised technique □ Motor skill learning: a process involving practice to improve the physical execution of gross or fine movements in sport □ Skill acquisition: learning to execute movements accurately with apparent ease □ Skill retention: retaining the ability to execute skills over time □ Skill transfer: the variety of effects that the learning of one skill can have on another
	2.2 Describe the basic methods of analysing participant(s)' performance	<ul style="list-style-type: none"> □ Plan and deliver session; observe; analyse, e.g. compare to perfect model; feedback; plan future sessions

Learning outcomes	Assessment criteria	Unit amplification
	2.3 Identify factors that affect the development of participant(s)' skills in sport	<ul style="list-style-type: none"> □ Anthropometrics; physical maturity; emotional maturity; motor ability; demands of the sport, e.g. psychological, social, nutritional, energy; training; school/sport balance; genetic inheritance
	2.4 Describe the organisational requirements for the delivery of coaching sessions	<ul style="list-style-type: none"> □ Participant learning checks; observing and analysing performance; assessing the effectiveness of a session
	2.5 Describe the different techniques available for developing participant(s)' skill through coaching	<ul style="list-style-type: none"> □ For example mental rehearsal, whole practice, whole and part practice, combined practice, mass practice
	2.6 Identify methods to support participant development	<ul style="list-style-type: none"> □ For example encouragement, personalised training, advice and guidance, psychological and emotional support, video for athlete analysis
	2.7 Identify sources of feedback which will support participant(s)' development	<ul style="list-style-type: none"> □ For example video, observer, peer, coach, officials
	2.8 Explain the importance of gaining feedback from participant(s)	<ul style="list-style-type: none"> □ Importance, e.g. to improve coaching, improve knowledge of participant, foster productive relationship, engender trust
3 Understand the how the stages of participant(s)' development impact on their coaching	3.1 Describe the progressive stages of development through maturity	<ul style="list-style-type: none"> □ Stages of development: play age, pre-adolescence, adolescence and puberty, adult □ Types of development: physical, psychomotor, emotional

Learning outcomes	Assessment criteria	Unit amplification
	<p>3.2 Identify how the participant(s)' stage of development affects the content of coaching sessions</p>	<ul style="list-style-type: none"> □ Late childhood, e.g. basic skills, shorter sessions, less aerobic-based activity, slow progression for resistance exercise, training and playing as partners, short clear instructions, coach as performance model, positive reinforcement, high success practices □ Early puberty, e.g. personalised training, fine skills mastery, refinement of existing skills, increased cardiovascular component, decision-making practices, positive reinforcement, open coaching with strong role model, participant input in decision-making process □ Late puberty, e.g. cardiovascular and anaerobic training to near maximum, strength training maximal, technical and tactical aspects fully reinforced, decision making under pressure
	<p>3.3 Identify how participant(s)' stage of development impacts on the coaching environment</p>	<ul style="list-style-type: none"> □ Coaching environment, e.g. context of the coaching session, physical resources and relationships, the following factors will vary depending on the stage of development □ Late childhood: staff ratio/size of group; length of session; resources/stimulus martial; method of practice; delivery style; method of guidance □ Early puberty: staff ratio/size of group; length of session; resources/stimulus martial; method of practice; delivery style; method of guidance □ Late puberty: staff ratio/size of group; length of session; resources/stimulus martial; method of practice; delivery style; method of guidance

Learning outcomes	Assessment criteria	Unit amplification
	3.4 Identify what influence training and competition have throughout the different stages of development	<ul style="list-style-type: none"> <input type="checkbox"/> For example no heavy weights for young boys while still developing
4 Understand the principles of evaluation in coaching	4.1 Explain the principles of evaluating coaching sessions	<ul style="list-style-type: none"> <input type="checkbox"/> Feedback, e.g. formal, assessment, advice and guidance, from coach, tutor, observer, interview, video feedback, on progress <input type="checkbox"/> Self-assessment of skill level, e.g. performance profile, technical knowledge, tactical application, coach action plans
	4.2 Identify a variety of evaluation methods that can be used to monitor participant(s)' development and learning	<ul style="list-style-type: none"> <input type="checkbox"/> Observation, questionnaire, question and answer, tests
	4.3 Identify types of information that can be gathered to monitor participant(s)' development and learning	<ul style="list-style-type: none"> <input type="checkbox"/> Test results; comparison to previous results; accuracy/overall effectiveness of skill; participant feedback
	4.4 Identify appropriate other people who can contribute to the evaluation of coaching sessions	<ul style="list-style-type: none"> <input type="checkbox"/> For example participants, lead coach, observers, e.g. parents/carers, peers
	4.5 Describe how and when to gather information on current coaching practice from participant(s) and others	<ul style="list-style-type: none"> <input type="checkbox"/> How to gather information: question and answer, discussion, questionnaire <input type="checkbox"/> When to gather information: after session, after series of sessions

Learning outcomes	Assessment criteria	Unit amplification
	<p>4.6 Explain how the feedback from participant(s) and others should impact on future coaching practice</p>	<ul style="list-style-type: none"> □ For example developing an effective and SMART action plan for improving the quality of the coaching experience, e.g. participant involvement and engagement, achievement of participant goals, performance against coaching targets, future targets, coaching ability; improving sessions, e.g. adapting ineffective practices, what aspects went well, participant response, re-establishing goals
	<p>4.7 Describe how to develop and record a personal action plan to improve own coaching practice, including highlighting opportunities for continuous professional development</p>	<ul style="list-style-type: none"> □ Diary/log of sessions; action plans; target setting □ Research into coaching courses

Delivery

Learning outcome 1

Learners could work in pairs or small groups to establish the information required to plan a coaching session. For a named sport, learners could use a variety of sources to establish the sport-specific technical content they would include in coaching session plans. Learners could research and find examples of existing health and safety requirements as identified in the *Unit amplification*.

Learners could interview a partner and establish and record their goals based on the *Unit amplification* and the needs of their partner.

Learners could take part in a practical session where a range of coaching styles are used, or they could run small sessions using a particular coaching style determined by a scenario card. The suitability/preference of the styles could be discussed based on the nature of the group/complexity of the task. A group discussion around reasons why learners no longer participate in some activities and recalling coaching sessions that they have enjoyed should help learners reflect on the impact of fun and enjoyment on their learning.

Learners could plan a practical session where they apply progressive overload in skill instruction, adding pressure and simulating real game experience. They could consider and make suggestions as to how coaching sessions might be adapted as a result of unforeseen changes to the coaching environment or participant needs.

Learners could research and prepare a presentation on appropriate people who can contribute to the delivery of coaching sessions and describe their potential contributions based on the *Unit amplification*.

Learning outcome 2

Learners could research the different terms associated with skill development and create a matching activity for each term.

A small practical task could be used where learners take it in turns to be the coach for the task. Each learner should observe, analyse and provide feedback to try to improve performance. Discussion could be introduced on the importance of planning, participant learning checks, observing and analysing performance and assessing the effectiveness of a session.

Learners should research and produce an outline of the factors that affect the development of participant skills in sport as stated in the *Unit amplification*.

The concept of mental rehearsal could be introduced and learners encouraged to suggest activities where they have seen the performer use this technique. YouTube clips could be used to support delivery. A practical session could be devised where learners apply mental rehearsal techniques and also experience the different types of practice and discuss the appropriateness of these techniques depending on the level of the group or the nature of the skill being developed. Learners could experience the different methods and sources of feedback used to support participant development as part of the practical session and discuss the importance of feedback.

Learning outcome 3

A guest speaker could be invited to explain the stages of development. Learners could interview or observe individuals in coaching sessions from each stage of development and identify how coaching sessions differ. Practical sessions could be run, aimed at the different stages of development so learners could experience how sessions would differ depending on the stage of development. Activity cards on the content and coaching environment could be produced where learners have to decide which stage of development the card relates to.

Learning outcome 4

Information on the importance of evaluating coaching on YouTube and the Sports Coach UK website could be used as stimulus material for a discussion on the principles of evaluating coaching sessions. Learners could research and find examples of different methods of evaluation and identify the different types of information that can be gathered to monitor participant development. Learners could work in pairs or small groups to identify other people who could provide feedback and come up with suggestions on how and when to gather information.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

A range of methods can be used to assess this unit.

Learning outcome 1

For 1.1 and 1.4, learners could submit a session plan template which identifies the information required to plan coaching sessions and the sport-specific technical content to be included in coaching session plans.

For 1.2, learners could produce a short report in which they identify health and safety requirements that may impact on coaching sessions. Learners could include examples of existing health and safety requirements to support their report.

For 1.3, learners could submit a personalised plan describing how to establish goals for coaching sessions based on participant needs.

For 1.5, 1.6 and 1.7, learners could produce a table where they list and explain the use of a range of coaching styles. The table could include a summary paragraph where the learner describes how fun and enjoyment in coaching sessions can impact on learning.

For 1.8 and 1.10, learners could submit a copy of a session plan which describes the components of planning progressive coaching sessions and how coaching sessions might be adapted as a result of unforeseen changes to the coaching environment or participant needs.

For 1.9, learners could submit a presentation identifying other appropriate people who can contribute to the delivery of coaching sessions and describe their potential contributions.

Learning outcome 2

For 2.1, learners could submit a poster which defines skill coordination, motor skill learning, skill acquisition, skill retention and skill transfer.

For 2.2, 2.3 and 2.4, learners could produce an information leaflet for new staff which describes the basic methods of analysing participant performance, identifies factors that affect the development of participant skills in sport and describes the organisational requirements for the delivery of coaching sessions.

For 2.5, 2.6, 2.7 and 2.8, learners could produce a presentation to: describe the different techniques available for developing participant skill through coaching; identify methods to support participant development; identify sources of feedback which will support participant development and explain the importance of gaining feedback from participant(s).

Learning outcome 3

For 3.1, 3.2, 3.3 and 3.4, learners could produce a report in which they describe the progressive stages of development through maturity, identify how the participant's stage of development affects the content of coaching sessions and impacts on the coaching environment and identify what influence training and competition have throughout the different stages of development.

Learning outcome 4

For 4.1, 4.2 and 4.3, learners could submit a coaching manual for new coaches to use to develop their performance as a coach. The manual could contain sections that explain the principles of evaluating coaching sessions, identify a variety of evaluation methods that can be used to monitor participant development and learning, and identify types of information that can be gathered to monitor participant development and learning.

For 4.4 and 4.5, the coaching manual could also include a section identifying appropriate others who can contribute to the evaluation of coaching sessions and a description of how and when to gather information on current coaching practice from participant(s) and others. Examples could be included to support learner evidence.

For 4.6, learners could submit a specific, measurable, achievable, realistic and time based (SMART) action plan and explain how feedback from participant(s) and others should impact on future coaching practice.

For 4.7, learners could submit a template for a diary/log which describes how to develop and record a personal action plan to improve own coaching practice, including highlighting opportunities for continuous professional development such as relevant coaching courses and providers.

Indicative resource materials

Textbooks

Allen M B – *Sports, Exercise, and Fitness: A Guide to Reference and Information Sources* (Libraries Unlimited Inc, 2005) ISBN 9781563088193

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

Dalglish J, Dollery S – *The Health and Fitness Handbook* (Longman, 2001) ISBN 9780582418790

Franks B D and Howley E T – *Fitness Leader's Handbook* (Human Kinetics Europe, 1998) ISBN 9780880116541

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

Sharkey B J and Gaskill S E – *Fitness and Health* (Human Kinetics, 2006) ISBN 9780736056144

Journals

International Journal of Sports Science and Coaching

Websites

Safe Sport	www.safesport.co.uk
SkillsActive	www.skillsactive.com
Sports Coach UK	www.sportscoachuk.org
Sports Officials UK	www.sportsofficialsuk.com

Unit 7: Supporting participant(s)' lifestyle through coaching sport

Unit reference number: H/601/2106

QCF level: 2

Credit value: 2

Guided learning hours: 16

Unit aim

This unit assesses the coach's understanding of the lifestyle factors of nutrition, physical conditioning, mental preparation and awareness of drugs, which underpin performance in sport.

