



Unit 15: Developing Coaching Skills

Delivery guidance

Approaching the unit

This unit is an introduction to assistant coaching and develops the necessary skills to support a coach and work as part of a coaching team in order to aide participant success. As an assistant coach, learners will work to improve the performance of all athletes and support their development.

The emphasis of this unit is on the assistant coaching role rather than that of the lead coach. It is therefore important that learners are presented with ample opportunities to develop skills within this area. Learners must understand the roles and responsibilities of an assistant coach and how these differ from those of the lead coach. It is important that learners are able to support the lead coach in all areas of a typical session (planning phase, in-session support and the reviewing phase). Learners will explore the expectations of an assistant coach and should be provided with sufficient opportunities to practically develop. This could be in leading a group and also participating whilst others lead to learn from alternative approaches and skill application.

Throughout this unit, there are opportunities to bring in real-life coaches or assistant coaches in order to share their experiences and provide hints and tips to success. In addition , there is a heavy practical emphasis in order to develop skills and many opportunities for pair and small-group work.

Delivering the Learning aims

Learning aim A

For learning aim A, you could introduce the assistant coaching roles and responsibilities in order for learners to understand what these are and how they may differ from those of the lead coach. It would be beneficial for learners to see the role in action and clips from sites such as YouTube could be sourced to support learner understanding of what the expectations are. Learners could then undertake the role of an assistant coach through practical sessions where they aim to put the key roles and responsibilities into action. At this point, it may be beneficial for a guest speaker to visit the centre in order to discuss their roles and responsibilities with learners, sharing different methods of undertaking these and going on to discuss their wider considerations such as legislation, guidelines, policies and procedures.

Legislation, guidelines policies and procedures could be shared with learners with information for each and time allowed for them to conduct their own research to help further understanding. Learners could be given the opportunity to delve into different documents, sharing their findings with the wider group and taking an opportunity to produce their own versions of non-governed guidance such as a company policy or operating procedure.

Learning aim A could conclude with tutor-led revision to ensure learners understand the different aspects from the content fully before going on to complete the assignment.

Learning aim B

For learning aim B, you could introduce the different leadership styles through a practical session where learners experience each of the three styles indicated. You could then introduce learners to the theories of coaching and learning using a variety of delivery methods such as tutor-led presentations, individual tasks, group activities and providing research opportunities. It may be beneficial to again utilise the use of online video clips from sites such as YouTube to cater for all



learning needs before going on to provide learners with practical opportunities to utilise new skills such as assessing progress of participants.

Introducing learners to planning and preparation could be conducted in a classroom environment, learners given the opportunity to plan sessions, practise the best ways to prepare correctly and safely before going on to lead sessions as both a coach and an assistant coach. It is important that learners are provided with the opportunity to give and receive feedback to support their development further. The feedback should focus on the planning and preparation undertaken for the session and inform those delivering of how well these two aspects were utilised and their impact on the session.

Learning aim C

Learning aim C could be introduced by use of a guest speaker to discuss the importance of planning for session success with learners before leading learners in a professional coaching session to demonstrate the skills that are required of assistant coaches as well as a suggested delivery method.

Following the guest speaker, this learning aim could be delivered through a variety of tutor-led classroom sessions and a significant number of practical sessions to allow learners the opportunity to practise and develop their assistant coaching skills as well as their session delivery skills. There is sufficient time within this unit to allow learners the opportunity to develop their own skill base as well as undertake the assessment of learning aims B and C.

Learning aim D

This unit concludes with reviewing the sessions delivered. This could be delivered through a variety of tutor-led sessions and individual activities to allow reflection time and for learners to understand the importance of this. Learners could be guided through the sources of feedback and be provided with the opportunity to produce and use their own documentation. It is imperative that learners understand how to review effectively and could be led through a practical session where they have the opportunity to review this afterwards, identifying key elements including strengths and areas for improvement.

To conclude the learning aim, you could lead learners to explore different methods of professional development and share a variety of options with them. You could allow the opportunity for learners to practise seeking professional development opportunities, e.g. supporting an extra-curricular club where they can learn from a tutor within the centre etc.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Explore the responsibilities of an assistant coach	A1 Assistant coaching roles A2 Assistant coaching responsibilities A3 Legislation and guidelines A4 Policies and procedures	Training booklet for potential assistant coaches.
B Prepare sport and activity sessions	B1 Theories of coaching and learning B2 Planning for participation B3 Preparing the environment and participants	Rationale and records of preparation and management of facilities and equipment. Records of delivery of a series of assistant coaching sessions, supported by video recordings.
C Explore and develop assistant coaching skills	C1 Assistant coaching skills C2 Delivering sport and activity sessions under supervision	
D Review sport and activity sessions as an assistant coach	D1 Personal development through review	Reflective log with details of development and actions taken.

