



## National Unit Specification: general information

**UNIT** Manage a Coaching Environment: Badminton (SCQF level 6)

**CODE** F2W9 12

### SUMMARY

This Unit is a mandatory Unit within the National Progression Award (NPA) in Sports Coaching.

The purpose of this Unit is to help the candidate to develop an awareness of the need to create a safe, supportive and effective environment in which learning will occur. The candidate is expected to accept responsibility for the development of the coaching environment. The environment will be that required for the specific sport involved and will allow the candidate to develop the skills required to ensure that the coaching environment is safe for all. This includes the coach, the athletes being coached along with other coaches, parents and supporting staff. The candidate will have the opportunity to improve their skills in managing the coaching environment and managing people while maintaining supportive working relationships.

This Unit is suitable for candidates who have previous experience of coaching this sport.

### OUTCOMES

- 1 Establish and maintain a safe coaching environment for participants and others.
- 2 Establish and maintain supportive working relationships with the participants and others involved in the coaching environment.
- 3 Manage participants and others behaviour to ensure a safe and effective coaching environment.

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#### Administrative Information

**Superclass:** MA

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## **National Unit Specification: general information (cont)**

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### **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 *Plan and Prepare a Series of Coaching Sessions* (SCQF level 5)
- ◆ The Unit *Coach Participants and Develop Personal Practice* (SCQF level 5)
- ◆ The competencies of the United Kingdom Coaching Certificate at level 2 award

Good skills in Communication would also be beneficial.

### **CREDIT VALUE**

1 credit at Higher (6 SCQF credit points at SCQF level 6\*)

*\*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**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

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

## **National Unit Specification: statement of standards**

### **UNIT        Manage a Coaching Environment: Badminton (SCQF level 6)**

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**

Establish and maintain a safe coaching environment for participants and others.

##### **Performance Criteria**

- (a) Provide relevant information to manage and minimise health and safety implications that can affect participants and others.
- (b) Implement planned procedures for managing risk during the coaching programme in line with current practice.
- (c) Ensure that dress and equipment used by participants and others is safe and appropriate for the coaching environment.
- (d) Complete safety checks to ensure that the coaching environment meets relevant health and safety standards.
- (e) Report any problems identified during safety checks to the appropriate person.
- (f) Manage the safe and effective set up and taking down of equipment.

#### **OUTCOME 2**

Establish and maintain supportive working relationships with the participants and others involved in the coaching environment.

##### **Performance Criteria**

- (a) Manage the roles and contributions of participants and others to ensure an equitable coaching environment.
- (b) Use a range of communication methods that are responsive to the changing needs of participants and others to establish supportive working relationships.
- (c) Implement strategies to protect children and vulnerable people from abuse which are in line with the sports governing body requirements.

#### **OUTCOME 3**

Managing the behaviour of participants and others to ensure a safe and effective coaching environment.

##### **Performance Criteria**

- (a) Establish ground rules for behaviour with the participants and others involved in the process.
- (b) Set appropriate standards of behaviour through own professional practice.
- (c) Use an appropriate variety of methods to manage and reward participants' behaviour.
- (d) Encourage participants and others to find solutions to manage disagreements, conflict and inappropriate behaviour.

## **National Unit Specification: statement of standards (cont)**

**UNIT**      Manage a Coaching Environment: Badminton (SCQF level 6)

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

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

The assessment for this Unit must be conducted under supervised, controlled conditions. Assessment must also be conducted on two planned sessions of a training programme covering a minimum of eight weeks.

Performance evidence, supplemented by two assessor checklists (one for each session) and a log of activities covering an eight week period, is required to demonstrate that candidate has achieved all the Outcomes and Performance Criteria. The performance evidence for Outcome 1, Performance Criterion (a) must cover:

- ◆ emergencies, operating procedures, responsibilities affecting participants and others
- ◆ the range of medical support that can be used to help with injury reduction, management and rehabilitation
- ◆ the use of guidelines, procedures and practices for reporting accidents, injuries and illness to the required authorities

Centres must ensure that the log is authenticated as the work of the candidate.

The candidate must provide evidence of technically correct explanations and demonstrations (where appropriate) in accordance with S/NGB requirements.