Learners will develop their knowledge and understanding of how a participant's lifestyle can affect their sports performance.

Learners will explore basic principles of nutrition and hydration which relate to sports performance, including how to achieve optimum nutrition and hydration levels.

To ensure participant safety and wellbeing during coaching activities, coaches need to be aware of their physical capabilities and level of fitness. Learners will investigate the physical requirements and related physical demands of a sport, how to prevent and manage injuries in participants and enhance participant recovery time.

As well as physical considerations, coaches need to take account of a participant's mental capabilities. Learners need to be aware of how participants can develop their mental skills and how this can be profiled.

Finally, learners will explore the use of drugs in sport.

Essential resources

For this unit, centres need access to an appropriate area to undertake practical sport.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Understand basic nutrition and hydration principles for sports performance	1.1 Identify the five different food/nutritional groups	<input type="checkbox"/> Fruit and vegetables <input type="checkbox"/> Bread, rice, potatoes and pasta <input type="checkbox"/> Milk and dairy foods <input type="checkbox"/> Meat, fish, eggs and beans <input type="checkbox"/> Foods and drinks high in fat and/or sugar
	1.2 Describe the principles of good nutrition as it relates to sports performance	<input type="checkbox"/> Principles of good nutrition, e.g. balanced diet, portion size, energy density, healthy living <input type="checkbox"/> Sports-specific requirements: before, during and after training; before, during and after competition; during rest periods; supplements; hydration; energy intake; meal planning
	1.3 Describe the principles of hydration	<input type="checkbox"/> Dehydration: the loss of water and salts essential for normal body function <input type="checkbox"/> Hyperhydration: excess water content of the body <input type="checkbox"/> Hypohydration: lack of intake of water <input type="checkbox"/> Superhydration: taking on additional fluid, sometimes with the aid of glycerol
	1.4 Identify the signs and symptoms of dehydration	<input type="checkbox"/> Fluid loss at 2%, e.g. thirst, loss of appetite, dry mouth <input type="checkbox"/> Fluid loss at 5%, e.g. decreased sweating, decreased urination, nausea <input type="checkbox"/> Fluid loss at 10%, e.g. vomiting, confusion, racing pulse

Learning outcomes	Assessment criteria	Unit amplification
	<p>1.5 Describe the principles of weight management as appropriate to specific sports</p> <p>1.6 Explain how best to achieve optimum nutrition and hydration levels before, during and after training and competition</p>	<ul style="list-style-type: none"> □ Energy intake, food groups, balanced diet, food pyramid, cholesterol, dietary requirements for exercise, energy balance (energy intake versus energy expenditure), work-life balance, dealing with stress □ Fluid intake (pre-event, inter-event, post-event); sources, e.g. water, sports drinks (hypertonic, hypotonic, isotonic); effects on sports performance, e.g. frequency, intensity, duration, specificity, progression, recovery
2	<p>2.1 Identify the components of physical and skill-related fitness</p> <p>2.2 Describe the physical capabilities required for a sport</p> <p>2.3 Describe the principles of injury prevention in training</p>	<ul style="list-style-type: none"> □ Physical fitness: strength; endurance; speed; flexibility; body composition □ Skill-related fitness: agility; balance; coordination; power; reaction time □ Specific to the sport, e.g. power, strength, endurance, agility, balance, flexibility, injury prevention, recovery, other requirements □ For example appropriate warm-up or cool down, level of physical fitness, physique, establish alcohol and food consumed, technique, skill level, avoid over-training, behaviour of other participants, appropriate clothing and jewellery, protective clothing or equipment, playing surface, identify faulty or damaged equipment □ Risk assessment, e.g. identifying hazards, assessing probability, recording risks, reporting risks, contingency plans

Learning outcomes	Assessment criteria	Unit amplification
	<p>2.4 Describe how to support participant(s) in the management of injury</p> <p>2.5 Identify methods of training different physical components in participant(s)</p> <p>2.6 Identify the basic anatomy and biomechanical demands of a sport related activity</p> <p>2.7 Identify specific physical testing protocols for a sport related activity</p> <p>2.8 Identify methods to enhance participant recovery time from session to session</p>	<ul style="list-style-type: none"> □ Knowledge of physiological responses, e.g. damaged tissue, healing response, specific to injury, e.g. sprain/strain □ Knowledge of psychological responses, e.g. response to injury, e.g. anger, anxiety, depression, frustration, isolated from team mates; response to treatment and rehabilitation, e.g. anxiety, frustration, need for motivation, use of goal setting □ Strength (resistance training, high weight/low reps); endurance (continuous/Fartlek); speed (interval); flexibility (stretching and PNF) □ Musculoskeletal movement, e.g. flexion, extension, adduction, abduction, rotation □ Relevant sporting movements, e.g. the effects of speed on posture □ Biomechanical, e.g. stability, forces, inertia, velocity, acceleration, centre of mass □ Testing for demands of sport, e.g. flexibility (sit and reach), strength (one-repetition maximum-1RM), grip dynamometer, aerobic endurance (multistage fitness test, 1.5 mile run test), speed (40m sprint), power (vertical jump), muscular endurance (one minute press-up, one minute sit-up), body composition (skinfold, bioelectrical impedance) □ For example energy replacement, short-term and long-term recovery, post-exercise nutrition, relaxation and sleep environment

Learning outcomes	Assessment criteria	Unit amplification
3 Understand principles of mental preparation in sport	<p>3.1 Identify the mental capabilities required for a sport related activity</p> <p>3.2 Identify key methods for improving participant(s)’: <ul style="list-style-type: none"> ● confidence ● concentration ● motivation ● emotional control ● cohesion </p> <p>3.3 Describe the principles of participant(s)’ development at the different stages of cognitive, emotional and social development</p>	<ul style="list-style-type: none"> □ Mental capabilities, e.g. concentration, determination, motivation, assertion, arousal and emotional control, cohesion □ Techniques, e.g. mental rehearsal, coping strategies, modelling, progressive muscular relaxation, self-talk, visualisation, decision balance sheets, goal setting □ Cognitive development: vision, studies of children’s perception, hearing, reception, expression, speech, language and thought □ Emotional development: attachment, self-concept, personal identity □ Social development: pro-social behaviour, moral development, development of aggression, managing unwanted behaviour, e.g. conditioning, reinforcement, social learning, imitation, roles, models, peer groups □ Factors affecting growth and development, e.g. motivation, adult expectations, health status, genetic inheritance, gender, family background, social, cultural, financial, economic and environmental factors

Learning outcomes	Assessment criteria	Unit amplification
	3.4 Outline how a coach can profile participant(s)' mental skills	<ul style="list-style-type: none"> □ Psychological performance profile: definition, applications, benefits, process, introducing the idea, eliciting constructs, assessment, using and interpreting results, areas of perceived strength, areas of perceived weakness, areas resistant to change
	3.5 Describe the basic coach intervention techniques for developing mental skills for training and competition	<ul style="list-style-type: none"> □ For example goal setting, imagery, mental rehearsal, centring, biofeedback, breathing, questionnaires, e.g. CSAI-2, SCAT
4 Understand how to support participant awareness of drugs in sport	4.1 Outline the ethical issues surrounding drug taking in sport	<ul style="list-style-type: none"> □ Fair play, spirit of the game; health issues, doping, pro-drug taking lobby; perceived financial gain; deviance; growth in adolescent use; peer/team pressure; social acceptability
	4.2 Identify sources of information on drugs in sport	<ul style="list-style-type: none"> □ Sources of information, e.g. UK Anti-Doping (UKAD), National Anti-Doping Organisation (NADO), national governing bodies, British Olympic Association (BOA), World Anti-Doping Agency (WADA), youth centres, coaches and trainers
	4.3 Outline the consequences for participant(s) in taking supplementation or prescription medicines	<ul style="list-style-type: none"> □ Health, e.g. mood swings, aggression, blood clots, kidney failure, heart and circulatory problems, addiction □ Bans: life bans, fixed-term bans, fines □ Disrespect of peers, damaged reputation

Information for tutors

Delivery

Learning outcome 1

The information learners need to gain an understanding of basic nutrition and hydration principles for sports performance could be delivered through learner research and guest speakers.

For 1.1, 1.3 and 1.4, learners could research healthy eating websites, textbooks or relevant journals, in addition to drawing on their own knowledge and experience. Personal dietary logs could be kept, focusing on personal practice prior to sporting events or competitions.

For 1.2, 1.5 and 1.6, learners could research, independently, an elite athlete's profile and discuss their findings with others, broadening their knowledge across a variety of sports so that they can describe the principles of weight management as appropriate to specific sports, and explain how best to achieve optimum nutrition and hydration levels before, during and after training and competition.

Learning outcome 2

Practical sport sessions could be used to give learners relevant experience to draw on when producing the required evidence for this learning outcome. To begin, a series of fitness tests could be conducted and learners could identify which of these tests relate to their sport. A multi-skills sport session could lead to a discussion on the components of physical and skill-related fitness required to carry out a variety of sports.

Learners could then focus on their own sport and describe the required physical capabilities. Learners could take responsibility and lead a 'potted sports' session based on the specific training methods required for developing different physical components in participants. Learners could alternate roles in these sessions, moving from leader, to participant and observer.

Observers could practise identifying the basic anatomical and biomechanical demands of a sport-related activity. Before each session injury prevention methods could be discussed.

For 2.4 and 2.8 scenario cards could be used. Learners could work in pairs to become familiar with how to support participants in the management of injury and the methods used to enhance participant recovery time.

Learning outcome 3

An initial discussion of what makes a good sports person 'mentally', and completion of sport anxiety questionnaires, can be followed up with individual learner research into methods used by elite performers to improve the mental aspects of their performance. If the centre has a health and social care or psychology section or department, a guest speaker could be asked to cover 3.3. Learners could produce an information sheet based on the information gained from this speaker.

Learning outcome 4

Learners should use the *Unit amplification* to research sources of information on drugs in sport. Based on this research, learners could prepare notes on the consequences and ethical issues of drug use in sport for use in a debate. Learners could then be given a 'pro' or 'anti' position on drug use in sport to debate in class to outline the ethical issues surrounding drug taking in sport and the consequences for participants of taking supplementation or prescription medicines.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

A range of methods can be used to assess this unit.

Learning outcome 1

For 1.1, 1.3 and 1.4, learners could produce a PowerPoint presentation, blog or poster summarising their research.

For 1.2, 1.5 and 1.6, learners could produce two sport performer nutritional and hydration 'profiles' based on research into elite athletes, describing the principles of good nutrition as they relate to sports performance, the principles of weight management as appropriate to specific sports and explaining how best to achieve optimum nutrition and hydration levels before, during and after training and competition.

Learning outcome 2

Learners could produce a written guide for performers new to a sport wishing to improve their fitness for that sport. The guide could be based on practical work already completed, including the following:

- identification of the components of physical and skill-related fitness and the methods of training different physical components in participants, highlighting those specific to their sport
- a copy of a coaching session plan, describing the principles of injury prevention in training and the initial fitness testing protocols relevant to their sport
- a copy of their observation data collection sheet, identifying the basic anatomical and biomechanical demands of a sport-related activity.

For 2.4 and 2.8, learners could submit video evidence of their responses to the scenario cards.

Learning outcome 3

The required evidence for all the assessment criteria for this learning outcome could be generated through posters and information leaflets.

