



Candidate Guidance and Portfolio for the SVQ in Sports Coaching level 2

Award Code:

Candidate name:

Publication code: Z0284

Note

The National Occupational Standards which form the basis of this award were developed by SkillsActive. This document is for candidate use only and should not be used as a substitute for the National Occupational Standards.

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Index

Section 1 — General information about SVQs	1
Introducing SVQs	1
Who offers SVQs?	1
What is the structure of an SVQ?	2
An example of an SVQ Element	3
How are SVQs achieved?	4
How are SVQs assessed?	4
Who does what in SVQs?	5
What is evidence?	6
When can simulation be used?	7
Integration of assessment	8
Section 2 — How to compile your portfolio (with worked examples)	9
General information	9
Evidence Collection Process	9
Planning your portfolio	10
Starting your portfolio	11
Contents checklist	12
Collecting your evidence	13
Presenting your evidence	14
Referencing your evidence	14
Worked examples	15
Index of evidence	16
Unit progress record	17
Element achievement record	18
Personal statement	19
Observation Record	20
Witness testimony	21
Record of questions and candidate's answers	22
Section 3 — The Units and recording documents for your SVQ	23
Unit Progress Record	23
Glossary of terms	24
Units for the SVQ in Sports Coaching level 2	27
Section 4 — Blank recording forms	80
Portfolio title page	81
Personal profile	82
Contents checklist	84
Index of evidence	85
Personal statement	86
Observation record	87
Witness testimony	88
Record of questions and candidate's answers	89

Section 1 — General information about SVQs

Introducing SVQs

The qualification you are undertaking is a Scottish Vocational Qualification (SVQ).

SVQs are work-based qualifications which assess the skills and knowledge people have and need to perform their job role effectively. The qualifications are designed using National Occupational Standards.

For each industry sector there is a Sector Skills Council (SSC) which is made up of representatives from the industry or profession and it is the SSC's responsibility to develop the National Occupational Standards.

These standards define what employees, or potential employees, must be able to do, how well and in what circumstances to show they are competent in their work.

The Sector Skills Council setting body for Sports Coaching level 2 is: SkillsActive

Access to SVQs is open to all and you can be assessed either against a particular Unit(s) or against the full SVQ. There are no entry requirements, no prescribed method of delivery, and no time constraints for completion or age limits.

SVQs are available at five levels of achievement which reflect the various technical and supervisory skills, knowledge, and experience which employees should have as they progress in their industry.

Who offers SVQs?

An organisation which offers SVQs is called a centre. This may be a school, college, university, employer, training provider or a combination of these. The centre has responsibility for the quality of the qualification and is required to work within an awarding body's policies and guidelines.

The Scottish Qualifications Authority (SQA) is your awarding body for this SVQ. This means that we are an organisation approved by government to design qualifications and awards. An awarding body endorses candidates' certificates so that an employer can be sure the qualification has gone through a rigorous and effective assessment process. SQA provides qualifications throughout the world and was formed by the merger of the Scottish Examinations Board (SEB) and the Scottish Vocational Education Council (SCOTVEC).

What is the structure of an SVQ?

All SVQs have a common structure and consist of standards which can be broken down into various parts:

Units and Elements	Units define the broad functions carried out in your particular job and are made up of a number of Elements . Each Element describes a specific work activity which you have to perform and may relate to skills or to the demonstration of Knowledge and Understanding.
Performance Criteria	The level and quality of how you should carry out these activities is determined by a number of statements called Performance Criteria . Performance Criteria are used to judge your competence.
Range/Scope Statements	A Range Statement tells you in what circumstances you must be able to prove your competence and allows you to demonstrate that you can carry out tasks in different circumstances. Items included in the Range Statements must not be treated as optional. Range Statements are also called Scope in some National Occupational Standards.
Evidence Requirements	The Evidence Requirements specify the amount and type of evidence which you will need to provide to your assessor to show that you have met the standards specified in the Performance Criteria and in all the circumstances defined in the Range Statements.
Knowledge and Understanding	The section on Knowledge and Understanding states what you must know and understand and how this knowledge applies to your job.

If you are not yet clear about how we define standards — just remember that the standards have been developed by experts within your industry or profession and that all candidates aiming for this particular SVQ are being assessed against the same standards.

You will find an example of an SVQ Element overleaf.

An example of an SVQ Element

UNIT: (1) Working safely in an engineering environment

This is the **UNIT** title — it describes a role and task.

Element 1 Comply with statutory regulations and organisational requirements

This is the **ELEMENT** title. It describes part of the main role and task.

Performance Criteria

PERFORMANCE CRITERIA set out the standard of performance you need to demonstrate consistently to claim competence in a particular **Element**.

You must ensure that you:

- 1 Describe your duties and obligations (as an individual) under the Health and Safety at Work Act 1974.
- 2 Comply with Statutory Regulations at all times.
- 3 Comply with organisational safety policies and procedures at all times.

Range

This means you need to cover:

- 1 Relevant sections of the Health and Safety at Work Act 1974 (eg with regard to your duties to work in a safe manner, not to interfere with remove or misuse equipment provided for the safety of yourself and others, not to endanger others by your acts or omissions).

The **RANGE** defines the various circumstances in which you must be able to prove you are competent.

You must cover all of the items in the **Range** Statement.

Evidence Requirements

The things you must prove that you can do:

You need to demonstrate that you understand your duties and obligations under both statutory regulations and organisational requirements and you can do this by:

- 1 Giving an adequate explanation of the duties and responsibilities of every individual as described in the Health and Safety at Work Act 1974.
- 2 Ensuring that whilst carrying out your work and/or visiting other areas of the working environment you are aware of the specific safety requirements and regulations governing your activities.

Knowledge and Understanding

You must prove that you know and understand:

- 1 The roles and responsibilities of yourself and others under the Health and Safety at Work Act 1974.
- 2 The general regulations that apply to you being at work.
- 3 The specific regulations which govern your work activities.

The **KNOWLEDGE AND UNDERSTANDING** Requirements state what you must know and understand and how this knowledge applies to your job.

How are SVQs achieved?

When you consistently meet the standards described in the Elements and show that you have the required skills and knowledge across the Range, you can then claim that you are *competent* in each Unit. You can claim certification for single Units or whole awards. Your centre will register your claim to competence through the awarding body. The awarding body you are registered with for this SVQ is the Scottish Qualifications Authority (SQA).

Scottish Qualifications Authority
The Optima Building
58 Robertson Street
Glasgow
G2 8DQ

The process of gaining an SVQ is flexible and depends on your needs. At the beginning of the process your assessor will review your existing competence in relation to the standards and identify the most suitable SVQ. The level you start at will depend on the type and breadth of your current job role together with your past experience, skills and any relevant prior learning.

To achieve an SVQ, or a Unit of an SVQ, you must:

- ◆ Demonstrate you meet the requirements of the Performance Criteria by collecting appropriate evidence as specified by the Evidence Requirements. This evidence is assessed against the national standards by a qualified assessor, who will be allocated to you by your centre. This will usually be someone who knows you, such as a manager or supervisor.

Evidence may come from:

- ◆ the **accreditation of prior learning** — where evidence relates to past experience or achievements
- ◆ **current practice** — where evidence is generated from a current job role
- ◆ a **programme of development** — where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- ◆ a combination of these

How are SVQs assessed?

Assessment is based on what you can do and involves you, your assessor, an internal verifier and an External Verifier — see 'Who does what in SVQs' on the following page.

You will be asked to prove you are competent by providing evidence which shows:

- ◆ you can perform all the specified tasks consistently to the required standard (**Performance Criteria**)
- ◆ you understand why you are doing things (**Knowledge and Understanding**)
- ◆ you can apply the required skills in different ways (**Range**)

Assessment is flexible and you can be certificated for each Unit you successfully achieve, even if you do not complete the full SVQ. There is no set period of time in which you need to complete a Unit. However, you and your assessor should still set target dates for completing

each Unit, otherwise your qualification could go on forever. Be realistic though, as there are many factors such as your previous experience, demands within your workplace and an availability of resources which will affect how quickly you are able to achieve the qualification.

Who does what in SVQs?

A number of individuals and organisations have parts to play in SVQ assessment. Their roles have been designed to guarantee fair, accurate and consistent assessment.