As each session has an element of unpredictability, supplementary questions may be required to ensure all PCs are covered appropriately. When these are used, the questions asked, along with the responses made, should be recorded.

## **National Unit Specification: support notes**

### **UNIT        Manage a Coaching Environment: Badminton (SCQF level 6)**

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**

The purpose of this Unit is to help the candidate to develop an awareness of the need to create a safe, supportive and effective environment in which learning will occur. If this Unit is delivered as part of the NPA in Sports Coaching, the Unit must be delivered in the same sports context as the other Units within the Group Award.

Within this Unit there is reference to ‘others’, this may include: other coaches, specialists, parents, support colleagues (eg Physiotherapist) etc.

In this Unit communication refers to a range of verbal and non verbal communication to suit the complexity of the coaching environment, this could include: tone, body language etc. Candidates should be encouraged to develop a logical progression of their delivery/information that allows contributions from participants and others when developing ideas.

For all Outcomes, there is a need to encourage a ‘Positive working relationship’. This may be best achieved by the application of the relevant coaching philosophy and values as indicated by the Governing body for that sport and required by current legislation and Codes of Practice. It is good policy to empower participants and others where this can be done and to delegate roles and responsibilities. It must be remembered that participants and others may be seen as role models and this carries responsibilities.

Candidates must be able to effect change in attitudes and behaviour and understand how to deal with complaints and be able to establish an appeals procedures. Candidates should also be aware of the need for positive reinforcement and be able to use motivational techniques to enhance learning for participants.

#### **Outcome 1, 2 and 3**

Within the Outcomes the following should be covered.

##### **Communication:**

- ◆ Range of verbal and non-verbal methods to suit the complexity of the coaching environment; presenting information to develop ideas in appropriate format, style and tone; logical progression of delivery/information that allows contributions from participants and others to develop ideas; variety of techniques to engage participants and others.

## **National Unit Specification: support notes (cont)**

### **UNIT            Manage a Coaching Environment: Badminton (SCQF level 6)**

#### **Positive working relationships:**

- ◆ Coaching philosophy and values; Codes of Practice; empowerment of participants and others; delegation of roles and responsibilities; participants and others as role models; change attitudes/behaviour; establishing complaints and appeals procedures; positive reinforcement; motivational techniques.
- ◆ Developing participants decision making skills — selective attention, process limitations, simulations, drills and role play.
- ◆ Factors to consider — experience and skill-sets, abilities, capabilities, priorities, matching workloads to personal development, plans/potential, cost, resource and time implications.
- ◆ Managing behaviour — ground rules, sanctions, time outs, individual discussions, managing disagreements, positive reinforcement, responses to distress and disruptions, organisational procedures for dealing with inappropriate behaviour, potential disruptions and injury.

#### **Protection of Children from abuse:**

- ◆ Common signs and indicators of abuse — physical, emotional, sexual, neglect, bullying; policies and procedures of dealing with and reporting abuse; full or partial disclosure; relevant legislation; role and responsibilities when working with others.

#### **Risk management:**

- ◆ Correct procedures within accepted guidelines and health and safety requirements; adequate supervision of children and vulnerable adults; normal operating and emergency procedures on and off site; first-aid provision; medical support and needs.

#### **Health, safety and emergency:**

- ◆ Organisational/facility guidelines and reporting mechanisms; health and safety relevant to the programme; dealing with incidents within the programme; related legislation as appropriate; provide advice and guidance to others involved in the coaching process; create an awareness of current legislation and associated risks; responsibility and accountability; safe manual lifting and handling procedures; normal operating procedures for equipment assembly/disassembly and storage guidelines; using governing body guidelines; safe working order of equipment.
- ◆ Dress and equipment — appropriate for the activities, comfort and practicality, suitable for environmental conditions.

#### **Managing injury and illness:**

- ◆ Types of injury and illness relevant to the sport; correct procedures and responses to dealing with accidents/emergencies; location and procedures for contacting and using first aid provision or emergency services; reporting procedures.
- ◆ Prevention techniques — appropriate activities, correct clothing and safe use of equipment.
- ◆ Rehabilitation strategies — support programme, treatment, timescales, support network.