Learning outcome 4

Evidence for all the assessment criteria for this learning outcome could be based on suggested research and prepared written supporting notes for use in the debate. Video recording could provide supplementary evidence of learner contribution to the debate, along with their original research materials.

Indicative resource materials

Textbooks

Allen M B – *Sports, Exercise, and Fitness: A Guide to Reference and Information Sources* (Libraries Unlimited Inc, 2005) ISBN 9781563088193

Burke L – *Practical Sports Nutrition* (Human Kinetics, 2007) ISBN 9780736046954

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

Dalgleish J, Dollery S – *The Health and Fitness Handbook* (Longman, 2001) ISBN 9780582418790

Franks B D and Howley E T – *Fitness Leader's Handbook* (Human Kinetics Europe, 1998) ISBN 9780880116541

Manore M et al – *Sport Nutrition for Health and Performance* (Human Kinetics, 2000) ISBN 9780873229395

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

Sharkey B J and Gaskill S E – *Fitness and Health* (Human Kinetics, 2006) ISBN 9780736056144

Journals

International Journal of Sports Science and Coaching

Journal of Nutrition

Journal of Sports Nutrition

Websites

Sport Competition Anxiety Test (SCAT) www.brianmac.co.uk/scat.htm

British Nutrition Foundation www.nutrition-org.uk

Safe Sport www.safesport.co.uk

SkillsActive www.skillsactive.com

Sports Coach UK www.sportscoachuk.org

Sports Officials UK www.sportsofficialsuk.com

Unit 8: Understanding the principles of safe and equitable coaching practice

Unit reference number: M/601/2108

QCF level: 2

Credit value: 2

Guided learning hours: 13

Unit aim

This unit assesses the coach's understanding of how to ensure that their coaching practice is safe and equitable.

Participants in coaching activities need to feel confident about their safety and be assured that they are being treated as an individual and with respect.

This unit covers how coaches should approach their coaching session to ensure that the above is the case and that they meet their duty of care. Learners will initially focus on participant safety. They will explore health and safety, legal and insurance requirements, and how to plan to minimise the risk of participant injury and ensure that the coaching environment is kept safe. Learners need to know how to plan and implement contingencies.

Most sports/activities will have associated rules and regulations which coaches must know, understand and be able to communicate to participants.

The unit also covers equitable coaching. Learners need to be aware of how legal and sport-specific requirements impact on equitable coaching and the purpose of sport-specific codes of practice. Learners will explore how to identify coaching styles appropriate to participants and how to adapt sessions as necessary to meet participant needs. They will also have the opportunity to identify performance enhancing drugs and the coach's role in discouraging their use.

Essential resources

For this unit, learners need access to a library. Centres need access to an appropriate area to undertake practical sport.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Understand how to ensure participant(s)' safety during sport-specific coaching sessions	1.1 Describe the health and safety requirements that are relevant to planned sport-specific activities and competition	<ul style="list-style-type: none"> □ Health and safety requirements, e.g. equipment checks, warm-up or cool down, appropriate physical fitness, physique, technique, skill level, avoid over-training, safe behaviour of participants, appropriate jewellery and clothing, appropriate food consumption, protective clothing or equipment, environment, risk assessment, emergency procedures □ Regulations: Health and Safety at Work Act 1994, Control of Substances Hazardous to Health (COSHH) 1994, Health and Safety (First Aid) Regulations 1981, Safety at Sports Ground Act 1975, Children Act 1989
	1.2 Describe how to structure coaching sessions to minimise the risk of injury to participant(s)	<ul style="list-style-type: none"> □ Plan review of risk assessments; warm-up; time on each activity; rest and recovery
	1.3 Explain how to plan for contingencies to coaching sessions as a result of external influences	<ul style="list-style-type: none"> □ Changes to session; external influences, e.g. weather related, sudden injury or illness; resource or equipment related, e.g. power cut, equipment failure, attendance issues
	1.4 Explain how to implement contingencies to coaching sessions as a result of external influences	<ul style="list-style-type: none"> □ Sequencing; coaching skills and techniques; adaptations, e.g. using alternative practices, ensuring safety, using alternative resources or facilities; feedback

Learning outcomes	Assessment criteria	Unit amplification
	<p>1.5 Describe the principles for checking the safe functionality of equipment used during sport-specific activities and competition</p> <p>1.6 Outline the main rules/regulations of the sport/activity appropriate to the level of the participant(s)</p> <p>1.7 Explain how to interpret and communicate the rules/regulations of the sport/activity to participant(s)</p> <p>1.8 Describe the coach's duty of care responsibilities for participant(s), including children</p> <p>1.9 Outline the coach's responsibilities for ensuring that the coaching environment is maintained appropriately</p> <p>1.10 Describe the following requirements for ensuring the protection of children from abuse:</p> <ul style="list-style-type: none"> ● legal requirements ● sport-specific requirements 	<ul style="list-style-type: none"> □ Pre-activity checks; training in the use of complex or heavy equipment, e.g. trampolines, cricket nets, football goals; following legal guidelines; organising and checking service contracts, maintenance schedules, reporting defects □ Modified sports, e.g. mini tennis, kwik cricket, mini basketball, tag rugby; rules designed to keep participants safe, e.g. tackling from behind, on contested scrums, wearing of safety equipment □ Integrated within coaching process; rules tests, rules seminars, question and answer scenarios □ Extended duty of care, <i>in loco parentis</i> □ For example behaviour of participants, safe equipment and surfaces, location of emergency equipment, telephone, safe use of resources □ Legal and sport-specific; foundations of good practice and child protection; categories of child abuse; signs and symptoms of abuse; action to take if abuse is suspected; roles and responsibilities of agencies and organisations

Learning outcomes	Assessment criteria	Unit amplification
	1.11 Describe the insurance requirements on a coach operating in a coaching environment	<ul style="list-style-type: none"> □ Types of insurance: public liability, professional indemnity, personal accident, private medical cover; sources and policies, e.g. national governing bodies, clubs, specialist insurers
2 Understand how to ensure equitable coaching of sport-specific activities	2.1 Describe the following requirements impacting on equitable coaching: <ul style="list-style-type: none"> • legal requirements • sport-specific requirements 2.2 Explain the purpose of sport-specific Codes of Practice for coaching	<ul style="list-style-type: none"> □ Legal: Equality Act 2010; relating to disability, e.g. policies and practices, physical barriers, unjustified exclusion, not changing coaching services or practices; relating to race, e.g. racist abuse and harassment, insensitive language, persistent remarks, promoting racial and cultural equality; relating to sex, e.g. written, electronic or verbal abuse or threats, taunts about body, dress, sexual innuendo, homophobic graffiti, patronising behaviour, bullying on the basis of sex □ Sport specific: adaptations for people with particular needs, e.g. gymnastic equipment, tennis courts, sport climbing, boccia
	2.3 Explain how sport-specific Codes of Practice for coaching impact on coaching behaviour	<ul style="list-style-type: none"> □ Equality Act 2010, relating to: <ul style="list-style-type: none"> □ Disability, e.g. assess participants on ability, open mindedness, familiarisation with governing body guidance, specialist equipment, workshops to attend □ Race, e.g. assess participants on ability not race, use of sensitive language, appropriate peer behaviour □ Sex, e.g. assess on ability not gender, open mindedness, sensitive and inclusive language, facilities that meet the needs of all participants

Learning outcomes	Assessment criteria	Unit amplification
2.4	Describe methods to minimise barriers to participant development	<ul style="list-style-type: none"> □ Barriers, e.g. unaware of opportunities, work commitments, poor facilities, lack of transport, fear for personal safety, cost, previous poor experience, parental attitudes □ Minimising barriers, e.g. communicating effectively, planning coaching sessions to meet needs of all, creating a safe environment, being open minded, changing assumptions, effective time planning, coach knowledge and encouragement, adequate marketing, improving facilities and resources, improving self-esteem, promoting positive role models, developing an equitable culture
2.5	Explain what information is required in order to provide appropriate and safe opportunities for disabled participant(s) and specific populations	<ul style="list-style-type: none"> □ Same information as any other participant, e.g. pitch coaching at correct level; ensure sufficient support in place reflective of level of difficulty of task and ability of participant □ Additional support that may be required; additional/adapted equipment that may be required
2.6	Describe the nature of impairments and how their implications may affect aspects of the coaching process	<ul style="list-style-type: none"> □ International Olympic Committee (IOC) classifications: amputee, cerebral palsy, intellectual disability, wheelchair, vision/hearing impaired, Les Autres
2.7	Describe how to identify coaching styles/delivery methods appropriate to variations in participant, task and environment	<ul style="list-style-type: none"> □ For example inclusion spectrum, open activities, modified activities, parallel activities, segregation, inclusion and integration, specific considerations, planning and organising

Learning outcomes	Assessment criteria	Unit amplification
	2.8 Describe how and when to involve support staff to ensure participant(s)' needs are provided for within the coaching activity	<ul style="list-style-type: none"> □ For example assistant coaches, observers, helpers, peers, officials, facility staff; how and when to involve staff, e.g. during preparation of facilities and resources, supporting coaching practices
	2.9 Describe how to adapt and progress activities and sessions	<ul style="list-style-type: none"> □ For example awareness of individual needs and aspirations, safety and medical knowledge, knowledge of specialist equipment, offering the opportunity to compete, seek advice
	2.10 Describe how to prepare athletes for competition	<ul style="list-style-type: none"> □ Preparation, e.g. appropriate training prior to competition, relaxation or stress reduction plan, nutrition plan and advice, transport and accommodation arrangements, mental rehearsal of 'What if?' scenarios, provide information on opponents, establish realistic competition objectives, encourage athlete to plan for their own performance
	2.11 Identify types of performance enhancing drugs and illegal substances	<ul style="list-style-type: none"> □ Drugs and substances, e.g. stimulants, anti-asthma drugs, anabolic steroids, growth hormones, blood boosters, alcohol, anti-anxiety drugs, creatine
	2.12 Explain how a coach can discourage the use of performance enhancing drugs and any illegal substances	<ul style="list-style-type: none"> □ For example understanding pressure, recognising signs of abuse, confront athlete, establish a firm and enforced anti-drug policy, provide information on the implications of drug use, use older peers to reinforce the anti-drug message, develop decision-making skills in athletes, being available for help and guidance

Delivery

Learning outcome 1

Learners could work in pairs or small groups to produce a description for each item in the *Unit amplification*; they could feed back, discuss their ideas and create their own notes for each item. Learners could use the internet or library to research the health and safety regulations and produce a summary for each regulation.

Learners could suggest ideas on how a coaching session should be structured. Scenario cards could be developed with a variety of situations where learners will need to plan for contingencies and suggest how to implement them.

Where possible, a practical demonstration could be used for learners to experience pre-activity checks and training in the use of equipment. Where this is not possible, stimulus materials such as images could be used to promote discussion. Learners could be given different modified sports to research in pairs or small groups. They could find out the associated rules and create a short 'rules test'; they could then explain the rules to others and run small sessions to experience the different activities. After each session they could carry out their prepared rules test to check participant understanding.

Learners could research the meaning of 'duty of care' and 'loco parentis' and devise their own duty of care statement for a coach. Discussion could take place on the responsibilities of a coach and either a guest speaker or internet research could be used to look at the requirements for protecting children, as outlined in the *Unit amplification* and the types of insurance required by coaches.

Learning outcome 2

Learners could be given information on the different legislation in place to ensure equal opportunity. Learners could highlight key points on the materials and produce a summary of the legislation listed in the *Unit amplification* and describe how the Equality Act 2010 impacts on equitable coaching. Learners could use the internet to research the different codes of practice for coaches produced by the National Governing Bodies; they could look at items common to each code and discuss the purpose of these items and how they should impact on coaching behaviour in relation to the Acts they have researched.

