



National Unit Specification: general information

UNIT Analyse Participants' Needs and Plan a Coaching Programme:
Table Tennis (SCQF level 6)

CODE F2XP 12

SUMMARY

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

The purpose of this Unit is to assist the candidate to develop a range of analytical techniques. These techniques will then be used to plan linked coaching sessions which are appropriate to the identified needs of the participants.

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

OUTCOMES

- 1 Establish participants' current and potential needs and key performance factors within the coaching programme.
- 2 Design and plan coaching programmes that support participants' needs.
- 3 Produce evaluation schedule which takes account of changing needs and aspirations of participants and others.

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

Publication date: April 2008

Source: Scottish Qualifications Authority

Version: 01

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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

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

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

Establish participants' current and potential needs and key performance factors within the coaching programme.

Performance Criteria

- (a) Negotiate and agree appropriate methods for collecting and reviewing information used as a basis for the programme.
- (b) Analyse information collected on the participants' current and potential needs and key performance factors.
- (c) Prioritise participants' performance needs using analysed information.
- (d) Justify the use of specialist support within the programme.
- (e) Explain the process which is used to refer participants whose needs cannot be met within the programme.
- (f) Use appropriate guidelines when deal with confidential information.

OUTCOME 2

Design and plan coaching programmes that supports participants' needs.

Performance Criteria

- (a) Establish appropriate goals for structured coaching programmes.
- (b) Develop programme structures which encourage participants' development and retention.
- (c) Develop coaching programme outlines which are consistent with current practice and allow participant progression.
- (d) Justify the choice of proposed delivery modes and coaching styles for the programme.
- (e) Identify methods to minimise potential risks which may arise during the coaching programme.
- (f) Plan the use of resources to support the coaching programme.

National Unit Specification: statement of standards (cont)

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OUTCOME 3

Produce an evaluation schedule which takes account of the changing needs and aspirations of participants and others.

Performance Criteria

- (a) Establish appropriate timings for evaluation activity during the programme.
- (b) Establish appropriate methods for the evaluation activity which will be conducted during the programme.
- (c) Discuss with participants and others the proposed evaluation schedule.
- (d) Modify the evaluation schedule in line with feedback received from participants and others.

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 (b) to (e), Outcome 2 and Outcome 3.
- ◆ Performance evidence, supplemented by an assessor checklist must be provided which shows that the candidate has met the requirements of Outcome 1 (a) and (f). The performance must be gathered during two sessions within the eight week discrete cycle 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

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.

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.

It is anticipated that the following content would be covered for each of the Outcomes within this Unit.

Outcome 1

Participants and others would include:

- ◆ Types of participant — male, female, child, youth, adult, veteran, vulnerable adults and children.
- ◆ Mixed ability — novices, experienced, elite.
- ◆ Others — parents, carers, other coaches, facility staff, medical support staff, sports science staff, athlete services staff.
- ◆ Specific needs of participants — physical, medical, disability, behavioural, emotional, social, educational, intellectual.

Equitable practice and positive relationships would include:

- ◆ Open access and inclusion — participant centred, codes of practice, roles and responsibilities of a coach according to participants needs and programme goals, positive reinforcement, boundaries/parameters for behaviour, punctuality and good time-keeping, involving all participants in session in a variety of roles where required, promote enjoyment, participant development and achievement of goals.
- ◆ Acceptable behaviour — inclusive, honest, fair, respect, use of appropriate language, ground rules to establish.
- ◆ Customer service — meeting, greeting, politeness, helpfulness, maintain support and goodwill.

National Unit Specification: support notes (cont)

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Information required to analyse performance would include:

- ◆ Participants' — needs, motives, goal orientation, strengths and weaknesses in performance, learning styles, experience and ability, lifestyle, decision-making skills, stage of development, past, present, and projected participation and/or competition, barriers to participation and achievement.
- ◆ Phases of the coaching programme — pre-season, preparatory, competition, post-competition, transition.

Methods to analyse performance would include:

- ◆ Sports-specific methods, field and/or laboratory-based methods, evaluation techniques.
- ◆ Use of accepted benchmarks and evidence — data and other published statistical material, performance rankings and ratings.

Referral would include:

- ◆ Variety of information to develop participants in areas outside personal competence, accessing specialist support within resource, budget and/or access constraints.
- ◆ Access to alternative programmes within or outside the sport — regional, national, international, cross-sport training.

Outcomes 2 and 3

Information to plan coaching programmes would include:

- ◆ Participants' — age, gender, experience and ability, medical conditions, stage of development, needs and aspirations, learning styles, past and present performance, self reflection, problem solving and decision making skills, self-awareness.
- ◆ Specific needs — to deal with changing participants' needs and progress within the programme, to deal with changing environments.
- ◆ Health and safety requirements — governing body guidelines, organisational policies and procedures, related legislation, safety checks and risk assessments, procedures to book resources.
- ◆ Methods to collect information — individual/group discussion, written questions/form, feedback from participants and others, collection of performance analysis.
- ◆ Managing information — data protection of personal details, medical history, disclosure of information.

Coaching environment would include:

- ◆ Physical resources — venue, facilities and physical resources, first aid provision, sport-specific and technical equipment.
- ◆ Human resources — coaching specialists, medical staff, sports science support, education and careers staff, counsellors.
- ◆ Factors to consider — resource/equipment availability, time scales, cost-implications, environmental conditions.

