



Unit 17: Inclusive Coaching

Delivery guidance

Approaching the unit

This unit gives learners the opportunity to develop an understanding of coaching different target groups within the community and how to provide adaptations to coaching sessions to ensure everyone is included fully. The unit includes a number of topics that will be new to some learners. With this in mind, it is important that theoretical content is delivered via a variety of methods, for example presentations, debates, discussions and posters, as well as in practicals to demonstrate anatomy and physiology in action.

As this unit is assessed via internal assessment, class notes will be a huge benefit, supporting your learners in achieving success. Reinforcing learning through practical delivery will be extremely important and this should be embedded at all points throughout the delivery of the unit content. Literacy and numeracy skills should be developed, with links made, wherever possible, to the unit topics and content.

The unit concentrates on providing inclusive coaching sessions for different target groups in society. Although this is not compulsory, it would enhance their learning if learners are doing (or have done) voluntary coaching placements so that they have first-hand experience of the topics within the unit.

Delivering the learning aims

Learning aim A focuses on giving learners an understanding of the target groups that are associated with inclusive coaching. These groups are defined as having lower participation levels than other groups in society. To fully understand these groups, learners will then move on to levels of participation and the characteristics of different levels of participation. Learners should understand that inclusive groups can participate at advanced levels of performance and coaches should be prepared to deliver inclusive sessions for all levels of ability. Learners will then gain an appreciation of who provides sport in their local area and investigate the international organisations responsible for ensuring inclusive practice.

If learners are able to experience practical coaching sessions that would be appropriate for different target groups at different levels of performance, this would give them an insight into the necessary adaptations for different groups.

This learning aim is the building block of the unit, and tutor-led presentations would be appropriate as well as whole-class discussions so that learners can share their experiences. Case studies would also work particularly well.

Learning aim B concentrates on the reasons that participants cannot (or choose not to) participate in sport. Learners should be encouraged to research specific target groups and identify specific barriers to participation for selected participants.

The second part of the learning aim reviews the methods of reducing barriers to participation. A guest speaker would be a good way of introducing particular sports development projects that aim to reduce inequality and encourage participation. There are many examples of how methods have been employed to reduce barriers and learners should be given the opportunity to explore these programmes.



Learning aim C gives the learners the opportunity to plan an actual coaching session for an inclusive group. This allows learners to consolidate the earlier learning aims and put their understanding of their group's needs into an effective coaching session. Although learners are not required to deliver the session, it would be important for them to participate in practical coaching sessions to measure the appropriateness of the level of activity, intensity and timings.

Learners must be aware of different leadership and coaching styles. Through micro-teach sessions, learners can identify and develop a style that suits them. They can also apply different styles to the groups they are working with (even if this is their peers in class).

Tutor-led delivery may be used to further support theoretical understanding, with worksheets that confirm learning before the final coaching plan is developed.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Examine key concepts for inclusive coaching	A1 Target groups for inclusive coaching A2 Levels of participation A3 Providers of sport A4 International organisations responsible for ensuring inclusive practice	A presentation evaluating the different target groups that require consideration for inclusive coaching and their potential levels of participation. The presentation should also examine the providers of sport and organisations that are responsible for ensuring inclusion within sport. The presentation should also evaluate the barriers to participation for individuals from different target groups, providing effective methods of reducing those barriers.
B Explore barriers to participation and methods of reducing barriers	B1 Barriers to participation B2 Methods of reducing barriers to participation	
C Prepare sport sessions for inclusive coaching	C1 Planning for inclusive coaching sessions C2 Adaptations for inclusive coaching C3 Leadership styles and suitability for different groups C4 Application of coaching style	A session plan and justification that outlines suitable activities for a chosen target group and a style of coaching that would be appropriate for the group.

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 presentation. Learners are not required to present their slides to the assessor but they may choose to do so if they believe they can gain a higher grade from verbalising the information. Learners who do not verbally present their slides will be required to put more information onto the slides or fill in the 'presenter's' notes as this will be their sole form of evidence. Within the presentation learners should initially explain the different target groups and levels of participation for inclusive coaching. They should discuss key characteristics of each group and link these to levels of participation.

Learner should then discuss the providers of sport (public, private, voluntary, health providers and elite sport academies). To explain each one they should highlight key characteristics of each and say how the characteristics define the service provision, for example private gyms want to provide high quality facilities so they can charge higher membership fees and therefore make more profit. Finally, learners should describe the organisations responsible for ensuring inclusive practice.



To conclude their presentation, learners should compare and contrast the different characteristics of the providers of sport. They could do this by directly reviewing the positives and negatives of each type of provider. Learners should then evaluate the barriers to participation by assessing the impact on different groups and if that barrier has more or less impact at different levels of performance. For example, would financial considerations be as restrictive for an elite athlete with disabilities as they would with a beginner?

To support learners in the creation of their presentation they should be encouraged to use different slides for different topics and annotations such as pictures and diagrams to support explanations. Case studies and examples would also enhance their discussions.

Learning aim C requires learners to produce a session plan for an inclusive group. This should be accompanied with a justification of the activities chosen for the specific target group and a style of coaching that would be appropriate for this group. The justification could be produced in a number of formats that suit the learners in the group. For example, some may prefer to produce a written report and other learners would benefit from giving this information verbally. The plan should review the participants' characteristics and this should be used to inform the actual session plan. The plan itself needs to meet the aim of the session and identify how differentiation and adaptations will be planned for. A 'normal' coaching plan may have to be adapted for learners to demonstrate all of the required information.

The report will justify the choice of leadership style for the planned coaching session. Learners should make links between the target group and level of performance and how this has influenced their choice of leadership style. The report should also evaluate the whole session planning activity by discussing the choices made in the session plan and by assessing the choice of coaching style versus other styles.



