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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 5160195**UNIT TITLE:** BASIC SPORTS COACHING TECHNIQUES

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. OUTLINE THE VARIOUS ROLES PLAYED BY THE COACH IN RELATION TO THE CONCEPT OF SPORTS COACHING

PERFORMANCE CRITERIA

- (a) The concept of sports coaching is correctly identified.
- (b) The roles played by the coach and situations when each might be used are correctly outlined.

RANGE STATEMENT

Roles: teacher; trainer; disciplinarian; motivator; friend; sports scientist.

EVIDENCE REQUIREMENTS

Oral or written explanation of the various roles play by the coach.

OUTCOME

2. IDENTIFY LEGAL AND ETHICAL ISSUES RELATED WITH SPORTS COACHING

PERFORMANCE CRITERIA

- (a) Ethical issues in sports coaching and their influence on the operations of a coach are accurately explained.
- (b) The legal responsibilities of a coach are correctly identified.

RANGE STATEMENT

Issues: health and safety; responsibilities in training and competition; equipment; liability; risk; standards of behaviour and conduct; abuse of individuals; abuse of privilege; confidentiality.

EVIDENCE REQUIREMENTS

Oral or written explanation of legal and ethical issues related with sports coaching.

Oral or written explanation of the influence of ethical issues on the operations of a coach.

OUTCOME

3. EXPLAIN THE RELATIONSHIP BETWEEN PHYSICAL FITNESS, PSYCHOLOGICAL FACTORS AND PERFORMANCE IN A CHOSEN SPORT

PERFORMANCE CRITERIA

- (a) The components of fitness are correctly identified.
- (b) The basic fitness requirements for participating in a chosen sport are correctly described.
- (c) The effect of the absence of one of the basic fitness requirements on the performance of the sport is accurately explained.
- (d) The effect of psychological factors on sports performance is clearly and accurately explained.

RANGE STATEMENT

Components of fitness: cardio-respiratory endurance; local muscular endurance; strength; flexibility; speed; agility; body composition.

Psychological factors: stress; anxiety; arousal; attention focus; decision-making; motivation.

EVIDENCE REQUIREMENTS

Oral or written explanation of the relationship between components of physical fitness and performance in a chosen sport.

Oral or written explanation of the effect of psychological factors on sports performance.

OUTCOME

4. IDENTIFY TECHNICAL ASPECTS OF SPORTS PERFORMANCE IN A CHOSEN SPORT

PERFORMANCE CRITERIA

- (a) The technical aspects in relation to movement are correctly identified.
- (b) The technical aspects in relation to tactics/strategies employed within a selected sport are correctly outlined.

RANGE STATEMENT

Technical aspects in relation to movement: principles of balance; forces; movement; joint and muscle action; gross movement; fine movement.

EVIDENCE REQUIREMENTS

Oral or written explanation of the technical aspects of sports performance in a chosen sport.

OUTCOME

5. PRESCRIBE AND PLAN A FITNESS SESSION FOR A CHOSEN SPORT

PERFORMANCE CRITERIA

- (a) Methods of assessing fitness are correctly described.
- (b) Co-operate in the assessment of fitness of a group or individual for a chosen sport.
- (c) Prescribe and plan a six week progressive fitness programme for participation in a chosen sport.

RANGE STATEMENT

Methods of assessing fitness: step-test; cycle ergometer; sit and reach; Liger shuttle test; body weight composition; standing jump.

Fitness session: weight training; circuit training; aerobic training.

EVIDENCE REQUIREMENTS

Written or oral description of four methods of assessing fitness.

Written evidence of the development of a plan for a fitness session for a chosen sport.

Written and performance evidence of co-operating in the assessment fitness of a group or individual for a chosen sport.

OUTCOME

6. PLAN, ORGANISE AND CONDUCT A COACHING SESSION IN A CHOSEN SPORT

PERFORMANCE CRITERIA

- (a) The plan for a coaching session in the chosen sport is appropriate to the client group.
- (b) The coaching session is organised appropriate to the demands of the sports and the individuals participating.
- (c) The coaching session is conducted according to the plan and accepted standards of practice.

RANGE STATEMENT

Aspects of planning: time; suitable facility; mixed abilities; equipment; safety procedures.

Conduct: safety procedures; communication styles; positioning.

EVIDENCE REQUIREMENTS

Written evidence of an activity and organisational plan for a coaching session in a chosen sport.

Performance evidence of the ability to organise and control a coaching session in a chosen sport.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER: 5160195

UNIT TITLE: BASIC SPORTS COACHING TECHNIQUES

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 80 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE To extend the knowledge, skills and experience of candidates who have completed the sports leadership module by introducing them to the more focused area of sport coaching.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This module will enable you to plan and conduct fitness and specific training including assessment of needs and the evaluation of performance underpinned by a theoretical background and identified philosophical approach.

CONTENT/CONTEXT The content of this module is based upon the premise that sports coaching is philosophically different from sports leadership. Thus, the concept of sports coaching and the various roles and functions of sports coaches are defined. The coach is also made aware of both ethical and legal issues with which they might be faced. Following this theoretical base, an underpinning knowledge of sports fitness, and performance is explained and the student applies this in a practical manner by conducting fitness sessions. Lastly, technical aspects are covered, initially in a theoretical manner prior to linking to it within the planning, organising and control of a practical session.

APPROACHES TO GENERATING EVIDENCE Evidence can be generated through class work and practical work in the gym. The underpinning knowledge can be gained by reviewing the relevant literature, meeting competent and highly qualified coaches; and visiting coaching sessions in local centres. Video recordings could be used for back-up evidence of practical work.

ASSESSMENT PROCEDURES Oral or written assessments should be used involving various instruments of assessment, with multiple choice, short answers, and restricted response questions being appropriate. Additionally, the practical

aspects of planning, organising and controlling a session can be assessed through the use of check lists.

EXEMPLARS

Outcome 1 (a) Sports coaching and sports leadership are two related but different concepts. Identify three similarities and three differences between the concepts.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised and Recommended Groupings'.

REFERENCES

1. Guide to unit writing.
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
3. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures.
5. For details of other SQA publications, please consult SQA's publications list.

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