If possible, a guest speaker with a disability or experience of working with people with disabilities could provide an insight into this area. First-hand experience of supporting a coach working with people with disabilities would obviously be beneficial to broaden learner experience but, if this is not possible, learners could use role play to explore the potential barriers to participation that someone may experience. For each barrier identified, learners should suggest a method to minimise that barrier.

Learners could research Paralympic resources, for example: <http://www.london2012.com/documents/locog-publications/london-2012-guide-to-the-paralympic-games.pdf> and discuss how the nature of these disabilities may affect aspects of coaching. Learners should develop their research and look at the potential coaching styles and delivery methods and identify how different methods outlined in the *Unit amplification* are relevant to different activities.

A collective mind map could be developed with examples of different support staff. This could be used to initiate discussion on when they would be involved within the coaching activity.

A set of cards could be produced with each card containing a profile of a different individual, including their specific needs, aspirations and medical requirements. Learners could use these as a stimulus for discussing how to adapt and progress activities based on the needs of participants. This exercise could lead to research on appropriate preparation for competition as outlined in the *Unit amplification*.

Learners could be given an example of a performance enhancing drug to research, decide why participants may be tempted to take it, why they should not take it and (if possible) find an example of an elite performer who has been accused of this abuse. Learners could present their findings to each other.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

A range of methods can be used to assess this unit.

Learning outcome 1

For 1.1, learners could submit a health and safety leaflet which contains a glossary of terms describing the health and safety requirements relevant to planned sport-specific activities and competition. The leaflet could contain summaries of the main health and safety regulations and legislation identified in the *Unit amplification*.

For 1.2, 1.3 and 1.4, learners could submit a template for a session plan in which they describe how to structure coaching sessions to minimise the risk of injury to participant(s). The template could include an explanation on how to plan for and implement contingencies to coaching sessions as a result of external influences with examples to support their suggestions.

For 1.5, learners could produce a poster that describes the principles for checking the safe functionality of equipment used during sport-specific activities and competition.

For 1.6 and 1.7, learners could submit a leaflet outlining the main rules/regulations of a sport/activity appropriate to the level of the participant(s). The leaflet could contain an explanation of how to interpret and communicate the rules/regulations to participant(s), with a copy of a short rules test that learners have prepared on their sport/activity.

For 1.8, 1.9 and 1.10, learners could produce a presentation which includes a duty of care statement for coaches they have designed; the statement should describe the coach's duty of care responsibilities for participant(s), including children. The presentation could include sections that outline the coach's responsibilities for ensuring that the coaching environment is maintained appropriately, describe the legal and sport-specific requirements for ensuring the protection of children from abuse, and describe the insurance requirements for a coach operating in a coaching environment.

Learning outcome 2

For 2.1, learners could submit a booklet on 'Ensuring Equitable Coaching' where they describe the legal and sport-specific requirements that impact on equitable coaching.

For 2.2 and 2.3, learners could submit a code of practice for coaches for a particular sport and explain the purpose of sport-specific codes of practice for coaching and how they impact on coaching behaviour.

For 2.4, learners could produce a table of potential barriers and describe methods to minimise barriers to participant development.

For 2.5, learners could submit a performer profile template which includes headings for the information required to provide appropriate and safe opportunities for participant(s) with disabilities and specific populations.

For 2.6 and 2.7, learners could submit a table that describes the nature of impairments and how their implications may affect aspects of the coaching process. The table could be extended to describe how to identify coaching styles/delivery methods appropriate to variations in participant, task and environment, for example which activities might be parallel, segregated or need to be adapted.

For 2.8 and 2.9, learners could produce a presentation guide to good coaching, including examples of support staff and describing how and when to involve support staff to ensure participant needs are provided for within the coaching activity. The presentation could include sections that describe how to adapt and progress activities and sessions, and how to prepare athletes for competition as outlined in the *Unit amplification*.

For 2.11 and 2.12, learners could produce a performance enhancing drug information poster. The poster should identify types of performance enhancing drugs and illegal substances and explain how a coach can discourage the use of these and illegal substances.

Indicative resource materials

Textbooks

Allen M B – *Sports, Exercise, and Fitness: A Guide to Reference and Information Sources* (Libraries Unlimited Inc, 2005) ISBN 9781563088193

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

Dalgleish J, Dollery S – *The Health and Fitness Handbook* (Longman, 2001) ISBN 9780582418790

Franks B D and Howley E T – *Fitness Leader's Handbook* (Human Kinetics Europe, 1998) ISBN 9780880116541

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

Sharkey B J and Gaskill S E – *Fitness and Health* (Human Kinetics, 2006) ISBN 9780736056144

Journals

International Journal of Sports Science and Coaching

Websites

Safe Sport www.safesport.co.uk

SkillsActive www.skillsactive.com

Sports Coach UK www.sportscoachuk.org

Sports Officials UK www.sportsofficialsuk.com

Unit 9: Understanding the fundamentals of coaching programmes

Unit reference number: T/601/3535

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit aim

This unit assesses the coach's understanding of their role in planning, implementing, analysing and revising annual coaching programmes. This includes identifying a range of methods to develop learning and performance and manage participant behaviour effectively.

A coach's role can be varied and complex and it is essential that anyone working in, or wishing to work in, the sector has a clear understanding of this.

In this unit learners will develop their knowledge and understanding of the key roles and responsibilities of a coach throughout the coaching process, including the importance of self-reflection.

Learners will look at how to ensure equitable coaching and a coaching environment which motivates and challenges participants. They will look at how coaches can empower participants, developing their confidence and self-esteem. Coaches can also be seen as role models and learners will explore how they can project a positive image of a sport.

Learners will learn about the components that make up the coaching process and the importance of using appropriate demonstration and instruction methods, appropriate language and questioning and listening skills to determine and meet participant needs.

Effective coaches understand that individuals learn and behave in different ways. Learners will look at different learning styles and the different coaching methods that can be used to support participants. Coaches can be faced with individuals displaying negative behaviours. They need to know how to develop strategies to deal with disruptive and discriminatory behaviour.

Finally, learners will consider why coaches need to reflect on their performance and development needs, including seeking and using feedback and developing personal action plans.

Essential resources

For this unit, centres need access to an appropriate area to undertake practical sport.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	Unit amplification
1	Understand the role of the coach when planning, implementing, analysing and revising sport-specific annual coaching programmes	1.1	Explain the role of the coach in ensuring that participant(s) are at the centre of the coaching process
		1.2	Describe equitable coaching
		1.3	Describe what are considered to be appropriate relationships with participant(s)
		1.4	Describe how the coach should support, co-ordinate and manage the coaching process
		1.5	Explain the principles of empowering participant(s) through coaching
			<ul style="list-style-type: none"> <input type="checkbox"/> Collecting and analysing relevant information; identifying participant needs; goal setting; identifying appropriate resources; planning sessions and programmes <input type="checkbox"/> For example enjoying the positive benefits of sport, meeting the needs of current and potential participants, fairness, equality of access, recognising inequalities, sharing resources <input type="checkbox"/> For example support and nurture, professional, motivator, guardian, recognise equality and diversity, challenging, ensure participant enjoyment and achievement, develop participant confidence and self-esteem; code of conduct for coaches, e.g. closeness, commitment, trust, openness <input type="checkbox"/> Prepare the coaching environment; start and end a session; manage a session; observation, analysis, plan the next activity; in-session monitoring <input type="checkbox"/> For example support participant right to make choices, discover own solutions, develop at own pace, develop against personal targets

Learning outcomes	Assessment criteria	Unit amplification
1.6	<p>Explain the means by which coaching can provide opportunities and an environment that:</p> <ul style="list-style-type: none"> ● motivates ● recognises and values diversity ● controls risk ● engenders challenge, enjoyment and achievement 	<ul style="list-style-type: none"> □ For example reducing drop out, engaging and retaining participants, sustainability, growing local sports infrastructure, positive community identity, stronger and safer communities, community cohesion, health and wellbeing, social action, intrinsic motivation, risk management, celebrating diversity
1.7	Describe methods of developing participant(s)' confidence and self-esteem through coaching	<ul style="list-style-type: none"> □ Use positive reinforcement; allow early success; attribute success and loss correctly; self-serving bias; verbal persuasion; vicarious experiences
1.8	Analyse the contribution made through the integration of supporting personnel and sport-specific specialists	<ul style="list-style-type: none"> □ Supporting personnel, e.g. nutritionist, psychologist, physician, physiotherapist, physiologist □ Assistant coaches help to carry out plans of head coach □ Medical staff, physiotherapists, nutritionists ensure participant is physically healthy to participate fully □ Personal trainers work on participant fitness □ Psychologists ensure participant performance does not falter due to negative thoughts □ Referral to specialists when insufficient knowledge within the coaching team to deal with specific issues
1.9	Explain the impact of officials on coaching to ensure fair competition/performance	<ul style="list-style-type: none"> □ Impact, e.g. showing respect for the role, dealing with arousal and poor officiating decisions, effective communication with officials; need for coaches to adopt fair play strategies; develop assertion rather than aggression in players

Learning outcomes	Assessment criteria	Unit amplification
	1.10 Explain the role of the coach in actively discouraging the use of performance enhancing drugs and other illegal substances	<ul style="list-style-type: none"> □ For example understanding pressure, recognising signs of abuse, confront athlete, establish a firm and enforced anti-drug policy, provide information on the implications of drug use, use older peers to reinforce the anti-drug message, develop decision-making skills in athletes, being available for help and guidance
	1.11 Describe how the coach can be a role model and project a favourable image of sport	<ul style="list-style-type: none"> □ For example respect for individuals, recognise needs of participants, commitment to own development, respecting confidentiality, work within limits of own competence, positive role model, promote good behaviour
2 Understand the coaching process	2.1 Describe the process of identifying a range of participant(s)' needs	<ul style="list-style-type: none"> □ Knowledge of participants, e.g. commitment, aspirations, family life, factors that affect performance, their aspirations, what needs to be done, what resources are available □ Participant pathways: maturation, physical, psychological and emotional changes □ Sources of information, e.g. coaching manuals, textbooks, internet resources, previous session plans
	2.2 Explain the process of setting and monitoring the achievement of goals	<ul style="list-style-type: none"> □ For example previous success, vicarious experience, verbal persuasion, positive interpretation of psychological arousal, short term, longer term, matched to periodisation plan, negotiated with participant, recorded, reviewed and updated, monitored on a regular basis to check progress and to re-establish if becomes unrealistic
	2.3 Describe the components of the coaching process as they apply to the development of coaching programmes	<ul style="list-style-type: none"> □ Components, e.g. planning for participant development, delivering effective coaching sessions, reviewing the effectiveness of a session/series of sessions, adapting/revising sessions