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

Introduce the unit to learners by using a series of activities on anatomy and physiology, identifying any prior knowledge and understanding. Outline that the unit explores the effects of exercise and sports performance on the body systems, as well as additional factors and adaptations. Explain that learners will be equipped with the skills to apply anatomical knowledge to other units and vocational employment opportunities. This unit will also give learners a good understanding of physiological effects on the systems.

Learning aim A: Examine key concepts for inclusive coaching

- For A1, the tutor could introduce the target groups for inclusive coaching with a presentation. In a group discussion, learners could discuss their experiences of working with these groups and highlight some of the characteristics of these groups.
- In small groups, learners could be given case studies of different types of performer and they have to decide which level of participation they would fit into and discuss the reasons for their choices. Tutor to follow up with a discussion surrounding levels of coaching and skill level. In pairs, learners can then identify the characteristics of participants at different levels and how this would impact on coaching this type of group.
- For A3, the tutor could deliver information about the different providers of sport. Learners could then be given case studies of different sports businesses in their local area and they have to decide which type of provider they would be classed as and why. During an independent research task, learners should choose a sport and identify a business for each of the five categories of providers and discuss:
 - What the aim of the business is
 - What the wages are like if they were to secure a job in this business
 - What qualifications they would need to work there
 - How good the accessibility is for different target groups
 - The standard of facilities.
- In a flipped learning activity, learners should be given information/videos about international organisations responsible for ensuring inclusive practice. In class, small groups are asked to feed back their summary of the organisations. They are then required to find examples of education, sanctions or policy change that the organisation has implemented to eradicate inequality.

Learning aim B: Explore barriers to participation and methods of reducing barriers

- For B1, learners should be encouraged to contribute to a group discussion to identify barriers to participation. The class should be split into six and each group concentrate on a particular target group. They should then identify specific barriers for their target group and feed their findings back to the whole class. The tutor should then present the specific categories of barrier.



- The tutor should prepare case studies to highlight the topics in B2. The case studies should include examples of participants with specific barriers for learners to overcome. Learners should be given independent research time to identify examples of methods of reducing barriers.

Learning aim C: Prepare sport sessions for inclusive coaching

- For C1, learners should be given one-to-one time with the tutor to select an appropriate target group to base their coaching session on. Learners should then be given a coaching plan template and given a random target group to prepare a session for. They should set aims and SMART targets for the session, followed by activities that would be suitable for their group. In pair work, the learner should justify the session plan they have created, discussing their choices.
- Learners should participate in practical coaching activities to gain an understanding of adaptations for inclusive coaching. At the end of the session learners should be encouraged to identify how many would be appropriate for their group.
- For C3 and C4, learners should be introduced to leadership and coaching styles. Learners should be given access to video clips that highlight different styles and be asked to evaluate the appropriateness of different styles with different groups. Tutor should demonstrate some of the leadership styles within practical lessons.



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

This unit links to:

- Unit 4: Ethics, Behaviours and Values
- Unit 15: Developing Coaching Skills
- Unit 16: Applied Coaching Skills
- Unit 34: Sport Development
- Unit 38: Coaching Football the Liverpool Way.

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

Sports Coach UK, *Equity in Your Coaching* (Firsty Group, 2001) ISBN 9781909012080 – a text to raise learners' awareness of equity and fairness issues in sport.

Sports Coach UK, *Inclusive Coaching* (Firsty Group, 2011) ISBN 9781909012110 – a text to improve learners' ability to coach people with disabilities.

Journal

Creating Respectful and Inclusive Environments: The Role of Physical Educators and Coaches – Shawn Ladda - This article provides practical suggestions for teachers and coaches linked to inclusive coaching.

Inclusive Coach between Theory and Practice – Angela MAGNANINI- This journal outlines the theoretical characteristics of an inclusive coach and presents the data from a survey conducted.

Videos

https://www.youtube.com/watch?v=TNoRwzi6GMs&list=PLPzf2kv8VV4sHJhN_HLItG1h8YrMnGpKh

– What does sport mean to you? A video summarising the barriers women face to sport and physical activity.

https://www.youtube.com/watch?v=JCRV4phF5eM&list=PLPzf2kv8VV4sHJhN_HLItG1h8YrMnGpKh&index=3 Sporting Equals – A video discussing the work of Sporting Equals and how they combat inequality.

https://www.youtube.com/watch?v=JCRV4phF5eM&list=PLPzf2kv8VV4sHJhN_HLItG1h8YrMnGpKh&index=3 Guardian football – 'We're powerful together': Harder and Eriksson on being a gay couple in football.

<https://www.youtube.com/watch?v=uxhMtaEEtgM> Kent Sport - Sports Coach UK project to develop more opportunities for sports clubs and disability groups to work together.

<https://www.youtube.com/watch?v=1AZMiq6Mg-k> – a video describing leadership styles (autocratic, democratic and laissez-faire).

<https://www.youtube.com/watch?v=FAMKnwos> - Why Do You Coach? Coaching Philosophy



Websites

<https://disabilitysportscoach.co.uk/> - an organisation to promote physical activity for people with disabilities.

www.sportengland.org – national organisation whose focus is for everyone in England to feel able to take part in sport or activity, regardless of age, background or ability.

<https://www.stonewall.org.uk/> - national organisation to support all lesbian, gay, bi and trans people.

<https://www.ukcoaching.org/> - a website dedicated to developing coaching skills and accessing coaching resources.

<https://www.womeninsport.org/> - an organisation that want to transform sport for the benefit of all women and girls in the UK.

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.