



Higher National Unit specification: general information

Unit title: Sports Coach Education Tutoring Roles and Responsibilities

Unit code: FD8F 34

Superclass: MA

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Unit purpose

On completion of the Unit the candidate should be able to:

- 1 Describe the skills and knowledge required by a sports coach educator.
- 2 Work with other coaches/professionals.
- 3 Deliver sport coaching education in a classroom.
- 4 Explain the need for Continuous Professional Development (CPD) for the sports coach educator.

Recommended prior knowledge and skills

It would be expected that candidates would already be an experienced sports coach with governing body recognition as such, or be involved with the sport governing body in delivering child protection education, or hold other governing body awards appropriate for coach educators or already be a coach educator recognised by the governing body for one or more sports.

Sports governing bodies are considered to be those recognised by sportscotland as the lead body.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 8*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

General information (cont)

Core Skills

There are opportunities to develop the Core Skills of *Working with Others*, *Information and Communications Technology*, *Numeracy* and *Communication* in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The Unit is part of a suite of Units leading towards a PDA in Sports Coach Education Tutoring.

The additional Units leading to the award are:

Sports Coach Education Tutoring Styles and Application
Sports Coach Education Tutoring in Scotland

Assessment

Assessment will take the form of an assignment which will be restricted response questions for all Outcomes together with performance evidence gathered during the delivery and from the tasks to perform during the Course.

The assessor is expected to make use of question and answering techniques not only for diagnostic assessment but to support formative and summative assessment.

Assessments may be integrated within the Unit and across Units. There are clear opportunities to integrate assessment for Outcome 3 in this Unit with Outcome 3 in the Unit *Sports Coach Education Tutoring Styles and Application*. It may also be integrated with Outcomes 2 and 3 in the Unit *Sports Coach Education Tutoring in Scotland*.

Higher National Unit specification: statement of standards

Unit title: Sports Coach Education Tutoring Roles and Responsibilities

Unit code: FD8F 34

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

There are opportunities to integrate within this Unit and combine tasks although each Outcome may be assessed discretely. There are also opportunities to integrate assessments across the Units noted in the Context for Delivery section.

Outcome 1

Describe the skills and knowledge required by a sports coach educator.

Knowledge and/or Skills

- ◆ Coaching styles
- ◆ Positioning
 - Coach
 - Tutor
- ◆ Time management
- ◆ Dealing with challenging behaviour

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Demonstrate coach tutoring styles appropriate for two groups or individuals
- ◆ Explain types of learner preferences that may influence delivery and time management
- ◆ Deal with challenging behaviour, demonstrating and/or explaining actions that can be taken

Assessment Guidelines

As far as possible evidence may be gathered from practical situations using peer groups or individual as the client.

It is unlikely that opportunities to address all eventualities will arise naturally. It is expected that supplementary questions will be used to ensure that the knowledge is indeed assessed appropriately and that the questions asked and responses given are noted together with the assessor's judgement.

Higher National Unit specification: statement of standards (cont)

Unit title: Sports Coach Education Tutoring Roles and Responsibilities

It would be expected that as the assessment would cover at least two sessions, one being practical and related to the activity. This could be performance, tactical or theoretical in nature and the other assessment being part of a presentation being given by the candidate. This may be integrated with Outcome 3 if appropriate.

All recorded evidence should be kept together with the assessor judgments. Check list and with detailed comments would be appropriate in addition to candidates own responses.

Whichever types of assessment are being used, all Knowledge and Skills together with all Evidence Requirements must be addressed.

Outcome 2

Work with other coaches/professionals.

Knowledge and/or Skills

- ◆ When, how and to whom to refer and/or seek advice
- ◆ Scottish/National Governing Body requirements
- ◆ Facilitator skills
- ◆ Delivery styles

Evidence Requirements

Candidates will be expected to present evidence appropriate to the activities in which they are involved.

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Explain when, how and to whom a client might be referred for further advice and support.
- ◆ Explain and apply specific governing body needs for a selected sport.
- ◆ Demonstrate skills of facilitation.
- ◆ Utilise relevant delivery styles/techniques and explain why these were selected.

Assessment Guidelines

Explanations made will be recorded and may be in response to restricted response to questions to cover the relevant issues and may be in the nature of a home assignment although other methods may be appropriate.

Candidate performance will be expected to be assessed under realistic practical settings. It is unlikely that any setting will provide opportunities to assess all knowledge that is required. In this event supplementary questions may be used and the question, response and assessors judgement will be recorded. Checklist(s) may be used together with evidence recorded by the candidate.

Higher National Unit specification: statement of standards (cont)

Unit title: Sports Coach Education Tutoring Roles and Responsibilities

Outcome 3

Deliver sport coaching education in a classroom.