	Who are they?	What is their role?
Candidates	The person who wants to achieve the SVQ — in this case, you.	Need to show they can perform to National Occupational Standards in order to be awarded an SVQ or Unit(s).
Assessors*	An experienced person in the same area of work as the candidate eg supervisor.	Judge the evidence of a candidate's performance, knowledge and understanding against the National Occupational Standards. Decide whether the candidate has demonstrated competence. Provide guidance and support to the candidate. Assist with planning assessments, giving feedback and recording candidate progress.
Internal Verifiers*	Individuals appointed by an approved centre to ensure the quality of assessment within the centre.	Advise assessors and maintain the quality of assessment in a centre. Systematically sample assessments to confirm the quality and consistency of assessment decisions.
Approved Centres	Organisations approved by awarding bodies to co-ordinate assessment arrangements for SVQs.	Manage assessment on a day-to-day basis. Must have effective assessment practices and internal verification procedures. Must meet criteria laid down by awarding bodies and be able to provide sufficiently competent assessors and internal verifiers.
External Verifiers*	Individuals appointed by the awarding body to ensure that standards are being applied uniformly and consistently across all centres offering the SVQ.	Check the quality and consistency of assessments, both within and between centres, by systematic sampling. Make regular visits to centres to ensure they still meet the criteria to deliver SVQs.

* Assessors and internal and External Verifiers are required to have occupational expertise in the SVQs which they are assessing/verifying. They must also have, or be working towards, an appropriate qualification in assessment and verification.

What is evidence?

To claim competence for an SVQ Unit you need to gather evidence which shows you have met the standards. It is important that your evidence is easily understood so that it can be checked against the standards, by both your assessor, your centre and the awarding body.

Evidence can take many forms including:

- ◆ direct observation of your performance by your assessor
- ◆ products of your work
- ◆ authenticated statement — witness testimony
- ◆ personal statement
- ◆ outcomes from questioning
- ◆ outcomes from simulation
- ◆ case studies
- ◆ assignments or projects
- ◆ Accreditation of Prior Learning (APL) — evidence from the past

It is important that your evidence is:

- ◆ **valid** — it relates to the SVQ standard you are trying to prove
- ◆ **authentic** — the evidence, or an identified part of it (eg a report) was produced by **you**
- ◆ **consistent** — achieved on more than one occasion
- ◆ **current** — usually not more than two years old
- ◆ **sufficient** — covers all the performance and knowledge requirements laid down in the standards

Your evidence may be collected through a range of sources, such as employment, voluntary work, training programmes and interests/activities which you perform outside your work. It can also be produced in various formats, eg your own reports; testimonies from colleagues, supervisors or members of the public; projects; models; audio tapes, photographs; videos.

When you first begin your SVQ, you and your assessor should identify all the Units and Elements where you can use **integration of assessment**. Further details about integration of assessment can be found on page 10.

Demonstrating knowledge, understanding and skills

In order to meet the standards, you may also be required to prove Knowledge and Understanding. Each Unit contains a list summarising the knowledge, understanding and skills a candidate must possess. Evidence of how these have been achieved and applied could be included in the performance evidence as one or all of the following:

- ◆ descriptions of why a particular approach was used
- ◆ personal reports about the learning process
- ◆ reflective reports which include how a theory or principle was applied
- ◆ assessment interviews
- ◆ assessment tests
- ◆ responses to questioning

These should be included in your portfolio.

How will my assessor check I have the knowledge and understanding listed in the standards?

For some Units, it will be clear to your assessor that you have the required knowledge and understanding from how you carry out your work. This is often referred to as *knowledge and understanding apparent from performance*. There will be other occasions though, when your assessor will be unsure if you know why, for example, it is important to give information to clients in certain situations. This could be because your assessor has not had the opportunity to observe all the Performance Criteria and Range during assessment. In these situations, your assessor may wish to assess your knowledge and understanding by asking you some questions. These questions can be given orally or in writing, but will be recorded in your portfolio as evidence.

Your assessor could also check you have the required level of knowledge and understanding by asking you to produce personal statements or to complete a project or assignment.

What if I have previous experience and knowledge and understanding from work and other qualifications?

If you have previous work experience, skills, and knowledge and understanding which you feel is relevant to your SVQ, you should tell your assessor about it. Your assessor may ask you for more proof in the form of letters from previous employers/training providers or details about any courses you have completed.

For example, you may have achieved an HNC in a relevant subject in which case your assessor may feel that you already have some of the knowledge and understanding required for the SVQ.

The process of matching your previous experience and learning is often referred to as the Accreditation of Prior Learning (APL). The purpose of this process is to try and give you some credit towards your SVQ for things you can already do to the national standard. Your assessor judges the evidence available and matches it against the requirements of the SVQ. This means that your assessor should not have to assess you for these things all over again.

However, the success of this process depends on **you** telling **your assessor** what previous work experience or knowledge and understanding you have and how you think it is relevant to your SVQ. The more information you can supply to support your claims, the easier it should be to convince your assessor that you are competent.

When can simulation be used?

Throughout your SVQ, the emphasis is on you being able to carry out real work activities so assessment will normally be carried out in the workplace itself.

There may be times, however, when it might not be appropriate for you to be assessed while you are working. For example your SVQ might require you to carry out emergency or contingency procedures (for safety or confidentiality reasons) or your job role may not cover all aspects of the qualification. In such instances, when you have no other means of generating evidence, **simulation** might be appropriate.

Simulation is any structured exercise involving a specific task which reproduces real-life situations. Care must be taken though to ensure that the conditions in which you are assessed *exactly* mirror the work environment ie it is a **realistic working environment**.

You and your assessor should check the assessment strategy for your SVQ carefully to find out the Sector Skills Council (SSC's) view of what constitutes a realistic working environment. Some SSCs stipulate the specific elements which are suitable for this approach.

Integration of assessment

It is not necessary for you to have each Element assessed separately — doing so could result in assessment which takes too long and places too great a burden on you and your assessor.

There will be instances when you will be able to use one piece of evidence to prove your competence across different Elements or Performance Criteria. You may even find that evidence is relevant for different Units — this is called **integration of assessment**.

When you first begin your SVQ, you and your assessor will spend time looking at the standards, planning how much time you are both able to devote to the qualification and drawing up an action plan.

At this stage, you should identify any activities which relate to more than one Unit or Outcome and arrange for the best way to collect a single piece of evidence which satisfactorily covers all the Performance Criteria.

If you are going to integrate assessments, make sure that the evidence is cross-referenced to the relevant Units. Details of how to cross reference your evidence can be found in Section 2 'How to compile your portfolio'.

Section 2 — How to compile your portfolio (with worked examples)

General information

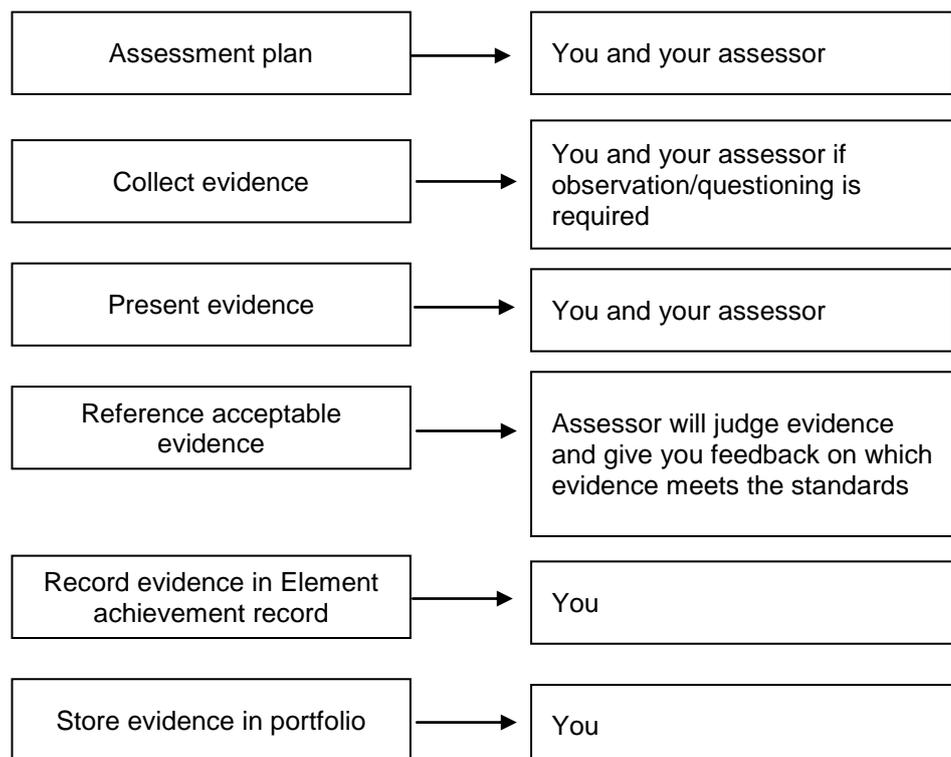
A portfolio, like a log book, is a way of recording evidence of your achievements. It is a collection of different items of evidence which indicates that you have the required skills, knowledge and understanding to support your claim to a qualification.

