National Unit specification

General information

Unit title: Coach Participants and Develop Personal Practice: Gymnastics Trampolining (SCQF level 5)

Unit code: H4D6 11

Superclass: MA

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Unit purpose

The purpose of this Unit is to develop the learner's ability in the coaching process and to allow the learner to develop the skills needed to accept overall responsibility for the individual or group being coached. It will also allow the learner to develop the reflective skills required to further enhance development of their own coaching techniques. The Unit is designed for learners who are already involved in coaching and who now wish to further their knowledge of the process and their skills in delivery.

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

Outcomes

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

1 Prepare the activity/facility area and ensure that participants are prepared for coaching sessions.
2 Establish and maintain good working relationships.
3 Deliver two coaching sessions which develop participants' performance.
4 Use session evaluations to monitor and develop personal practice for six sessions.

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 *Plan and Prepare a Series of Coaching Sessions* (SCQF level 5)
- a Scottish/National Governing Body (S/NGB) preliminary coaching award
- the competences of the United Kingdom Coaching Certificate level 1 award

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

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

Prepare the activity/facility area and ensure that participants are prepared for coaching sessions.

Performance Criteria

(a) Ensure that equipment is set up in accordance with accepted guidelines.
(b) Undertake safety checks to ensure the activity/facility area meets the required standards.
(c) Ensure that the dress of all involved is safe and appropriate.
(d) Explain emergency procedures and safety requirements to participants.
(e) Inform participants of goals and activities.
(f) Ensure participants' level of experience and ability is appropriate to the sessions.

Outcome 2

Establish and maintain good working relationships.

Performance Criteria

(a) The role and responsibilities of the coach are explained to participants.
(b) Use appropriate methods of communication to create a positive environment for learning.
(c) Set appropriate rules for participants' behaviour.
(d) Encourage participants to provide constructive feedback and to adopt a positive attitude.

Outcome 3

Deliver two coaching sessions which develop participants' performance.

Performance Criteria

(a) Use appropriate warm up activity or activities for the sessions.
(b) Sessions follow the delivery plans taking into account any changes in circumstances/needs.
(c) Apply the planned delivery techniques, strategies and principles.
(d) Observe and respond appropriately to participants' performance.
(e) Demonstrations and explanations are technically correct and meet needs of the participants.
(f) Conclude sessions appropriately.
(g) Equipment and facilities are left in condition appropriate for future use.

National Unit specification: Statement of standards (cont)

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Outcome 4

Use session evaluations to monitor and develop personal practice for six sessions.

Performance Criteria

(a) Analyse and evaluate own strengths and weaknesses in coaching practice.
(b) Produce a personal action plan to develop coaching practice.
(c) Implement personal action plan, incorporating necessary amendments as required.
(d) Review action plan for future use.

Evidence Requirements for this Unit

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

This Unit will be delivered using previously devised plans.

Plans and evaluations together with any appropriate supplementary information will be recorded in the learner's own logbook. This logbook may be used as part of the evidence for each Outcome.

For Outcome 1 the learner will be required to prepare for two sessions.

If any modifications to plans are required to meet specific needs or events, the plan must be revised, recorded and adopted.

If the plan is modified after the session has begun, the learner must give a valid explanation in the plan or log book or recorded in the evaluation of the session. If there is no naturally occurring evidence of modifications, supplementary questions may be used (eg —'what if' scenarios).

The standard of dress of both the participants and the learner for the activity will be the standard required by the S/NGB and/or the centre or facility.

Assessor observation checklists to cover all performance criteria for each session are required. Evidence must cover two sessions.

For Outcome 2 the learner's personal behaviour will have to meet the accepted standards for professional behaviour as contained within the S/NGB's code.

An assessor checklist to cover all Performance Criteria should be used for each session. When recording and judging the learner's performance, it is important to ensure that the learner's communication with participants is both encouraging and motivating.

National Unit specification: Statement of standards (cont)

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

For Outcome 3 a checklist to cover all Performance Criteria should be used for each session.

The warm up activities should be appropriate for the activity and learner(s).

Equipment and facilities should be in line with S/NGB and centre/facility recommendations.

The conclusion of the sessions must be inclusive, summarise participant progress, achievements and development, and include an outline of future opportunities.

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

For Outcome 4 learners will produce a completed logbook of coaching practice that includes a minimum of six coaching sessions.

The logbook should be devised to allow learners to reflect on and record their strengths and weaknesses and plan their future personal development. The analysis and feedback must include the use of feedback from others.

The analyses and evaluation must allow all stages of planning, delivery and evaluation (or Plan, Do and Review) to be addressed.

National Unit Support Notes

Unit title: Coach Participants and Develop Personal Practice: Gymnastics Trampolining (SCQF level 5)

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

Outcome 1

If delivered as part of the planned Group Award, there should be links to the Unit *Plan and Prepare a Series of Coaching Sessions* (SCQF level 5) as the learner will have the opportunity to apply theory, planning and practice in a real coaching environment.

Guidelines, standards and procedures will be those accepted by the governing body for the sport and reflect any current legal requirements, eg the Health and Safety at Work Act (HASWA) and Control of Substances Harmful to Health (COSHH) regulations.

The opportunity should be taken to integrate assessment of this Unit with assessment of the Unit *Plan and Prepare a Series of Coaching Sessions* (SCQF level 5) when the Units are delivered together.

Outcome 2

The roles, responsibilities and methods of communication will be those that the S/NGB for the sport require and will be detailed in the code of practice for the sport.

Learners will be expected to develop these delivery skills in a real coaching environment which will help them adopt communication styles appropriate for the situation and allow them to establish and maintain good working relationships.

Outcome 3

Demonstrations and technical content will be detailed by the governing body for the sport and in line with current best practice.

