



Unit 16: Applied Coaching Skills

Delivery guidance

Approaching the unit

The aim of this unit is for learners to further develop their coaching skills and experience. The unit will build on the underpinning coaching concepts covered in *Unit 15: Developing Coaching Skills*, where the focus was on operating as an assistant coach. This unit focuses more towards learners acting as the head coach, with a responsibility for programme planning as well as delivery and review, supported by a team of assistant coaches.

The unit lends itself to a balance of tutor delivery of the key concepts, supported by guest speakers from the coaching environment and the ability for learners to explore and practise their skills in a coaching setting and apply their learning.

Delivering the learning aims

Learning aim A

This learning aim centres on the considerations needed when developing a coaching programme to ensure an inclusive and accessible learning environment, where participants can experience a series of linked and progressive coaching sessions that cater for their needs. This would be best suited to group discussions around the considerations needed to plan a coaching programme that meets individual needs. This could support a peer learning process where learners can share their experiences of coaching programmes as assistant coaches and participants. It would also be useful to supplement this with input from established head coaches to share some insight into how they plan their programmes.

Learning aim B

This learning aim builds from learning aim A and focuses on planning of the sessions to be delivered as part of the coaching programme. This aim also builds on some of the key coaching concepts covered in *Unit 15: Developing Coaching Skills*, looking at the structure of an effective coaching session. A similar delivery approach to learning aim A may be successful here, with the sharing of knowledge and experience of what works and what areas to avoid when planning coaching programmes.

Learning aim C

This learning aim focuses on the practical delivery of the coaching programme and should be delivered as practically as possible. There should be sufficient practice time for learners to explore their leadership, communication and feedback skills as well as delivery of the coaching programme.

Learning aim D

This learning aim encourages the review process, which is a critical skill for an effective head coach. Having access to guest speakers can provide great insight into how different coaches approach this area of coaching and what strategies are accessible to ensure coaching sessions and programmes are successful.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Assess participant needs for a coaching programme	A1 Needs of participants A2 Profiling	Learners produce participant case files, aligned with goals and bespoke coaching plans.
B Plan a sport coaching programme	B1 Preparing the coaching team B2 Planning a coaching programme B3 Planning individual coaching sessions	
C Lead a coaching programme	C1 Leading a coaching programme C2 Feedback techniques and cycle C3 Leadership	Tutor observation of coaching and leadership skills demonstrated during the coaching programme.
D Monitor progress and adapt the programme	D1 Monitor participant progress D2 Monitoring and adapting the programme	Learners record progress of participants and adaptations of programme in a progress log, supported by records of coaching sessions.

Assessment guidance

This unit is internally assessed. There is a maximum number of two 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 aims A and B** are assessed via a written coaching portfolio that reflects a coaching programme plan. Within the portfolio, learners must provide evidence as to how they have identified the individual needs and initial performance level of the participants in the programme and planned a series of coaching sessions that address these needs and cater for the respective performance levels. This could be recorded in the form of individual case files for each participant in the group, clearly identifying their motivation, performance profile and individual needs.

The second part of the portfolio will be a series of session plans that reflect the needs of the coaching group, building from the evaluation of the individual profiles. The session plans should provide evidence of being linked and progressive and show how activities can be differentiated for the individuals within the session, as well as outlining the rationale behind the extra non-session support.

Learning aim C will involve the delivery of the planned sessions within the coaching programme, supported by a team of assistant coaches, so as such a tutor observation of coaching and leadership performance should be completed. This observation will be assessed in conjunction with the session planning information and will consider the communication skills used with participants, the style of delivery in relation to the group needs and the ability to differentiate and



employ the assistant coaches to promote optimum learning of the group. The observation should also take into consideration the learner review of the coaching session.

Learning aim D will involve the delivery of individual feedback during the observed coaching session, the coaching session review process and the progress log notes in the individual profiles (as developed as part of learning aim A). The observed coaching session will assess the ability of the learner to analyse the performance of individuals within the group and offer relevant interventions to enhance performance. The coaching review will assess the ability of the learner to reflect on the success of the session (in relation to the session learning outcomes) and develop plans for future session development. The progress of each individual should be recorded in the individual profiles as a record for future sessions and will provide a view of how effective the coaching programme has been with the different individuals in the group.



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

This unit has strong links to *Unit 15: Developing Coaching Skills*, *Unit 27: Sports Psychology* and *Unit 29: Technical and Tactical Skills in Sport* and learners should draw on their knowledge from these units as well as their own experiences of coaching in the application of theory to practical coaching.

Introduce this unit by revisiting the role of the coach to reinforce the expectations and responsibilities of a head coach and define what is good coaching.

