

SKAD486 (SQA Unit Code - FG6T 04)

Monitor and evaluate effective sports coaching programmes



Overview

This standard is about monitoring coaching programmes and carrying out an evaluation which draws out lessons for future practice.

Coaches must also take account of guidelines from national governing bodies and their own prior experience when monitoring and evaluating programmes.

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

1. monitor the sports coaching programme and personal development
2. evaluate the sports coaching programme and personal development

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.

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Performance criteria

You must be able to:

Monitor the sports coaching programme and personal development

- P1 collect and record relevant information at planned points throughout the programme
- P2 check to ensure the information is valid and reliable
- P3 collate the information in a way that will help to analyse it
- P4 provide information to other staff when they require it or when you need specialist advice
- P5 monitor your own progress in developing your coaching practice

You must be able to:

Evaluate the sports coaching programme and personal development

- P6 choose the most appropriate way of evaluating the programme
- P7 inform the participants and staff of the evaluation and encourage them to give their views
- P8 analyse the information and feedback and evaluate:
 - P8.1. whether the programme met its goals
 - P8.2. the content, structure, balance and processes of the programme
 - P8.3. the availability and content of resources
 - P8.4. own performance and behaviour and the performance and behaviour of participants and others
- P9 treat all information as an opportunity to improve what you do
- P10 treat confidential information appropriately
- P11 record recommendations for improvement to future programmes

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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

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Additional Information

Scope/range related to performance criteria

1. **staff**
 - 1.1. other coaches
 - 1.2. support personnel
2. **resources**
 - 2.1. facilities
 - 2.2. equipment
 - 2.3. materials
 - 2.4. finance
3. **participants**
 - 3.1. individuals
 - 3.2. groups
 - 3.3. people with particular needs as defined by the technical definition for the sport

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

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Developed by SkillsActive

Version number 1

Date approved April 2010

Indicative review date April 2015

Validity Current

Status Original

Originating organisation SkillsActive

Original URN SA44ND486

Relevant occupations Associate Professionals and Technical Occupations; Leisure, travel and tourism; Sport, leisure and recreation; Sports and Fitness Occupations

Suite Sports Coaching Level 3

Key words monitor, evaluate, effective, sport, coaching, programme