If the Unit is being delivered as part of the planned Group Award, the coaching sessions may be two of the four planned in the Unit *Plan and Prepare a Series of Coaching Sessions* (SCQF level 5).

National Unit Support Notes (cont)

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Outcome 4

The feedback may be received from participants, other coaches, mentor, parents, spectators, assessor, etc. This list is not exhaustive.

Feedback may include both personal views (intrinsic feedback) and the views of others (extrinsic feedback) and analysed to help personal action planning as required by the governing body.

If the Unit is being delivered as part of the planned Group Award, four of the six coaching sessions used in this Outcome may be those planned in the Unit *Plan and Prepare a Series of Coaching Sessions* (SCQF level 5).

Guidance on approaches to delivery of this Unit

If this Unit is being delivered as part of the planned Group Award, the Unit must be delivered within the same sports context as the Unit *Plan and Prepare a Series of Coaching Sessions* (SCQF level 5).

Learners will be expected to be familiar with S/NGB requirements for:

- equipment
- facility
- safety checks
- emergency procedures
- dress code
- participant needs

These may be given to that learner 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 for the elected sports.

Learners may be given the opportunity to discuss a variety of approaches regarding communication styles, delivery methods and types of feedback. The knowledge and skills require to be refined in a practical setting with feedback received being used to develop own practice.

Guidance on approaches to assessment of this Unit

If this Unit is being delivered as part of the planned Group Award, there are opportunities for the integration of assessment between this Unit and the Unit *Plan and Prepare a Series of Coaching sessions* (SCQF level 5).

Where a centre uses oral questions, it is essential that there is a record of assessment decisions made. A record 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 judgement of that response.

National Unit Support Notes (cont)

Unit title: Coach Participants and Develop Personal Practice: Gymnastics Trampolining (SCQF level 5)

Outcome 1

Much evidence will be of a practical nature. Delivering centres may use appropriately devised checklists/assessor reports. If this Unit is delivered as part of the planned Group Award there should be clear links with the Unit *Plan and Prepare a Series of Coaching Sessions* (SCQF level 5) — it should be evident to the assessor that the learner has used previous planning documents and knowledge.

Outcome 2

Much evidence will be of a practical nature with assessor observation offering the best opportunity for recording judgements in a real, practical coaching environment. Supplementary questions may be used where considered appropriate to ensure that all Performance Criteria are covered.

Outcome 3

Much evidence will be of a practical nature with assessor observation offering the best opportunity in a practical and real coaching environment. Supplementary questions may be used, where appropriate, to ensure that all Performance Criteria are covered.

If this Unit is delivered as part of the planned Group Award there should be clear links with the Unit *Plan and Prepare a Series of Coaching Sessions* (SCQF level 5), with session plans being put into practice. The learner may use appropriate templates for session plans as required by the S/NGB or centre/facility, or may devise appropriate plans of their own.

The warm up and technical content will be in line with S/NGB recommendations and should be evident during the delivery of the sessions.

Outcome 4

The logbook produced by the learner must include a minimum of six sessions and, if this Unit is being delivered as part of the planned Group Award, this should include the four linked sessions already prepared for the Unit *Plan and Prepare a Series of Coaching Sessions* (SCQF level 5).

The logbook should allow for analysis, recording, reviewing and action planning and for the assessor to comment and record the assessment decision.

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.

National Unit Support Notes (cont)

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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**.

Opportunities for developing Core and other essential skills

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

Communication (SCQF level 5)
Problem Solving (SCQF level 5)
Working with Others (SCQF level 5)

All elements of the Core Skill of *Problem Solving*, that is, Planning and Organising, Critical Thinking, and Reviewing and Evaluating, will be developed as the Unit is undertaken, particularly when there is integration with the Unit *Plan and Prepare a Series of Coaching Sessions* (SCQF level 5). Learners must undertake an analysis of factors affecting coaching activities. Devising and implementing effective strategies for participants and on-going opportunities for review and evaluation is an important aspect of achievement. For some sports, learners may also develop skills in Working with Others as they effectively negotiate goals and targets taking account of all resources including strengths and weaknesses of self and others. Using working methods consistent with available resources they will demonstrate and explain to others, and will be supported as they review and evaluate the way in which they fulfilled their own responsibilities in tasks undertaken.

There will be opportunities to develop Oral Communication skills. Learners should be made aware of the importance of listening and observation skills in order to relate and respond to others in the most appropriate way. Understanding and responding to the physical and emotional needs of participants will support the ability to adapt language and non-verbal communication in order to progress effective communication. Giving appropriate information and explaining and directing appropriate activities will be an essential aspect of competence. Learners will be expected to use vocabulary, register and style suitable to purpose and to the participants and to be able to respond confidently to questions from both participants and the assessor.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Coach Participants and Develop Personal Practice: Gymnastics Trampolining (SCQF level 5)

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)

You will now be required to deliver on your plan and do so for two sessions.

You will need to ensure that any equipment is properly set up for use and that all are appropriately dressed for the activity and conditions. Participants will need to be kept informed and their level of ability kept in mind so ensure safety but ensuring that an opportunity to learn (and enjoy) is realistic.

During all this it is important to maintain a good working relationship with those involved and clear standards are set by you. All should be encouraged by positive feedback and your use of a positive approach.

Any warm up activities should be relevant and the plan should be followed. Having said that, if it is clear that you need to adapt the plan then that also may be good practice but you should be able to justify the change later if this is the case. At all times the coach must be able to respond to the participants' needs.

The sessions should be concluded appropriately and the facility left in good condition for those who may follow.

You will then be required to consider the session just delivered and record what went well and what might have gone better. How would you proceed next time to address any issues arising or if it all went to plan — you still need to address 'what next'. The process of self-reflection is important as we all strive for improvement.

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.