The production of a well organised, clearly labelled portfolio which relates each piece of evidence to the relevant outcomes and Performance Criteria requires a careful methodical approach. When your assessor looks through your portfolio, they will find the task of making judgements about your competence much easier if the information in it is presented in a logical sequence.

You will need to present your evidence in a format that is easy to read and in which materials can be added or taken away. This section gives suggestions on how to lay out and present your evidence and includes worked examples. There are also forms and matrices which will assist you to chart your progress through the award.

You do not have to lay out your evidence in the way suggested but you may find it helpful to do so. Each portfolio will be different in content but all should include information about you (the candidate), the organisation where you are undertaking your qualification, the assessor and so on.

Evidence Collection Process



Planning your portfolio

Start by carefully reading through the standards and, together with your assessor, decide which Units you might like to work on first. You do not have to do the Units in order. There may be some Units that relate to tasks which you carry out on a regular basis, therefore making it easier to collect evidence right away. Alternatively, there may be activities in other Units which you only undertake now and again, these can be left until the opportunity arises for you to collect evidence.

Before you start looking for different kinds of evidence and deciding if they should be included in your portfolio, you will find it helpful to plan how you will carry out the tasks and how long they are going to take.

The plan is usually referred to as an '**assessment plan**'. It should be produced in discussion with your assessor and will set out the different stages in developing your portfolio. You will probably want to produce a plan for each Unit.

It is unlikely that you will be able to complete all of the Units straightaway and you should therefore think about starting with those Units where you have a lot of experience and in which you work well. You should also remember to identify any opportunities for **integration of assessment**.

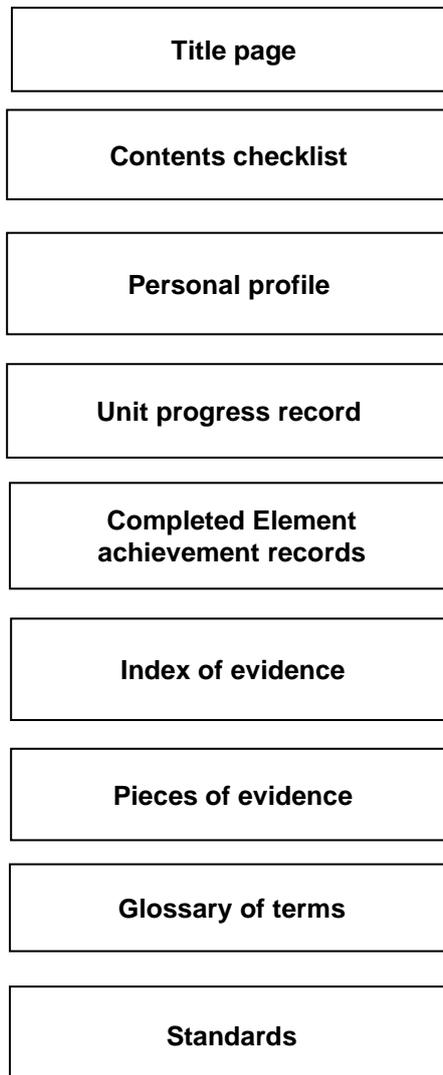
We have provided you with a '**Unit progress record**' — see Example 2. Each time you complete a Unit, your assessor should sign and date the relevant section on the form. At this stage, it might be a good idea to check that all your evidence and recording documents have been completed correctly and can easily be located. You can then circle the reference number of that Unit in the checkboxes at the top of the form so that you can see at a glance what stage you are at in your SVQ.

Starting your portfolio

Make sure that you clearly label your portfolio (or disk if you are recording your evidence electronically) with your name together with the title and level of the award.

Your portfolio will need a *title page* and a *contents page*. You should also complete a *Personal Profile* which records details about yourself and your job as well as providing information about your employer, training provider or college. Blank samples of these forms are provided in Section 4.

We recommend that you compile your portfolio in the following order:



Contents checklist

You might also find it useful to complete the following checklist as you work your way through your portfolio. This will help you to see if you have included all the relevant items. Once you have completed your portfolio, you will be able to use this checklist again as a contents page, by inserting the relevant page or section numbers in the right hand column.

	Completed?	Page/Section number
Title page for the portfolio	<input type="checkbox"/>	
Personal profile		
◆ your own personal details	<input type="checkbox"/>	
◆ a brief CV or career profile	<input type="checkbox"/>	
◆ description of your job	<input type="checkbox"/>	
◆ information about your employer/training provider/college	<input type="checkbox"/>	
Unit Assessment Plans	<input type="checkbox"/>	
Unit progress record	<input type="checkbox"/>	
Completed Element achievement records for each Unit		
◆ signed by yourself, your assessor and the internal verifier (where relevant)	<input type="checkbox"/>	
◆ Evidence reference numbers included	<input type="checkbox"/>	
Index of evidence (with cross-referencing information completed)	<input type="checkbox"/>	
Evidence (with reference numbers)		
◆ observation records	<input type="checkbox"/>	
◆ details of witnesses (witness testimony sheets)	<input type="checkbox"/>	
◆ personal statements	<input type="checkbox"/>	
◆ products of performance	<input type="checkbox"/>	

Collecting your evidence

All of the evidence which you collect and present for assessment must be relevant to your SVQ. Your assessor will help you choose which pieces of evidence you should include.

We have provided blank forms in Section 4 of this document, which you can photocopy to help you record and present your evidence. Although we have provided you with sample forms, your centre may have their own recording documents which they would prefer you to use.

Some of these forms, eg **observation records** and the **record of questions and answers** will be completed by your assessor. Other forms (**witness testimonies**) will be used by people other than your assessor to testify that they have observed you doing your job, and there is one for you to complete called a **personal statement**.

Explanations are given below about how and when these forms should be used.

Observation record (Example 5)

The observation record is used by your assessor to record what tasks you have performed and to what standard. There is also a section for your assessor to note which other Units or Outcomes are covered by this evidence ('integration of assessment').

The assessor will discuss with you which Performance Criteria and Range you have successfully achieved and give you feedback. This form should then be given a reference number and included in your portfolio as part of your evidence.

Witness testimony (Example 6)

There may be occasions when your assessor is not available to observe you carrying out certain aspects of your job. In such instances, it may be appropriate for another person to comment about your performance by completing a statement called a 'witness testimony'.

Witness testimony should only be used as supporting evidence and should:

- ◆ be provided by a person, not related to you, who is in a position to make a valid comment about your performance, eg supervisor, line manager or possibly a client/customer
- ◆ contain comments which specifically relate your performance to the standards
- ◆ be authenticated by the inclusion of the witness's signature, role, address, telephone number and the date

It is unlikely that your assessor would make an assessment decision based on witness testimony alone. They would normally supplement this type of evidence with questioning.

Record of questions and candidate's answers (Example 7)

This form is used to record any questions which your assessor may ask, to establish whether you have the required level of Knowledge and Understanding associated with each Unit. There is also space on the form for your answers to be noted.

Personal statement (Example 4)

There will be times when you need to put a piece of your evidence in context for your assessor so that they can decide if it is relevant to your SVQ. You can complete personal statements to help you do this — these can relate either to the pieces of evidence or to each Outcome or Unit.

For example, you may refer to paperwork which is often used in your organisation to help you pass on information to a colleague. It may not be clear to an assessor why you are communicating to your colleague in this way and a brief explanation of the paperwork and why it is relevant to a particular part of your SVQ may be required.

A personal statement might also be used to record your experience of something, such as, how you handled a specific situation. This can be documented in your personal statement and should be a description of what you did, how you did it and why you did it. It will also allow you to include the people who were present and either assisted you or witnessed your actions. This, in turn, might identify who you should approach for 'witness testimony'. In your personal statement you could also refer to product evidence that you have produced (eg reports, notes, completed forms), these can also be included as evidence in your portfolio.

The personal statement can be a piece of evidence in itself and should therefore be included in your portfolio.

Presenting your evidence

It is important to present all of your evidence in a clear, consistent and legible manner. Your assessor will then find it much easier to make appropriate judgements about the quality, sufficiency and currency of the materials you are putting forward for consideration.

It is not necessary to produce all of your evidence in typewritten format — some hand-written pieces of evidence, such as notes, will be perfectly acceptable.

There may also be items of evidence which you cannot physically include in your portfolio. This might be for confidentiality reasons or it could be that something which you have produced as part of your day-to-day work is normally kept in a filing cabinet or stored electronically in a PC.

