



National Unit Specification: general information

UNIT Sport and Fitness: Coaching Development (SCQF level 5)

CODE F6XD 11

SUMMARY

This Unit is designed to develop the candidate's ability to assess and address the requirements of participants when planning sports coaching sessions. The candidate is required to develop this ability while considering legal obligations in terms of health and safety, data protection, and participant care. The candidate will be required to develop, deliver and evaluate a progressive sequence of sessions.

The Unit is suitable for candidates already involved in sports coaching and who wish to further their knowledge and skills.

OUTCOMES

- 1 Assess the requirements of participants for participation in sports coaching sessions.
- 2 Produce plans for a sequence of sports coaching sessions.
- 3 Prepare resources to ensure safe and effective participation in sports coaching sessions.
- 4 Prepare participants of the sports coaching session.
- 5 Deliver a planned sequence of sports coaching sessions designed to improve performance.
- 6 Evaluate the sports coaching sessions and contribute to recommendations for personnel improvement.

CREDIT VALUE

2 credits at SCQF level 5 (12 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.*

Administrative Information

Superclass: MA

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RECOMMENDED ENTRY

Entry is at the discretion of the centre, however it is recommended that prior to undertaking this Unit, candidates should have achieved a Scottish/National Governing Body (S/NGB) preliminary coaching award, demonstrate competences of a United Kingdom Coaching Certificate level 1 award, and show evidence of recent involvement in the activity.

CORE SKILLS

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

Opportunities for developing aspects of Core Skills are highlighted in Learning and Teaching Approaches for this Unit.

National Unit Specification: statement of standards

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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 SQA.

OUTCOME 1

Assess the requirements of participants for participation in sports coaching sessions.

Performance Criteria

- (a) Gather and analyse information about participants' needs.
- (b) Identify the implications of the information in terms of sports coaching practice.
- (c) Explain the need for confidentiality and awareness of Data Protection requirements
- (d) Record all information in an appropriate format, and recognise when referral is required.

OUTCOME 2

Produce plans for a progressive sequence of sports coaching sessions.

Performance Criteria

- (a) Establish goals for a progressive sequence of sports coaching sessions.
- (b) Plan a progressive sequence of sports coaching sessions
- (c) Undertake a risk assessment for each sports coaching session.
- (d) Present plans clearly, plans should include resources, activities their technical content and timings appropriate to the needs of the client groups(s).

OUTCOME 3

Prepare resources to ensure safe and effective participation in sports coaching sessions.

Performance Criteria

- (a) Undertake facility and equipment checks giving regard to Normal Operating Procedures within the facility to ensure compliance.
- (b) Set up equipment for the activity in accordance with accepted practice and current national guidelines.

National Unit Specification: statement of standards (cont)

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OUTCOME 4

Prepare participants of the sports coaching sessions.

Performance Criteria

- (a) Ensure personal equipment checks are completed.
- (b) Explain all relevant health and safety procedures.
- (c) Ensure participant experience/ability to the planned Session.
- (d) Explain clearly the aims and objectives for the session.
- (e) Create a positive environment for the session.

OUTCOME 5

Deliver a planned sequence of sports coaching sessions designed to improve performance.

Performance Criteria

- (a) Deliver the planned sessions safely and effectively making any adjustments as appropriate.
- (b) Demonstrations and explanations are technically correct in line with current practice
- (c) Observe and respond appropriately to participants' performance
- (d) Ensure equipment is put away in good condition, and facilities left ready for future use.

OUTCOME 6

Evaluate the sports coaching sessions and contribute to recommendations for personnel improvement.

Performance Criteria

- (a) Evaluate the appropriateness and effectiveness of the sports coaching sessions.
- (b) Analyse personal performance and contribute to recommendations for improvement
- (c) Demonstrate application of sports coaching session analysis in subsequent sessions

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

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

At least four sessions should be prepared and delivered: at least one (preferably the first) must be observed by the assessor. Witness testimony from an appropriately qualified person* should be provided for the other sessions.

