



Higher National Unit specification: general information

Unit title: Coaching Children

Unit code: FW5X 34

Superclass: MA

Publication date: October 2011

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit introduces the candidate to the various needs that children have in sport. It also introduces the candidate to the specific requirements through the development process, adaptations to exercise and participation in sport. The Unit also introduces the candidate to the planning and delivery process of a coaching programme.

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

- 1 Identify and describe the developmental stages of children.
- 2 Describe the limitations of children's body systems to physical activity.
- 3 Evaluate the impact of selected communication methods on the child performer.
- 4 Plan and implement a coaching programme.

Recommended prior knowledge and skills

Candidates should possess good communication and organisational skills. A knowledge of and/or prior experience in a coaching situation would be beneficial to the Unit. Ultimately, entry is at the discretion of the centre. It is also recommended that this Unit is delivered after the candidates have achieved the HN Unit *Anatomy, Physiology and Energy Systems*.

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 may be opportunities to gather evidence towards Core Skills in 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

This Unit will be assessed by four different instruments of assessment.

Outcome 1 will be assessed by four restricted response questions and Outcome 2 is assessed by extended response assignment. Outcome 3 is assessed by candidate completion and evaluation of an observation checklist. Outcome 4 is practical and will be assessed by an appropriate assessor.

Higher National Unit specification: statement of standards

Unit title: Coaching Children

Unit code: FW5X 34

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 developmental stages of children.

Knowledge and/or Skills

Areas of development

- ◆ Physical development
- ◆ Intellectual development
- ◆ Emotional development
- ◆ Social developmental

Stages of development

- ◆ Early years
- ◆ Infancy
- ◆ Young children
- ◆ Adolescence

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can produce written evidence to demonstrate their understanding of all aspects of the Knowledge and/or Skills section. The instrument of assessment will be a restricted response question in four parts, one for each of the stages of development.

Assessment Guidelines

Candidates must throughout the assignment, show evidence for each recognised development stage, by way of referencing and bibliography.

Higher National Unit specification: statement of standards (cont)

Unit title: Coaching Children

Outcome 2

Describe the limitations of children's body systems to physical activity.

Knowledge and/or Skills

- ◆ Cardio-respiratory system.
- ◆ Musculo-skeletal system.
- ◆ Energy systems.
- ◆ Thermo-regulatory systems.
- ◆ Nervous systems.

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can describe how a child has limitations to physical activity and how a coach must consider these factors when planning for coaching. The assessment will be an assignment in the region of 800 words.

Assessment Guidelines

Candidates are required to produce accurate written responses that clearly demonstrate their understanding of the limitations of children's body systems in response to exercise.

Outcome 3

Evaluate the impact of selected communication methods on the child performer.

Knowledge and/or Skills

- ◆ Verbal.
- ◆ Non-verbal/body language.
- ◆ Listening.

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can complete the Instrument of Assessment, which will be an observation checklist. Each candidate will be required to complete an observation checklist on communication methods used by a coach whilst coaching children. An acceptable standard of achievement would be that the candidate can accurately identify communication methods and evaluate their effectiveness.

Higher National Unit specification: statement of standards (cont)

Unit title: Coaching Children

Assessment Guidelines

Each candidate will complete an accurate observation checklist on communication methods being used by another coach.

Outcome 4

Plan, deliver and review a series of coaching sessions for children.

Knowledge and/or skills

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

Evidence Requirements

To achieve this Outcome, each candidate will need to produce evidence to cover all of the section on knowledge and skills. The Instrument of Assessment will be a practical exercise. Each candidate must plan, deliver and review four coaching sessions.

The sessions must be delivered in line with current S/NGB guidelines, current health and safety guidelines, emergency procedures and current legislation regarding protection of children.

The delivery must be carried out over a minimum of four sessions, each of a minimum of 30 minutes duration. The client group must be children.

Candidates will present session plans and session reviews for each session. All sessions will be assessed by an appropriate assessor.

Assessment guidelines

Candidates are required to complete a practical exercise to complete four coaching sessions. Any S/NGB requirements will be taken into account and Health and safety aspects need to be carefully considered at all times. Session Plans can be in any format considered to be appropriate for the activity being delivered and assessed as can the review as long as it meets the needs of the candidate, those being coached, the centre and the activity.

Higher National Unit specification: support notes

Unit title: Coaching Children

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

Candidates completing this Unit are expected to extend their knowledge on coaching to include areas which are specific to children. This will include Stages of Development, Exercise Physiology and Communication Styles with the candidate ultimately being given the opportunity to use the information gained in a practical situation. This Unit is designed to run in year one of the Higher National award but is suitable for delivery as a free standing Unit.

