National Unit specification

General information

Unit title: Plan and Prepare a Series of Coaching Sessions: Gymnastics Acrobatic (SCQF level 5)

Unit code: H4D1 11

Superclass: MA

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Unit purpose

The purpose of this Unit is to develop the learner's ability to consider the needs of all participants when creating a coaching plan. The learner will be required to develop this ability while considering their obligations and duty of care in terms of a safe working environment for all involved in the coaching process. The learner will be required to develop a series of linked sessions showing structure within the plans.

This Unit is suitable for learners who have a strong interest in sport, leadership and the coaching process.

Outcomes

On successful completion of the Unit the learner will be able to:

1 Review and analyse the needs of participants in a series of coaching sessions.
2 Produce plans for four linked coaching sessions.
3 Plan a safe coaching environment for each session.

Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

National Unit specification: General information (cont)

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Recommended entry to the Unit

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

- the Unit *Coach Participants and Develop Personal Practice* (SCQF level 5)
- a Scottish/National Governing Body (S/NGB) coaching award

and recent evidence of coaching along with recent involvement in the sport.

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.

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.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

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

Review and analyse the needs of participants in a series of coaching sessions.

Performance Criteria

(a) Utilise appropriate methods to gather and analyse information about the participants' needs.
(b) Record and communicate this information where appropriate.
(c) Identify the implications of the information for the coaching sessions and the participants.
(d) Recognise when referral is necessary and to whom this may be made.

Outcome 2

Produce plans for four linked coaching sessions.

Performance Criteria

(a) Use the analysis to establish appropriate goals for a series of four linked coaching sessions.
(b) Identify resources to support planned sessions.
(c) Plan realistic timings, sequences, volume and intensity.
(d) Plan for the appropriate use of delivery modes, coaching styles, technical content and evaluation.
(e) Record plans in a format that can be shared with others.

Outcome 3

Plan a safe coaching environment for each session.

Performance Criteria

(a) Undertake a risk assessment for each session.
(b) Ensure any recommendations or concerns are communicated to relevant persons.
(c) Ensure plans incorporate procedures to protect children and vulnerable groups from abuse.

National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

For Outcome 1, learners will be required to show recorded evidence of information/data gathered about participants and its use in planning four sessions for Outcome 2. It may be appropriate for the assessor to ask supplementary questions if required. If used, these must also be recorded. Confidentiality of information must be maintained.

Learners must be able to recognise when potential or actual participants in coaching sessions need to be referred elsewhere and to whom. If this situation arises, the reasoning and action must be recorded for assessment purposes. If naturally occurring evidence is not available, it would be appropriate to ask supplementary questions or use a simulated activity/exercise or a case study. Evidence will comprise the recorded and analysed information. Assessor checklists will be used along with a record of discussions with the assessor.

For Outcome 2, evidence will be in a format which has been agreed with the assessor. The session plans must be for four linked coaching sessions.

All aspects of the Performance Criteria must be addressed and resources, timings, sequences, volume (how much) and intensity (how demanding) will be detailed (sometimes other terms are used) and must be in accordance with the S/NGB's accepted practice. This also applies to the delivery modes, coaching styles, technical content and evaluation.

For Outcome 3, learners must produce a completed risk assessment for each of the four sessions.

Any concerns must be documented and communicated. It would be appropriate for the assessor to ask supplementary questions if required.

Learners must explain facility or governing body procedures which are in place to protect children and vulnerable groups from abuse.

National Unit Support Notes

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Unit Support Notes are offered as guidance and 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 being delivered as part of the planned Group Award, the four sessions planned should be used as part of the log book for the Unit *Coach Participants and Develop Personal Practice*(SCQF level 5).

Outcome 1

Information on participants may include personal details (age, gender etc), previous experience, medical background, hopes and aspirations. This may be gathered as a result of interviews, questionnaires, observation, and discussion with others. Confidentiality must be maintained. This list is not exhaustive.

Information may be recorded in any suitable format.

The information gathered will be analysed and the analysis will inform the planning and goal setting for the four linked sessions. If this Unit is being delivered as part of the Group Award, this information will be used in the Unit *Coach Participants and Develop Personal Practice* (SCQF level 5).

Where the needs of a participant cannot be met, there must be a clear referral process. Learners may be asked supplementary questions to ensure that this performance criterion is met if other evidence is not available or evident from the process.

Outcome 2

Resources may include activity area, equipment, financial and human resources which will be identified and must be in accordance with governing body guidelines for the sport involved.

Session Plans must be recorded in an appropriate format. The four session plans must be linked in terms of progression, difficulty, content, demand. Again this is not an exhaustive list.

Delivery modes, coaching styles, technical content and evaluation must be detailed and in accordance with the S/NGB's requirements.

National Unit Support Notes (cont)

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Outcome 3

The risk assessment undertaken should assess the resources being used for the sessions. Usually this will be in a written format. Further information on risk assessment may be found in the Unit *Promoting Safe and Ethical Sport*(SCQF level 4).