Learning outcomes	Assessment criteria	Unit amplification
	2.4 Analyse the purpose of using different methods of demonstration, which encourage learning	<ul style="list-style-type: none"> <input type="checkbox"/> Purpose: ensure engaging for learners, equal opportunity in relation to learning styles <input type="checkbox"/> Methods, e.g. social learning theory, coach as a model, use of video, use of slow motion playback, still pictures, sound as a model, peer demonstrations
	2.5 Describe a range of instruction methods	<ul style="list-style-type: none"> <input type="checkbox"/> For example direct instruction, cooperative instruction, mind mapping, case study, worksheet, discussion, small-group work
	2.6 Explain how to structure language during instruction that is appropriate to participant(s)	<ul style="list-style-type: none"> <input type="checkbox"/> For example simple, technical, encouraging, colourful, reflective, appropriate to level of maturity, no jargon, supportive, understandable
	2.7 Analyse the impact of effective questioning and listening skills on communication with participant(s)	<ul style="list-style-type: none"> <input type="checkbox"/> Questioning, e.g. value questions, prediction questions, points of view questions, comparative association questions <input type="checkbox"/> Listening, e.g. active listening, paraphrasing, acknowledgment, eye contact, non-verbal feedback <input type="checkbox"/> Communication, e.g. paralinguage, non-verbal, empirical, conceptual
	2.8 Evaluate techniques for coaching groups, including meeting individual's needs in group coaching scenarios	<ul style="list-style-type: none"> <input type="checkbox"/> For example cohesion, group processes, social facilitation, massed practice; small-group division, e.g. rugby backs and forwards, distributed practices; balancing needs of group with individual
	2.9 Describe how participant(s) can be empowered to make decisions about their performance	<ul style="list-style-type: none"> <input type="checkbox"/> For example decision-making role, negotiation of goals and targets, regular personal reviews, input in analysis and feedback model

Learning outcomes	Assessment criteria	Unit amplification
3 Understand how to utilise a range of learning and behaviour management techniques	3.1 Analyse the differences in the way that individuals learn 3.2 Explain the differences between the learning styles of adults and children 3.3 Explain how to identify participants' different learning styles 3.4 Describe how to plan to coach participants with different learning styles	<ul style="list-style-type: none"> □ Concrete and abstract perceivers, active and reflective processors; visual, auditory, kinaesthetic; observational learning, association theories, stages of motor learning, laws of learning □ Adults, e.g. principles of androgogy, self-concept, readiness, experience, orientation, motivation, non-hierarchical relationship, experience-based learning, intrinsic motivation □ Children, e.g. learning phases, schema theory, associative learning, play, observational learning, tangential learning, formal learning, non-formal learning, e-learning, multimedia learning □ For example Kolb model, Sudbury model, VARK model, inventory, IT-based assessment □ Activists, e.g. leading discussions, problem-solving tasks □ Reflectors, e.g. observe and report tasks, produce a review □ Theorists, e.g. analysis of problems or challenges, structured sessions, present with novel concepts □ Pragmatists, e.g. show links between drills and competition, model perfect performance, experiment with a range of drills or practices

Learning outcomes	Assessment criteria	Unit amplification
	<p>3.5 Describe how different coaching methods can support participant(s)' development</p>	<ul style="list-style-type: none"> □ For example demonstrations, coaching technique, instruction, facilitation, demonstration, effective listening skills □ Getting participant views, e.g. question and answer, survey, problem-based scenarios, observation □ Adapting a session, e.g. for safety, because it is ineffective, for environmental reasons, for variety and pace, to include participant ideas □ Individual needs within a group, e.g. individual one-to-one time, awareness of individual components of a group, characteristics and motives of individuals, learning styles of individuals □ Coaching groups, e.g. establish group goals, engender a team spirit, match individual goals and aspirations with group goals and aspirations
	<p>3.6 Describe how to develop behaviour management strategies and skills</p>	<ul style="list-style-type: none"> □ Behaviour management, e.g. create an appropriate environment, build positive relationships; behaviour policies, codes of conduct; develop strategies for coaching sessions, e.g. aims, expectations, rewards, sanctions □ Types of behaviour: self-injurious, aggressive, e.g. spitting, kicking, name calling; destruction of property, e.g. breaking equipment, stealing; bullying and harassment
	<p>3.7 Explain how to develop, communicate and maintain ground rules for behaviour during the coaching programme</p>	<ul style="list-style-type: none"> □ Establishing ground rules, e.g. what is and is not acceptable, possible sanctions □ Communicating ground rules, e.g. code of conduct, by dealing with incidents, reinforcing, consistency, objectivity, immediate response, impartiality

Learning outcomes	Assessment criteria	Unit amplification
	3.8 Explain how to respond to discriminatory behaviour in the programme	<ul style="list-style-type: none"> □ Sanctions, e.g. short-term removal, exclusion from session; encourage apology; ignore behaviour, find something positive, avoid negativity or sarcasm, maintain emotional control; respond immediately; challenge behaviour, remove literature, graffiti etc; complete an investigation if necessary, support the victim; explain why the behaviour was unacceptable, keep a record of the incident
	3.9 Explain the procedures to follow if a participant wants to complain about discrimination	<ul style="list-style-type: none"> □ Try to resolve informally through identifying issue with 'manager' □ Put the complaint in writing to 'manager' and follow facility's grievance or complaint procedure
4 Understand the principles and application of self-reflection and reflecting on feedback	4.1 Summarise the advantages of self-reflection on own coaching practice and its potential to improve own coaching ability	<ul style="list-style-type: none"> □ Advantages, e.g. objectivity, reflection on strengths, reflections on areas for improvement, search for explanations, self-questioning, use of problem-solving techniques, interpreting information, willingness to change
	4.2 Explain the principles and practice of giving feedback	<ul style="list-style-type: none"> □ For example formal, assessment, advice and guidance, from coach, tutor, observer, interview, video feedback, on progress; self-assessment of skill level, e.g. performance profile, technical knowledge, tactical application, coach action plans
	4.3 Explain when and how to seek feedback from participant(s) and support staff	<ul style="list-style-type: none"> □ When to seek feedback: after session; after series of sessions □ How to seek feedback: question and answer; discussion; questionnaire

Learning outcomes	Assessment criteria	Unit amplification
	4.4 Describe the factors that impact on how to identify own development needs	<ul style="list-style-type: none"> □ Limiting factors, e.g. coping with advice and criticism, inability to adapt sessions, lack of objectivity, lack of knowledge, access to training materials, access to qualifications and courses, access to more experienced coaches, physical resource issues, organisational support
	4.5 Describe methods and process of personal action planning	<ul style="list-style-type: none"> □ For example critical thinking and self-reflection, identification of improvements, action plans and goals, evaluation and review
	4.6 Describe how to use information from evaluations to improve the programme/session	<ul style="list-style-type: none"> □ Utilising feedback, analysing participant performance, action planning, re-establishing goals; improving sessions, e.g. adapting ineffective practice, what aspects went well, participant response, re-establishing goals

Delivery

Learning outcome 1

Learners could research and observe coaches of elite performers, identifying why they think these coaches are successful. This research could be used as the basis of a group discussion on what makes a good coach. A pre-prepared table or checklist, relating to the assessment criteria for this learning outcome, could be completed by giving examples of instances in sport to describe, explain, identify, list, define or outline where the identified coaching techniques have been observed. Alternatively, learners may choose to see 'how well their coach measures up' to the assessment criteria by comparing their actions to those identified in learning outcome 1. Clearly, if this approach is taken, it would need to be anonymous and completed in a mature manner.

Learning outcome 2

A good way for learners to understand the coaching process is to get involved in it on a regular basis. Where possible, learners should be encouraged to use their free time to support a coaching session on a regular basis, for example acting as an assistant coach for one of the younger school teams or for a junior club outside of school or college. This experience should prove invaluable for developing the knowledge and understanding for this unit. If this is not possible, learners should observe different coaches in action and carry out an interview with one who they feel is particularly effective. A pre-prepared set of interview questions should be produced which link to the assessment criteria for this learning outcome.

Learning outcome 3

Learning outcome 3 could be split into two discrete sections in relation to delivery and assessment: the first section focusing on learning styles, the second on behaviour management.

Learners could participate in a tutor-led coaching session where the tutor ensures that a variety of different learning styles are catered for. Learners could discuss the session, making notes on the different learning styles for later analysis. Opportunities for learners to lead their own short coaching sessions would be advantageous, especially if they could approach the session having planned it as though all participants had a specific learning style, so that familiarity with each learning style could be developed. Subsequent discussion after all learning styles have been covered could focus on how to implement all of the styles within a single session. If this is not possible, learners should practise preparing coaching session plans for participants with a variety of learning styles, and be prepared to explain how and why the session plans would differ depending on the age of the participants. Pre-prepared extracts from session plans could be used as scenario cards, with learners identifying who the session is aimed at and justifying their reasons.

Learners should research the learning theory models identified in the *Unit amplification* and summarise these, using a poster or information leaflet to explain how these models can be used to identify participants' different learning styles.

Once delivery in relation to learning styles has been completed, the focus can turn to behaviour management. This can also be delivered through research, discussion and the use of scenario cards. Learners could be presented with two scenarios: A and B. Each scenario card contains examples of typical coaching sessions and behaviour within those sessions. Card A could contain examples of behaviour covered by 3.6 and 3.8; card B could contain examples of positive behaviours. Learners are asked to choose which environment they would prefer (hopefully B). Subsequent discussion focuses on why B is a better environment and what the coach needs to do to move from the situation in A to B. As part of this discussion, learners could agree a code of conduct for coaching sessions.

Learning outcome 4

Information on the importance of evaluating coaching on YouTube and the Sports Coach UK website could be used as stimulus material for discussion on the principles of evaluating coaching sessions. Learners could research and find examples of different methods of evaluation and identify the different types of information that can be gathered to monitor development. Learners could work in pairs or small groups to identify other people that could provide feedback and come up with suggestions on how and when to gather information.

If learners have the opportunity to assist regularly in coaching sessions, this gives them an ideal opportunity to develop their understanding of how to reflect on a coaching session and to recognise the advantages of self-reflection. Where possible, learners could work in pairs, taking it in turns to take on the role of observer and coach, providing feedback on the session that the coach could use in their reflections.

If learners are unable to take on the role of assistant within actual coaching sessions, they could interview a number of different coaches, asking them about the methods they employ to gain and use feedback to aid planning subsequent sessions. Learners are likely to have experienced some action planning even if not directly linked to coaching; this experience can be used when discussing limiting factors that impact on the ability to identify own development needs and methods for personal action planning and the prioritisation of such planning. Specific discussion relating to coaching could be used to describe how to measure the quality of the coaching experience, participant development and the quality assurance mechanisms used. Having completed some form of self-evaluation, learners should be able to describe how to use the information taken from these evaluations to improve their performance.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

A range of methods can be used to assess this unit.

Learning outcome 1

Learning outcome 1 could be evidenced through a booklet for new coaches, entitled 'Understanding the role of a coach'. Data collected from research and the pre-prepared table or checklist could be used. Care needs to be taken to ensure that each assessment criterion is addressed in the booklet. The booklet could take the form of a magazine or coaching journal rather than plain text. Styles within the booklet could be varied to suit the specific assessment criteria. For example, whilst coverage of 1.1 to 1.3 could be quite formal and factual, 1.4 could be in the form of a checklist that could be used before planning each session, similarly 1.8; 1.10 could be in the form of a guidance or information sheet and 1.11 could be in the form of 'handy hints'.

Learning outcome 2

All the assessment criteria for learning outcome 2 could be evidenced through written documentation detailing responses from an interview with a successful coach, or video evidence of the interview including prepared questions and notes relating to responses. Alternatively, if the learner has conducted their own series of coaching sessions, then a presentation based on their own experience could be used to describe, explain, analyse and evaluate the relevant assessment criteria. This presentation could be in the form of a series of statements to camera after each coaching session, each presentation focusing on a different set of assessment criteria.

Learning outcome 3

Learning outcome 3 could be split into two discrete sections in relation to assessment: the first focusing on learning styles, the second on behaviour management. To cover 3.1–3.5, learners could produce a coaching leaflet for new coaches called 'Understand how to utilise a range of learning techniques'. After an introduction analysing differences in the way in which individuals learn, learners could submit the coaching session plan they had designed for a small group of children to develop their skill. This session plan should be annotated to explain why it would need to change if teaching adults the same session, thereby explaining the differences between the learning styles of adults and children. To complete the leaflet, learners could include three information sheets: the first to explain three different models to identify participants' different learning styles; the second to describe how to plan to coach participants with different learning styles; the third to describe how different coaching methods can support participant development.