## **National Unit Specification: support notes (cont)**

### **UNIT            Manage a Coaching Environment: Badminton (SCQF level 6)**

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

If this Unit is delivered as part of the NPA in Sports Coaching, the Unit must be delivered in the same sports context as the other Units within the Group Award.

Candidates will already be involved in the coaching process and they will be expected to be familiar with the S/NGB requirements for:

- ◆ equipment
- ◆ facility
- ◆ safety checks
- ◆ emergency procedures
- ◆ dress code
- ◆ participant needs

These may be given to that candidate in advance for study and may be supported by group work, case study, question and answer sessions etc. This will have to be put into a practical setting for the selected sport.

Candidates should be given the opportunity to develop and refine skills with regards to communication styles, delivery and types of feedback which take into account the current needs of the sport, participants and others to include coaches. The knowledge skills require to be refined in a practical setting with feedback received being used to develop own practice.

It is expected that at this level, candidates will be coaching in a real coaching environment. There may be opportunities to watch other coaches at work or videos from industry. Candidates should be encouraged to develop skills of ‘critical analysis’ and to be aware of the ever changing nature of coaching and its theories.

#### **OPPORTUNITIES FOR CORE SKILL DEVELOPMENT**

While undertaking this Unit, the candidate is required to manage the coaching environment where opportunities may be present for the candidate to develop aspects of the Core Skill in Communication.

Candidates will be required to manage the behaviour of participants and others which may present opportunities to develop aspects of the Core Skills in Problem Solving and Working with Others.

## National Unit Specification: support notes (cont)

### UNIT        Manage a Coaching Environment: Badminton (SCQF level 6)

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

##### Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

The assessment for this Unit must be conducted under supervised, controlled conditions. It is expected that much of the evidence for this Unit will arise from a real coaching environment. Candidates must deliver a series of linked sessions to cover an eight week discrete cycle or phase in the sport.

Within this eight week discrete cycle, the candidate will be formally observed and assessed on two occasions. The candidate is also required to maintain a reflective log of activities. Supplementary questions and answers may be required to address any aspects of the sessions where evidence cannot be generated. Alternatively centres may wish to consider the use of ‘case study’ or ‘role play’ in these circumstances.

While each Outcome may be individually assessed, it is recommended that the Unit be assessed in a holistic manner with candidates gathering their evidence in a log together with any supplementary questions and responses that may be needed. It is expected that most of the evidence for this Unit will arise from a real coaching environment.

This Unit focuses on practical activities within the coaching experience and as such recording and retention of evidence is extremely important. It is anticipated that:

- ◆ candidates will keep an accurate record of a continuous and reflective report containing the following:
  - candidates are required to keep an accurate record of their sessions and the evaluation of each session should address most if not all the Outcomes and PC required.
  - relevant information on and implementation of safety checks and procedures for managing risk have been carried out in order to maintain a safe and effective coaching environment which is in line with current practice, this is to include the management of safe and effective set up and taking down of equipment.
  - checks on safe appropriate environment, equipment and dress for participants and others. Correct reporting procedures have taken place when the relevant health and safety standards have not been met.
  - managing the behaviour of participants and others by setting ground rules, setting appropriate standards, rewarding appropriate behaviour and evidence where the candidate has dealt with disagreements and conflicts.
  - evidence of ensuring that the candidate maintains and manages an equitable environment with candidates and others which is in line with the sports governing body requirements.



## National Unit Specification: support notes (cont)

### UNIT            Manage a Coaching Environment: Badminton (SCQF level 6)

- ◆ an assessor observation checklist will be provided for two sessions from the eight week programme. This checklist should include details of the participants' understanding of the evaluation schedule and must also use a range of communication styles and methods used by participants.
- ◆ records will be provided of any additional questions used where the real coaching environment has not elicited the required evidence.

At this level, the candidate is expected to be able to provide advice and guidance to other coaches to allow them to develop their own coaching practice and this may also included within the candidate's log. Candidate's evidence for this Unit may be electronic or paper based.

### **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](http://www.sqa.org.uk)).