

SKAD484 (SQA Unit Code - FG6P 04)

Manage the delivery of effective sports coaching programmes



Overview

This standard is about delivering a fixed term programme to address short and medium term goals that cover relevant aspects of the participant pathway.

Coaches must take account of guidelines from national governing bodies and their own prior experience when managing programmes, including the deployment and co-ordination of coaches and other staff.

The standard is divided into three parts. The first part describes the three things you have to do. These are:

1. initiate the sports coaching programme
2. review progress with the participants at agreed points during the programme
3. adapt the programme

The second part covers the knowledge and understanding you must have. Please note: this is expanded further in a separate document, 'Knowledge and Understanding Specification for Level 3 Sports Coaching'.

The third part lists the key assumptions that underpin competent coaching. You must study these and make sure you put them into practice.

This standard is for coaches who plan, manage, implement and review coaching programmes.

SKAD484 (SQA Unit Code - FG6P 04)

Manage the delivery of effective sports coaching programmes

Performance criteria

You must be able to:

Initiate the sports coaching programme

- P1 ensure participants and staff have all the information they need about the programme
- P2 ensure that the participants have access to the resources they need
- P3 co-ordinate the allocation of resources so that you make best use of what is available
- P4 brief staff on their responsibilities and contributions to the programme and any limitations on these
- P5 ensure staff understand and apply codes of practice when working with the participants
- P6 select and apply a style of leadership that is appropriate to the participants, staff and the demands of the programme
- P7 ensure that the programme can be modified to suit the changing environment and the participants needs

You must be able to:

Review progress with the participants at agreed points during the programme

- P8 explain to the participants what the evaluation is for and how it fits into the coaching programme
- P9 evaluate participant performance using safe and reliable methods relevant to programme goals
- P10 collect and compile accurate information relevant to evaluating the participants' progress
- P11 encourage the participants to express their views on their progress
- P12 base your review of participants' performance progress on their views, your information and any external factors
- P13 use agreed evaluation guidelines
- P14 give positive and timely feedback during the review
- P15 evaluate the participants' progress in a fair and equitable manner
- P16 identify and agree any changes to the programme as a result of the review
- P17 record and pass on details of the review to other staff

You must be able to:

Adapt the programme

- P18 identify goals and components of the programme that need to be adapted
- P19 where appropriate, make use of existing contingency plans
- P20 identify and agree adaptations to goals and programmes with participants and
- P21 identify the resource implications of your changes and provide for these
- P22 introduce the changes in a way that is appropriate to the

SKAD484 (SQA Unit Code - FG6P 04)

Manage the delivery of effective sports coaching programmes

- participants and their needs and the staff involved
- P23 communicate changes to the participants and others
- P24 amend your plans for the programme
- P25 monitor the effectiveness of your changes and amend these as necessary

SKAD484 (SQA Unit Code - FG6P 04)

Manage the delivery of effective sports coaching programmes

Knowledge and understanding

You need to know and understand:

- K1 the role of the coach
- K2 the coaching process
- K3 evaluation, 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 theories
- K11 inclusive and equitable practice
- K12 health, safety and welfare
- K13 behaviour management
- K14 planning and periodisation
- K15 performance evaluation in competition
- K16 managing the contributions of other staff

SKAD484 (SQA Unit Code - FG6P 04)

Manage the delivery of effective sports coaching programmes

Additional Information

Scope/range related to performance criteria

1. **participants**
 - 1.1. individuals
 - 1.2. groups
 - 1.3. people with particular needs as defined by the technical definition for the sport

2. **staff**
 - 2.1. other coaches
 - 2.2. support personnel

3. **resources**
 - 3.1. facilities
 - 3.2. equipment
 - 3.3. materials
 - 3.4. staff
 - 3.5. finance

Behaviours

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

SKAD484 (SQA Unit Code - FG6P 04)

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