For 3.6 to 3.9, learners could submit a code of conduct for coaching sessions, introducing the code of conduct by describing how to develop behaviour management strategies and skills. Learners should also explain how to communicate and maintain these ground rules. Learners could use the scenario cards A and B as stimulus material. Using the cards (and notes from any class discussions), learners could be recorded identifying the types of behaviour exhibited by participant(s) and others that may cause emotional distress and explaining how a coach should respond to this, including a description of how to respond to discriminatory behaviour and the procedures to be followed if a participant wants to complain about discrimination.

Learning outcome 4

Evidence for all the assessment criteria for this learning outcome could be in the form of a written report or coaching manual. The manual could contain sections that summarise the advantages of self-reflection on own coaching practice and its potential to improve own coaching ability, explain the principles and practice of giving feedback and explain how and when to seek feedback on current coaching practice from participant(s) and support staff. It should also use examples (such as an evaluation logbook, action plans, participant satisfaction survey) from the practical application of methods to demonstrate understanding of the principles and application of self-reflection and reflecting back on feedback.

Indicative resource materials

Textbooks

Allen M B – *Sports, Exercise, and Fitness: A Guide to Reference and Information Sources* (Libraries Unlimited Inc, 2005) ISBN 9781563088193

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

Dagleish J, Dollery S – *The Health and Fitness Handbook* (Longman, 2001) ISBN 9780582418790

Franks B D and Howley E T – *Fitness Leader's Handbook* (Human Kinetics Europe, 1998) ISBN 9780880116541

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

Sharkey B J and Gaskill S E – *Fitness and Health* (Human Kinetics, 2006) ISBN 9780736056144

Journal

International Journal of Sports Science and Coaching

Websites

Kolb's Experiential Learning Theory	www.learning-theories.com/experiential-learning-kolb.html
Safe Sport	www.safesport.co.uk
SkillsActive	www.skillsactive.com
Sports Coach UK	www.sportscoachuk.org
Sports Officials UK	www.sportsofficialsuk.com

Unit 10: Understanding the principles of planning coaching programmes

Unit reference number: A/601/3536

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit aim

This unit assesses the coach's understanding of how to plan a sport-specific annual coaching programme and the principles which impact on the development of skill through the implementation of the programme.

In planning and preparing annual coaching programmes, coaches need to understand that participants will be at different stages of development and the factors that affect skill development.

In this unit learners will explore the concepts of planning and periodisation in relation to annual coaching programmes, including modelling training and competition activities and the impact of fitness and mental development.

To enable participants to develop their skills they need to be given feedback throughout their programme and supported in assessing the situations that they come across. Learners will explore key areas of skill development, such as skill acquisition and skill transfer, and the use of performance analysis and skill development techniques.

An important aspect of any coaching programme is the evaluation of performance. Learners will assess evaluation methods used in sport, how to evaluate and record performance and encourage participants to undertake self-evaluation of their performance.

Essential resources

For this unit, centres need access to an appropriate area to undertake practical sport. Learners would also benefit from access to audiovisual equipment.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	Unit amplification
1	Understand the principles and processes involved in planning and periodisation within annual coaching programmes	1.1	Explain the terms planning and periodisation
		1.2	Explain how planning and periodisation are used in relation to participant(s)' stage of development
		1.3	Analyse the different types of periodisation and situations when these are best used
		1.4	Explain the use of modelling of training and competition activities
		1.5	Describe the principles of planning an annual coaching programme
		1.6	Evaluate the impact of optimal fitness and mental development
			<ul style="list-style-type: none"> <input type="checkbox"/> Planning, e.g. long-, medium- and short-term, realisation of potential, physical, technical, tactical, psychological <input type="checkbox"/> Periodisation: annual planning, four-year cycles, training phases, components, link to goals <input type="checkbox"/> Long Term Athlete Development (LTAD), e.g. Fundamentals, learning to train, training to win, training to compete, training to win, retirement and retainment <input type="checkbox"/> For example training phase planning, Bomp and Metveyev model, macrocycle, mesocycle, microcycle <input type="checkbox"/> Strategic targets, linking all training goals <input type="checkbox"/> Target intended performance goals <input type="checkbox"/> Training elements and units: linear, reverse linear, undulating, unidirectional and intermediate periodisation training plans <input type="checkbox"/> For example preparatory, competitive and transition phases; planning models, e.g. LTAD, four-year cycle, 1-6 week planning, 2-7 day planning, single sessions planning; optimal fitness and mental development <input type="checkbox"/> Peak performance

Learning outcomes	Assessment criteria	Unit amplification
2	<p>Understand the stages of participant development</p> <p>2.1 Describe the stages of participant development</p> <p>2.2 Explain the application of developmental stages to the coaching environment</p> <p>2.3 Analyse how the stages of participant development affect the programme</p>	<ul style="list-style-type: none"> □ Core components, e.g. children's population, participation population, performance development population, high performance population; segmentation: participant pathways, participant capabilities; learning and relearning to participate, sustaining participation, sustaining performance □ For example resources and investment, competition structure, coaching support, playing environment, support structures, coaching programmes □ Late childhood, e.g. basic skills, shorter sessions, less aerobic-based activity, slow progression for resistance exercise, training and playing as partners, short clear instructions, coach as performance model, positive reinforcement, high success practices □ Early puberty, e.g. personalised training, fine skills mastery, refinement of existing skills, increased cardiovascular component, decision-making practices, positive reinforcement, open coaching with strong role model, participant input in decision-making process □ Late puberty, e.g. cardiovascular and anaerobic training to near maximum, strength training maximal, technical and tactical aspects fully reinforced, decision making under pressure

Learning outcomes	Assessment criteria	Unit amplification
	2.4 Analyse the differences between child and adult development and the effects on a coaching programme	<ul style="list-style-type: none"> □ Children, e.g. free play, building confidence, rule building, wide range of sports, simple competition, competence, confidence, connection and caring, character, creativity □ 11–18 years, e.g. enjoyment, health and wellbeing, opportunity, access, choosing how and when they are coached, safety, impact of biological changes, inspirational, role model, support and encourage, self-designed games and drills, goal setting □ Adults, e.g. support, improve and extend skills, relevance and benefits of activity, refine existing skills, modify activities, differentiate practices
3 Understand the development of skill through sport-specific annual coaching programmes	3.1 Define: <ul style="list-style-type: none"> ● skill coordination ● motor skill learning ● skill acquisition ● skill retention ● skill transfer 	<ul style="list-style-type: none"> □ Skill coordination: a learned ability to effectively combine cognitive, perceptual and motor skill as required to successfully complete a recognised technique □ Motor skill learning: a process involving practice to improve the physical execution of gross or fine movements in sport □ Skill acquisition: learning to execute movements accurately with apparent ease □ Skill retention: retaining the ability to execute skills over time □ Skill transfer: the variety of effects that the learning of one skill can have on another
3.2	Describe the factors affecting skill development	<ul style="list-style-type: none"> □ For example feedback, memory, reaction time, information processing, environmental factors, socio-economic factors

Learning outcomes	Assessment criteria	Unit amplification
3.3	Evaluate the role, purpose and benefits of performance analysis to inform coaching practice	<ul style="list-style-type: none"> □ For example talent identification, use of technical and tactical factors, biomechanical factors, psychological factors, physiological factors, factors affecting performance, performance profiling, feedback to participants □ Role: early detection of elite performers □ Purpose: nurturing of potential elite performers to achieve elite level □ Benefits: narrows focus; resources prioritised
3.4	Describe methods of identifying body movement patterns	<ul style="list-style-type: none"> □ Recording, e.g. two dimensional (2D), digital images; measuring, e.g. horizontal scaling, vertical reference, perspective error
3.5	Describe a range of skill development techniques	<ul style="list-style-type: none"> □ Skill presentation, e.g. whole method, part method, whole-part method, operant method; practice conditions, e.g. massed practice, distributed practice, practice under pressure, guidance
3.6	Explain the principles of giving feedback to participant(s) during coaching programmes	<ul style="list-style-type: none"> □ For example fault correction, critical self-analysis, feedback sources, attentional capacity, praise, over-praise, coaching behaviours; intrinsic feedback, e.g. proprioception; exteroceptive feedback; extrinsic feedback, e.g. knowledge of performance (KP), knowledge of results (KR); feedback dependency
3.7	Explain how to develop participant(s)' skills in assessing and responding to situations	<ul style="list-style-type: none"> □ For example perception, memory, selective attention, comparison, recall, decision making, anticipation, psychological refractory period (PRP)
3.8	Analyse how participant(s)' information processing and execution combined with control of movement, impact on skill development	<ul style="list-style-type: none"> □ For example stimulus identification, response selection, response programming; IP models, e.g. Schmidt, Whiting, Welford; attention, attentional capacity; motor control, e.g. Schema theory

Learning outcomes	Assessment criteria	Unit amplification
4 Understand how to conduct performance evaluation	<p>4.1 Evaluate objective performance evaluation methods available in sport</p> <p>4.2 Describe how and when to evaluate performance within a sport-specific coaching programme</p> <p>4.3 Explain methods of recording the evaluation of performance and the creation of a resultant action plan</p> <p>4.4 Explain how participant(s) can use self-evaluation to improve performance</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Validity and reliability of tests <input type="checkbox"/> Observations: biomechanical and notational analysis <input type="checkbox"/> How, e.g. question and answer, questionnaire <input type="checkbox"/> When, e.g. after session, after series of sessions <input type="checkbox"/> Methods, e.g. diary/log of sessions, video/photographic material, action plans, target setting <input type="checkbox"/> Self-evaluation: feedback, e.g. formal, assessment, advice and guidance, coach, tutor, observer, interview, video feedback, participant progress; self-assessment of skill level, e.g. performance profile, technical knowledge, tactical application, knowledge of participants, coach's action plans <input type="checkbox"/> Use, e.g. developing an effective and SMART action plan for improvement, the quality of the coaching experience, e.g. participant involvement and engagement, achievement of participant goals, performance against coaching targets, future targets, coaching ability, improving sessions, e.g. adapting ineffective practice, what aspects went well, participant response, re-establishing goals

Delivery

Learning outcome 1

Learners could research the terms used in planning and periodisation. Contrasting scenarios of different performers, at different stages with different aims, could be given to learners and they could create a diagram to show an appropriate training plan for each individual. Diagrams could be displayed and discussed to look at the differences in a training year for different sports and for performers with different goals.

Learners could prepare a debate based on what is best for a performer, optimal fitness or optimal mental development? A summary sheet of the main points from the debate could be produced and learners could use the summary to evaluate the impact.

Learning outcome 2

The unit amplification topics could be divided among the group, with each learner undertaking in-depth research on their topic on the stages of participant development and feeding back their findings to the group. Learners could take notes and take part in a discussion on how the stages of participant development affect the coaching programme, the differences between child and adult development and the effects on a coaching programme.

Learning outcome 3

Learners could research the different terms associated with skill development and create a matching activity for each term and definition. Learners could attempt each other's matching activities and in pairs create a mind map of factors affecting skill development. Once identified, these factors could be developed through supported discussion.

The topic of performance analysis could be introduced through a video clip of a performer, leading to a discussion about its role, purpose and benefits. Learners could research and feed back information about different types of performance analysis. Where possible, learners could take part in a practical session where different methods of identifying body movement are used. The practical session could be designed to enable learners to experience the different types of practice (i.e. whole-part-whole) as outlined in the *Unit amplification*. They could discuss the appropriateness of the different techniques depending on the level of the group or the nature of the skill being developed. A range of cards stating different methods of feedback could be used within the practical session and learners could provide feedback using the method identified on the card.