In compiling your portfolio, we suggest that anything you produce as part of your day-to-day work is kept in its normal location, but those pieces of evidence which have been produced specifically for your SVQ, eg witness testimony statements or personal statements, are filed in your portfolio. However, assessors and verifiers should be able to locate and access your evidence at all times. It is, therefore, very important that you clearly reference every item of evidence.

Referencing your evidence

Your assessor, as well as the internal and External Verifiers, will need to find their way around your portfolio, so you should give each piece of evidence a number.

Remember, that where you have used 'integration of assessment', you need to give details of all the Units and Elements which are linked to a specific piece of evidence. The links should be noted on the pieces of evidence themselves as well as on the index of evidence (cross-referencing).

How to complete the Index of evidence (Example 1)

You should complete an index of evidence sheet and file it immediately before the actual pieces of evidence in your portfolio.

The index of evidence should be completed by:

- ◆ entering the evidence number in the first column
- ◆ giving a brief description of each piece of evidence in the second column
- ◆ explaining where the evidence can be found in the third column

You must make sure that the information contained in the evidence index is accurate when you give your portfolio to your assessor, particularly in relation to where the evidence can be located.

Completing the Element achievement records (Example 3)

There is an Element achievement record for every Element within this portfolio. These records have been designed to allow you to record the evidence you have gathered for each Element. Each record has boxes across it which represents the Performance Criteria, Range Statement, Evidence Requirements and Knowledge and Understanding statement, these will differ from Element to Element so it is important to make sure you are using the right one. Whilst collecting your evidence you should use these grids to display the Performance Criteria, Range, Knowledge and Understanding and Evidence Requirement that piece of evidence relates to. In the first box write the evidence index number you have given to that piece of evidence. In the second box give a brief description of the evidence, then tick against the relevant Performance Criteria, Range, Evidence Requirements and Knowledge and Understanding.

Worked examples

To give you a clearer picture of how to compile your portfolio, you will find worked examples of the various forms over the next few pages. You should ask your assessor for further advice and support if you are still unsure about how to use the forms and who should complete them.

Index of evidence

(Example 1)

SVQ title and level: Using IT at level 3

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
1	Action plan identifying customer requirements	Yes	
2	Personal statement	Yes	
3	Witness testimony	Yes	
4	Record of questions and answers	Yes	
5	Log of configuration details and errors	Yes	
6	Observation checklist	Yes	
7	Procedure for shutting down system	Yes	
8	Company media storage policy	No. Can be found with General Manager.	

Unit progress record

(Example 2)

Qualification and level: Using IT at level 3

Candidate: Anne Thomas

To achieve the whole qualification, you must prove competence in **mandatory** Units and **optional** Units.

Unit Checklist — circle the reference number of each Unit as you complete each Unit.

Circle the reference numbers as you complete each Unit. You can then easily see what stage you have reached in your SVQ.

Mandatory	206	301	302	303	308		
Optional	305	306	311	312	326	327	

Mandatory Units

Unit Number	Title	Assessor	Date
206	Ensure your own actions reduce risks to H&S		
301	Select and enable IT for use	<i>P. Jones</i>	28/4/2000
302	Maintain the Software Environment	<i>P. Jones</i>	28/4/2000
303	Develop and maintain the effectiveness of the IT working environment	<i>P. Jones</i>	8/4/2000
308	Develop your own effectiveness and professionalism		

This section of the form is for your assessor to sign each time you successfully achieve a Unit.

Optional Units

305	Design and produce documents using WP software		
306	Design and produce spreadsheets		
311	Design and use databases		
312	Design and produce documents using graphics		
326	Design and produce presentations using IT		
327	Control the use of electronic communication		

Element achievement record

(Example 3)

Unit title: Select & enable IT for use

Element: 301.1 Select and configure equipment for use

Evidence Index No	Description of Evidence	Performance Criteria								Range			Knowledge and Understanding					
		a	b	c	d	e	f	g	h	1	2	3	K1	K2	K3	K4	K5	
1	Action Plan	✓	✓			✓				✓								
2	Personal Statement	✓	✓			✓				✓								
3	Copy of Legislation			✓	✓							✓						
5	Record of Questions & Answers	✓	✓	✓		✓				✓	✓	✓						
6	Log of Configuration Details							✓	✓	✓		✓						

These numbers relate to your Evidence Index and will allow your assessor to find your evidence easily.

Give a brief description of the evidence you are offering for assessment against each Performance Criteria, Range and piece of Knowledge and Understanding.

As you collect your evidence for assessment you should tick the relevant boxes. There is a box which represents each Performance Criteria and Range in the Element.

Candidates should enter which areas of Knowledge and Understanding that piece of evidence covers.

Candidate: _____

Assessor: _____

IV: _____

Date: _____

Date: _____

Date: _____

Observation Record

(Example 5)

Unit/Element(s): (301) Select and Enable IT for Use

Candidate: Anne Thomas Date of observation: 28/4/2010

Evidence index number: 8

Skills/activities observed:	PCs and Range covered:
Saving and storing files	Element 301.3 PCs: a-f Range: materials (consumables, removable storage media), regulations (current legislation, manufacturer's instructions, organisational procedures), system (application software, hardware, system software).

Knowledge and Understanding apparent from this observation:

Candidate can save and organise files. She can delete unwanted files and can shut down system according to organisation's procedures and manufacturer's instructions.

Other Units/Elements to which this evidence may contribute:

302.1.b,c Range 1,3

Assessor comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

Assessor's signature: Peter Jones Date: 28/4/2010

Candidate's signature: Anne Thomas Date: 28/4/2010

Witness testimony

(Example 6)

SVQ title and level:	Using IT level 3	
Candidate name:	<i>Anne Thomas</i>	
Evidence index no:	4	
Where applicable, evidence number to which this testimony relates:	<div style="border: 1px solid black; height: 30px; width: 100%;"></div>	
Element(s):	301.2	Range: 1
Date of evidence:	8/4/2000	
Witness name:	Ian Cummings	
Designation/relationship to candidate:	<div style="border: 1px solid black; padding: 5px;">Line manager</div>	
Details of testimony:	<p>I can attest that I observed Anne Thomas following company and national regulations in the use of software. She understands and has knowledge of these regulations and I observed her following them when selecting and configuring software.</p> <p>I can confirm the candidate's evidence is authentic and accurate.</p>	
Witness signature:	<i>Ian Cummings</i>	
Name:	Ian Cummings	
Date:	8/4/2010	

Please tick the appropriate box:

A1/A2 or D32/D33 Award

Familiar with the SVQ standards to which the candidate is working

Record of questions and candidate's answers (Example 7)

Unit: 301 Select and enable IT for use	Element(s): 1
Evidence index number: 5	
<p>Circumstances of assessment:</p> <p>As part of the staff induction scheme IT staff are regularly interviewed and asked about their knowledge and skills. Anne Thomas was interviewed on the 21 March 2010 and below is a summary of the interview where it relates to her knowledge of resources and problem solving.</p>	
<p>List of questions and candidate's responses:</p> <p>Q: If a member of staff asked you for a particular piece of equipment, what procedures would you follow?</p> <p>A: I would ensure that a hardware requisition form has been filled out with the rational for needing such equipment, countersigned by their line and general managers. If approved, next step would be to ask the member of staff if they need specific training. Pc 301.1.a, b, e and Range 1,2,3.</p> <p>Q: You discover that a member of staff has installed a piece of software on their workstation PC. What do you do?</p> <p>A: If they installed it themselves then this is a serious breach of company regulations and I would inform the IT manager. I would then remove the software. Pc 301.1.c and Range 2, 3.</p>	
Assessor's signature:	<i>Davinder Singh</i> Date: 21/3/2010
Candidate's signature:	<i>Anne Thomas</i> Date: 21/3/2010

Section 3 — The Units and recording documents for your SVQ

Unit Progress Record

Qualification and level: Sports Coaching: Cricket level 2

Candidate: _____

To achieve the whole qualification, you must prove competence in all four **mandatory** Units.

Please note the table below shows the SSC identification codes listed alongside the corresponding SQA Unit numbers. It is important that the SQA Unit numbers are used in all your recording documentation and when your results are communicated to SQA. SSC identification codes are **not valid** in these instances.

Unit Checklist — circle the reference number of each Unit as you complete it.

