National Unit specification

General information

Unit title: Manage a Coaching Environment: Canoe Racing (SCQF level 6)

Unit code: H4DJ 12

Superclass: MA

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Unit purpose

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

The purpose of this Unit is to help the learner to develop an awareness of the need to create a safe, supportive and effective environment in which learning will occur. The learner is expected to accept responsibility for the development of the coaching environment. The environment will be that required for the specific sport involved and will allow the learner to develop the skills required to ensure that the coaching environment is safe for all. This includes the coach, the athletes being coached along with other coaches, parents and supporting staff. The learner will have the opportunity to improve their skills in managing the coaching environment and managing people while maintaining supportive working relationships.

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

Outcomes

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

1 Establish and maintain a safe coaching environment for participants and others.
2 Establish and maintain supportive working relationships with the participants and others involved in the coaching environment.
3 Manage participants and others behaviour to ensure a safe and effective coaching environment.

National Unit specification: General information (cont)

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Credit points and level

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

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)
- 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.

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

Establish and maintain a safe coaching environment for participants and others.

Performance Criteria

(a) Provide relevant information to manage and minimise health and safety implications that can affect participants and others.
(b) Implement planned procedures for managing risk during the coaching programme in line with current practice.
(c) Ensure that dress and equipment used by participants and others is safe and appropriate for the coaching environment.
(d) Complete safety checks to ensure that the coaching environment meets relevant health and safety standards.
(e) Report any problems identified during safety checks to the appropriate person.
(f) Manage the safe and effective set up and taking down of equipment.

Outcome 2

Establish and maintain supportive working relationships with the participants and others involved in the coaching environment.

Performance Criteria

(a) Manage the roles and contributions of participants and others to ensure an equitable coaching environment.
(b) Use a range of communication methods that are responsive to the changing needs of participants and others to establish supportive working relationships.
(c) Implement strategies to protect children and vulnerable people from abuse which are in line with the sports governing body requirements.

Outcome 3

Managing the behaviour of participants and others to ensure a safe and effective coaching environment.

Performance Criteria

(a) Establish ground rules for behaviour with the participants and others involved in the process.
(b) Set appropriate standards of behaviour through own professional practice.
(c) Use an appropriate variety of methods to manage and reward participants' behaviour.
(d) Encourage participants and others to find solutions to manage disagreements, conflict and inappropriate behaviour.

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.

The assessment for this Unit must be conducted under supervised, controlled conditions. Assessment must also be conducted on two planned sessions of a training programme covering a minimum of eight weeks.

Performance evidence, supplemented by two assessor checklists (one for each session) and a log of activities covering an eight week period, is required to demonstrate that learner has achieved all the Outcomes and Performance Criteria. The performance evidence for Outcome 1, Performance Criterion (a) must cover:

- emergencies, operating procedures, responsibilities affecting participants and others.
- the range of medical support that can be used to help with injury reduction, management and rehabilitation.
- the use of guidelines, procedures and practices for reporting accidents, injuries and illness to the required authorities.

Centres must ensure that the log is authenticated as the work of the learner.

The learner must provide evidence of technically correct explanations and demonstrations (where appropriate) in accordance with S/NGB requirements.

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.

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

The purpose of this Unit is to help the learner to develop an awareness of the need to create a safe, supportive and effective environment in which learning will occur. 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.

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

In this Unit communication refers to a range of verbal and non-verbal communication to suit the complexity of the coaching environment, this could include: tone, body language, etc. Learners should be encouraged to develop a logical progression of their delivery/information that allows contributions from participants and others when developing ideas.

For all Outcomes, there is a need to encourage a 'Positive working relationship'. This may be best achieved by the application of the relevant coaching philosophy and values as indicated by the Governing body for that sport and required by current legislation and Codes of Practice. It is good policy to empower participants and others where this can be done and to delegate roles and responsibilities. It must be remembered that participants and others may be seen as role models and this carries responsibilities.

Learners must be able to effect change in attitudes and behaviour and understand how to deal with complaints and be able to establish an appeals procedures. Learners should also be aware of the need for positive reinforcement and be able to use motivational techniques to enhance learning for participants.

National Unit Support Notes (cont)

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Outcomes 1, 2 and 3

Within the Outcomes the following should be covered.

Communication:

- Range of verbal and non-verbal methods to suit the complexity of the coaching environment, presenting information to develop ideas in appropriate format, style and tone, logical progression of delivery/information that allows contributions from participants and others to develop ideas, variety of techniques to engage participants and others.

Positive working relationships:

- Coaching philosophy and values, Codes of Practice, empowerment of participants and others, delegation of roles and responsibilities; participants and others as role models, change attitudes/behaviour, establishing complaints and appeals procedures, positive reinforcement, motivational techniques.
- Developing participants decision making skills — selective attention, process limitations, simulations, drills and role play.
- Factors to consider — experience and skill-sets, abilities, capabilities, priorities, matching workloads to personal development, plans/potential, cost, resource and time implications.
- Managing behaviour — ground rules, sanctions, time outs, individual discussions, managing disagreements, positive reinforcement, responses to distress and disruptions, organisational procedures for dealing with inappropriate behaviour, potential disruptions and injury.

