

National Unit Specification: general information

UNIT Plan and Prepare a Series of Coaching Sessions:
Mountaineering (SCQF level 5)

CODE F902 11

SUMMARY

The purpose of this Unit is to develop the candidate's ability to consider the needs of all participants when creating a coaching plan. The candidate will be required to develop this ability while considering their obligations and duty of care in terms of a safe working environment for all involved in the coaching process. The candidate will be required to develop a series of linked sessions showing structure within the plans.

This Unit is suitable for candidates who have a strong interest in sport, leadership and the coaching process.

OUTCOMES

- 1 Review and analyse the needs of participants in a series of coaching sessions.
- 2 Produce plans for four linked coaching sessions.
- 3 Plan a safe coaching environment for each session.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ the Unit *Coach Participants and Develop Personal Practice* (SCQF level 5)
- ◆ a Scottish/National Governing Body (S/NGB) coaching award and recent evidence of coaching along with recent involvement in the sport.

Administrative Information

Superclass: MA

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National Unit Specification: general information (cont)

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(SCQF level 5)

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

**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.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

Numeracy (SCQF level 4)
Communication (SCQF level 5)
Problem Solving (SCQF level 5)

These opportunities are highlighted in the Support Notes of this Unit Specification.

National Unit Specification: statement of standards

UNIT Plan and Prepare a Series of Coaching Sessions: Mountaineering (SCQF level 5)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Review and analyse the needs of participants in a series of coaching sessions.

Performance Criteria

- (a) Utilise appropriate methods to gather and analyse information about the participants' needs.
- (b) Record and communicate this information where appropriate.
- (c) Identify the implications of the information for the coaching sessions and the participants.
- (d) Recognise when referral is necessary and to whom this may be made.

OUTCOME 2

Produce plans for four linked coaching sessions.

Performance Criteria

- (a) Use the analysis to establish appropriate goals for a series of four linked coaching sessions.
- (b) Identify resources to support planned sessions.
- (c) Plan realistic timings, sequences, volume and intensity.
- (d) Plan for the appropriate use of delivery modes, coaching styles, technical content and evaluation.
- (e) Record plans in a format that can be shared with others.

OUTCOME 3

Plan a safe coaching environment for each session.

Performance Criteria

- (a) Undertake a risk assessment for each session.
- (b) Ensure any recommendations or concerns are communicated to relevant persons.
- (c) Ensure plans incorporate procedures to protect children and vulnerable adults from abuse.

National Unit Specification: statement of standards (cont)

UNIT Plan and Prepare a Series of Coaching Sessions: Mountaineering (SCQF level 5)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates meet the requirements of all Outcomes and Performance Criteria.

For Outcome 1, candidates will be required to show recorded evidence of information/data gathered about participants and its use in planning four sessions for Outcome 2. It may be appropriate for the assessor to ask supplementary questions if required. If used, these must also be recorded. Confidentiality of information must be maintained.

Candidates must be able to recognise when potential or actual participants in coaching sessions need to be referred elsewhere and to whom. If this situation arises, the reasoning and action must be recorded for assessment purposes. If naturally occurring evidence is not available, it would be appropriate to ask supplementary questions or use a simulated activity/exercise or a case study. Evidence will comprise the recorded and analysed information. Assessor checklists will be used along with a record of discussions with the assessor.

For Outcome 2, evidence will be in a format which has been agreed with the assessor. The session plans must be for four linked coaching sessions.

All aspects of the Performance Criteria must be addressed and resources, timings, sequences, volume (how much) and intensity (how demanding) will be detailed (sometimes other terms are used) and must be in accordance with the S/NGB's accepted practice. This also applies to the delivery modes, coaching styles, technical content and evaluation.

For Outcome 3, candidates must produce a completed risk assessment for each of the four sessions.

Any concerns must be documented and communicated. It would be appropriate for the assessor to ask supplementary questions if required.

Candidates must explain facility or governing body procedures which are in place to protect children and vulnerable adults from abuse.

National Unit Specification: support notes

UNIT Plan and Prepare a Series of Coaching Sessions: Mountaineering (SCQF level 5)

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

If this Unit is being delivered as part of the planned Group Award, the four sessions planned should be used as part of the log book for the Unit *Coach Participants and Develop Personal Practice*(SCQF level 5).

Outcome 1

Information on participants may include personal details (age, gender etc), previous experience, medical background, hopes and aspirations. This may be gathered as a result of interviews, questionnaires, observation, and discussion with others. Confidentiality must be maintained. This list is not exhaustive.