A series of fun activities could be used to introduce perception and memory, for example visual perception images where sometimes people see things differently (young girl or old lady image) and memory games. YouTube clips could be used to demonstrate what happens when a performer performs a 'dummy' move in relation to PRP. Topics listed in the *Unit amplification* could be divided for research and 'taught' to partners. Different information processing models could be introduced as 'jigsaws' that are put together based on the order of the process and then discussed.

Learning outcome 4

In small groups learners could plan and deliver a small coaching session for a specific skill. During the session learners could complete performance tests and questionnaires and answer questions on their own performance at various times within the session. They should then discuss the methods in relation to their reliability and validity and the best times to complete evaluations. Each learner could complete a diary/log of the session and create an action plan with specific, measurable, achievable, realistic and time based (SMART) targets for the next session. The diary/log could contain a section on self-evaluation where the learner enters their own ideas and those of others, as identified in the *Unit amplification*.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

A range of methods can be used to assess this unit.

Learning outcome 1

For 1.1, 1.2, 1.3, 1.4 and 1.5, learners could submit a training plan for a specific participant(s). The plan could contain a glossary that explains the terms used in planning and periodisation and an introductory section to explain how planning and periodisation are used. A diagram of a training plan could be included for the participant, together with an analysis of the different types of periodisation and situations where these are best used. An explanation of the use of modelling of training and competition activities and a description of the principles of planning an annual coaching programme should also be included as outlined in the *Unit amplification*.

For 1.6, learners could submit summary points from a debate about optimal fitness and mental development, including a summary where they evaluate the impact of optimal fitness and mental development.

Learning outcome 2

For 2.1, 2.2, 2.3 and 2.4, learners could produce a presentation that describes the stages of participant development and explains the application of developmental stages to the coaching environment. Learners should extend their presentation and analyse how stages of participant development affect the coaching programme, the differences between child and adult development and the effects on a coaching programme.

Learning outcome 3

For 3.1 and 3.2, learners could submit a poster which defines skill coordination, motor skill learning, skill acquisition, skill retention and skill transfer. The poster could also describe the factors affecting skill development.

For 3.3, 3.4, 3.5 and 3.6, learners could submit a section for a coaching handbook. The section should evaluate the role, purpose and benefits of performance analysis to inform coaching practice, describe methods of identifying body movement patterns, using examples if possible, and describe a range of skill development techniques.

For 3.7, learners could produce a handout for participants explaining how to develop their skills in assessing and responding to situations, as outlined in the *Unit amplification*.

For 3.8, learners could submit an animated PowerPoint presentation in which they analyse how participant information processing and execution, combined with control of movement, impact on skill development.

Learning outcome 4

For 4.1, 4.2, 4.3 and 4.4, a coaching diary/logbook could be submitted which contains, for example, evaluations of completed tests and session plans. It should contain an evaluation of objective performance evaluation methods available in sport, a description of how and when to evaluate performance within a sport-specific coaching programme, and an explanation of methods used to record the evaluation of performance and the creation of a resultant action plan and how participant(s) can use self-evaluation to improve performance. Examples of learners' own specific, measurable, achievable, realistic and time based (SMART) targets and self-evaluations from coaching sessions could be included.

Indicative resource materials

Textbooks

Allen M B – *Sports, Exercise, and Fitness: A Guide to Reference and Information Sources* (Libraries Unlimited Inc, 2005) ISBN 9781563088193

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

Dalglish J, Dollery S – *The Health and Fitness Handbook* (Longman, 2001) ISBN 9780582418790

Franks B D and Howley E T – *Fitness Leader's Handbook* (Human Kinetics Europe, 1998) ISBN 9780880116541

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

Sharkey B J and Gaskill S E – *Fitness and Health* (Human Kinetics, 2006) ISBN 9780736056144

Journal

International Journal of Sports Science and Coaching

Websites

Safe Sport	www.safesport.co.uk
SkillsActive	www.skillsactive.com
Sports Coach UK	www.sportscoachuk.org
Sports Officials UK	www.sportsofficialsuk.com

Unit 11: Understanding how to support participant(s)' lifestyle through coaching programmes

Unit reference number: F/601/3537

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit aim

This unit assesses the coach's understanding of how to support participant lifestyle and physical and mental wellbeing during participation in sport-specific annual coaching programmes.

For participants to get the most out of their coaching programme, and to ensure their safety and wellbeing, they need to be supported in their physical and mental development.

In this unit learners will investigate how to support the physical capabilities of participants within sports-specific coaching programmes. They will look at training, injury prevention, related scientific principles and physical testing protocols.

Participants in coaching programmes should be encouraged to follow a nutritionally balanced diet. Learners will look at how to give advice on nutrition, including principles of sports nutrition and hydration, weight management and energy intake/expenditure.

As well as their physical capabilities, participants need to focus on their mental capabilities. Coaches need to know how to profile a participant's mental skills and how to help them develop these skills during the coaching programme.

Finally, learners will explore the procedures used in drug testing and how to comply with these procedures.

Essential resources

For this unit, centres need access to an appropriate area to undertake practical sport. Learners would also benefit from access to recording equipment.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Understand how to support participant(s)' physical conditioning within sport-specific annual coaching programmes	1.1 Describe the components of fitness and physical capabilities required for specific sports	<ul style="list-style-type: none"> <input type="checkbox"/> Physical fitness, e.g. strength; endurance; speed; flexibility; body composition <input type="checkbox"/> Skill-related fitness, e.g. agility; balance; co-ordination; power; reaction time <input type="checkbox"/> Physical capabilities specific to the sport, e.g. power, strength, endurance, agility, balance, flexibility, injury prevention, recovery, other requirements
	1.2 Describe the principles of participant development	<ul style="list-style-type: none"> <input type="checkbox"/> Stages of participant development; learning and relearning to participate; sustaining participation; sustaining performance
	1.3 Explain the principles of training and injury prevention	<ul style="list-style-type: none"> <input type="checkbox"/> For example appropriate warm-up or cool down, physical fitness, physique, technique, skill level, avoid over-training, FITT (frequency, intensity, time, type), behaviour of other participants, establish food and alcohol consumption, appropriate clothing and jewellery, protective clothing or equipment, safe playing surface, identify faulty or damaged equipment; risk assessment, e.g. identifying hazards, assessing probability, recording risks, reporting risks, contingency plans
	1.4 Evaluate the range of methods of training different physical components	<ul style="list-style-type: none"> <input type="checkbox"/> Strength (resistance training, high weight/low reps); endurance (continuous/Fartlek); speed (interval); flexibility (stretching and PNF)

Learning outcomes	Assessment criteria	Unit amplification
2	1.5	Describe each of the following in relation to specific sports: <ul style="list-style-type: none"> • basic anatomy • biomechanical principles • physiology
	1.6	Analyse a range of basic sport-specific physical testing protocols
	1.7	Analyse the principles and different methods of enhancing recovery between sessions
2	2.1	Understand how to provide participant(s) with nutritional advice within sport-specific annual coaching programmes
		<ul style="list-style-type: none"> □ Musculoskeletal movement, e.g. flexion; extension; adduction; abduction; rotation; relevant sporting movements, e.g. the effects of speed on posture □ Biomechanical, e.g. stability, forces, inertia, velocity, acceleration, centre of mass □ Physiological short-term impact of specific sport on cardiovascular, respiratory and muscular system, e.g. increased heart rate, increased breathing rate, muscle fatigue □ Long-term impact of specific sport on the cardiovascular, respiratory and muscular system, e.g. drop in resting heart rate, increased tidal volume, muscular hypertrophy
		<ul style="list-style-type: none"> □ Testing for demands of sport, e.g. flexibility (sit and reach), strength (one-repetition maximum – 1RM), grip dynamometer, aerobic endurance (multistage fitness test, 1.5 mile run test), speed (40m sprint), power (vertical jump), muscular endurance (one-minute press-up, one-minute sit-up), body composition (skinfold, bioelectrical impedance)
		<ul style="list-style-type: none"> □ For example energy replacement, short-term and long-term recovery, post-exercise nutrition, relaxation and sleep environment
		<ul style="list-style-type: none"> □ Fruit and vegetables □ Bread, rice, potatoes and pasta □ Milk and dairy foods □ Meat, fish, eggs and beans □ Foods and drinks high in fat and/or sugar

Learning outcomes	Assessment criteria	Unit amplification
	2.2 Explain the principles of sports nutrition	<ul style="list-style-type: none"> □ For example balanced diet, portion size, energy density, healthy living; sports-specific requirements: before, during and after training; before, during and after competition; during rest periods; supplements; hydration; energy intake; meal planning; effect of energy intake on performance
	2.3 Explain how energy intake and expenditure affect sports performance	<ul style="list-style-type: none"> □ Impact of insufficient energy intake on performance □ Impact of sustained excess energy intake on performance
	2.4 Describe the principles of hydration and its effects on sports performance	<ul style="list-style-type: none"> □ Signs and symptoms (dehydration, hyperhydration, hypohydration, superhydration); fluid intake (pre-event, inter-event, post-event); sources, e.g. water, sports drinks (hypertonic, hypotonic, isotonic); effects on sports performance, e.g. frequency, intensity, duration, specificity, progression, recovery.
	2.5 Explain the impacts of participant(s)' weight management and how sharing of responsibilities can be facilitated	<ul style="list-style-type: none"> □ Energy intake; food groups; balanced diet, food pyramid; cholesterol; dietary requirements for exercise; energy balance (energy intake versus energy expenditure), work-life balance, dealing with stress
	2.6 Describe nutrition and hydration strategies for before, during and after training and competition	<ul style="list-style-type: none"> □ Fluid intake (pre-event, inter-event, post-event); superhydration □ Glycogen loading □ Carbohydrate intake one week before, one day before, two hours before and just after an event

Learning outcomes	Assessment criteria	Unit amplification
3 Understand how to develop participant(s)' mental skills within sport-specific annual coaching programmes	<p>3.1 Describe the key mental skills that impact on participant performance and skill development</p> <p>3.2 Identify sport-specific mental capabilities and how to profile participant(s)' mental skills</p> <p>3.3 Explain the principles of developing participant(s)' mental skills</p> <p>3.4 Describe how to plan interventions to develop participant(s)' mental skills in relating to both training and competition</p>	<ul style="list-style-type: none"> □ Concentration; determination; motivation; assertion; arousal and emotional control; cohesion □ Sport-specific mental capabilities: from the profile of mood states, e.g. vigour, aggression □ Psychological performance profile: definition, applications, benefits, process, introducing the idea, eliciting constructs, assessment, using and interpreting results, areas of perceived strength, areas of perceived weakness, areas resistant to change □ Techniques, e.g. mental rehearsal, coping strategies, modelling, progressive muscular relaxation, self-talk, visualisation, decision balance sheets, goal setting □ For example goal setting, imagery, mental rehearsal, centring, biofeedback, breathing; questionnaires, e.g. CSAI-2, SCAT

Learning outcomes	Assessment criteria	Unit amplification
4 Understand how to provide participant(s) with lifestyle support within sport-specific annual coaching programmes	<p>4.1 Describe sport-specific procedures for drug testing</p> <p>4.2 Explain how participant(s) comply with procedures for drug testing</p> <p>4.3 Explain the coach's and participant(s)' responsibilities in making checks when taking supplementation or medicines</p> <p>4.4 Explain the impacts of participant(s)' injury management on training and competition</p>	<ul style="list-style-type: none"> □ Selection and notification of athlete; reporting to doping control station; provision of sampling; analysis; reporting of results; procedure for positive sample, e.g. investigation by governing body, testing of second sample, decision on penalty, right to appeal □ For example urine sample, hair sample, advance notice, role of a chaperone, arrival at testing station, division and sealing of a urine sample, declaration of medication, result management □ For example knowledge of banned substances, trusted suppliers, sources of information, checking contents of all supplements, reporting of suspected misuse □ Physiological effect of injury, e.g. ability to participate or train, extent of injury, length of recovery time, rehabilitation programme □ Psychological effect of injury, e.g. stress, rehabilitation setbacks, confidence, motivation □ Role of the coach, e.g. management of psychological and emotional issues, re-establishing targets and goals, motivation, stress management, supporting social issues

Delivery

Learning outcome 1

Practical sport sessions could be used to give learners relevant experience to draw on when producing the required evidence for this learning outcome. Initially, a series of fitness tests could be conducted and learners could analyse these tests to determine the relevance to their sport. A multi-skills sport session could lead to discussion of the components of physical and skill-related fitness required to carry out a variety of sports.