National Unit Specification: support notes (cont)

UNIT Analyse Participants' Needs and Plan a Coaching Programme: Table Tennis (SCQF level 6)

Goal setting would include:

- ◆ Principles — specific, measurable, achievable, realistic, time phased, related to individual needs and stage of development, experience and ability, balance between the needs of the individual and the group.
- ◆ Purpose — to motivate, inform, create a learning environment and encourage decision making, for fun and enjoyment, to improve physical and mental ability, to develop skills and techniques.
- ◆ Types of — process, outcome, performance.
- ◆ Factors to consider — time, resources, equipment and facilities, specific needs, stage of development, skills, techniques, tactics and lifestyle, fun and enjoyment.

Developing performance would include:

- ◆ Fitness components — strength, speed, endurance, flexibility, power, agility, muscular endurance.
- ◆ Training principles — overload, progression, specificity, adaptation, variability, reversibility, recovery, overtraining.
- ◆ Stages of development — physical, mental and emotional, maturation.
- ◆ Wide range of intervention strategies to improve performance — training methods to develop aerobic and/or anaerobic performance, resistance training, effective methods to manage overcompensation, altitude training, to motivate participants and others, manage anxiety and arousal.
- ◆ Methods to aid the performance of motor skills — whole, part, massed, distributed, blocked, random, constant, variable.

Programme structure would include:

- ◆ Linked session, progressive development, continuity.
- ◆ Periodisation of training — phases, cycles, (macro-, meso-, micro-), competitive schedule, interaction of volume and intensity of training.
- ◆ Evaluation schedule — timings and frequency of evaluation, session reviews, training cycle reviews, competition reviews, programme review, appropriate feedback opportunities from a range of sources.

Coaching styles and delivery modes would include:

- ◆ Coaching styles — autocratic, democratic, consultative, empowering.
- ◆ Delivery modes — one-to-one, group, peer group, discovery learning, problem solving.

Evaluation techniques would include:

- ◆ Techniques to monitor and review the impact of the coaching programme.
- ◆ Involvement of participants and others to the evaluation schedule.
- ◆ Evaluation takes into account of participants and others' changing needs and aspirations.

National Unit Specification: support notes (cont)

UNIT Analyse Participants' Needs and Plan a Coaching Programme: Table Tennis (SCQF level 6)

Planning and designing a programme should include:

- ◆ Participants and others needs, the coaching environment, technical requirements.
- ◆ Programme structure — promoting and supporting participants' development and retention, realistic timings, sequences, volume and intensity, contingency plans, adaptations for participant and others needs.

Planning resources should include:

- ◆ Integration of appropriate resources.
- ◆ Availability of resources for participants and others.
- ◆ Manage and allocate human and physical resources.

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.

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 for the coaching programme and resources
- ◆ Welfare of participants and others
- ◆ Participants' safe and effective development
- ◆ Techniques, coaching styles and skills of sport
- ◆ Customer service
- ◆ Analysis and development of performance
- ◆ 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 designing a programme and to develop their skills in critical analyses and should be encouraged to develop their knowledge of a range of techniques that can be used for analyses and to be aware of the ever changing nature of coaching and its theories. Candidates should be working with participants and others to analyse their information on their potential and their current performance, specialist support and referral processes and should also be able to take account of the various factors that apply in the development of a plan and to consider how the plan may be evaluated to allow future development to take place.

National Unit Specification: support notes (cont)

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OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

While undertaking this Unit, candidates are required to analyse the needs and aspirations of sports participants. Candidates are also required to manage, negotiate and explain aspect of the coaching programme. These activities may present opportunities for development of aspects of the Core Skill in Communication.

Depending upon the recording system that the candidate uses, there may also be opportunities to develop aspect of the Core Skill in Information Technology eg where information is recorded in an electronic medium.

Candidates will be required to negotiate and agree a course of action with participants and others which may present opportunities to develop aspects of the Core Skills in Problem Solving and Working with Others.

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.

National Unit Specification: support notes (cont)

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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:
 - session plans for the eight week programme containing information about participants current and potential performance. The plan must also contain: progression, good practice, consistency, timing, sequences, volume and intensity.
 - review strategies with participants — evidence of negotiation and agreement with participants on the methods of collection for a variety of information for the purposes of analysis to allow for prioritising participants' performance needs.
 - notes concerning specialist support — explanations on how the referral process works. In the event of no referral is required the candidate will explain in principle how the process would work.
 - confidentiality of participant material — evidence to be gathered to show the candidate has an understanding of the appropriate guidelines when dealing with information that may be confidential. This may be in a real situation or supported by appropriate questioning.
 - use of human and physical resources to support the coaching programme.
- ◆ contingency plans and potential risks should be identified and any adaptation to meet the needs of a range of participants.
- ◆ what steps the candidate has taken to retain participants throughout the coaching programme.
- ◆ action plans developed from appropriate feedback.
- ◆ evaluation schedule should contain evidence of what has been negotiated and agreed and used in the coaching process and future plans must take account of the findings.
- ◆ an assessor observation checklist will be provided for 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, methods used by participants and should show evidence of the candidate coaching the programme and taking into account: negotiation, agreement, goal setting, technical knowledge, delivery mode(s) and coaching style(s).
- ◆ 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).