Mandatory	D472	D473	D474	D475
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Mandatory Units (*all Units should be completed*)

SQA Unit Number	SSC Unit Number	Title	Assessor	Internal Verifier	Date
FG2X 04	D472	Plan a Series of Sports Coaching Sessions: Cricket			
FG2Y 04	D473	Prepare the Sports Coaching Environment: Cricket			
FG30 04	D474	Deliver a Series of Sports Coaching Sessions: Cricket			
FG31 04	D475	Monitor and Evaluate Sports Coaching Sessions: Cricket			

Unit Progress Record

Qualification and level: Sports Coaching: Rugby Union level 2

Candidate: _____

To achieve the whole qualification, you must prove competence in all four **mandatory** Units.

Please note the table below shows the SSC identification codes listed alongside the corresponding SQA Unit numbers. It is important that the SQA Unit numbers are used in all your recording documentation and when your results are communicated to SQA. SSC identification codes are **not valid** in these instances.

Unit Checklist — circle the reference number of each Unit as you complete it.

Mandatory	D472	D473	D474	D475
------------------	------	------	------	------

Mandatory Units (all Units should be completed)

SQA Unit Number	SSC Unit Number	Title	Assessor	Internal Verifier	Date
FG32 04	D472	Plan a Series of Sports Coaching Sessions: Rugby Union			
FG33 04	D473	Prepare the Sports Coaching Environment: Rugby Union			
FG34 04	D474	Deliver a Series of Sports Coaching Sessions: Rugby Union			
FG35 04	D475	Monitor and Evaluate Sports Coaching Sessions: Rugby Union			

Glossary of terms

Advisor	A person who carries out, either singly or in combination, the functions of advising a candidate, collecting evidence of his or her competence on behalf of the assessor and authenticating the work candidates have undertaken. A mentor might also provide witness testimony.
Assessment	The process of generating and collecting evidence of a candidate's performance and judging that evidence against defined criteria.
Authentication	The process by which an advisor or assessor confirms that an assessment has been undertaken by a candidate and that all regulations governing the assessment have been observed.
Candidate	The person enrolling for an SQA qualification.
Centre	The college, training organisation or workplace where SQA qualifications are delivered and assessed.
Element of competence	Statements which define the products of learning. The statements describe the activities that the candidate needs to perform in order to achieve the Unit. They contain Performance Criteria and sometimes statements on Range and evidence. (see Outcome).
Evidence	Materials the candidate has to provide as proof of his or her competence against specified Performance Criteria.
Evidence Requirements	Specify the evidence that must be gathered to show that the candidate has met the standards laid down in the Performance Criteria.
External Verifier	The person appointed by the SQA who is responsible for the quality assurance of a centre's provision. An external verifier is often appointed on a subject area basis or for cognate groups of Units.
Instrument of assessment	A means of generating evidence of the candidate's performance.
Internal verifier	The person appointed from within the centre who ensures that assessors apply the standards uniformly and consistently.

Observation	A means of assessment in which the candidate is observed carrying out tasks that reflect the Performance Criteria given in Outcomes.
Outcome	Statement which defines the products of learning. They describe the activities the candidate has to perform to achieve the Unit, and contain Performance Criteria and sometimes, statements on Range and evidence (see Elements of Competence).
Performance Criteria	Statements which describe the standard to which candidates must perform the activities which are stated in the Outcome.
Portfolio	A compilation of evidence which can form the basis for assessment. The portfolio is commonly used in SVQ awards and in alternative routes to assessment such as APL and credit transfer.
Product evaluation	A means of assessment which enables the quality of a product produced by the candidate, rather than the process of producing it, to be evaluated.
Range/Scope	A statement in the Unit which specifies the different contexts in which the activities described in the Outcome have to be demonstrated. Where they appear, Range/Scope Statements are mandatory.

Units for the SVQ in Sports Coaching level 2

UNIT D472 Plan a Series of Sports Coaching Sessions

This Unit has the following Elements:

D472.1 Review participants' needs

D472.2 Produce a series of coaching plans

D472.3 Plan for evaluation

Unit Summary

This standard is about planning a short series of linked coaching sessions.

Coaches must also take account of guidelines from national governing bodies and their own prior experience when planning sessions.

The standard is divided into four parts. The first part lists the key assumptions that underpin competent coaching. You must study these and make sure you put them into practice. The second part describes the three things you have to do. The third part covers the Knowledge and Understanding you must have. The final part explains what some of the words used in this standard mean.

Target Group

This standard is for coaches who plan, conduct and review sessions within a framework normally devised by a national governing body or more senior coach.

Key Assumptions which underpin the coaching process

The following **key assumptions** underpin the coaching process and will help coaching to have its intended impact on the participants:

- 1 The participant must be at the centre of the process; when coaching, the coach should support, co-ordinate and manage the process effectively always starting with the identification and recognition of the participant's needs and should aim to address those needs via their coaching.
- 2 Coaches should aim to empower participants, supporting their right to make choices, discover their own solutions, and enable them to participate and develop at their own pace and in their own way within the confines of the environment.
- 3 Coaches should provide opportunities and an environment that motivates, controls risk, engenders challenge, enjoyment and above all achievement.
- 4 Coaches should aim to grow participant's confidence and self esteem.
- 5 Coaches should reflect on their own practice and always look for ways to improve their coaching ability.

UNIT D472 Plan a Series of Sports Coaching Sessions

Element D472.1 Review participants' needs

What you must do

You must:

- 1 Collect **information** relevant to the **participants** and the sessions.
- 2 Make sure the **information** is accurate and up-to-date.
- 3 Maintain confidentiality where required.
- 4 Analyse the **information** and identify:
 - ◆ **participants'** needs
 - ◆ implications for planning the coaching sessions
- 5 Identify and confirm the overall aims of the coaching sessions and success criteria.
- 6 Refer any **participant** whose needs and potential you cannot meet to a competent person or agency.

What you must cover

This Element covers the following types of:

- 1 **Information**
 - (a) expected participants
 - (b) participants' stage of development
 - (c) impairment
 - (d) medical conditions
 - (e) aims of the programme of which the sessions are a part
 - (f) appropriate learning styles
 - (g) evaluations and action plans of other relevant sessions
 - (h) planned environments for the sessions
- 2 **Participants**
 - (a) individuals
 - (b) groups
 - (c) people with particular needs as defined by the technical definition of the sport or activity

UNIT D472 Plan a Series of Sports Coaching Sessions

Element D472.2 Produce a series of coaching plans

What you must do

You must:

- 1 Identify **goals** for each session that:
 - ◆ meet the needs of all the **participants** in an inclusive way
 - ◆ are consistent with the overall **aims** of the programme
 - ◆ balance the needs of individuals and the group as a whole
 - ◆ are consistent with your own level of competence
 - ◆ enable participants to develop at an appropriate rate
- 2 Identify activities and coaching styles for each session that will motivate the participants and achieve the planned **goals**.
- 3 Plan realistic timings, sequences, intensity and duration of the activities.
- 4 Plan for a balance of instruction, activity and discussion within the sessions.
- 5 Identify the **resources** you need for the sessions.
- 6 Make sure your plans are consistent with accepted good practice for the sport or activity.

What you must cover

This Element covers the following types of:

- 1 **Goals**
 - (a) improve physical ability
 - (b) improve mental ability
 - (c) improve skills and techniques
 - (d) improve tactical ability
 - (e) provide fun and enjoyment
- 2 **Resources**
 - (a) environment for the sessions
 - (b) equipment for the sessions
 - (c) personal clothing and equipment
 - (d) support from other staff
- 3 **Participants**
 - (a) individuals
 - (b) groups
 - (c) people with particular needs as defined by the technical definition of the sport or activity

UNIT D472 Plan a Series of Sports Coaching Sessions

Element D472.3 Plan for evaluation

What you must do

You must:

- 1 Identify success criteria for the series of coaching sessions that are consistent with the **aims** and **goals** of the sessions.
- 2 Identify the information you need to collect to evaluate the sessions.
- 3 Identify how and when you will collect the required information.
- 4 Identify how you will analyse the required information.

