National Unit specification

General information

Unit title: Manage and Develop Personal Coaching Programmes and Practice: Tumbling (SCQF level 6)

Unit code: H9P5 46

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 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. The Unit also allows learners to develop reflective practices which will inform future development in personal coaching practice.

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 Monitor, evaluate and refine the goals of the coaching programme.
2 Monitor and evaluate participants' performance and development.
3 Assist others to develop their own coaching practice.
4 Develop personal coaching practice.

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)

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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)
- 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(s)	None
Core Skill component(s)	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**.

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

Monitor, evaluate and refine the goals of a coaching programme.

Performance Criteria

(a) Collect and analyse information from appropriate sources on the effectiveness of your coaching programme and its goals.
(b) Review your coaching programme effectively using an evaluation schedule.
(c) Discuss and agree proposed modifications to the coaching programme with the participants and others.
(d) Record any agreed modifications to your coaching programme accurately.

Outcome 2

Monitor and evaluate participants' performance and development.

Performance Criteria

(a) Collect and analyse information on participants performance and development using appropriate sources and methods.
(b) Create appropriate opportunities throughout the programme for the participants to discuss their performance and development.
(c) Use appropriate communication styles to ensure that participants and others understand the purpose and principles of evaluation.
(d) Implement the planned evaluation schedule to review progress of participants' performance and development.
(e) Negotiate and agree priorities for improvement with participants and others.

Outcome 3

Assist others to develop their own coaching practice.

Performance Criteria

(a) Review coaching practice of others to identify strengths and weaknesses.
(b) Negotiate and agree action plans to develop the coaching practice of others.
(c) Provide appropriate advice and guidance to others about their coaching practice and action plan maintenance.

National Unit specification: Statement of standards

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Outcome 4

Develop personal coaching practice.

Performance Criteria

(a) Collect and analyse feedback from participants and others on own current coaching practice to establish areas of improvement.
(b) Review the impact of current developments in coaching practice across the sport to establish areas of improvement.
(c) Develop a personal action plan to address areas of improvement identified by feedback received and developments in coaching practice in the sport.
(d) Implement improvements in own coaching practice in line with personal action plan.

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, 2, 3 PC (b), and 4 PCs (a) to (c).
- Performance evidence, supplemented by an Assessor checklist must be provided which shows that the learner has met the requirements of Outcome 2, PC(c), Outcome 3 PCs (a) and (c), and Outcome 4 (d). The performance evidence must be gathered during two sessions within the eight week discrete cycle or phase 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: Manage and Develop Personal Coaching Programmes and Practice: 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

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.

Outcome 1 and 2

It is anticipated that the following should be covered:

Evaluation should include the following:

- Purpose — improve self-awareness, confidence, enjoyment, empower participants to take responsibility for their progress, review participants' progress, learning and development, learning improvement compared to quick performance gain, inform future planning and delivery, to review and modify content of sessions and programme goals, review effectiveness of process for implementation, review suitability of coaching environment.
- Methods — individual and group discussions, peer and others review, post session/competition analysis, participants' self-reflection, use of appropriate and available technologies, handling confidential information according to appropriate guidelines.

Monitoring should include the following:

- Participants' — performance, increments/decrements in performance and progression, stage of development, decision-making and self-reflection skills, career developments and lifestyle, roles and responsibilities of participants and others, planned Outcomes and achievement of the session and programme goals, coaching process and communication methods, proposed planning and preparation for competition, skills and technical development, level of motivation and retention, resource needs, availability and costs.

National Unit Support Notes (cont)

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Outcome 3 and 4

It is anticipated that the following should be covered:

Current developments should include the following:

- Sports-specific techniques in coaching practice, Codes of Practice, new innovations in equipment, resources and technologies, improvements and changes in the coaching environment, health and safety requirements and legislation.

Evaluation methods should include the following:

- Self-reflection, peer review, participant review, use of technologies, diagnostic and psychological tests, one-to-one sessions, relationship of previous and current practice against recognised and accepted good practice within the sport, review and support of others.
- Establishing areas of improvement — strengths, weaknesses, areas for professional development.