Outcome 1

Areas of development:

- ◆ physical development
- ◆ intellectual development
- ◆ emotional development
- ◆ social developmental

Stages of development:

- ◆ early years — from birth to 2 years
- ◆ infancy — from 2 to 6 years
- ◆ young children — from 6 to 11 years of age
- ◆ adolescence — adolescent stage

Children are not miniature adults. Note that the parameters of these stages may vary according to the source of research.

Outcome 2

Cardio-Respiratory System:

- ◆ short term cardiovascular effects — beats per minute (bpm), breathing rate
- ◆ long term cardiovascular effects — prolonged activity
- ◆ perception of fatigue

Musculo-Skeletal System:

- ◆ strength
- ◆ anaerobic/aerobic system — carbohydrate stores, lactic acid, fatigue
- ◆ flexibility — range of movement, gender differences
- ◆ hormone production in puberty
- ◆ growth rate
- ◆ safety aspects

Higher National Unit specification: support notes (cont)

Unit title: Coaching Children

Energy Systems:

- ◆ anaerobic
- ◆ aerobic

Thermo-Regulatory:

- ◆ homeostasis — breathing, heat regulation, radiation and surface area

Nervous Systems:

- ◆ maturation rate — decision making ability, memory, skill level

Outcome 3

Verbal Communication:

- ◆ is direct and orderly
- ◆ is more efficient when you have to communicate quickly — and accuracy is easy to achieve
- ◆ tone of voice is clear
- ◆ words are in simple language
- ◆ descriptions are relevant to children
- ◆ allows for feedback, questions and clarification
- ◆ feedback may make it easier for the coach to evaluate the situation
- ◆ response to questions is immediate and accurate

Listening Skills:

- ◆ Listen attentively:
 - all gestures and facial expressions should show acceptance and attention.
- ◆ Listen reflectively:
 - repeat the child's question or comment. This will help you check that you heard what he or she said correctly. Paraphrase the question such as 'So you're saying that...' or 'So you think that....'
 - summarise key ideas of longer conversations to recap, gain focus, direct, end conversation.

Non verbal/Body Language

Facial expressions, gestures, eye contact and demonstrations all relevant to children's needs.

Outcome 4

Include session plans and reviews of all sessions.

Higher National Unit specification: support notes (cont)

Unit title: Coaching Children

Guidance on the delivery and assessment of this Unit

It is suggested that the all Outcome's are delivered in a consecutive manner although the assessments may be distributed at the discretion of the centre.

It is also recommended that this Unit is delivered after the candidates have achieved the HN Unit *Anatomy, Physiology and Energy Systems*.

Open learning

Open learning implies that, while candidates 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

The candidate will be able to develop cores skills in *Communication* in some depth. Skill may also be developed in *Information and Communication Technology (ICT)* where the internet is used for research. If the candidate elects to use book based material, then skills in Reading and other aspects of Communication may be developed. There will be opportunities to develop skills in *Working with Others* during session planning and delivery.

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

History of changes to Unit

Version	Description of change	Date

© Scottish Qualifications Authority 2011

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

General information for candidates

Unit title: Coaching Children

This Unit introduces you to the main principles to consider when coaching children. It will equip you to consider how best to prepare and implement coaching sessions with reference to the stage of development the child is at, the physical adaptations and limitations which restrict the child and how to communicate with children to achieve the best results. The Unit also gives the opportunity for the candidate to put the information gained into practice, within a Coaching and Developing Sport environment.

Outcome 1

This will cover — Child Development, physical, intellectual, social, and emotional changes that occur from birth to adolescence. Although people change throughout their lives, developmental changes are especially dramatic in childhood. During this period, a dependent, vulnerable newborn grows into a capable young person who has mastered language, is self-aware, can think and reason with sophistication, has a distinctive personality, and socialises effortlessly with others. Many abilities and characteristics developed in childhood last a lifetime. You may discover that different theorists hold different views on some of the stages and limitations. The science is not static and you may consider different views as long as they are supported by your research or study.

Outcome 2

As a coach it is imperative that you have an understanding of how children's body systems differ from that of an adult and how the following systems respond to physical activity:

- ◆ cardio-respiratory system
- ◆ musculo-skeletal system
- ◆ energy systems
- ◆ thermo-regulatory systems
- ◆ nervous systems

Outcome 3

Need to recognise and use the most appropriate communication method for your sport and client group.

Coaches communicate with:

- ◆ words
- ◆ tone of voice
- ◆ actions or body language

Communication methods must take account of factors including:

- ◆ culture
- ◆ gender
- ◆ age and ability of people in your sport

Outcome 4

The candidate should demonstrate an understanding of the principles gained from the preceding three Outcomes within a valid practical context.

General information for candidates (cont)

Unit title: Coaching Children

This Unit will be assessed by four different instruments of assessment. Outcome 1 will be assessed by four restricted response questions and Outcome 2 is assessed by extended response. Outcome 3 is assessed by candidate completion and evaluation of an observation checklist. Outcome 4 is practical and will be assessed by your assessor and include a personal review.