Recommendations and concerns should be communicated to relevant persons. An example of this might be inadequate lighting or heating which would usually be communicated to the facility manager and evidence may be in the nature of a statement by the learnerand signed by the facility manager. Learners will record or explain the procedures that are in place to protect children and/or vulnerable groups from abuse. These procedures will be detailed by the S/NGB for the sport, and/or the organisation, centre or facility involved.

Guidance on approaches to delivery of this Unit

If delivered as part of the planned Group Award, the Unit must be delivered within the same sports context as the Unit *Coach Participants and Develop Personal Practice* (SCQF level 5).

Learners must be familiar with the S/NGB's requirements for needs analysis, session planning, risk assessment, child protection, participant referral and confidentiality. These may be given to the learner in advance for study and may be supported by work in small groups, case studies, question and answer sessions, etc. Learners may be encouraged to observe and discuss issues. Whatever approaches are used, it is strongly recommended that, as far as possible, this Unit is delivered in a practical setting for the selected sport.

Sport governing bodies may offer additional advice on the design of plans, risk assessment, safety and child protection issues based on existing standards and best practice.

Guidance on approaches to assessment of this Unit

Where a centre uses oral questions it is essential that there is a record of the assessment decisions made. A recording of the learner's response to a question does not by itself provide evidence of an assessment decision. It would be necessary to have a record of the question/response and assessor's judgment of that response.

Outcome 1

Much evidence will be of a practical nature. Delivering centres may use appropriately devised checklists, needs analysis documents and/or assessor reports.

There may be a need to support this with questions where a specific item of knowledge is not clearly demonstrated by a task. This may be in a written form or by oral questions.

National Unit Support Notes (cont)

Unit title: Plan and Prepare a Series of Coaching Sessions: Gymnastics Acrobatic (SCQF level 5)

Outcome 2

Linked session plans will be produced which identify resources, timings, sequences, volume, intensity and evaluation. The S/NGB and or organisation may provide a template for this or the learner may produce his/her own. The delivery mode(s), coaching style(s) and technical content should take into account the identified needs of the participants and evidence may be generated at the planning stage through discussion, written questions, etc.

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Outcome 3

A variety of approaches may be used and mixed and matched where appropriate for the sport and learner.

Learners are required to assess the risks for the planned sessions and the resources to be used. Learners are required to produce evidence that they understand the governing body's and centre's/organisations procedures for protecting children and/or vulnerable groups from possible abuse.

The assessor may ask supplementary questions where there is a gap in evidence and to ensure that the learner has the required understanding of the issues involved.

These should be recorded when used.

Opportunities for 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 social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at **www.sqa.org.uk/e-assessment**.

National Unit Support Notes (cont)

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Opportunities for developing Core and other essential skills

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

Numeracy at SCQF level 4
Communication at SCQF level 5
Problem Solving at SCQF level 5

Although skills in *Communication* are not formally assessed learners will be expected to produce and present materials to a standard acceptable in the vocational area. Learners will be encouraged to express ideas and information accurately and concisely, using appropriate language and style.

Learners will develop skills in Critical Thinking as an aspect of *Problem Solving* as they design session plans. They will need to consider critically and in detail all issues which will affect the success of the activities, including available resources and the abilities of participants. Other elements of the Core Skill could be covered with the integration of practical work with the Unit *Coach Participants and Develop Personal Practice* (SCQF level 5) if this Unit is being delivered as part of the planned Group Award.

For some sports, learners may have to carry out some numerical calculations and measurements involving physiological and environmental data as part of risk assessment, and to ensure a safe working environment. Reading and recording relevant statistical and graphic data, checked for accuracy, will encourage the development of *Numeracy* skills.

History of changes to Unit

Version	Description of change	Date

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General information for learners

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This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

While undertaking this Unit, you will almost certainly combine it with the third stage of the process and the other Unit in the award. The coaching process involved all three stages, ie:

- plan it (ie plan the delivery of coaching sessions)
- do it (deliver planned sessions)
- review it (consider how the session aims were achieved and what will you do next)

It will be clear that this planning process requires you to have information available, eg what is the ability of the group or individual client? What are the needs of the activity? What is the desired outcome of the session? How will you record all this information? These are examples and other needs are likely to be apparent to you.

You will use the information that you have gathered to prepare your plans for four linked sessions and that will include identifying resources, timings, sequence of delivery, intensity and other considerations that the activity may demand. You will need to consider the style of delivery and the technical content required and again record this in a format that others can understand.

For every session it is expected that you will have a risk assessment in place. If you have any recommendations or concerns, than you will need to know who you can share that information with. That could be another coach with a speciality, parent or other professional colleague. Remember that you have a duty of care to protect all involved from abuse at all times.

Some evidence may be gathered while on the course and some may well be gathered from your own coaching log so you will need to ensure that this is kept up to date and can be understood by your assessor.

If you achieve the associated Units for this NPA, the Scottish Governing body for the sport will recognise your qualification and this can lead to advancement in your coaching career.