National Unit Specification: general information

UNIT Manage and Develop Personal Coaching Programmes and Practice: Canoeing (SCQF level 6)

CODE F2VR 12

SUMMARY

This Unit is a mandatory Unit within the National Progression Award (NPA) in Sports Coaching.

The purpose of this Unit is to allow the candidate to develop an understanding of the processes of monitoring coaching programmes and evaluating the effectiveness of these programmes in light of participants experience or performance and development needs. The Unit also allows candidates to develop reflective practices which will inform future development in personal coaching practice.

This Unit is suitable for candidates who have previous experience of coaching this sport.

OUTCOMES

1 Monitor, evaluate and refine the goals of the coaching programme.
2 Monitor and evaluate participants' performance and development.
3 Assist others to develop their own coaching practice.
4 Develop personal coaching practice.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- The Unit *Plan and Prepare a Series of Coaching Sessions* (SCQF level 5)
- The Unit *Coach Participants and Develop Personal Practice* (SCQF level 5)
- The competencies of the United Kingdom Coaching Certificate at level 2 award

Good skills in Communication would also be beneficial.

Administrative Information

Superclass: MA

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National Unit Specification: general information (cont)

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CREDIT VALUE

1 credit at Higher (6 SCQF credit points at SCQF level 6*)

**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.*

CORE SKILLS

Achievement of this unit gives automatic certification of the following:

Complete Core Skill:	None
Core Skill component(s)	Critical Thinking at SCQF level 5

National Unit Specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Monitor, evaluate and refine the goals of a coaching programme.

Performance Criteria

(a) Collect and analyse information from appropriate sources on the effectiveness of your coaching programme and its goals.
(b) Review your coaching programme effectively using an evaluation schedule.
(c) Discuss and agree proposed modifications to the coaching programme with the participants and others.
(d) Record any agreed modifications to your coaching programme accurately.

OUTCOME 2

Monitor and evaluate participants' performance and development.

Performance Criteria

(a) Collect and analyse information on participants performance and development using appropriate sources and methods.
(b) Create appropriate opportunities throughout the programme for the participants to discuss their performance and development.
(c) Use appropriate communication styles to ensure that participants and others understand the purpose and principles of evaluation.
(d) Implement the planned evaluation schedule to review progress of participants' performance and development.
(e) Negotiate and agree priorities for improvement with participants and others.

OUTCOME 3

Assist others to develop their own coaching practice.

Performance Criteria

(a) Review coaching practice of others to identify strengths and weaknesses.
(b) Negotiate and agree action plans to develop the coaching practice of others.
(c) Provide appropriate advice and guidance to others about their coaching practice and action plan maintenance.

National Unit Specification: statement of standards (cont)

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OUTCOME 4

Develop personal coaching practice.

Performance Criteria

(a) Collect and analyse feedback from participants and others on own current coaching practice to establish areas of improvement.
(b) Review the impact of current developments in coaching practice across the sport to establish areas of improvement.
(c) Develop a personal action plan to address areas of improvement identified by feedback received and developments in coaching practice in the sport.
(d) Implement improvements in own coaching practice in line with personal action plan.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates meet the requirements of all Outcomes and Performance Criteria.

The assessment for this Unit must be conducted under supervised, controlled conditions. It is expected that much of the evidence for this Unit will arise from a real coaching environment. Candidates must deliver a series of linked sessions to cover an eight week discrete cycle or phase in the sport.

Product and performance evidence, supplemented by an assessor checklist, is required to demonstrate that the candidate has achieved all the Outcomes and Performance Criteria.

- Product evidence in the form of a log must be provided which includes a reflective account of a discrete cycle/phase covering the eight week period. This log must provide evidence that the candidate has achieved all the requirements of Outcomes 1, 2, 3 PC (b), and 4 PCs (a) to (c).

- Performance evidence, supplemented by an Assessor checklist must be provided which shows that the candidate has met the requirements of Outcome 2, PC(c), Outcome 3 PCs (a) and (c), and Outcome 4 (d). The performance evidence must be gathered during two sessions within the eight week discrete cycle or phase in the sport.

As each session has an element of unpredictability, supplementary questions may be required to ensure all Performance Criteria are covered appropriately. When these are used, the questions asked, along with the responses made, should be recorded.

National Unit Specification: support notes

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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 purpose of this Unit is to allow the candidate to develop an understanding of the processes of monitoring coaching programmes and evaluating the effectiveness of these programmes in light of participants experience or performance and development needs.

Within this Unit there is reference to 'others', this may include: other coaches, specialists, parents, support colleagues (eg Physiotherapist) etc.

Outcome 1 and 2

It is anticipated that the following should be covered:

Evaluation should include the following:

- Purpose — improve self-awareness, confidence, enjoyment, empower participants to take responsibility for their progress, review participants' progress, learning and development, learning improvement compared to quick performance gain, inform future planning and delivery, to review and modify content of sessions and programme goals, review effectiveness of process for implementation, review suitability of coaching environment.
- Methods — individual and group discussions, peer and others review, post session/competition analysis, participants' self-reflection, use of appropriate and available technologies, handling confidential information according to appropriate guidelines.

Monitoring should include the following:

- Participants' — performance, increments/decrements in performance and progression, stage of development, decision-making and self-reflection skills, career developments and lifestyle, roles and responsibilities of participants and others, planned outcomes and achievement of the session and programme goals, coaching process and communication methods, proposed planning and preparation for competition, skills and technical development, level of motivation and retention, resource needs, availability and costs.

