



National Unit Specification: general information

UNIT Conduct and Review the Delivery of a Coaching Activity:
Tae Kwon Do (SCQF level 4)

CODE F903 10

SUMMARY

The purpose of this Unit is to develop the candidate's ability to turn theory into practice through the delivery of prepared coaching activities to participants. These will all underpin the leadership and coaching process.

This Unit is suitable for candidates who wish to improve their coaching skills in a supported environment. The candidate will have a limited level of autonomy but will gain skills and experience while assisting an experienced coach. Candidates will have a strong interest in sport, leadership and the coaching process.

OUTCOMES

- 1 Undertake pre-activity checks to allow for meaningful and safe activities.
- 2 Present information to participants in a planned activity session.
- 3 Deliver the planned activity appropriate to participants' ability.
- 4 Evaluate the activity and use the evaluation to continuously develop personal practice.

Administrative Information

Superclass: MA

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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 Units *Promoting Safe and Ethical Sport* (SCQF level 4) and *Prepare for the Delivery of a Coaching Activity* (SCQF level 4)
- ◆ a Scottish/National Governing Body (S/NGB) preliminary coaching award

and evidence of recent involvement in the sport and an aptitude in the sport and in coaching.

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4*).

**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

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

The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ Communication (SCQF level 4)
- ◆ Problem Solving (SCQF level 4)
- ◆ Working with Others (SCQF level 4)

These opportunities are highlighted in the Support Notes of this Unit Specification.

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 SQA.

OUTCOME 1

Undertake pre-activity checks to allow for meaningful and safe activities.

Performance Criteria

- (a) Conform to recognised standards of dress and personal equipment.
- (b) Ensure that participants are appropriately dressed and equipped for the activity session.
- (c) Ensure that the resources and activity area are appropriate for delivery.
- (d) Make provision for the availability of emergency first aid.

OUTCOME 2

Present information to participants in a planned activity session.

Performance Criteria

- (a) Use appropriate methods to deliver information and ensure that it is understood.
- (b) Prepare participants by outlining acceptable behaviour and their roles and contribution to the session.
- (c) Respond appropriately to questions from participants.
- (d) Give relevant and appropriate feedback and outline future options to participants.

OUTCOME 3

Deliver the planned activity appropriate to participants' ability.

Performance Criteria

- (a) Deliver the activity session in accordance with the prepared plan, making appropriate modifications to take account of participants' behaviour.
- (b) Provide practical demonstrations to facilitate learning.
- (c) Conform to technical standards and adopt best practice for the sport.
- (d) Demonstrate a basic understanding of the rules/laws of the sport during delivery.

National Unit Specification: statement of standards (cont)

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OUTCOME 4

Evaluate the activity and use the evaluation to continuously develop personal practice.

Performance Criteria

- (a) Gather feedback, including personal reflection.
- (b) Evaluate the feedback.
- (c) Use the evaluation to develop an action plan.
- (d) Agree the action plan.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence for Outcomes 1, 2 and 3 should be integrated. An assessor observation checklist will be used supplemented by questions/responses and responses.

For Outcome 1, the candidate is required to deliver a prepared activity. This activity would be observed by the assessor and a report on the performance of the candidates would be made. A checklist with comments would be required.

Outcome 2 would be integrated with Outcome 1 and the observation checklist used to record the assessment decision.

Appropriate methods to deliver information must include:

- ◆ gaining attention
- ◆ the candidate's delivery being participant centred
- ◆ clear and appropriate use of voice
- ◆ delivery free from jargon, discriminatory language and behaviour

If naturally occurring evidence is not available, supplementary questions must be used to assess the knowledge of the candidate.

Outcome 3 requires evidence from the same activity session. An assessor observation checklist and oral questions, where appropriate, are needed.

As with all oral evidence, the centre is required to generate evidence of the assessment decision and note the candidate's responses to oral questions. The observation checklist must cover all the relevant Performance Criteria.

For Outcome 4, the candidate must provide a reflective account of the activity delivered and use that as the basis for an agreed action plan. The plan must be agreed with an appropriate person — this would normally be the assessor, but others such as a tutor or mentor coach may be appropriate.

This must accurately reflect the session assessed.

National Unit Specification: statement of standards (cont)

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Again this will be linked with Outcomes 1, 2 and 3, although the evaluation will be recorded after delivery and assessed separately for that reason.

The action plan must include development activities and identify opportunities over an agreed period of time and allow for update and review.

A checklist may be used to record the assessment decision.

The activity session delivered will have a delivery plan and an evaluation/review carried out by the candidate after delivery of the session. These must be in a format appropriate for the sport and Scottish/National Governing Body (S/NGB) requirements may determine the acceptable format. If there is no prescribed format, the candidate may use a format deemed suitable in consultation with the assessor.

An observation checklist should be used by the assessor throughout the Unit. After the coaching session or activity, the assessor should give the candidate appropriate feedback.

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 delivered as part of the planned Group Award the Unit must be delivered in the same sports context as the Units *Promoting Safe and Ethical Sport* (SCQF level 4) and *Prepare for the Delivery of a Coaching Activity* (SCQF level 4).

The candidate must be observed for assessment during the delivery period of this Unit on at least one occasion.

This will be for a single specified sports activity ie one activity session.

When the candidate is considered to be ready to allow him/her to deliver to participants, they will often work with a mentor coach or under direction. The candidate will certainly follow S/NGB guidelines and these will vary from sport to sport.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

As stated above, the candidate is expected to gain experience and competence of and in the coaching process. This will initially be theoretical but must also be in the coaching/leading situation. This Unit is largely practical in nature.

The use of voice, non-verbal communication, demonstration, feedback to participants and technical content are all significant aspects of the process. Again, these may be discussed in a class environment but practical experience is required for this Unit. Candidates will be made aware of the importance of active listening and observation skills in order to relate and respond to others in the most effective way. Understanding and responding to the physical, cultural and emotional needs of participants will involve adapting language and non-verbal communication techniques in order to progress effective communication.

Candidates should be given time to gain experience and skills before formal assessment takes place. Candidates may be assessed using peer groups (other candidates) or actual participants.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates must be assessed delivering a coaching session on one occasion. That together with the assessor's observation report will establish the competence of the candidate to safely deliver sessions/activities to participants.

The assessor will record judgements about all PCs in all Outcomes. This may be in the form of comprehensive reports or checklists together with detailed comments.

National Unit Specification: support notes (cont)

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Opportunities for developing Core Skills

There will be many opportunities to develop good skills in oral communication as the Unit is undertaken. Candidates will be made aware of the importance of active listening and observation skills in order to relate and respond to others in the most effective way. Understanding and responding to the physical, cultural and emotional needs of participants will involve adapting language and non-verbal communication techniques in order to progress effective communication. Giving accurate information and explaining and directing appropriate activities will underpin competence in Outcome 2. Candidates will be expected to use vocabulary, register and style suited to purpose and to the needs of participants and to respond confidently to questions from both participants and the assessor.

Candidates will develop skills in *Problem Solving* and *Working with Others* as they develop and agree their action plan, which will include negotiation of goals and targets. They will need to consider all resources and take account of the strengths and weaknesses of all participants. Identifying and examining areas of potential improvement, and using working methods consistent with available resources they must be able to demonstrate and explain practical tasks to others. They will review and evaluate the overall success of the coaching sessions, including the way in which they fulfilled their own responsibilities in tasks undertaken, as an aspect of their Personal Action plan in Outcome 4.

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).