Personal action planning should include the following:

- Develop further understanding of sport — technical, tactical, physical, mental.
- Continuing professional development opportunities — refine, adapt and modify coaching practice, develop coaching practice, workshops, other qualifications, supported practice, observations of other practitioners/cross-sport learning and exchange, coaching-related conferences, professional journals, use of mentor, media relationships.

Advice and guidance should include the following:

- One-to-one and group sessions, appropriate communication methods to suit those involved, appropriately paced and time-phased support, use of available media and technologies, mentoring techniques, managing confidential information, agreeing goals and action plan of others.

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.

National Unit Support Notes (cont)

Unit title: Manage and Develop Personal Coaching Programmes and Practice: Tumbling (SCQF level 6)

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
- Welfare of participants and others
- Participants' safe and effective development
- Techniques and skills of a sport
- Codes of practice
- Continuous personal development
- 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 planning and evaluating coaching sessions which take into account the current needs of the sport, participants and others to include coaches. Learners should also be encouraged to develop their skills in giving advice, guidance and action planning. The knowledge 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

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.

National Unit Support Notes (cont)

Unit title: Manage and Develop Personal Coaching Programmes and Practice: 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:
  - the planned evaluation schedule being adopted to review the participants' performance and development. The evaluation schedule used should include the evidence to be collected on the progress of participants' performance and development and should detail how the learner will discuss and agree priorities for improvement.
  - analysis of the effectiveness of the coaching programme and of participants' performance and development, detailing the range of sources used to establish the effectiveness.
  - discussions with participants and others in establishing the effectiveness of the programme and agreeing modifications.
  - the role played by others in the coaching programme.
  - record of modifications to the coaching programme.
  - assisting others to develop their own coaching practice. This could take the form of records of one to one and group sessions using appropriate communication methods to suit those involved. The record maintained of advice and guidance offered by the learner should illustrate how current coaching practice, action planning and agreement have been carried out.
  - monitoring, reviewing and analysing own current developments detailing how the feedback from participants and others which highlights strengths, weaknesses and areas for professional development has been used.
- an assessor observation checklist will be provided of 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.

National Unit Support Notes (cont)

Unit title: Manage and Develop Personal Coaching Programmes and Practice: 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**.

Opportunities for developing Core and other essential skills

While undertaking this Unit, the learner is required to monitor, evaluate and develop aspects of performance which may provide opportunities to develop aspects of the Core Skill in *Communication*.

Learners are also required to collect, analyse and record information from appropriate sources. Depending upon the recording system that the learner uses, there may be opportunities to develop Written Communication and/or *Information and Communication Technology (ICT)* as information may be electronic or paper based.

There may also be opportunities for learners to develop aspects of the Core Skills in *Problem Solving* and *Working with Others* as they are required to negotiate and agree a course of action with participants and others.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Manage and Develop Personal Coaching Programmes and Practice: 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.

Once again you will be required to complete a log of your coaching activities and that will be in addition to questions and assessor checklists to ensure that you have covered all that is required. Evidence must cover two sessions and an eight week period and the log will include a reflective account of a discrete cycle or phase for your sport.

Once again supplementary questions are likely to be used doe to the level of unpredictability that is present while working in a real coaching environment. You will need to ensure that you have monitored and analysed information for different but appropriate sources and that this feeds into your evaluation and effectiveness of your programme and its goals. A review will follow that process and you will discuss and agree any modifications as a result and record that accurately. You will ensure that throughout the process, you will do much the same for the evaluative process of the participants' performance to ensure that they get the best possible outcome for their time and efforts. This will involve a range of communication skills, some of which may well be with others involved in the complete process.

You will need to ensure that any changes are recorded and any negotiation also noted as well as recording priorities and any agreed change — all these are normal and best practice.

You will also need to ensure that you conduct a review of the practice of others and feed that back to them constructively. Any negotiation and action plans should be recorded so that the practice of others can be developed.

The impact of current developments needs to be noted as this will have an effect on your overall plan as will competition dates, targets, etc. You will also need a personal action plan to address areas that have been identified by you or others and this will follow from feedback from others and your own thoughts and research.

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.