National Unit Specification: support notes (cont)

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Outcome 3 and 4

It is anticipated that the following should be covered:

Current developments should include the following:

- Sports-specific techniques in coaching practice, Codes of Practice, new innovations in equipment, resources and technologies, improvements and changes in the coaching environment, health and safety requirements and legislation.

Evaluation methods should include the following:

- Self-reflection, peer review, participant review, use of technologies, diagnostic and psychological tests, one-to-one sessions, relationship of previous and current practice against recognised and accepted good practice within the sport, review and support of others.
- Establishing areas of improvement — strengths, weaknesses, areas for professional development.

Personal action planning should include the following:

- Develop further understanding of sport — technical, tactical, physical, mental.
- Continuing professional development opportunities — refine, adapt and modify coaching practice, develop coaching practice, workshops, other qualifications, supported practice, observations of other practitioners/cross-sport learning and exchange, coaching-related conferences, professional journals, use of mentor, media relationships.

Advice and guidance should include the following:

- One-to-one and group sessions, appropriate communication methods to suit those involved, appropriately paced and time-phased support, use of available media and technologies, mentoring techniques, managing confidential information, agreeing goals and action plan of others.

This will be for a single specified sports activity. The candidate will be required to follow S/NGB guidelines and these will vary from sport to sport.

National Unit Specification: support notes (cont)

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GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

If this Unit is delivered as part of the NPA in Sports Coaching, the Unit must be delivered in the same sports context as the other Units within the Group Award.

Candidates will already be involved in the coaching process and they will be expected to be familiar with the S/NGB requirements for:

- Health and safety requirements and legislation
- Welfare of participants and others
- Participants' safe and effective development
- Techniques and skills of a sport
- Codes of practice
- Continuous personal development
- Management of confidential information

These may be given to the candidate in advance for study and may be supported by group work, case study, question and answer sessions etc. This will have to be put into a practical setting of the selected sport.

Candidates should be given the opportunity to develop and refine skills in planning and evaluating coaching sessions which take into account the current needs of the sport, participants and others to include coaches. Candidates should also be encouraged to develop their skills in giving advice, guidance and action planning. The knowledge skills require to be refined in a practical setting with feedback received being used to develop own practice.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

While undertaking this Unit, the candidate is required to monitor, evaluate and develop aspects of performance which may provide opportunities to develop aspects of the Core Skill in Communication.

Candidates are also required to collect, analyse and record information from appropriate sources. Depending upon the recording system that the candidate uses, there may be opportunities to develop Written Communication and/or Information Technology as information may be electronic or paper based.

There may also be opportunities for candidates to develop aspects of the Core Skills in Problem Solving and Working with Others as they are required to negotiate and agree a course of action with participants and others.

National Unit Specification: support notes (cont)

UNIT Manage and Develop Personal Coaching Programmes and Practice: Canoeing (SCQF level 6)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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 communications 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)*.

The assessment for this Unit must be conducted under supervised, controlled conditions. It is expected that much of the evidence for this Unit will arise from a real coaching environment. Candidates must deliver a series of linked sessions to cover an eight week discrete cycle or phase in the sport.

Within this eight week discrete cycle, the candidate will be formally observed and assessed on two occasions. The candidate is also required to maintain a reflective log of activities. Supplementary questions and answers may be required to address any aspects of the sessions where evidence cannot be generated. Alternatively centres may wish to consider the use of ‘case study’ or ‘role play’ in these circumstances.

While each Outcome may be individually assessed, it is recommended that the Unit be assessed in a holistic manner with candidates gathering their evidence in a log together with any supplementary questions and responses that may be needed. It is expected that most of the evidence for this Unit will arise from a real coaching environment.

This Unit focuses on practical activities within the coaching experience and as such recording and retention of evidence is extremely important. It is anticipated that:

- candidates will keep an accurate record of a continuous and reflective report containing the following:
  - the planned evaluation schedule being adopted to review the participants’ performance and development. The evaluation schedule used should include the evidence to be collected on the progress of participants’ performance and development and should detail how the candidate will discuss and agree priorities for improvement.
  - analysis of the effectiveness of the coaching programme and of participants’ performance and development, detailing the range of sources used to establish the effectiveness.
  - discussions with participants and others in establishing the effectiveness of the programme and agreeing modifications.
  - the role played by others in the coaching programme.
  - record of modifications to the coaching programme.

- — assisting others to develop their own coaching practice. This could take the form of records of one to one and group sessions using appropriate communication methods to suit those involved. The record maintained of advice and guidance offered by the candidate should illustrate how current coaching practice, action planning and agreement have been carried out.
- — monitoring, reviewing and analysing own current developments detailing how the feedback from participants and others which highlights strengths, weaknesses and areas for professional development has been used.

- ♦ an assessor observation checklist will be provided of two sessions from the eight week programme. This checklist should include details of the participants' understanding of the evaluation schedule and must also use a range of communication styles and methods used by participants.
- ♦ records will be provided of any additional questions used where the real coaching environment has not elicited the required evidence.

At this level, the candidate is expected to be able to provide advice and guidance to other coaches to allow them to develop their own coaching practice and this may also included within the candidate's log. Candidate's evidence for this Unit may be electronic or paper based.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* **(www.sqa.org.uk)**.