

Pearson BTEC Level 2 Award in the Principles of Coaching Sport

Specification

BTEC Specialist qualifications

First teaching June 2012

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

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

The QN remains the same.

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Summary of Pearson BTEC Level 2 Award in the Principles of Coaching Sport specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Details of expired Level 1 and Level 3 Awards removed from specification	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
Reference to credit transfer within the QCF removed	Section 6
Units re-numbered as those relating to the expired Level 1 and Level 3 Awards have been removed from the specification	Section 11
QCF references removed from unit titles and unit levels in all units	Section 11
Guided learning definition updated	Section 11

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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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 work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Award in the Principles of Coaching Sport
Qualification Number (QN)	600/5634/4
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)
Total Qualification Time (TQT)	90
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 Pearson Access and Recruitment policy (<i>see Section 9, Access and Recruitment</i>).

Qualification title and Qualification Number

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, qualifications.pearson.com

Objective of the qualification

The Pearson BTEC Level 2 Award in the Principles of Coaching Sport is intended for learners who work in, or want to work in, sports coaching.

It gives 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 2 qualification
- develop their own personal growth and engagement in learning.

Progression opportunities through Pearson qualifications

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

Industry support and recognition

This qualification is supported by SkillsActive, the Sector Skills Council (SSC) for Active Leisure, Learning and Wellbeing.

Relationship with National Occupational Standards

The BTEC Level 2 Award in the Principles of Coaching Sport relates 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 structure

Pearson BTEC Level 2 Award in the Principles of Coaching Sport

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

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

5 Assessment

All the units in this qualification 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:

- achieve **all** the specified learning outcomes
- meet the standard determined by the assessment criteria by providing sufficient and valid evidence
- prove that the evidence is their own.

Centres need to produce assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted. All assignment briefs created by centres should be fit for purpose and should be based on the unit assessment criteria.

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

Assessment tasks and activities must enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the learning outcomes and assessment criteria within the context of the *Unit amplification*. When devising the assessments, centres need to look closely at the verb used for each assessment criterion to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements.

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.

Pearson 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 our policy document *Recognition of Prior Learning Policy and Process*, available on our website, qualifications.pearson.com

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 to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson 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 Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC Apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
- 2 Delivery of the qualification outside the Apprenticeship:
 - 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, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website, qualifications.pearson.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

Pearson'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. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are 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.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information on reasonable adjustments and special consideration in *Section 4, Assessment*.

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.

11 Units

Unit format

Units have the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

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

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

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

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

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 Pearson 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: J/601/2101

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	2.1	Outline how to identify participant(s)' needs	<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
		2.2	List the sources of information that a coach can use when planning and preparing coaching sessions	<ul style="list-style-type: none"> For example coaching manuals, textbooks, the internet, previous session plans
		2.3	Identify the types of information about participants which should be treated confidentially	<ul style="list-style-type: none"> Confidential information, e.g. participant, name, address, photographic images, fitness assessment results, medical records, additional personal details
		2.4	Describe the stages and components of the coaching process	<ul style="list-style-type: none"> Components, e.g. encouraging learning, types and use of instructions, facilitation
		2.5	Describe how to plan coaching sessions that meet participant(s)' needs	<ul style="list-style-type: none"> 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
		2.6	Explain how individual coaching sessions support the aims of the wider coaching programme	<ul style="list-style-type: none"> 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?
		2.7	Explain the process of setting SMART goals/objectives	<ul style="list-style-type: none"> Goals need to be specific, measurable, achievable, realistic and time based (SMART); the process should involve both coach and participant
		2.8	Describe how to start and end a coaching session	<ul style="list-style-type: none"> 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
		2.9 Explain how the physical and psychological capabilities of participant(s) will influence the content and structure of the session	<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
		2.10 Describe different types of demonstrations that encourage learning	<ul style="list-style-type: none"> □ Types of demonstrations: demonstration by coach; demonstration by peers; images; live demonstrations; video feedback in slow motion; use of computer analysis software
		2.11 Explain how to balance instruction, facilitation, and demonstration within sessions	<ul style="list-style-type: none"> □ 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
		2.12 Describe how to use listening skills	<ul style="list-style-type: none"> □ For example paying attention, acknowledgement, giving feedback, responding
		2.13 Describe how to select language that is appropriate to participant(s)	<ul style="list-style-type: none"> □ For example simplified, no jargon, use of metaphors, supportive, understandable, use of questioning
		2.14 List how the coach can establish the views of participant(s) about the coaching sessions	<ul style="list-style-type: none"> □ For example question and answer, survey participants, problem-based scenarios, observation
		2.15 Identify situations when a coach may need to change or adapt a session	<ul style="list-style-type: none"> □ 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

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

Unit reference number: Y/601/2104

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	<ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ Sources, e.g. coaching books, websites, previous sessions, observation of experienced coaches, technical manuals □ 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	<ul style="list-style-type: none"> □ For example autocratic, democratic, laissez faire
		1.6	Explain the use of different coaching styles	<ul style="list-style-type: none"> □ 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	<ul style="list-style-type: none"> □ 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
		3.2	Identify how the participant(s)' stage of development affects the content of coaching sessions	<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
		3.3	Identify how participant(s)' stage of development impacts on the coaching environment	<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"> □ 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"> □ Feedback, e.g. 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
		4.2	Identify a variety of evaluation methods that can be used to monitor participant(s)' development and learning	<ul style="list-style-type: none"> □ 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"> □ 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"> □ 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"> □ How to gather information: question and answer, discussion, questionnaire □ When to gather information: after session, after series of sessions