Learning aim A: Assess participant needs for a coaching programme

- Learning aim A focuses on the needs of the participants in the coaching group. This is important to ensure that coaching programmes are inclusive and accessible and that everyone involved feels like they are getting some personal development.
- For A1, you could look at the range of reasons why people engage with coaching in sport and also what prevents people from accessing coaching. This could be accessed through the past experiences of learners as well as different sports examples and insight from experienced coaches.
- For A2, you could use a case study approach to profile the requirements of different sports and what this means for coaching programme planning. This would include:
 - performance profiling (technical and tactical performance)
 - physical testing (fitness testing)
 - psychological profiling (motivation, confidence, personality)
 - lifestyle (health and wellbeing).
- The other major area to consider in A2 is the concept of data protection and what consideration you would need to have when developing case files for participants.

Learning aim B: Plan a sport coaching programme

- Learning aim B builds on the knowledge of the individual considerations needed to make a coaching programme accessible and engaging and turns it into individual coaching sessions.
- For B1, you need to build on the expectations of the assistant coach covered in *Unit 15: Developing Coaching Skills* and focus in on the role of the head coach. This could be covered through questioning the coaching experiences of learners and also through guest speakers who would be head coaches across different sports. The question of how to use assistant coaches effectively is key for this learning aim. Learners could be offered the opportunity to observe a head coach in action to see this aspect of the role.
- For B2, the nature of the planning process is covered to look at the different planning cycles, linking back to the different performance levels and associated motivations, which should all fit together into a coherent plan. This provides a direction and a framework to build the specific sessions from. This is another area that a head coach guest speaker could add insight as to their approach.



- The other key aspect for B2 is the non-session outcomes that you would look to get from a coaching programme. This could be an open question to learners as to what else they feel they could get from a coaching programme, exploring areas such as the following:
 - nutrition, lifestyle, welfare, psychology, media, career
 - performance, preparation, leadership
 - schedule: one-to-one, reviews, assessments, wider stakeholders.
- These non-session outcomes would depend on the individual needs identified in learning aim A.
- For B3, you would revisit the content from *Unit 15: Developing Coaching Skills* and look at how to plan sessions effectively – the extra focus in this unit though is ensuring the sessions form part of a linked and progressive programme. There is the opportunity here to explore the concept of differentiation, asking learners to extend or simplify some sports drills to cater for the range of abilities in the same session.

Learning aim C: Lead a coaching programme

- Learning aim C culminates with the delivery of the coaching programme. However, before this takes place the coaching environment has to be considered, to try to ensure there is optimal learning opportunities for the whole group.
- For C1, the process of coaching could again be revisited from *Unit 15: Developing Coaching Skills*. There should be discussions around safeguarding and risk assessment, to ensure the coaching is safe and equitable, the approach and philosophy of the coach, to ensure that coaching relationships are positive, and also the process of coaching, to make sure that information is transmitted and received effectively. This could be done via group discussions to explore learners' past experiences and also from guest speaker coaches to share their insights, thoughts, coaching styles and philosophies.
- There should be numerous practical activities in this learning aim, where learners can get to model their coaching behaviour in a safe environment.
- For C2, the process of delivering feedback is the focus, which can be explored practically through a range of sports skills and activities that require some analysis of performance and developmental feedback. The theory behind planning the delivery of feedback should be presented but learners should be enabled to shape their own methods and style through practice.
- For C3, the focus is shifted to leadership, which again lends itself to practical delivery and exploration. There are two leadership components to consider – the leadership of the session delivery to participants and also the leadership of the coaching team, both of which should be practised and explored in a small-scale coaching environment. This could also be supported by visits to coaching environments or guest speakers who operate as head coaches.
- There should be sufficient time set aside in this learning aim to provide ample time for learner to practise and develop their skills as well as to deliver the coaching programmes to their groups (if appropriate). This approach should promote the peer review process to provide another opportunity for learners to practise giving feedback.



Learning aim D: Monitor progress and adapt the programme

- Learning aim D focuses on the analysis, review and adaptation process that is critical for an effective coach. It is vital that this process takes place if individuals within a group coaching situation are to develop their performance level and get the most from the programme.
- For D1, you should offer learners some different models of reflection that they can use as a framework for their reflection, then get learners to practise these when reviewing their mini-coaching sessions. The key for this learning aim is that learners have a model that they are comfortable with to apply to the review of their coaching programme sessions.
- For D2, the focus is on how the results of the reflections can be analysed and turned into adaptations to the individual sessions of the group programme. This can be done through group discussions and potential guest speakers to provide the extra context.



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 15: Developing Coaching Skills
- Unit 27: Sports Psychology
- Unit 29: Technical and Tactical Skills in Sport.

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

Adams M et al, *BTEC Level 3 National Sport Student Book*, Third Edition (Pearson, 2010)
ISBN: 9781846906503

Stafford-Brown J and Rea S, *BTEC Level 3 National for Sport and Exercise Sciences*, Third Edition (Hodder Education, 2010) ISBN: 9781444111989

Journals

International Journal of Sports Science and Coaching (Sage)

International Sport Coaching Journal (Human Kinetics)

Websites

<https://thecpsu.org.uk/> Child Protection in Sport Unit

<https://www.ukcoaching.org/>. UK Coaching

<https://www.youthsporttrust.org/resources-and-learning> Youth Sports Trust

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.