Assessment guidance

This unit is internally assessed. There is a maximum number of three summative assignments for this unit. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

It is suggested that **learning aim A** is assessed via the production of a training booklet aimed at potential assistant coaches. Within this booklet, learners are required to include the assistant coach roles and responsibilities focusing on the impact that these can have on a session as well as the impact that other coaching requirements can have on them. They must also include current and relevant legislation, guidelines, policies and procedures that assistant coaches must follow.

To support learners in their booklet production, they should be encouraged to use headings and subheadings to clearly signpost their information to other assistant coaches.

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

Learners must also provide evidence that they have applied the basic theories of learning and coaching within their sessions and can do this through the video or annotated photographs by



providing a clear written document that explains where these are used and how. Learners should also provide additional written documentation to accompany their visual evidence to ensure that they have provided sufficient materials to fulfil the criteria – especially at the higher end.

To support learners with their evidence for these learning aims, they should provide clear headings and present their written document in a logical manner.

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



Getting started

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

Introduction

You will find it useful to introduce this unit by discussing the differences between a coach and an assistant coach along with the importance of assistant coaches. In order to be successful, learners will need to have a thorough understanding of the role and responsibilities of assistant coaches along with the required skills and key knowledge needed to be effective within the role.

Throughout the delivery of this unit, learners should be encouraged to reflect on their performances and consider how they can develop to provide participants with a better experience.

Learning aim A – Explore the responsibilities of an assistant coach

- Learning aim A is introduced by the use of video clips to highlight coaches and assistant coaches. A discussion could be held that draws out the differences between coaches and assistant coaches or simply the skills and qualities that anyone in coaching requires.
- For A1, introduce the various coaching roles and discuss what these involve. Provide learners with a video clip to allow them to see coaching roles in action and ask them to write a list of the roles that they can see. Discuss if there are differences between sports and the expected roles. Learners are set a task to research an assistant coach and the roles that they undertake. Learners should present their findings to the wider group.
- For A2, introduce various coaching responsibilities and discuss what these entail. Learners should research assistant coaches and find out how they implement their responsibilities to ensure success of the session and progression of their athletes. They should share their findings with peers.
- Learners are provided with the opportunity to work as part of a group to use the roles and responsibilities of an assistant coach and begin their coaching journey. They should provide each other with feedback to support development.
- To consolidate A1 and A2, a guest speaker should visit the centre to provide learners with examples of how they implement their role successfully. Learners should use the information provided to create a checklist to help remind them of their roles and responsibilities when in a coaching environment.
- For A3 and A4, introduce the legislation and guidelines as well as policies and procedures. Provide key details as an overview and set different research tasks for learners where they share with the group and ensure all aspects are covered. It would be worthwhile providing learners with a set of questions to answer as they research to ensure all required and vital information is gathered.
- It would be worth revising this learning aim with learners to ensure their notes are sufficient and misconceptions are dealt with due to the intricate nature of the information.

Learning aim B: Prepare sport and activity sessions

- Learning aim B is introduced via a practical session where learners participate in a tutor-led session to experience the three different leadership styles. After a short activity delivered



using each leadership style, a discussion should be held to discuss the key characteristics of each of the leadership styles. This may require some carefully crafted questions from the tutor.

- For B1, introduce the different aspects identified in small groups to allow learners to focus on the topics and develop their knowledge. Provide information and set a range of group and individual tasks that lead learners to research effectively and understand fully. When focusing on coaching and learning theories, learners should focus on key athletes and the coaching that they have received for the way in which they learn – can they work out what style of leadership has worked best for different athletes? Learners produce their own documents for methods used to assess progress to ensure that they can use these effectively and fully assess progress within the session. Consolidate B1 by leading the group in several practical sessions allowing learners the opportunity to use their documents to assess progress of both themselves and their peers.
- For B2, introduce learners to planning and provide them with information on how to plan effectively. Provide a clear session plan and allow learners the opportunity to create a session that they can coach. Following this discuss risk assessing and contingency plans. Ensure learners understand the necessity and importance of these in maintaining a safe environment for all involved. Allow learners the opportunity to produce a risk assessment and contingency plan for the previously planned session.
- For B3, introduce preparation and the importance of this in supporting the planning to maintain safety as well as group control. Ask learners to produce a checklist of reminders for when preparing any session to ensure the environment, equipment and participants are safe. Demonstrate to learners how to check areas and equipment etc. to ensure all understand how this may look.
- For B2 and B3, complete these by allowing learners the opportunity to deliver sessions using their plans, risk assessments, contingency plans and implementing their preparation of the environment, equipment and participants.