Protection of Children from abuse:

- Common signs and indicators of abuse — physical, emotional, sexual, neglect, bullying, policies and procedures of dealing with and reporting abuse, full or partial disclosure, relevant legislation, role and responsibilities when working with others.

Risk management:

- Correct procedures within accepted guidelines and Health and Safety requirements, adequate supervision of children and vulnerable groups, normal operating and emergency procedures on and off site, first-aid provision, medical support and needs.

National Unit Support Notes (cont)

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Health, safety and emergency:

- Organisational/facility guidelines and reporting mechanisms, Health and Safety relevant to the programme, dealing with incidents within the programme, related legislation as appropriate, provide advice and guidance to others involved in the coaching process, create an awareness of current legislation and associated risks, responsibility and accountability, safe manual lifting and handling procedures, normal operating procedures for equipment assembly/disassembly and storage guidelines, using governing body guidelines, safe working order of equipment.
- Dress and equipment — appropriate for the activities, comfort and practicality, suitable for environmental conditions.

Managing injury and illness:

- Types of injury and illness relevant to the sport; correct procedures and responses to dealing with accidents/emergencies, location and procedures for contacting and using first aid provision or emergency services, reporting procedures.
- Prevention techniques — appropriate activities, correct clothing and safe use of equipment.
- Rehabilitation strategies — support programme, treatment, timescales, support network.

Guidance on approaches to delivery of 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.

Learners will already be involved in the coaching process and they will be expected to be familiar with the 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 selected sport.

Learners should be given the opportunity to develop and refine skills with regards to communication styles, delivery and types of feedback which take into account the current needs of the sport, participants and others to include coaches. The knowledge skills require to be refined in a practical setting with feedback received being used to develop own practice.

National Unit Support Notes (cont)

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It is expected that at this level, learners will be coaching in a real coaching environment. There may be opportunities to watch other coaches at work or videos from industry. Learners should be encouraged to develop skills of 'critical analysis' and to be aware of the ever changing nature of coaching and its theories.

Guidance on approaches to assessment of this Unit

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. Learners 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 learner will be formally observed and assessed on two occasions. The learner 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 learners 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:

- learners will keep an accurate record of a continuous and reflective report containing the following:
  - learners are required to keep an accurate record of their sessions and the evaluation of each session should address most if not all the Outcomes and PC required.
  - relevant information on and implementation of safety checks and procedures for managing risk have been carried out in order to maintain a safe and effective coaching environment which is in line with current practice, this is to include the management of safe and effective set up and taking down of equipment.
  - checks on safe appropriate environment, equipment and dress for participants and others. Correct reporting procedures have taken place when the relevant health and safety standards have not been met.
  - managing the behaviour of participants and others by setting ground rules, setting appropriate standards, rewarding appropriate behaviour and evidence where the learner has dealt with disagreements and conflicts.
  - evidence of ensuring that the learner maintains and manages an equitable environment with learners and others which is in line with the sports governing body requirements.

- 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 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 learner 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 be included within the learner's log. Learner's evidence for this Unit may be electronic or paper based.

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.

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

While undertaking this Unit, the learner is required to manage the coaching environment where opportunities may be present for the learner to develop aspects of the Core Skill in *Communication*.

Learners will be required to manage the behaviour of participants and others which may present opportunities to develop aspects of the Core Skills in *Problem Solving* and *Working with Others*.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Manage a Coaching Environment: Canoe Racing (SCQF level 6)

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.

You will be required to be assessed over an eight week period and be seen delivering two sessions. Your assessor will use checklists to ensure that you meet all aspects of the required standard.

Normally you will need to keep a log of your coaching activities which addresses how you plan to manage Health and Safety issues and manage risk. This will need to be in line with current practice.

Dress and equipment used by participants will also need to be in line with best practice and safe for the activity and in line with the requirements and needs of the activity. You will have to be seen carrying out safety checks and a record kept of that activity. If you find anything amiss — that must be reported and again logged. If nothing is wrong then you will be asked what you would do if there was an issue that required attention.

The removing and storing of any equipment will also need to be safely completed.

The management of those participating is also required and you will be expected to understand that other people may have a role to play — specialists, parents, etc. This may all require a range of communication skills and methods to establish good working relationships that can benefit the performer.

You will of course be required to develop strategies to ensure that all are safe form abuse at all times in line with the requirements of the governing body.

Demonstrations must be technically correct (where appropriate) and explanations in line again with best practice.

The management of behaviour of those taking part is required and you will need to keep in mind that this may include other involved in the process and not only the performer or participant. You will need to keep in mind that you are seen as a role model and that you own standards and behaviour is expected to be exemplary. Of course enjoyment is an important part and must not be overlooked. Your approach will be professional and will include a variety of methods to manage and reward the participants. Encouragement and seeking solutions is an important aspect of the process as is the management of any issues of contention that can arise.

It is understood that sessions will have elements of unpredictability as you are dealing with real people, but any departure from the plan will need to be justified — that may not present a problem as that process is also part of the coaching process.

Your assessor may ask supplementary questions to ensure a full understanding of the coaching process.

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.