

# SKAD485 (SQA Unit Code - FG6R 04)

## Develop participant performance through effective sports coaching



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### Overview

This standard is about directly coaching participants.

Coaches must take account of guidelines from national governing bodies and their own prior experience when coaching participants.

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

1. prepare self, resources and participants for sports coaching
2. introduce and initiate planned activities
3. enable participants to improve their performance
4. conclude the sports coaching session

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 final part explains what some of the words used in the unit mean.

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

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### Performance criteria

*You must be able to:*

#### **Prepare self, resources and participants for sports coaching**

- P1 meet the participants punctually and help them feel welcome and at ease
- P2 record attendance at the session
- P3 explain and agree session goals and how these contribute to the overall programme
- P4 check the participants' physical and mental readiness to participate
- P5 make sure participants have the correct equipment and clothing
- P6 deliver warm-up activities appropriate to the session and the participants
- P7 make sure the participants understand the value and purpose of warm up
- P8 confirm and revise your plans for the session, if necessary

*You must be able to:*

#### **Introduce and initiate planned activities**

- P9 provide participants with detailed and contextualised information about the planned activities and how these support their goals
- P10 allocate activities to the participants in a way that is specific to their individual needs and is realistic, challenging and relevant to their stage of learning
- P11 make sure that explanations and demonstrations are technically correct and appropriate to the participants' level of understanding
- P12 select and use methods of motivating the participants that are appropriate to them and in line with accepted good
- P13 check the participants' understanding of instructions and give them the opportunity to ask questions
- P14 make sure all participants have the opportunity to take part in the planned activities

*You must be able to:*

#### **Enable participants' to improve their performance**

- P15 use a range of observational and analysis skills to assess the participants' progress, as appropriate to their goals
- P16 intervene at appropriate points with coaching methods that assist the participants to address areas for improvement
- P17 use a mix of coaching styles as appropriate to the participants and the programme aims
- P18 identify when participants need specialist support and recommend they receive this specialist support
- P19 smoothly adapt your plans to respond to the changing needs of the participants as they develop or new learning opportunities during the session

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- P20 enable feedback which is timely, clear and helps the participants achieve their set goals
- P21 encourage and enable the participants to reflect on what they have learned and apply this to their performance
- P22 encourage and support the participants to take responsibility for their own development
- P23 use a clear session structure delivered at an appropriate pace for the participants

*You must be able to:*

#### **Conclude the sports coaching session**

- P24 allow sufficient time to end the session according to the participants' needs
- P25 deliver cool down activities appropriate to the session and participants and explain their value and purpose
- P26 encourage the participants to give feedback and identify further needs
- P27 give the participants an accurate summary of your feedback on the session
- P28 make sure the participants have the information they need about the sport/activity and future opportunities to take part
- P29 supervise the participants' departure in a manner appropriate to the situation and with due regard to their safety and your duty of care
- P30 follow the correct procedures for checking and dealing with any equipment used
- P31 leave the environment in a condition acceptable for future use

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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. **participants**
  - 1.1. individuals
  - 1.2. groups
  - 1.3. people with particular needs as defined by the technical definition for the sport or activity
2. **coaching styles**
  - 2.1. guided discovery
  - 2.2. experiential learning
  - 2.3. problem solving
  - 2.4. directive
3. **coaching methods**
  - 3.1. demonstration
  - 3.2. explanation
  - 3.3. effective questioning
  - 3.4. peer tutoring
  - 3.5. feedback and refinement
  - 3.6. setting appropriate activities
  - 3.7. command and response

#### 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 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

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improve their coaching ability

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**Suite** Sports Coaching Level 3

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