Learning outcomes		Assessment criteria	Unit amplification
		4.6 Explain how the feedback from participant(s) and others should impact on future coaching practice	<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
		4.7 Describe how to develop and record a personal action plan to improve own coaching practice, including highlighting opportunities for continuous professional development	<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 3: Supporting participant(s)' lifestyle through coaching sport

Unit reference number: H/601/2106

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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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
		1.5	Describe the principles of weight management as appropriate to specific sports	<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
		1.6	Explain how best to achieve optimum nutrition and hydration levels before, during and after training and competition	<ul style="list-style-type: none"> □ 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	Understand physical conditioning for sport	2.1	Identify the components of physical and skill-related fitness	<ul style="list-style-type: none"> □ Physical fitness: strength; endurance; speed; flexibility; body composition □ Skill-related fitness: agility; balance; coordination; power; reaction time
		2.2	Describe the physical capabilities required for a sport	<ul style="list-style-type: none"> □ Specific to the sport, e.g. power, strength, endurance, agility, balance, flexibility, injury prevention, recovery, other requirements
		2.3	Describe the principles of injury prevention in training	<ul style="list-style-type: none"> □ 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
		2.4 Describe how to support participant(s) in the management of injury	<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
		2.5 Identify methods of training different physical components in participant(s)	<ul style="list-style-type: none"> □ Strength (resistance training, high weight/low reps); endurance (continuous/Fartlek); speed (interval); flexibility (stretching and PNF)
		2.6 Identify the basic anatomy and biomechanical demands of a sport related activity	<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
		2.7 Identify specific physical testing protocols for a sport related activity	<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)
		2.8 Identify methods to enhance participant recovery time from session to session	<ul style="list-style-type: none"> □ 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	3.1	Identify the mental capabilities required for a sport related activity	<ul style="list-style-type: none"> □ Mental capabilities, e.g. concentration, determination, motivation, assertion, arousal and emotional control, cohesion
		3.2	Identify key methods for improving participant(s)': <ul style="list-style-type: none"> • confidence • concentration • motivation • emotional control • cohesion 	<ul style="list-style-type: none"> □ Techniques, e.g. mental rehearsal, coping strategies, modelling, progressive muscular relaxation, self-talk, visualisation, decision balance sheets, goal setting
		3.3	Describe the principles of participant(s)' development at the different stages of cognitive, emotional and social development	<ul style="list-style-type: none"> □ 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

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 4: Understanding the principles of safe and equitable coaching practice

Unit reference number: M/601/2108

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
		1.5 Describe the principles for checking the safe functionality of equipment used during sport-specific activities and competition	<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
		1.6 Outline the main rules/regulations of the sport/activity appropriate to the level of the participant(s)	<ul style="list-style-type: none"> □ 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
		1.7 Explain how to interpret and communicate the rules/regulations of the sport/activity to participant(s)	<ul style="list-style-type: none"> □ Integrated within coaching process; rules tests, rules seminars, question and answer scenarios
		1.8 Describe the coach's duty of care responsibilities for participant(s), including children	<ul style="list-style-type: none"> □ Extended duty of care, <i>in loco parentis</i>
		1.9 Outline the coach's responsibilities for ensuring that the coaching environment is maintained appropriately	<ul style="list-style-type: none"> □ For example behaviour of participants, safe equipment and surfaces, location of emergency equipment, telephone, safe use of resources
		1.10 Describe the following requirements for ensuring the protection of children from abuse: <ul style="list-style-type: none"> • legal requirements • sport-specific requirements 	<ul style="list-style-type: none"> □ 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 	<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
		2.2	Explain the purpose of sport-specific Codes of Practice for coaching	<ul style="list-style-type: none"> □ Produced by national governing body, e.g. Football Association (FA), Rugby Football Union (RFU); purpose, e.g. implementation, legal requirements, monitoring and evaluating, positive action, disciplinary procedures
		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: □ 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

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

12 Further information and useful publications

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

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandcolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

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.

13 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

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

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

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 also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

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.

To get in touch with our dedicated support teams please visit our website.

Your Pearson 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 Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

Progression opportunities

These are examples of progression opportunities to other Pearson 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	BTEC Awards in: <ul style="list-style-type: none"> Understanding Stewarding at Spectator Events Employment Awareness in Active Leisure and Learning the Principles of Coaching Sport BTEC Certificates in: <ul style="list-style-type: none"> Sailing and Watersports Fitness Instructing Leisure Operations 	NVQs in: <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, qualifications.pearson.com

Annexe B

Mapping with National Occupational Standards (NOS)

The grid below maps the knowledge covered in the Pearson BTEC Level 2 Award in the Principles of Coaching Sport against the underpinning knowledge of the National Occupational Standards in Sports Coaching. 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
D472	Plan a series of sports coaching sessions	#	#		
D473	Prepare the sports coaching environment	#		#	#
D474	Deliver a series of sports coaching sessions		#		
D475	Monitor and evaluate sports coaching sessions		#		

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