Information may be recorded in any suitable format.

The information gathered will be analysed and the analysis will inform the planning and goal setting for the four linked sessions. If this Unit is being delivered as part of the Group Award, this information will be used in the Unit *Coach Participants and Develop Personal Practice* (SCQF level 5).

Where the needs of a participant cannot be met, there must be a clear referral process. Candidates may be asked supplementary questions to ensure that this performance criterion is met if other evidence is not available or evident from the process.

Outcome 2

Resources may include activity area, equipment, financial and human resources which will be identified and must be in accordance with governing body guidelines for the sport involved.

Session Plans must be recorded in an appropriate format. The four session plans must be linked in terms of progression, difficulty, content, demand. Again this is not an exhaustive list.

Delivery modes, coaching styles, technical content and evaluation must be detailed and in accordance with the S/NGB's requirements.

Outcome 3

The risk assessment undertaken should assess the resources being used for the sessions. Usually this will be in a written format. Further information on risk assessment may be found in the Unit *Promoting Safe and Ethical Sport*(SCQF level 4).

National Unit Specification: support notes (cont)

UNIT Plan and Prepare a Series of Coaching Sessions: Mountaineering (SCQF level 5)

Recommendations and concerns should be communicated to relevant persons. An example of this might be inadequate lighting or heating which would usually be communicated to the facility manager and evidence may be in the nature of a statement by the candidate and signed by the facility manager. Candidates will record or explain the procedures that are in place to protect children and/or vulnerable adults from abuse. These procedures will be detailed by the S/NGB for the sport, and/or the organisation, centre or facility involved.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

If delivered as part of the planned Group Award, the Unit must be delivered within the same sports context as the Unit *Coach Participants and Develop Personal Practice* (SCQF level 5).

Candidates must be familiar with the S/NGB's requirements for needs analysis, session planning, risk assessment, child protection, participant referral and confidentiality. These may be given to the candidate in advance for study and may be supported by work in small groups, case studies, question and answer sessions, etc. Candidates may be encouraged to observe and discuss issues. Whatever approaches are used, it is strongly recommended that, as far as possible, this Unit is delivered in a practical setting for the selected sport.

Sport governing bodies may offer additional advice on the design of plans, risk assessment, safety and child protection issues based on existing standards and best practice.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Where a centre uses oral questions it is essential that there is a record of the assessment decisions made. A recording of the candidate's response to a question does not by itself provide evidence of an assessment decision. It would be necessary to have a record of the question/response and assessor's judgment of that response.

Outcome 1

Much evidence will be of a practical nature. Delivering centres may use appropriately devised checklists, needs analysis documents and/or assessor reports.

There may be a need to support this with questions where a specific item of knowledge is not clearly demonstrated by a task. This may be in a written form or by oral questions.

Outcome 2

Linked session plans will be produced which identify resources, timings, sequences, volume, intensity and evaluation. The S/NGB and or organisation may provide a template for this or the candidate may produce his/her own. The delivery mode(s), coaching style(s) and technical content should take into account the identified needs of the participants and evidence may be generated at the planning stage through discussion, written questions etc.

National Unit Specification: support notes (cont)

UNIT Plan and Prepare a Series of Coaching Sessions: Mountaineering (SCQF level 5)

Outcome 3

A variety of approaches may be used and mixed and matched where appropriate for the sport and candidate.

Candidates are required to assess the risks for the planned sessions and the resources to be used. Candidates are required to produce evidence that they understand the governing body's and centre's/organisations procedures for protecting children and/or vulnerable adults from possible abuse.

The assessor may ask supplementary questions where there is a gap in evidence and to ensure that the candidate has the required understanding of the issues involved.

These should be recorded when used.

Opportunities for developing Core Skills

Although skills in Communication are not formally assessed candidates will be expected to produce and present materials to a standard acceptable in the vocational area. Candidates will be encouraged to express ideas and information accurately and concisely, using appropriate language and style.

Candidates will develop skills in critical thinking as an aspect of Problem Solving as they design session plans. They will need to consider critically and in detail all issues which will affect the success of the activities, including available resources and the abilities of participants. Other elements of the Core Skill could be covered with the integration of practical work with the Unit *Coach Participants and Develop Personal Practice* (SCQF level 5) if this Unit is being delivered as part of the planned Group Award.

For some sports, candidates may have to carry out some numerical calculations and measurements involving physiological and environmental data as part of risk assessment, and to ensure a safe working environment. Reading and recording relevant statistical and graphic data, checked for accuracy, will encourage the development of Numeracy skills.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).