What you must cover

This Element covers the following types of:

- 1 **Goals**
 - (a) improve physical ability
 - (b) improve mental ability
 - (c) improve skills and techniques
 - (d) improve tactical ability
 - (e) provide fun and enjoyment

UNIT D472 Plan a Series of Sports Coaching Sessions

What you must know and understand

To be competent in this standard, you must know and understand the following, each of which is expanded in the 'Knowledge and Understanding Specification for level 2 Coaching':

For the whole standard:

- K1 The role of the coach
- K2 The coaching process
- K3 Self-reflection and reflecting on feedback
- K4 Skill development
- K5 Physical conditioning
- K6 Mental skills
- K7 Participant lifestyle
- K8 Nutritional advice
- K9 Stages of development
- K10 Learning styles and theory
- K11 Inclusive and equitable practice
- K12 Health, safety and welfare
- K13 Behaviour management

UNIT D472 Plan a Series of Sports Coaching Sessions

Notes/Comments

The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

What we mean by some of the words used in this Unit

Accepted good practice	As defined in the technical definition for the sport or activity.
Activities	Activities from the national governing body that cover the development of, for example, strength and endurance, techniques, skills, and strategies for problem solving.
Coaching method	Depending on the situation, the coach should be able to incorporate a range of combinations of the following methods: whole, part, whole; shaping; modelling; command and response; directive through specific set tasks.
Coaching style	The way in which you will lead the participants through the activities; for example, you could carefully direct them at every stage, or you could support them in undertaking the activities, encouraging them to analyse and solve problems for themselves.
Competent person or agency	This could be a more competent or appropriate coach or another organisation.
Confidential information	Information that should only be passed on to authorised people; this information could include participant medical conditions, personal circumstances etc.
Environment	The place where the session will take place; this could be inside or outside depending on the nature of the sport/activity and the session.
Evaluations/action plans	Evaluations of similar sessions and lessons learned from these, done either by yourself or another coach
Expected participants	This should include: numbers, age, gender, level of previous experience, potential, ambition and any medical conditions.
Goals	What the participants should be working towards during the session.
Learning styles	The ways in which individual participants prefer to learn; some learn better through instructions and demonstrations, for example; others prefer discovery learning/problem solving experiences.
Participants	The (disabled and/or non-disabled) people being coached during the session; this could include athletes preparing for competition.
Physical and mental needs	The physical needs of the participant for example — physical preparation, improvement of sport specific fitness, awareness of physical state of the participant. The mental needs of the participant, for example — awareness of their motivational needs, encourage ownership of own learning and goal setting.

Plan	A written description of how the session will be organised, including aims, objectives, content, timings and activities.
Programme	A wider plan for the development of participants, developed either by the national governing body of a sport/activity or a more senior coach.
Session	A period during which you will coach participants.
Timing and sequencing	When certain activities should take place in the session and the order in which the participants should carry them out.
Your own level of competence	What you are capable of coaching safely and in a way that meets the participants' needs.

UNIT D473 Prepare the Sports Coaching Environment

This Unit has the following Elements:

D473.1 Prepare resources for the session

D473.2 Assess and manage possible risks

D473.3 Establish and maintain working relationships

D473.4 Help to safeguard and protect children and vulnerable adults

Unit Summary

This standard is about the coach providing the appropriate resources and making sure the environment meets national guidelines. It also covers building effective working relationships with participants and other staff who may be involved in the sessions.

The standard is divided into three parts. The first part lists the key assumptions that underpin competent coaching. You must study these and make sure you put them into practice. The second part describes the four things you have to do. The third part covers the Knowledge and Understanding you must have.

Target Group

This standard is for coaches who plan, conduct and review sessions within a framework normally devised by a national governing body or more senior coach.

Key Assumptions which underpin the coaching process

The following **key assumptions** underpin the coaching process and will help coaching to have its intended impact on the participants:

- 1 The participant must be at the centre of the process; when coaching, the coach should support, co-ordinate and manage the process effectively always starting with the identification and recognition of the participant's needs and should aim to address those needs via their coaching.
- 2 Coaches should aim to empower participants, supporting their right to make choices, discover their own solutions, and enable them to participate and develop at their own pace and in their own way within the confines of the environment.
- 3 Coaches should provide opportunities and an environment that motivates, controls risk, engenders challenge, enjoyment and above all achievement.
- 4 Coaches should aim to grow participant's confidence and self esteem.
- 5 Coaches should reflect on their own practice and always look for ways to improve their coaching ability.

UNIT D473 Prepare the Sports Coaching Environment

Element D473.1 Prepare resources for the session

What you must do

You must:

- 1 Select the **resources** you need for the coaching sessions.
- 2 Check the **resources** meet national requirements.
- 3 Handle equipment in a way that prevents injury and damage.
- 4 Organise **resources** in a way that is appropriate for your planned sessions and the **participants**.
- 5 Ensure the environment is safe, appropriate and conducive to learning for all **participants**.
- 6 Make sure other people involved in the session have the information they need.

What you must cover

This Element covers the following types of:

- 1 **Resources**
 - (a) physical environment for the sessions
 - (b) equipment for the sessions
 - (c) personal clothing and equipment
 - (d) support from other staff
- 2 **Participants**
 - (a) individuals
 - (b) groups
 - (c) people with particular needs as defined by the technical definition of the sport or activity

UNIT D473 Prepare the Sports Coaching Environment

Element D473.2 Assess and manage possible risks

What you must do

You must:

- 1 Identify and take account of existing risk assessments for:
 - ◆ the activities you are planning
 - ◆ the resources you will be using
 - ◆ the **participants** who will be taking part
- 2 Check the environment in which the sessions will take place.
- 3 Check any **participant** medical conditions or other special needs.
- 4 Identify possible **hazards**.
- 5 Identify the resources you need for the sessions.
- 6 Assess the likelihood of these **hazards** causing harm and the severity of the harm they might cause.
- 7 Make sure you have information about the normal operating and emergency procedures for the environment where the session will take place.
- 8 Get advice from a competent person if there are **hazards** or risks you are not competent to assess yourself.

What you must cover

This Element covers the following types of:

- 1 **Participants**
 - (a) individuals
 - (b) groups
 - (c) people with particular needs as defined by the technical (d) definition of the sport or activity
- 2 **Hazards**, relating to:
 - (a) activities in your session
 - (b) other activities happening at the same time
 - (c) equipment
 - (d) the physical environment in which the sessions will take place
 - (e) competence of staff involved
 - (f) participant behaviour
 - (g) participant special needs and medical conditions, as defined by the technical definition for the sport or activity

UNIT D473 Prepare the Sports Coaching Environment

Element D473.3 Establish and maintain working relationships

What you must do

You must:

- 1 Establish an effective rapport with **participants** and **other people** involved in the coaching sessions.
- 2 Communicate effectively with **participants** and **other people**.
- 3 Give **participants** and **other people** appropriate time, attention and support.
- 4 Actively listen to, and take account of, what **participants** and **other people** have to say.
- 5 Manage conflict effectively.
- 6 Take account of equality and diversity in working relationships.
- 7 Make sure relationships with **participants** are in line with relevant codes of practice.

What you must cover

This Element covers the following types of:

- 1 **Participants**
 - (a) individuals
 - (b) groups
 - (c) people with particular needs as defined by the technical definition of the sport or activity
- 2 **Other people**
 - (a) coaching staff
 - (b) support staff
 - (c) facility staff
 - (d) parents/carers
 - (e) representatives of other organisations

UNIT D473 Prepare the Sports Coaching Environment

Element D473.4 Help to safeguard and protect children and vulnerable adults

What you must do

You must:

- 1 Have up-to-date information on guidelines for safeguarding and protecting children and vulnerable adults.
- 2 Identify what the policies and procedures mean for your job and area of work.
- 3 Follow the relevant procedures for:
 - ◆ safeguarding and protecting children and vulnerable adults at all times
 - ◆ protecting yourself from potential accusations
- 4 Be alert to possible signs of **abuse**.
- 5 Identify, record and report any concerns you may have about the welfare of children and vulnerable adults while maintaining confidentiality.

What you must cover

This Element covers the following types of:

- 1 **Abuse**
 - (a) physical
 - (b) emotional
 - (c) neglect
 - (d) sexual
 - (e) bullying

UNIT D473 Prepare the Sports Coaching Environment

What you must know and understand

To be competent in this standard, you must know and understand the following, each of which is expanded in the 'Knowledge and Understanding Specification for level 2 Coaching':

For the whole standard:

- K1 The role of the coach
- K2 The coaching process
- K3 Self-reflection and reflecting on feedback
- K4 Skill development
- K5 Physical conditioning
- K6 Mental skills
- K7 Participant lifestyle
- K8 Nutritional advice
- K9 Stages of development
- K10 Learning styles and theory
- K11 Inclusive and equitable practice
- K12 Health, safety and welfare
- K13 Behaviour management

UNIT D473 Prepare the Sports Coaching Environment

Notes/Comments

The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT D474 Deliver a Series of Sports Coaching Sessions

This Unit has the following Elements:

- D474.1 Prepare participants for coaching sessions**
- D474.2 Deliver coaching sessions**
- D474.3 Develop participants' performance**
- D474.4 Conclude coaching sessions**

Unit Summary

This standard is about the thorough preparation of participants, giving them clear instructions, explanations and demonstrations of skills and techniques, and the opportunity to practise these and correcting what they do, with clear and positive feedback.