Learning aim C: Explore and develop assistant coaching skills

- To introduce learning aim C, invite a guest speaker in to discuss the importance of the assistant coaches that they work with. The guest speaker leads a practical session demonstrating the key skills that an assistant coach would be expected to utilise in a session.
- For C1 and C2, introduce learners to assistant coaching skills and the delivery of a sports and activity session. Provide clear explanations of how these look and, if possible, use clips from YouTube or similar to show learners. Request learners make a checklist of the assistant coaching skills that they need to display when delivering sessions. Discuss what makes a successful session and ask learners work in pairs to create two session plans (one as the coach and one as the assistant coach) for different sports. Learners should also create risk assessments and contingency plans.
- Once planned, provide learners with sufficient time to deliver their sessions to their peers. At the start of each session, learners should be allowed preparation time and at the end of each session, time to receive peer feedback that is both positive and developmental.
- Once they have delivered the sessions, provide learners with time to implement their feedback and produce new sessions for delivery. Again, allow sufficient time for all learners to prepare, deliver and receive feedback on their delivery.



Learning aim D: Review sport and activity sessions as an assistant coach

- For D1, introduce reviewing and what this entails, discussing the different types of feedback and sharing examples with learners. Set learners a task to research the different methods of feedback and provide positive comments for each method before designing their own feedback document (a questionnaire, self-review, comment cards and one-to-one questions). Provide learners with the opportunity to participate in a practical session in order to carry out a short review using the methods discussed.
- Introduce learners to professional development and discuss the different ways that professional development can be undertaken. Ensure learners understand that this can include simple tasks such as taking advice from a mentor through to completing NGB coaching qualifications. Set learners the task to create their own development plan ensuring they understand the importance of this.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 1: Health, Wellbeing and Sport
- Unit 2: Careers in the Sport and Active Leisure Industry
- Unit 16: Applied Coaching Skills
- Unit 29: Technical and Tactical Skills in Sport
- Unit 35: Practical Sports Performance.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L3 Qualifications in Sport. Check the Pearson website at: (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

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

Journal

Learning Theories: Classical Conditioning, Operant Conditioning and Learning by Observation (Manchester Metropolitan University)

Paper published looking at coaching and learning theories.

Videos

https://www.youtube.com/watch?v=jD_dcjFsQ_0

<https://www.youtube.com/watch?v=UcBrelBomR0>

<https://www.youtube.com/watch?v=5ST2xdg1bXQ&t=67s>

All three videos show assistant coaches in action.

<https://www.youtube.com/watch?v=Gfjl6qStVic>

Coaching session with coach and assistant coach.

<https://www.youtube.com/watch?v=exP-lpM5Eu0>

Discussion regarding assistant coaches.

<https://www.youtube.com/watch?v=BFiWd4UV-nc>

<https://www.youtube.com/watch?v=ACHhuER-aUY>

Both videos show assistant coaching stories.



Websites

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

Information around engaging children in coaching sessions. Whilst UK based, the same principles will apply in other countries.

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

Information regarding coaching, planning, 'doing', and reviewing. This is UK coaching but alternatives can be sourced depending on the country.

https://www.britishcycling.org.uk/coaching/article/coa20090629_CPD_June

Support from British Cycling in planning effectively.

<http://ucoach.com/resources/tutors/coaching-assistant/>

<https://www.englandathletics.org/coaching/qualifications/coaching-assistant/>

<https://www.uka.org.uk/grassroots/coach-education/coaching-qualifications/coaching-assistant/>

These websites provide information about what goes into assistant coaching courses and the requirements of participants etc.

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

Guidelines from FIFA.

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

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

<https://www.olympic.org/athlete365/safeguarding/>

Safeguarding toolkit from the International Olympic Committee.

<http://www.uksportsassociation.org/policies-and-procedures/>

Policies and procedures – anti-doping.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.