



## Higher National Unit specification: general information

**Unit title:** Sports Coaching Theory and Practice

**Unit code:** FW5M 34

**Superclass:** MA

**Publication date:** October 2011

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit introduces candidates to the basic principles of sports coaching at an introductory level. The Unit provides candidates with relevant underpinning knowledge and offers situations where this can be applied in a practical environment in order to develop their competence as a sports coach.

On completion of this Unit the candidate should be able to:

- 1 Identify and describe the roles and responsibilities of a coach.
- 2 Identify and describe a range of coaching styles and their applications.
- 3 Demonstrate the basic coaching process.
- 4 Evaluate effective communication methods.

### Recommended prior knowledge and skills

It would be beneficial for candidates to possess an understanding of, or practical experience in sports leadership or coaching. This may be evidenced by achievement of relevant National Units at SCQF level 5 or 6. Ultimately, entry is at the discretion of the centre.

### Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

## **General information (cont)**

### **Core Skills**

There are opportunities to develop *the Core Skills of Information and Communication Technology (ICT), Communication, Problem Solving and Working with Others* this Unit, although there is no automatic certification of Core Skills or Core Skills components.

### **Context for delivery**

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes. This Unit is included in the framework for the HNC/HND Coaching and Developing Sport.

### **Assessment**

The Unit will be assessed by two different instruments of assessment. Outcomes 1 and 2 are assessed using restricted response question papers. Outcomes 3 and 4 are assessed by a practical exercise and review. By combining assessments, this reduces assessment workload for candidates.

## Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### Outcome 1

Identify and describe the roles and responsibilities of a coach.

#### Knowledge and/or Skills

- ◆ The roles of a coach.
- ◆ The responsibilities of a coach regarding safety at a coaching session.
- ◆ Dealing with challenging behaviour.

#### Evidence Requirements

To achieve this Outcome each candidate will require recorded evidence to demonstrate their understanding on both aspects of the Knowledge and/or Skills section. Each candidate will be required to identify and describe the roles and responsibilities of a coach. The instrument of assessment will be a restricted response question paper. An acceptable standard of achievement would be to describe five roles of the coach and describe four responsibilities of the coach. Candidates will also be required to describe a strategy for dealing with one type of challenging behaviour.

The evidence will be produced under 'exam' conditions and must be appropriately supervised.

#### Assessment Guidelines

Candidates would be required to provide accurate responses that clearly demonstrate their understanding of the roles and responsibilities of a coach.

This Outcome could be combined with Outcome 2 as part of a single assessment event covering both Outcomes.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Sports Coaching Theory and Practice

### **Outcome 2**

Identify and describe a range of coaching styles and their applications.

#### **Knowledge and/or Skills**

- ◆ Range of coaching styles.
- ◆ Application of styles with different client groups.

#### **Evidence Requirements**

To achieve this Outcome each candidate will provide detailed evidence to demonstrate their understanding on all aspects of the Knowledge and/or Skills section. Each candidate will be required to identify and describe three coaching styles. In addition, each candidate will be required to provide evidence of suitable applications of different coaching styles in relation to client groups. An acceptable standard of achievement would be to describe three coaching styles and two suitable applications in relation to client groups. The instrument of assessment will be a restricted response question paper. The evidence would be produced under 'exam' conditions and must be appropriately supervised.

#### **Assessment Guidelines**

Candidates would be required to provide accurate responses that clearly demonstrate their understanding of coaching styles and their applications.

This Outcome could be combined with Outcome 1 as part of a single assessment event covering both Outcomes.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Sports Coaching Theory and Practice

### **Outcome 3**

Demonstrate the basic coaching process.

#### **Knowledge and/or Skills**

- ◆ Session planning.
- ◆ Session delivery.
- ◆ Session review.

#### **Evidence Requirements**

To achieve this Outcome each candidate will require recorded and practical evidence to demonstrate their competence on all aspects of the Knowledge and/or Skills section. Each candidate will be required to; prepare, deliver and review a session in order to complete the coaching process. The instrument of assessment will be a practical exercise. The practical exercise will be used to allow candidates to demonstrate their practical competence in delivering a session. For assessment purposes the candidate should prepare and deliver a session for a minimum duration of 15 minutes. The session will be reviewed following the delivery phase.

#### **Assessment Guidelines**

The assessment for this Outcome will be a practical exercise where candidates will be required to plan, deliver and review a coaching session. The practical exercise could be conducted on internal or external groups.

This Outcome could be combined with Outcome 4 as part of a single assessment event covering both Outcomes.

### **Outcome 4**

Evaluate effective communication methods.

#### **Knowledge and/or Skills**

- ◆ Knowledge of the purposes of written and spoken communication.
- ◆ Understanding of the impact of format, structure and language.
- ◆ Awareness of techniques to communicate with a range of people.
- ◆ Skills in identifying and summarising key information and supporting detail.
- ◆ Skills evaluating the effectiveness of written and spoken communication.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Sports Coaching Theory and Practice

### **Evidence Requirements**

Each candidate will require written evidence to demonstrate their understanding on all aspects of the Knowledge and/or Skills section. The instrument of assessment will be a practical exercise which will allow the candidate to evaluate how effectively the written and spoken communication used in a coaching session meets the needs and purpose in terms of content, format and presentation.

## Higher National Unit specification: support notes

### Unit title: Sports Coaching Theory and Practice

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

The Unit is likely to form part of a Group Award and is primarily designed to provide candidates with the basic knowledge and practical experience required to be a sports coach.

This Unit provides the basic structure for other mandatory and optional Units to be developed. It is therefore likely that the Unit will be delivered early in year one of an HNC award.

