



National Unit specification

General information

Unit title: Conduct and Review the Delivery of a Coaching Activity: Tumbling (SCQF level 4)

Unit code: H9NV 44

Superclass: MA

Publication date: November 2015

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

The purpose of this Unit is to develop the learner'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 learners who wish to improve their coaching skills in a supported environment. The learner will have a limited level of autonomy but will gain skills and experience while assisting an experienced coach. Learners will 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 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.

Credit points and level

1 National Unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4)

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 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

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill Problem Solving at SCQF level 4

Core Skill component None

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of the Unit Specifications for this Course.

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

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

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

For Outcome 1, the learner is required to deliver a prepared activity. This activity would be observed by the assessor and a report on the performance of the learners 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 learner'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 learner.

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 learner's responses to oral questions. The observation checklist must cover all the relevant Performance Criteria.

For Outcome 4, the learner 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.

National Unit specification: Statement of standards (cont)

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This must accurately reflect the session assessed.

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 learner 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 learner 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 learner appropriate feedback.



National Unit Support Notes

Unit title: Conduct and Review the Delivery of a Coaching Activity:
Tumbling (SCQF level 4)

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 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 learner 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 learner 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 learner will certainly follow S/NGB guidelines and these will vary from sport to sport.

Guidance on approaches to delivery of this Unit

As stated above, the learner 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. Learners 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.

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

National Unit Support Notes (cont)

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Guidance on approaches to assessment of this Unit

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

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

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

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

Communication (SCQF level 4)

Problem Solving (SCQF level 4)

Working with Others (SCQF level 4)

There will be many opportunities to develop good skills in Oral Communication as the Unit is undertaken. Learners 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. Learners 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.

National Unit Support Notes (cont)

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Learners 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.

This Unit has the Core Skill of Problem Solving embedded in it, so when candidates achieve this Unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF Level 4.

History of changes to Unit

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 4 embedded.	24/11/2015

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General information for learners

Unit title: Conduct and Review the Delivery of a Coaching Activity: Tumbling (SCQF level 4)

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 be expected to deliver the session you have already planned. This will allow you to move from the planning stage to the delivery stage and then onward to the review stage.

It is expected that you will conform to the required code for your personal equipment and your dress for the activity (keeping in mind that you are seen as a role model).

You will also need to ensure that the participants are dressed safely and appropriately and that the resources and area are safe environments which are conducive to learning. Health and Safety provision must be evident.

At all times it is important that those you coach understand what you are asking them to do. This can involve verbal and at times non-verbal Communication Skills along with at times, demonstrations or expansion of what you are seeking to achieve.

You will need to be able to respond to questions appropriately and give relevant feedback to those being coached.

The session delivery will follow the plan but may require modification to take account of events as they happen. In that event you may be asked to justify and explain the change that you made. This is to be expected at times no matter how experienced the coach.

Your demonstrations must facilitate learning and meet the technical requirements for Tumbling. Your knowledge of rules must be evident.

Finally you need to evaluate your session using your own views (intrinsic feedback) and the feedback from those you were coaching (extrinsic feedback).

Feedback should be evaluated and then used to further develop your action plan for the future,

Much of this Unit will be assessed in a practical situation and your tutor/assessor will guide you as to when you are ready for assessment.

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.