The standard is divided into four parts. The first part lists the key assumptions that underpin competent coaching. You must study these and make sure you put them into practice. The second part describes the four things you have to do. The third part covers the Knowledge and Understanding you must have. The final part explains what some of the words used in the standard mean.

Target Group

This standard is for coaches who plan, conduct and review sessions within a framework normally devised by a national governing body or more senior coach.

Key Assumptions which underpin the coaching process

The following **key assumptions** underpin the coaching process and will help coaching to have its intended impact on the participants:

- 1 The participant must be at the centre of the process; when coaching, the coach should support, co-ordinate and manage the process effectively always starting with the identification and recognition of the participant's needs and should aim to address those needs via their coaching.
- 2 Coaches should aim to empower participants, supporting their right to make choices, discover their own solutions, and enable them to participate and develop at their own pace and in their own way within the confines of the environment.
- 3 Coaches should provide opportunities and an environment that motivates, controls risk, engenders challenge, enjoyment and above all achievement.
- 4 Coaches should aim to grow participant's confidence and self esteem.
- 5 Coaches should reflect on their own practice and always look for ways to improve their coaching ability.

UNIT D474 Deliver a Series of Sports Coaching Sessions

Element D474.1 Prepare participants for coaching sessions

What you must do

You must:

- 1 Meet the **participants** punctually and make them feel welcome and at ease.
- 2 Record attendance at the session.
- 3 Check the **participants'** level of experience, ability and physical readiness to participate effectively and safely.
- 4 Make sure **participants** have the correct equipment and clothing.
- 5 Establish behaviour rules for the session.
- 6 Deliver warm-up activities appropriate to the session and the **participants**.
- 7 Make sure the **participants** understand the value and purpose of warm up.
- 8 Assess **participant** performance.
- 9 Confirm and revise your plans for the session, if necessary.
- 10 Explain and agree the goals the participants aim to achieve.

What you must cover

This Element covers the following types of:

- 1 **Participant**
 - (a) individuals
 - (b) groups
 - (c) people with particular needs as defined by the technical definition of the sport or activity

UNIT D474 Deliver a Series of Sports Coaching Sessions

Element D474.2 Deliver coaching sessions

What you must do

You must:

- 1 Provide **participants** with clear information about the activities you have planned and how these activities support their goals.
- 2 Allocate activities to the **participants** in a way that is appropriate to them and is likely to maximise individual learning.
- 3 Provide explanations and demonstrations are technically correct and appropriate to the **participants'** needs and level of experience.
- 4 Select and use methods of motivating **participants** that are appropriate to them and are in line with accepted good practice.
- 5 Ensure there is an appropriate level of challenge.
- 6 Make sure all **participants** have the opportunity to take part in the planned activities.
- 7 Carry out emergency procedures effectively and efficiently.

What you must cover

This Element covers the following types of:

- 1 **Participant**
 - (a) individuals
 - (b) groups
 - (c) people with particular needs as defined by the technical definition of the sport or activity

UNIT D474 Deliver a Series of Sports Coaching Sessions

Element D474.3 Develop participants' performance

What you must do

You must:

- 1 Observe and analyse the **participants'** performance, as appropriate to their needs.
- 2 Identify basic teaching points in relations to the **participants'** strengths and weaknesses.
- 3 Agree priorities for improvement.
- 4 Choose and apply **coaching methods** and practices that address the **participants'** strengths and weaknesses.
- 5 Use a range of coaching methods to maintain the pace of the session.
- 6 Provide feedback which is timely, clear and helps the **participants** achieve their goals.
- 7 Adapt your plans to respond to the changing needs of the **participants** or new learning opportunities during the session.
- 8 Provide the **participants** with opportunities to reflect on what they have learned and apply this to their performance.
- 9 Encourage and support the **participants** to take responsibility for their own development.
- 10 Use a clear session structure delivered at an appropriate pace for the **participants**.

What you must cover

This Element covers the following types of:

- 1 **Participants**
 - (a) individuals
 - (b) groups
 - (c) people with particular needs as defined by the technical definition of the sport or activity
- 2 **Coaching Methods**
 - (a) demonstration
 - (b) explanation
 - (c) effective questioning
 - (d) peer tutoring
 - (e) feedback and refinement
 - (f) setting appropriate activities
 - (g) command and response

UNIT D474 Deliver a Series of Sports Coaching Sessions

Element D474.4 Conclude coaching sessions

What you must do

You must:

- 1 Allow sufficient time to end the session according to the **participants'** level of experience.
- 2 Encourage the **participants'** to give feedback and identify further needs.
- 3 Give the **participants** an accurate summary of your feedback on the session.
- 4 Deliver cool down activities appropriate to the sessions and **participants.**
- 5 Make sure **participants** understand the value and purpose of cool down.
- 6 Make sure the **participants** have the information they need about future sessions and any required activities in between.
- 7 Supervise the **participants'** departure in a manner appropriate to the situation and with due regard to their safety and your duty of care.
- 8 Follow the correct procedures for checking and dealing with any equipment used.
- 9 Leave the environment in a condition acceptable for future use.

What you must cover

This Element covers the following types of:

- 1 **Participants**
 - (a) individuals
 - (b) groups
 - (c) people with particular needs as defined by the technical definition of the sport or activity

UNIT D474 Deliver a Series of Sports Coaching Sessions

What you must know and understand

To be competent in this standard, you must know and understand the following, each of which is expanded in the 'Knowledge and Understanding Specification for level 2 Coaching':

For the whole standard:

- K1 The role of the coach
- K2 The coaching process
- K3 Self-reflection and reflecting on feedback
- K4 Skill development
- K5 Physical conditioning
- K6 Mental skills
- K7 Participant lifestyle
- K8 Nutritional advice
- K9 Stages of development
- K10 Learning styles and theory
- K11 Inclusive and equitable practice
- K12 Health, safety and welfare
- K13 Behaviour management

UNIT D474 Deliver a Series of Sports Coaching Sessions

Notes/Comments

The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

What we mean by some of the words used in this Unit

Accepted good practice	As defined in the technical definition for the sport or activity.
Code of Practice	In addition to the values statement for coaching, the sport or activity may have specific guidelines on conduct defined by the sport or activity being coached; this will be found in the technical definition.
Cool down	Activities that allow the participant/athlete to recover safely from activities undertaken in the session.
Equipment	The equipment that the participants will use or be introduced to; this will be covered in the technical definition.
Maximise individual learning	Creation of the appropriate environment in which the participant and group are encouraged and given the opportunity to learn.
Practice	The repetition of techniques and skills that are performed out of the context of the whole game or event. The form of practice will vary dependant on the situation: drills, simulated parts of the game/event, mini activities.
Reasons why participants should not take part in the sport or activity	These will usually be medical reasons but could include level of ability or inappropriate equipment.
Rules of the sport or activity	These will be defined in the technical definition for the sport or activity.
Session	A period during which you will coach participants.
Technically correct demonstrations	These will be defined in the technical definition for the sport or activity.
Warm up	Activities that allow the participant/athlete to prepare safely — both mentally and physically — for activities undertaken in the session.

UNIT D475 Monitor and Evaluate Sports Coaching Sessions

This Unit has the following Elements:

D475.1 Evaluate participant performance

D475.2 Evaluate coaching sessions

D475.3 Evaluate and improve personal coaching practice

Unit Summary

This standard is about the coach evaluating the coaching sessions they have planned and delivered, identifying strengths and weaknesses and learning lessons for the future. The coach must also keep up-to-date with developments in coaching practice and take part in regular coach education to develop their practice further.

Coaches must also take account of guidelines from national governing bodies and their own prior experience when planning sessions.

The standard is divided into four parts. The first part lists the key assumptions that underpin competent coaching. You must study these and make sure you put them into practice. The second part describes the three things you have to do. The third part covers the Knowledge and Understanding you must have. The final part explains what some of the words used in this standard mean.

Target Group

This standard is for coaches who plan, conduct and review sessions within a framework normally devised by a national governing body or more senior coach.

Key Assumptions which underpin the coaching process

The following **key assumptions** underpin the coaching process and will help coaching to have its intended impact on the participants:

- 1 The participant must be at the centre of the process; when coaching, the coach should support, co-ordinate and manage the process effectively always starting with the identification and recognition of the participant's needs and should aim to address those needs via their coaching.
- 2 Coaches should aim to empower participants, supporting their right to make choices, discover their own solutions, and enable them to participate and develop at their own pace and in their own way within the confines of the environment.
- 3 Coaches should provide opportunities and an environment that motivates, controls risk, engenders challenge, enjoyment and above all achievement.
- 4 Coaches should aim to grow participant's confidence and self esteem.
- 5 Coaches should reflect on their own practice and always look for ways to improve their coaching ability.