Knowledge and/or Skills

- ◆ Planning and recording
- ◆ Reviewing time management

- ◆ Organisation performance
 - People
 - Equipment

- ◆ Individual
- ◆ Groups
- ◆ Sport presentation techniques (use of AV equipment)

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Plan and record a Tutor Education session for a classroom
- ◆ Select and use Audio/Visual aids
- ◆ Produce hand out or other support material
- ◆ Plan, prepare and deliver a session using presentation software (approximately 10 minutes)
- ◆ Invite and respond to questions
- ◆ Plan and review their own time management

- ◆ Plan and deliver organisation of
 - People
 - Equipment

- ◆ Address both group and individual needs
- ◆ Review their own work

Assessment Guidelines

Candidates will be expected to prepare and deliver to the group, using presentation software, a sport topic allocated by and agreed with the assessor which will be relevant to the candidate's own background. Candidates will be required to produce hand outs and or other materials to support this delivery.

Higher National Unit specification: statement of standards (cont)

Unit title: Sports Coach Education Tutoring Roles and Responsibilities

The assessor may use a checklist with detailed comments or similar method to ensure that all Knowledge/Skills and Evidence Requirements have been addressed. The use of additional questions is encouraged to ensure that all competencies are addressed where this is not initially certain. Any questions asked and the responses made will be noted together with the assessor judgement of the response. Candidates will review their own session detailing their time management, and this will be assessed.

Outcome 4

Explain the need for Continuous Professional Development (CPD) for the sports coach educator.

Knowledge and/or Skills

- ◆ Need for being up to date
- ◆ Safety issues for all involved
- ◆ Legal implications

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Explain why CPD is a requirement
- ◆ Describe activities that might constitute relevant CPD
- ◆ Explain who might be affected by the lack of CPD
- ◆ Explain the consequences that omitting to ensure CPD might bring

Assessment Guidelines

Candidates will be expected to address these matters by their recorded responses to restricted response questions. This may be in the form of an assignment with questions being asked for each of the Evidence Requirements. It may be appropriate to make use of other assessment methods as long as all Knowledge and/or Skill and Evidence Requirements are indeed addressed.

All responses and assessor judgments should be recorded in detail.

Higher National Unit specification: support notes

Unit title: Sports Coach Education Tutoring Roles and Responsibilities

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

Outcome 1 – requires the candidate to develop skills and knowledge in coaching styles.

Candidates should be made aware of the issues for their own sport(s). Some sports lend themselves to individual coaching (one-on-one) while others lend themselves to group activities but even then there are opportunities for individual coaching.

The positioning of the coach and tutor in a practical setting should be explored. This can be by discussion, video, live performance, etc. The key issues might include the fact that to judge effectiveness, the words, body language of the coach must be able to be seen and heard together with the response of the group being coached in order to judge the effectiveness.

Candidates should be encouraged to explore the issue of time management. These will vary from sport to sport and perhaps from facility to facility.

This may be a group or individual exercise but each candidate will be assessed as an individual.

Candidates will also consider how to deal with challenging behaviour; this might be behaviour within the group or individual athlete being coached, parents, ground-staff, caretaker, spectators, etc.

Candidates should consider and share strategies they have used for dealing with real or potential situations they might envisage for their sport.

Assessments may be integrated where and when appropriate or may be discrete.

Outcome 2 – requires that the candidate addresses issues surrounding referral to others and seeking advice from others.

Candidates should be made aware that this should not be considered to be a weakness and may indeed be a strength. It is important that candidates know who to turn to for support and advice and under what circumstances this may be done. This may include but is not limited to:

- ◆ specialist coaches (eg strength training colleague)
- ◆ medical personnel
- ◆ more advanced or senior coaches
- ◆ protection of vulnerable groups, etc

Higher National Unit specification: support notes (cont)

Unit title: Sports Coach Education Tutoring Roles and Responsibilities

Candidates need to be aware of any sports specific requirements from their governing body. These may be in the form of legal requirements, licensing requirements, recommendations, etc. The effect these issues may have on coach tutoring should be explored.

Candidates require Facilitation skills and these can be explored in groups if wished but again, assessment will be individual.

Skills might include but are not limited to:

- ◆ Ability to be objective
- ◆ Keeping things moving
- ◆ Effective chairing
- ◆ Agenda preparation
- ◆ Keeping control but being unobtrusive
- ◆ Ensuring roles are understood
- ◆ Timekeeping
- ◆ Group dynamics
- ◆ Ensure all contribute
- ◆ Help group understand any differences of opinion if no consensus

Candidates will need to understand that different delivery styles can be used but there may be no hard and fast rules as the situation will never twice be exactly the same.

Delivery must be: (not an exhaustive list)

- ◆ appropriate for the needs of the group or individual (tell, sell and show discussion)
- ◆ appropriate for the activity (technical expressions, sport specific needs)
- ◆ able to meet the preference of the coach

Outcome 3 – requires the candidate to prepare and deliver an education session in the classroom environment. Candidates will plan for a presentation of around 10 minutes and will have responsibility of using hardware and software and managing any other resources they might require. They will be expected to provide handout notes or other material to support their delivery and this will include discussion and questions from the group to whom they present.

Candidates would learn about the types, uses and problems associated with A/V aids.

Supplementary questioning from the assessor may be used to ensure all requirements are met. If the candidate addresses only the group and not the individual, this can be covered by questions as will the opposite situation where only the individual is covered by the evidence.

The topic should be allocated by and agreed with the assessor and will be relevant to the candidate's own background.