**Outcome 1** looks at the roles of a coach. Candidates should be familiar with a minimum of six roles. To keep in line with current publications eg Sportscoach UK, the following suggestions could be used: (this list is not exhaustive)

- ◆ teacher
- ◆ trainer
- ◆ motivator
- ◆ organiser
- ◆ disciplinarian
- ◆ friend

Outcome 1 also looks at the responsibilities of a coach regarding safety within a coaching session. Candidates should be familiar with a minimum of five responsibilities. The following suggestions could be used: (this list is not exhaustive)

- ◆ facilities
- ◆ equipment
- ◆ injury prevention
- ◆ dress
- ◆ emergency procedures

In terms of managing challenging behaviour, candidates would be expected to understand the strategies to deal with this should it arise and that may include: (not exhaustive)

- ◆ engaging techniques
- ◆ distraction techniques
- ◆ calming measures
- ◆ available sanctions
- ◆ support and referral

## Higher National Unit specification: support notes (cont)

### Unit title: Sports Coaching Theory and Practice

**Outcome 2** looks at coaching styles and their applications. Candidates should be familiar with a minimum of four coaching styles. The following suggestions could be used: (this list is not exhaustive — various theorists may be used)

- ◆ autocratic
- ◆ democratic
- ◆ laissez-faire
- ◆ didactic

**Outcome 3** focuses on the coaching process, ie session planning, session delivery and session review. Each section can be broken down to provide guidance on suggested areas to cover.

#### Session preparation

Before candidates can begin a written session plan it is necessary to carry out a knowledge gathering exercise eg find out the venue, equipment, numbers, level, etc

- ◆ Introductory criteria, ie produce written evidence of the information found from the knowledge gathering exercise.
- ◆ Warm-up/introductory activity.
- ◆ Stretching.
- ◆ Skills/Activity.
- ◆ Conditioned activity.
- ◆ Cool-down.

#### Session delivery

Before candidates are ready for assessment they should have developed their knowledge and practical experience of delivering a session. Practical experience should be developed gradually with regard to group size and duration of session.

The following are suggested areas to cover:

- ◆ verbal introductions/conclusions
- ◆ clear communication
- ◆ clear demonstrations
- ◆ fault correction
- ◆ positioning
- ◆ maximum participation
- ◆ group organisation
- ◆ progressions
- ◆ positive feedback



## Higher National Unit specification: support notes (cont)

**Unit title:** Sports Coaching Theory and Practice

### Session review

To complete the review phase candidates should consider:

- ◆ what was successful within the session
- ◆ what was unsuccessful within the session
- ◆ what changes could be made for future sessions

**Outcome 4** also looks at applying these styles to different client groups, for example:

- ◆ pre-school
- ◆ primary school children (different age groups within)
- ◆ secondary school children (different age groups within)
- ◆ adults
- ◆ inclusive
- ◆ elite performers

In Outcome 4 candidates are required to evaluate effective communication methods. Candidates should be familiar with different communication methods, for example,

- ◆ listening
- ◆ verbal
- ◆ written/reading
- ◆ non verbal/body language

Once familiar with these methods candidates will analyse their effectiveness within the coaching session they have to deliver for Outcome 3. This will enable them to identify their individual strengths and weaknesses.

## Guidance on the delivery and assessment of this Unit

It is evident that some elements of this Unit will be delivered in a theoretical manner. Where possible practical delivery should be used to implement the theory and provide candidates with ample opportunity to perform in a practical environment.

This Unit provides candidates with the basic knowledge and practical experience to be a sports coach and should therefore be delivered at the beginning of an HNC award. This would allow candidates to acquire sufficient knowledge to be able to progress onto other Units and further develop their knowledge and practical competence.

Group sizes and facilities will dictate the amount of time and space allocated for practical assessments. This can be modified to suit each centre providing they adhere to the Evidence Requirements stated earlier.

For Outcome 1 and Outcome 2 assessment will be a restricted response question paper. Outcome 3 and Outcome 4 will be assessed by a practical exercise. The session plan will be completed prior to the delivery phase while the review of both the session and the communication methods will be completed after the practical delivery.

Assessment of the coaching session could be carried out either on their peers or on external groups.

## Higher National Unit specification: support notes (cont)

**Unit title:** Sports Coaching Theory and Practice

### Open learning

This Unit could be delivered by an Open learning route. However, while candidates can study out with the centres using materials provided, it would be necessary to attend the centre for assessment purposes.

### Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

### Opportunities for developing Core Skills

There are opportunities to develop Core Skills in *ICT* where the candidate uses the internet to carry out their research. In addition skills may be developed in *Communication*, Written and Oral and also *Problem Solving*. It is possible that skills may be developed in *Working with Others* where the candidate is involved in working with a colleague or colleagues.

### Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date

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## **General information for candidates**

### **Unit title:** Sports Coaching Theory and Practice

This Unit introduces you to the basic knowledge required to be a sports coach. It also provides you with the opportunity to apply the knowledge gained in a practical environment in order to develop your practical competence as a coach.

The Unit looks at the roles and responsibilities of a coach and a range of coaching styles a coach may use. In addition you will explore possible applications of these styles in relation to client groups and differing levels of ability. The Unit also defines the coaching process which outlines session planning, session delivery and session review. Finally, the Unit looks at methods of communication and you will be able to assess the effectiveness of the methods you use whilst coaching.

On completion of the Unit you will be able to describe the roles and responsibilities of a coach, describe coaching styles and their applications, complete the coaching process and analyse methods of communication. You will also consider strategies for dealing with challenging behaviour to support your own understanding of methods and techniques to deal with these sort of situations.

Your assessor will guide you through the process. Your assessor will ask you specific questions that you will be required to give the correct responses. You will also be assessed on the practical planning, delivery and review of a coaching session.