UNIT D475 Monitor and Evaluate Sports Coaching Sessions

Element D475.1 Evaluate participant performance

What you must do

You must:

- 1 Carry out participant evaluations at planned points.
- 2 Use planned evaluation methods.
- 3 Involve **participants** in the review process.
- 4 Review **participant** performance against their planned **goals**.
- 5 Measure and identify **participant** progress.
- 6 Discuss the outcomes of your evaluation with the **participants**.
- 7 Agree how to progress or adapt **participant goals**.
- 8 Record all aspects of your evaluation for future reference.

What you must cover

This Element covers the following types of:

- 1 **Participants**
 - (a) individuals
 - (b) groups
 - (c) people with particular needs as defined by the technical definition of the sport or activity
- 2 **Goals**
 - (a) improve physical ability
 - (b) improve mental ability
 - (c) improve skills and techniques
 - (d) improve tactical ability
 - (e) provide fun and enjoyment

UNIT D475 Monitor and Evaluate Sports Coaching Sessions

Element D475.2 Evaluate coaching sessions

What you must do

You must:

- 1 Carry out evaluations at planned points.
- 2 Review all aspects of the planning and delivery of the coaching sessions.
- 3 Review the outcomes of coaching sessions in the light of feedback from **participants** and other people involved in the session.
- 4 Identify how closely the outcomes and feedback met the critical success factors for the sessions.
- 5 Identify how effective the planned activities for the session were.
- 6 Identify how effective your management of the sessions was, including health, safety and welfare issues.
- 7 Identify ways in which future coaching sessions could be improved.
- 8 Where possible, discuss your evaluation with an appropriate colleague and take account of their views.
- 9 Record all aspects of your evaluation for future reference.

What you must cover

This Element covers the following types of:

- 1 **Participants**
 - (a) individuals
 - (b) groups
 - (c) people with particular needs as defined by the technical definition of the sport or activity

UNIT D475 Monitor and Evaluate Sports Coaching Sessions

Element D475.3 Evaluate and develop personal coaching practice

What you must do

You must:

- 1 Review your evaluations to previous coaching sessions and feedback from relevant colleagues.
- 2 Keep up-to-date with developments in your sport and current coaching practice.
- 3 Identify areas where you need to develop your coaching practice further.
- 4 Identify and record a personal action plan that will help you to develop your coaching practice in these areas.
- 5 Take part in development activities as part of your personal action plan.
- 6 Review your progress in developing your coaching practice and update your personal action plan accordingly.

What you must cover

From your work you must show that you have met the requirements opposite.

UNIT D475 Monitor and Evaluate Sports Coaching Sessions

What you must know and understand

To be competent in this standard, you must know and understand the following.

For the whole standard:

- K1 The role of the coach
- K2 The coaching process
- K3 Self-reflection and reflecting on feedback
- K4 Skill development
- K5 Physical conditioning
- K6 Mental skills
- K7 Participant lifestyle
- K8 Nutritional advice
- K9 Stages of development
- K10 Learning styles and theory
- K11 Inclusive and equitable practice
- K12 Health, safety and welfare
- K13 Behaviour management

UNIT D475

Monitor and Evaluate Sports Coaching Sessions

Notes/Comments

The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

What we mean by some of the words used in this Unit

Coach education activities	This could include attending courses, conferences, reading journals or other relevant publications, observing and working with other coaches.
Evaluation	The process of analysing the sessions you have planned and delivered, identifying what went well and what could have been improved upon.
Feedback	Other people — participants and colleagues giving you their views on how effective your coaching sessions are.
More senior colleague	This could be a senior coach or someone more experienced in coaching than yourself.
Participants	The people you are coaching during the session.
Personal action plan	A written plan that identifies the areas where you want to improve your coaching practice, the personal goals you want to achieve, how you are going to do this and by when; the personal action plan may also show how you will assess whether or not your coaching practice has improved.

Section 4 — Blank recording forms

This section consists of the blank forms referred to in Section 2 for you to photocopy. You may find these useful when compiling your portfolio.

Portfolio title page

Your name: _____

Job title: _____

Name of Employer/
Training Provider/
College: _____

Their address: _____

Telephone number: _____

SVQ: _____

Level: _____

Units submitted for assessment:

Mentor: _____

(Please provide details
of Mentor's experience) _____

Assessor: _____

Date: _____

Personal profile

Name

Address

Postcode

Telephone number **Home:** **Work:**

Job title

Description of your current job **Relevant experience**

Previous work experience

Qualifications and training

Continued overleaf

**Qualifications and training
(continued)**



Voluntary work/interests



**Name of Employer/Training
Provider/College**



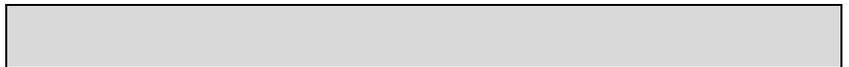
Address



Postcode



Telephone number



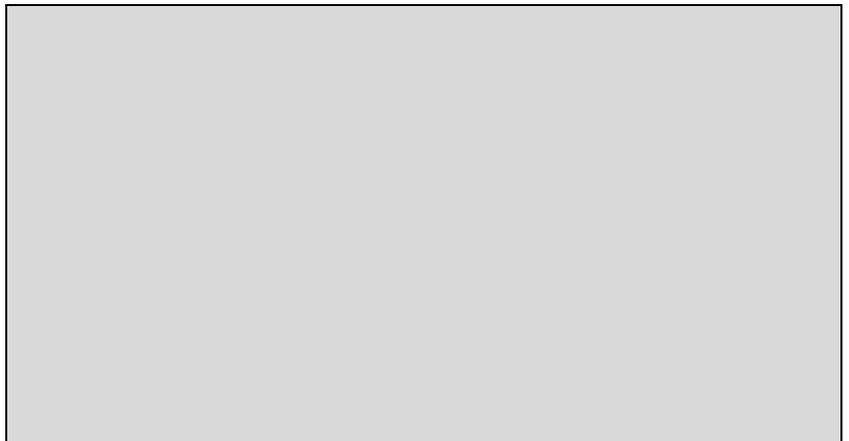
Type of business



Number of staff



**Structure of organisation
(include chart or diagram if
available)**



Contents checklist

You might also find it useful to complete the following checklist as you work your way through your portfolio. This will help you to see if you have included all the relevant items. Once you have completed your portfolio, you will be able to use this checklist again as a contents page, by inserting the relevant page or section numbers in the right hand column.

	Completed?	Page/Section number
Title page for the portfolio	<input type="checkbox"/>	
Personal profile		
◆ your own personal details	<input type="checkbox"/>	
◆ a brief CV or career profile	<input type="checkbox"/>	
◆ description of your job	<input type="checkbox"/>	
◆ information about your employer/training provider/college	<input type="checkbox"/>	
Unit Assessment Plans	<input type="checkbox"/>	
Unit progress record	<input type="checkbox"/>	
Completed Element achievement records for each Unit		
◆ signed by yourself, your assessor and the internal verifier (where relevant)	<input type="checkbox"/>	
◆ Evidence reference numbers included	<input type="checkbox"/>	
Index of evidence (with cross-referencing information completed)	<input type="checkbox"/>	
Evidence (with reference numbers)		
◆ observation records	<input type="checkbox"/>	
◆ details of witnesses (witness testimony sheets)	<input type="checkbox"/>	
◆ personal statements	<input type="checkbox"/>	
◆ products of performance	<input type="checkbox"/>	

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Units, Elements, PCs, and Range covered

Candidate's signature: _____

Date: _____

Observation record

Unit/Element(s): _____

Candidate: _____ Date of observation: _____

Evidence index number: _____

Skills/activities observed:	PCs and range covered:

Knowledge and Understanding apparent from this observation:

Other Units/Elements to which this evidence may contribute:

Assessor comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

Assessor's signature: _____ Date: _____

Candidate's signature: _____ Date: _____

Record of questions and candidate's answers

Unit:	Element(s):
Evidence index number:	
Circumstances of assessment:	
List of questions and candidate's responses:	
Q:	
A:	
Assessor's signature:	Date:
Candidate's signature	Date:

Scottish Qualifications Authority

Portfolio:

We hope this portfolio was appropriate to your needs. We welcome feedback on our products and services. If you have any comments on this document, please use this form to let us know about them. Thank you.

Comments

Please return this form to:

Support Materials
Scottish Qualifications Authority
The Optima Building
58 Robertson Street
Glasgow G2 8DQ

Optional information:

Name:

Organisation: