



## National Unit specification

### General information

**Unit title:** Analyse Participants' Needs and Plan a Coaching Programme: Tumbling (SCQF level 6)

**Unit code:** H9P2 46

**Superclass:** MA

**Publication date:** August 2015

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

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

The purpose of this Unit is to assist the learner to develop a range of analytical techniques. These techniques will then be used to plan linked coaching sessions which are appropriate to the identified needs of the participants.

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 participants' current and potential needs and key performance factors within the coaching programme.
- 2 Design and plan coaching programmes that support participants' needs.
- 3 Produce evaluation schedule which takes account of changing needs and aspirations of participants and others.

### Credit points and level

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

## National Unit specification: General information (cont)

**Unit title:** Analyse Participants' Needs and Plan a Coaching Programme: Tumbling (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

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 5

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

### 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](http://www.sqa.org.uk/assessmentarrangements).

## **National Unit specification: Statement of standards**

**Unit title:** Analyse Participants' Needs and Plan a Coaching Programme: Tumbling (SCQF level 6)

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 participants' current and potential needs and key performance factors within the coaching programme.

#### **Performance Criteria**

- (a) Negotiate and agree appropriate methods for collecting and reviewing information used as a basis for the programme.
- (b) Analyse information collected on the participants' current and potential needs and key performance factors.
- (c) Prioritise participants' performance needs using analysed information.
- (d) Justify the use of specialist support within the programme.
- (e) Explain the process which is used to refer participants whose needs cannot be met within the programme.
- (f) Use appropriate guidelines when deal with confidential information.

### **Outcome 2**

Design and plan coaching programmes that supports participants' needs.

#### **Performance Criteria**

- (a) Establish appropriate goals for structured coaching programmes.
- (b) Develop programme structures which encourage participants' development and retention.
- (c) Develop coaching programme outlines which are consistent with current practice and allow participant progression.
- (d) Justify the choice of proposed delivery modes and coaching styles for the programme.
- (e) Identify methods to minimise potential risks which may arise during the coaching programme.
- (f) Plan the use of resources to support the coaching programme.

## **National Unit specification: Statement of standards (cont)**

**Unit title:** Analyse Participants' Needs and Plan a Coaching Programme: Tumbling (SCQF level 6)

### **Outcome 3**

Produce an evaluation schedule which takes account of the changing needs and aspirations of participants and others.

#### **Performance Criteria**

- (a) Establish appropriate timings for evaluation activity during the programme.
- (b) Establish appropriate methods for the evaluation activity which will be conducted during the programme.
- (c) Discuss with participants and others the proposed evaluation schedule.
- (d) Modify the evaluation schedule in line with feedback received from participants and others.

#### **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. 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.

Product and performance evidence, supplemented by an assessor checklist, is required to demonstrate that the learner has achieved all the Outcomes and Performance Criteria.

- ◆ Product evidence in the form of a log must be provided which includes a reflective account of a discrete cycle/phase covering the eight week period. This log must provide evidence that the learner has achieved all the requirements of Outcomes 1 (b) to (e), Outcome 2 and Outcome 3.
- ◆ Performance evidence, supplemented by an assessor checklist must be provided which shows that the learner has met the requirements of Outcome 1 (a) and (f). The performance must be gathered during two sessions within the eight week discrete cycle in the sport.

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



## National Unit Support Notes

**Unit title:** Analyse Participants' Needs and Plan a Coaching Programme: Tumbling (SCQF level 6)

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 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.

The purpose of this Unit is to allow the learner to develop an understanding of the processes of monitoring coaching programmes and evaluating the effectiveness of these programmes in light of participants experience or performance and development needs.

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

It is anticipated that the following content would be covered for each of the Outcomes within this Unit.

#### Outcome 1

Participants and others would include:

- ◆ Types of participant — male, female, child, youth, adult, veteran, vulnerable adults and children.
- ◆ Mixed ability — novices, experienced, elite.
- ◆ Others — parents, carers, other coaches, facility staff, medical support staff, sports science staff, athlete services staff.
- ◆ Specific needs of participants — physical, medical, disability, behavioural, emotional, social, educational, intellectual.

## National Unit Support Notes (cont)

**Unit title:** Analyse Participants' Needs and Plan a Coaching Programme: Tumbling (SCQF level 6)

Equitable practice and positive relationships would include:

- ◆ Open access and inclusion — participant centred, codes of practice, roles and responsibilities of a coach according to participants needs and programme goals, positive reinforcement, boundaries/parameters for behaviour, punctuality and good time-keeping, involving all participants in session in a variety of roles where required, promote enjoyment, participant development and achievement of goals.
- ◆ Acceptable behaviour — inclusive, honest, fair, respect, use of appropriate language, ground rules to establish.
- ◆ Customer service — meeting, greeting, politeness, helpfulness, maintain support and goodwill.

Information required to analyse performance would include:

- ◆ Participants' — needs, motives, goal orientation, strengths and weaknesses in performance, learning styles, experience and ability, lifestyle, decision-making skills, stage of development, past, present, and projected participation and/or competition, barriers to participation and achievement.
- ◆ Phases of the coaching programme — pre-season, preparatory, competition, post-competition, transition.

Methods to analyse performance would include:

- ◆ Sports-specific methods, field and/or laboratory-based methods, evaluation techniques.
- ◆ Use of accepted benchmarks and evidence — date and other published statistical material, performance rankings and ratings.

Referral would include:

- ◆ Variety of information to develop participants in areas outside personal competence, accessing specialist support within resource, budget and/or access constraints.
- ◆ Access to alternative programmes within or outside the sport — regional, national, international, cross-sport training.

## National Unit Support Notes (cont)

**Unit title:** Analyse Participants' Needs and Plan a Coaching Programme: Tumbling (SCQF level 6)

### Outcomes 2 and 3

Information to plan coaching programmes would include:

- ◆ Participants' — age, gender, experience and ability, medical conditions, stage of development, needs and aspirations, learning styles, past and present performance, self-reflection, problem solving and decision making skills, self-awareness.
- ◆ Specific needs — to deal with changing participants' needs and progress within the programme, to deal with changing environments.
- ◆ Health and safety requirements — governing body guidelines, organisational policies and procedures, related legislation, safety checks and risk assessments, procedures to book resources.
- ◆ Methods to collect information — individual/group discussion, written questions/form, feedback from participants and others, collection of performance analysis.
- ◆ Managing information — data protection of personal details, medical history, disclosure of information.

Coaching environment would include:

- ◆ Physical resources — venue, facilities and physical resources, first aid provision, sport-specific and technical equipment.
- ◆ Human resources — coaching specialists, medical staff, sports science support, education and careers staff, counsellors.
- ◆ Factors to consider — resource/equipment availability, time scales, cost-implications, environmental conditions.

Goal setting would include:

- ◆ Principles — specific, measurable, achievable, realistic, time phased, related to individual needs and stage of development, experience and ability, balance between the needs of the individual and the group.
- ◆ Purpose — to motivate, inform, create a learning environment and encourage decision making, for fun and enjoyment, to improve physical and mental ability, to develop skills and techniques.
- ◆ Types of — process, Outcome, performance.
- ◆ Factors to consider — time, resources, equipment and facilities, specific needs, stage of development, skills, techniques, tactics and lifestyle, fun and enjoyment.

## National Unit Support Notes (cont)

### Unit title: Analyse Participants' Needs and Plan a Coaching Programme: Tumbling (SCQF level 6)

Developing performance would include:

- ◆ Fitness components — strength, speed, endurance, flexibility, power, agility, muscular endurance.
- ◆ Training principles — overload, progression, specificity, adaptation, variability, reversibility, recovery, overtraining.
- ◆ Stages of development — physical, mental and emotional, maturation.
- ◆ Wide range of intervention strategies to improve performance — training methods to develop aerobic and/or anaerobic performance, resistance training, effective methods to manage overcompensation, altitude training, to motivate participants and others, manage anxiety and arousal.
- ◆ Methods to aid the performance of motor skills — whole, part, massed, distributed, blocked, random, constant, variable.

Programme structure would include:

- ◆ Linked session, progressive development, continuity.
- ◆ Periodisation of training — phases, cycles, (macro-, meso-, micro-), competitive schedule, interaction of volume and intensity of training.
- ◆ Evaluation schedule — timings and frequency of evaluation, session reviews, training cycle reviews, competition reviews, programme review, appropriate feedback opportunities from a range of sources.

Coaching styles and delivery modes would include:

- ◆ Coaching styles — autocratic, democratic, consultative, empowering.
- ◆ Delivery modes — one-to-one, group, peer group, discovery learning, problem solving.

Evaluation techniques would include:

- ◆ Techniques to monitor and review the impact of the coaching programme.
- ◆ Involvement of participants and others to the evaluation schedule.
- ◆ Evaluation takes into account of participants and others' changing needs and aspirations.

Planning and designing a programme should include:

- ◆ Participants and others needs, the coaching environment, technical requirements.
- ◆ Programme structure — promoting and supporting participants' development and retention, realistic timings, sequences, volume and intensity, contingency plans, adaptations for participant and others needs.

Planning resources should include:

- ◆ Integration of appropriate resources.
- ◆ Availability of resources for participants and others.
- ◆ Manage and allocate human and physical resources.



## National Unit Support Notes (cont)

**Unit title:** Analyse Participants' Needs and Plan a Coaching Programme: Tumbling (SCQF level 6)

This will be for a single specified sports activity. The learner will be required to follow S/NGB guidelines and these will vary from sport to sport.

### 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:

- ◆ Health and safety requirements and legislation for the coaching programme and resources
- ◆ Welfare of participants and others
- ◆ Participants' safe and effective development
- ◆ Techniques, coaching styles and skills of sport
- ◆ Customer service
- ◆ Analysis and development of performance
- ◆ Management of confidential information

These may be given to the 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 of the selected sport.

Learners should be given the opportunity to develop and refine skills in designing a programme and to develop their skills in critical analyses and should be encouraged to develop their knowledge of a range of techniques that can be used for analyses and to be aware of the ever changing nature of coaching and its theories. Learners should be working with participants and others to analyse their information on their potential and their current performance, specialist support and referral processes and should also be able to take account of the various factors that apply in the development of a plan and to consider how the plan may be evaluated to allow future development to take place.

### 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.

## National Unit Support Notes (cont)

### Unit title: Analyse Participants' Needs and Plan a Coaching Programme: Tumbling (SCQF level 6)

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:
  - session plans for the eight week programme containing information about participants current and potential performance. The plan must also contain: progression, good practice, consistency, timing, sequences, volume and intensity.
  - review strategies with participants — evidence of negotiation and agreement with participants on the methods of collection for a variety of information for the purposes of analysis to allow for prioritising participants' performance needs.
  - notes concerning specialist support — explanations on how the referral process works. In the event of no referral is required the learner will explain in principle how the process would work.
  - confidentiality of participant material — evidence to be gathered to show the learner has an understanding of the appropriate guidelines when dealing with information that may be confidential. This may be in a real situation or supported by appropriate questioning.
  - use of human and physical resources to support the coaching programme.
- ◆ contingency plans and potential risks should be identified and any adaptation to meet the needs of a range of participants.
- ◆ what steps the learner has taken to retain participants throughout the coaching programme.
- ◆ action plans developed from appropriate feedback.
- ◆ evaluation schedule should contain evidence of what has been negotiated and agreed and used in the coaching process and future plans must take account of the findings.
- ◆ 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, methods used by participants and should show evidence of the learner coaching the programme and taking into account: negotiation, agreement, goal setting, technical knowledge, delivery mode(s) and coaching style(s).
- ◆ 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.

## National Unit Support Notes (cont)

**Unit title:** Analyse Participants' Needs and Plan a Coaching Programme: Tumbling (SCQF level 6)

### 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](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

While undertaking this Unit, learners are required to analyse the needs and aspirations of sports participants. Learners are also required to manage, negotiate and explain aspect of the coaching programme. These activities may present opportunities for development of aspects of the Core Skill in *Communication*.

Depending upon the recording system that the learner uses, there may also be opportunities to develop aspect of the Core Skill in *Information and Communication Technology (ICT)*, eg where information is recorded in an electronic medium.

Learners will be required to negotiate and agree a course of action with 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:** Analyse Participants' Needs and Plan a Coaching Programme: Tumbling (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 undertaking this Unit alongside the Units:

*Manage and Develop Personal Coaching Programmes and Practice at SCQF level 6*  
*Manage a Coaching Environment* *Manage a Coaching Environment at SCQF level 6*  
*Deliver a Coaching Programme at SCQF level 6*

All these Units form one complete course of work and you will make use of information gathered from one Unit to effectively complete the next Unit of work.

You will be required to investigate the needs of the participants and note the key performance factors within the coaching programme. This will involve negotiation and agreeing how you will do that as it forms the basis of the complete programme.

You will need to analyse and record this data and prioritise needs using the information gathered. At each stage you will need to be able to justify the use of any specialist support and understand how and when you would refer a participant, eg when you cannot best meet their specific needs.

Keep in mind that much data will be confidential in nature and must be dealt with professionally and within legal guidelines.

After this stage you will develop the programme taking account of realistic goals, best practice, participants' needs, progression, etc (The list is not exhaustive).

You will need again to be able to justify what you plan, the methods planned for coaching and any risk factors anticipated. Resources planning will be required which supports the overall plan and is realistic.

As you will be aware by this stage, evaluation is of course required to progress and this will need to be planned and take account of timings and methods of evaluation. This will itself be subject to revision and feedback and will involve feedback from others and well as your own feelings and thoughts.

Performance evidence will cover an 8 week discrete cycle and at least two assessed sessions. Sessions must be linked.

You will keep a log book and your assessor will also comment and use a checklist to ensure that you have addressed all Unit requirements.

You will appreciate that when dealing with real participants, there will inevitably be an element of unpredictability and your assessor may well make use of additional questions to ensure that any adaptations made can be justified. 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.