Learners could then focus on their own three sports and describe the required physical capabilities for these activities. Learners could take responsibility for and lead a 'potted sports' session based on the specific training methods required for developing different physical components in participants. Whilst participating in these sessions learners should evaluate the choice of training methods for the different physical components. Learners could alternate roles in these sessions, moving from leader, to participant and observer.

Observers could practise identifying and describing the basic anatomical, physiological and biomechanical demands of a sport-related activity. Before each session injury prevention methods could be explained.

For 1.2 and 1.7, scenario cards could be used. Learners could work in pairs to become familiar with describing the principles of participant development and analysing the principles and different methods used to enhance participant recovery time between sessions.

Learning outcome 2

The information learners need to gain an understanding of nutrition and hydration principles for sports performance could be delivered through learner research and guest speakers (if possible high level performers or a coach).

For 2.1 and 2.4, learners could research healthy eating websites, textbooks or relevant journals, in addition to drawing on their own knowledge and experience. Personal dietary logs could be kept, focusing on personal practice prior to sporting events or competitions.

For 2.2, 2.3, 2.5 and 2.6, learners could research, independently, an elite athlete's profile and discuss their findings with others, broadening their knowledge across a variety of sports. This needs to cover the principles of sports nutrition and how energy intake and expenditure affect sports performance, the impact of participant weight management, how sharing of responsibilities can be facilitated and how best to achieve optimum nutrition and hydration levels before, during and after training and competition.

Learning outcome 3

Initial discussion of what makes a good sportsperson 'mentally', and completion of sport anxiety questionnaires and sport-specific profiling questionnaires such as Profile of Mood States (POMS), can be followed up with individual learner research into methods used by elite performers and their coaches to improve the mental aspects of the performer's performance.

Learning outcome 4

Learners should use relevant websites to research doping procedures and coach and participant responsibilities in making checks when taking supplementation or medicines. Armed with this research, learners could take part in role play, each learner taking on the role of tester, participant and coach. Research into injured elite performers and the impact of the injury on the management of the participant's training and competition could lead to a presentation on a selected performer.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

A range of methods can be used to assess this unit.

Learning outcome 1

Learners could produce a written guide for performers new to a sport wishing to improve their fitness in that sport. The guide would be based on the practical work already completed, including the following:

- description of the components of physical and skill-related fitness and an evaluation of methods of training different physical components, highlighting those for specific sports
- a copy of a coaching session plan, explaining the principles of training and injury prevention, and analysis of a range of basic sport-specific fitness testing protocols
- a copy of their observation data collection sheet, describing the basic anatomical, physiological and biomechanical demands in relation to specific sports.

For 1.2 and 1.7, learners could submit video evidence of their responses to the scenario cards.

Learning outcome 2

For 2.1 and 2.4, learners could produce a PowerPoint presentation, blog or poster summarising their research.

For 2.2, 2.3, 2.5 and 2.6, learners could produce two sport performer nutritional and hydration 'profiles' based on research into elite athletes, explaining:

- the principles of good nutrition as they relate to sports performance
- how energy intake and expenditure affect sports performance
- the impact of participant weight management and how sharing of responsibilities can be facilitated.

Learners should also describe how best to achieve optimum nutrition and hydration levels before, during and after training and competition.

Learning outcome 3

Required evidence for all the assessment criteria for this learning outcome could be generated through a series of information leaflets, designed to help new coaches understand the relevant psychological aspects of their performers.

Learning outcome 4

Evidence for all the assessment criteria for this learning outcome could be based on recorded role plays, with one learner taking the role of the athlete receiving notification of the need to be tested and the other learner as the tester. The tester would describe the sport-specific procedures for drug testing and the 'athlete' would explain how they would comply with these procedures. All learners would need to provide evidence relating to both roles.

A PowerPoint presentation could be used to provide an explanation of coach and participant responsibilities in making checks when taking supplementation or medicines and the impact of participant injury management on training and competition.

Indicative resource materials

Textbooks

Allen M B – *Sports, Exercise, and Fitness: A Guide to Reference and Information Sources* (Libraries Unlimited Inc, 2005) ISBN 9781563088193

Burke L – *Practical Sports Nutrition* (Human Kinetics, 2007) ISBN 9780736046954

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

Dalgleish J, Dollery S – *The Health and Fitness Handbook* (Longman, 2001) ISBN 9780582418790

Franks B D and Howley E T – *Fitness Leader's Handbook* (Human Kinetics Europe, 1998) ISBN 9780880116541

Manore M et al – *Sport Nutrition for Health and Performance* (Human Kinetics, 2000) ISBN 9780873229395

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

Sharkey B J and Gaskill S E – *Fitness and Health* (Human Kinetics, 2006) ISBN 9780736056144

Journals

International Journal of Sports Science and Coaching

Journal of Nutrition

Journal of Sports Nutrition

Websites

British Journal of Sports Medicine – article on glycogen loading	http://bjsm.bmj.com/content/15/1/64.abstract
Eating and competing	www.brianmac.co.uk/eatcom.htm
British Nutrition Foundation	www.nutrition-org.uk
Safe Sport	www.safesport.co.uk
SkillsActive	www.skillsactive.com
Sports Coach UK	www.sportscoachuk.org
Sports Officials UK	www.sportsofficialsuk.com
UKAD – Anti-Doping in Sport	www.ukad.org.uk

12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel: **www.edexcel.com/contactus**
- BTEC: **www.btec.co.uk/contactus**
- Work-based learning: **www.pearsonwbl.com/contactus**
- Books, software and online resources for UK schools and colleges: **www.pearsonschools.co.uk/contactus**

Other sources of information and publications available include:

- *Edexcel Equality Policy*
- *Edexcel Information Manual* (updated annually)
- *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*
- *Recognition of Prior Learning Policy*
- *Quality Assurance Handbook* (updated annually)

Publications on the quality assurance of BTEC qualifications are on our website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/Pages/home.aspx

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: www.edexcel.com/resources

13 Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory, or through customised training at your centre.

The support we offer focuses on a range of issues, including:

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- developing learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

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Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: www.btec.co.uk/training

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: **0844 463 2535**.

Your BTEC support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our BTEC support team to help you whenever – and however – you need, with:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: www.edexcel.com/subjectadvisors
- Ask Edexcel: submit your question online to our Ask Edexcel online service www.edexcel.com/ask and we will make sure your query is handled by a subject specialist

Annexe A

Progression opportunities

These are examples of progression opportunities to other Edexcel qualifications within the active leisure and learning sector.

Level	General qualifications (GCSEs, GCEs)	BTEC Firsts/Nationals/Higher Nationals	BTEC Specialist/Professional qualifications	NVQ/competence-based qualifications
5		BTEC HND Diplomas in: <ul style="list-style-type: none"> • Sport • Sport and Exercise Sciences 		
4		BTEC HNC Diplomas in: <ul style="list-style-type: none"> • Sport • Sport and Exercise Sciences 		NVQ in Spectator Safety Management

Level	General qualifications (GCSEs, GCEs)	BTEC Firsts/Nationals/Higher Nationals	BTEC Specialist/Professional qualifications	NVQ/competence-based qualifications
3	<p>Advanced Subsidiary GCEs in:</p> <ul style="list-style-type: none"> Physical Education Leisure Studies <p>Advanced GCEs in:</p> <ul style="list-style-type: none"> Physical Education Leisure Studies 	<p>BTEC 'Nationals' in:</p> <ul style="list-style-type: none"> Sport Sport and Exercise Sciences 	<p>BTEC Awards in:</p> <ul style="list-style-type: none"> Employment Awareness in Active Leisure and Learning the Principles of Coaching Sport <p>BTEC Certificates in:</p> <ul style="list-style-type: none"> Understanding Sports Performance Personal Training Achieving Excellence in Sports Performance Sports Development Sailing and Watersports <p>BTEC Diplomas in:</p> <ul style="list-style-type: none"> Sports Development Sailing and Watersports 	<p>NVQs in:</p> <ul style="list-style-type: none"> Sports Development Leisure Management Achieving Excellence in Sports Performance Spectator Safety Personal Training Outdoor Programmes Sport and Play Surfaces

Level	General qualifications (GCSEs, GCEs)	BTEC Firsts/Nationals/Higher Nationals	BTEC Specialist/Professional qualifications	NVQ/competence-based qualifications
2	GCSE in Physical Education (short course) GCSE in Physical Education	BTEC 'Firsts' in Sport	<p>BTEC Awards in:</p> <ul style="list-style-type: none"> Understanding Stewarding at Spectator Events Employment Awareness in Active Leisure and Learning the Principles of Coaching Sport <p>BTEC Certificates in:</p> <ul style="list-style-type: none"> Sailing and Watersports Fitness Instructing Leisure Operations 	<p>NVQs in:</p> <ul style="list-style-type: none"> Active Leisure, Learning and Wellbeing Operational Services Activity Leadership Instructing Exercise and Fitness Spectator Safety Sport and Play Surfaces
1		BTEC Award, Certificate and Diploma in Sport and Active Leisure	BTEC Award in the Principles of Coaching Sport	NVQ in Sport and Active Leisure
Entry	Entry Level Certificate in Physical Education	BTEC Award in Sport and Active Leisure		

The qualification titles are accurate at the time of publication. The latest information can be found on our website, www.edexcel.com

Annexe B

Mapping with National Occupational Standards (NOS)

The grid below maps the knowledge covered in the Edexcel BTEC Level 1, 2 and 3 Awards in the Principles of Coaching Sport (QCF) against the underpinning knowledge of the National Occupational Standards in Sport and Active Leisure (Level 1) and Sports Coaching (Levels 2 and 3). Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

- # indicates partial coverage of knowledge in the NOS unit
- A blank space indicates no coverage of the knowledge

NOS	BTEC Specialist units											
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	
C11	Help to provide equipment for activities	#	#									
C21	Help to maintain facility areas		#									
C35	Deal with accidents and emergencies	#	#									
C260	Help to maintain activity equipment											
D15	Help to give good levels of service to participants and customers	#	#									
D41	Help to plan and prepare a session	#										
D42	Lead an activity within a session		#									
D472	Plan a series of sports coaching sessions				#	#						
D473	Prepare the sports coaching environment				#		#					
D474	Deliver a series of sports coaching sessions					#						

BTEC Specialist units		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
		NOS										
D475	Monitor and evaluate sports coaching sessions						#					
D481	Analyse participants' current and potential performance, needs and aspirations										#	#
D482	Plan sports coaching programmes										#	
D483	Manage safe and effective sports coaching programmes									#	#	
D484	Manage the delivery of effective sports coaching programmes									#	#	
D485	Develop participant performance through effective sports coaching									#	#	#
D486	Monitor and evaluate effective sports coaching programmes										#	
D487	Manage and develop sports coaching practice									#		

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