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### Overview

This standard is about planning coaching programmes. This involves goal setting and programme design and preparation.

Coaches must also take account of guidelines from national governing bodies and their own prior experience when planning programmes and sessions.

The standard is divided into three parts. The first part describes the four things you have to do. These are:

1. set programme goals appropriate to performance factors and participant needs
2. design and plan sports coaching programmes to achieve programme goals
3. plan the resources needed for sports coaching programmes
4. plan how to evaluate sports coaching programmes

The second part covers the knowledge and understanding you must have. Please note: this is expanded further in a separate document, 'Knowledge and Understanding Specification for Level 3 Sports Coaching'.

The third part lists the key assumptions that underpin competent coaching. You must study these and make sure you put them into practice.

This standard is for coaches who plan, manage, implement and review coaching programmes.

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## Plan sports coaching programmes

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### Performance criteria

*You must be able to:*

#### **Set programme goals appropriate to performance factors and participant needs**

- P1 make sure that the goals reflect your analysis of the participants' level of development, actual and potential performance
- P2 make sure the goals balance the needs of individual participants and/or the group as a whole
- P3 make sure the goals are consistent with recognised good practice
- P4 negotiate and agree the goals with the participants and others in a way that is fair and ethical and takes account of their needs
- P5 make sure the goals are consistent with your own level of competence
- P6 make sure that others are aware of the goals and the implications for their responsibilities
- P7 record the agreed goals in a format that is clear and understandable to those involved

*You must be able to:*

#### **Design and plan sports coaching programmes to achieve programme goals**

- P8 identify relevant sources of information and materials that can help you to plan activities
- P9 research and identify activities that are consistent with your evaluation of performance factors, levels of development and the agreed goals
- P10 decide the appropriate mix of delivery and coaching styles to suit the needs of the participants, task and environment
- P11 identify the focus and priority of each activity according to the participants' needs
- P12 identify and minimise the possibility of one activity interfering with another
- P13 make sure these activities are consistent with agreed good practice in the sport
- P14 plan sessions that progressively link your activities to help participants achieve agreed aims
- P15 plan realistic timings, sequences, intensity and duration for each session
- P16 plan session content in relation to competition and training cycle
- P17 explore possible scenarios and develop contingency plans to address these
- P18 record your plans in a format that will help you and others to implement the programme
- P19 share your planned activities with the participants and others and take account of their feedback

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*You must be able to:*

### **Plan the resources needed for sports coaching programmes**

- P20 identify the resources necessary to implement the planned programme
- P21 negotiate and agree the availability of resources
- P22 ensure the resources meet the needs of the participants
- P23 ensure the resources are in line with accepted good practice in the sport
- P24 ensure the resources are within the programme's budget
- P25 document the planned resources for each planned session

*You must be able to:*

### **Plan how to evaluate sports coaching programmes**

- P26 develop and agree methods of evaluating performance that are safe, valid and reliable
- P27 ensure the evaluation methods are consistent with the available finances and other resources
- P28 plan a schedule for the evaluation
- P29 identify how others will support the evaluation plan
- P30 identify information that should be treated confidentially
- P31 identify how to resolve any disputes that may arise during the evaluation
- P32 ensure that the outcomes of evaluation will be used for performance development
- P33 communicate your plans for evaluation to the participants and others and take account of their feedback

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### Knowledge and understanding

*You need to know and understand:*

- K1 the role of the coach
- K2 the coaching process
- K3 evaluation, self-reflection and reflecting on feedback
- K4 skill development
- K5 physical conditioning
- K6 mental skills
- K7 participant lifestyle
- K8 nutritional advice
- K9 stages of development
- K10 learning styles and theories
- K11 inclusive and equitable practice
- K12 health, safety and welfare
- K13 behaviour management
- K14 planning and periodisation
- K15 performance evaluation in competition
- K16 managing the contributions of other staff

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### Additional Information

#### Scope/range related to performance criteria

1. **goals**
  - 1.1. improve physical ability
  - 1.2. improve mental ability
  - 1.3. improve skills and techniques
  - 1.4. improve tactics
  - 1.5. improve lifestyle
  - 1.6. provide fun and enjoyment
2. **participants**
  - 2.1. individuals
  - 2.2. groups
  - 2.3. people with particular needs as defined by the technical definition for the sport
3. **goals**
  - 3.1. improve physical ability
  - 3.2. improve mental ability
  - 3.3. improve skills and techniques
  - 3.4. improve tactics
  - 3.5. improve lifestyle
  - 3.6. provide fun and enjoyment
4. **resources**
  - 4.1 facilities
  - 4.2 coaching staff
  - 4.3 support staff
  - 4.4 equipment
  - 4.5 materials
  - 4.6 finance

#### Behaviours

The following key assumptions underpin the coaching process and will help coaching to have its intended impact on the participants:

1. The participant must be at the centre of the process; when coaching, the coach should support, co-ordinate and manage the process effectively always starting with the identification and recognition of the participant's needs and should aim to address those needs via their coaching
2. Coaches should aim to empower participants, supporting their right to make choices, discover their own solutions, and enable them to participate and develop at their own pace and in their own way within the

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confines of the environment

3. Coaches should provide opportunities and an environment that motivates, controls risk, engenders challenge, enjoyment and above all achievement
4. Coaches should aim to grow participant's confidence and self esteem
5. Coaches should reflect on their own practice and always look for ways to improve their coaching ability

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**Suite** Sports Coaching Level 3

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