Candidates will record their own review and this will form part of the assessment.

Higher National Unit specification: support notes (cont)

Unit title: Sports Coach Education Tutoring Roles and Responsibilities

There are opportunities to integrate this assessment with Outcome 3 in the Unit *Sports Coach Education Tutoring Roles and Responsibilities*. It may also be integrated with Outcomes 2 and 3 in the Unit *Sports Coach Education Tutoring in Scotland*.

Outcome 4 – requires candidates to show that they have fully grasped the need to address their own CPD in the sports industry.

Candidates need to be aware of the legal implication of their duty of care and relevant legislation that impacts upon their actions as coaches and educators. They will need an understanding of the main principles of the relevant laws and regulations and the significance of not being compliant with these requirements.

This may be linked with the Unit *Sports Coach Education Tutoring Styles and Application* as Outcome 2 requires the candidate to carry out self-reflection and so there are opportunities to identify CPD needs and use that to inform this process.

Guidance on the delivery and assessment of this Unit

This Unit is designed to be delivered in conjunction with the Units:

Sports Coach Education Tutoring Styles and Application
Sports Coach Education Tutoring in Scotland

The purpose of the Units is to lead to governing body recognition for a Sports Coach Education Tutor, accepted by the Sports Industry nationwide.

Within the Unit and across the Units, there are opportunities to integrate assessments as the recommended delivery pattern taken together with the entry recommendation mean that the candidates has already gained considerable experience in their area of expertise.

It is recommended that prior to attending any Course, candidates are supplied with reference material and that some assessments are in the form of responses to restricted response questions although there may be cases where a more detailed response is appropriate.

Some candidates will need longer than others to develop some skills and this is to be expected as experiences will be different depending on the skills acquired before delivery.

The Units may be delivered also in an integrated way with assessment taking place as and when candidates are judged to be likely to succeed.

As stated, it may be possible to judge the full knowledge of the candidate from their performance but this may not always be possible. In this event, the assessor should use professional judgment and ask additional questions, record their action and note their judgement, to ensure that any evidence gaps are indeed addressed.

Higher National Unit specification: support notes (cont)

Unit title: Sports Coach Education Tutoring Roles and Responsibilities

Opportunities for developing Core Skills

Candidates undertaking this Unit will have opportunities to develop Core Skills in several areas.

As candidates are required to have sound knowledge of the need to work with others professionals, there will be opportunities to acquire knowledge and skills in *Working with Others*.

Likewise, candidates are required to make use of presentation software and this requires *Information and Communications Technology* skills. This will allow development of skills in this area.

In addition, candidates are required to impart information to others and so additional skills in *Communication*, (both verbal and non-verbal) along with reading skills can be further enhanced.

Open learning

Candidates undertaking this Unit may have opportunities for open learning for aspect of Outcomes 1 and 4 as some knowledge and skills are capable of being delivered by this route. However, not all is likely to be able to be delivered this way as candidate practical performance is also required and this would normally require candidates to be in the centre for a proportion of the time to receive support and to be assessed.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

History of changes to Unit

Version	Description of change	Date

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General information for candidates

Unit title: Sports Coach Education Tutoring Roles and Responsibilities

This Unit is part of a suite of Units with the full suite being:

Sports Coach Education Tutoring Roles and Responsibilities
Sports Coach Education Tutoring Styles and Application
Sports Coach Education Tutoring in Scotland

You may be given information prior to attending any Course and this may well include hard copy and or electronic material for home study.

It is likely that you will be given assessment tasks to complete at home and it is also likely that your assessor will ask questions to ensure that you understand all the required knowledge.

Outcome 1 requires you to learn about

- ◆ Coaching styles
- ◆ Positioning
 - Coach
 - Tutor
- ◆ Time management
- ◆ Dealing with challenging behaviour

You are likely to discuss these matters in groups and your assessor will keep you informed of your progress.

Outcome 2 requires you to learn about

- ◆ When, how and to whom to refer and/or seek advice
- ◆ Scottish/National Governing Body requirements
- ◆ Facilitator skills
- ◆ Delivery styles

You will be encouraged to make use of IT sources to investigate some of these issues and also to share with others in class discussion.

Outcome 3 requires you to learn about

- ◆ Planning and recording
- ◆ Reviewing time management
- ◆ Organisation performance
 - People
 - Equipment
- ◆ Individual
- ◆ Groups
- ◆ Sport presentation techniques (use of AV equipment)

General information for candidates (cont)

Unit title: Sports Coach Education Tutoring Roles and Responsibilities

Here you will be given a topic and agree on that topic with your assessor and then be given time to plan and deliver a presentation to a group (probably the members of the class). You will have to prepare any support material and operate the IT equipment that you use. The coach education tutor needs these skills and this is to ensure that you have developed them.

Outcome 4 requires that you learn about CPD requirements and can explain:

- ◆ Need for being up to date
- ◆ Safety issues for all involved
- ◆ Legal implications

As much as possible, assessment will be ongoing but you will be asked to do work on your own at home and bring it with you for submission. Your assessor will give you constructive feedback as quickly as possible at every stage.