A logbook should be kept throughout by the candidate. This should include session plans and evaluations, tutor feedback and witness testimony, detail and rationale for session changes (including revised aims and objectives where appropriate) together with any relevant supplementary information. This logbook may be used as part of the evidence for each Outcome. 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.

If any modifications to plans are required to meet specific needs or events, the plan must be revised, recorded and adopted. If the plan is modified after the session has begun, the candidate must give a valid explanation in the log book evaluation of the session. If there is no naturally occurring evidence of modifications, supplementary questions may be used.

Candidate and participants should always have appropriate dress as designated by current national guidelines and accepted best practice for the activity.

Outcome 1, candidates must present recorded evidence of information and data gathered about participants. This should be used in planning the progressive sequence of coaching sessions required for Outcome 2, and should give a clear explanation and awareness of confidentiality, data protection, and the protection of children and vulnerable adults.

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.

Outcome 2, evidence must include coaching session plans presented in a clear, easily understood format. A minimum of four progressive coaching sessions should be planned. Session content and goals should be based on the information collected for Outcome 1

Resources, activities, technical content, volume and intensity, timings, and delivery method should be detailed, and in accordance with current national guidelines and accepted practice.

Candidates must complete a risk assessment for each session. As a minimum this should include identification of:

- ◆ Hazard
- ◆ Risk Level
- ◆ Who may be affected
- ◆ Safety provisions in place
- ◆ Health and Safety should include: Procedures for protection of children and vulnerable groups, Disclosure Scotland, etc

National Unit Specification: statement of standards (cont)

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Outcomes 3 and 4: Candidates should provide evidence that they are familiar with Normal Operating Procedures (NOPs). Guidelines for equipment setup, personal equipment, and pre-activity screening should be in accordance with current national guidelines and accepted best practice.

Checklists covering all Performance Criteria should be used by the assessor/ appropriately qualified person for each session.

Outcome 5: Checklists covering all Performance Criteria should be used by the assessor/ appropriately qualified person for each session.

Candidates' must apply planned delivery methods, observe and respond to participants, and be inclusive. Warm up and cool down activities should be appropriate for all participants and in line with current national guidelines and accepted best practice for the activity.

Equipment should be set up and stored as detailed in the session plan.

Participants should be given clear guidance on progress, achievements and development, and future opportunities.

Outcome 6: Candidates will produce the completed logbook which includes all evidence for a minimum of four coaching sessions.

After each session candidates should reflect on and record their strengths and areas for improvement and produce recommendations for future improvement. Analysis and feedback must include the use of external feedback, and include both planning and delivery of the sessions. This may be facilitated by a professional discussion with the assessor/ appropriately qualified person. Assessor comments should be recorded if this method is utilised.

***An appropriately qualified person would have Scottish/National Governing Bodies (S/NGB) or other accreditation at an appropriate level to make responsible and effective judgement of candidate performance**

National Unit Specification: support notes

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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

Information on participants may be gathered as a result of interviews, questionnaires, observation, and discussion with other professionals. Though not exhaustive, it may include:

- ◆ Personal details (age, gender etc)
- ◆ Previous experience
- ◆ Medical background
- ◆ Individual targets and goals

Confidentiality and Data Protection procedures must be observed.

The information gathered must be analysed and should inform planning and goal setting for the progressive sequence of coaching sessions. Where the needs of a participant cannot be met, recommendations and concerns should be clearly documented and evidence of the referral process presented. Coaching practice should reflect session targets, and may include decisions on session type, methods of communication, personnel, delivery modes and coaching style.

If naturally occurring evidence is not available, it would be appropriate to use supplementary questions, a simulated activity/exercise, or a case study.

Outcome 2

All resources, procedures, plans, goals, technical content, and delivery styles should reflect current national guidelines and accepted practice for the activity involved. Session Plans must be progressive and must be recorded in an appropriate format.

The risk assessment undertaken should assess the resources (activity area, equipment, and personnel), environment, and participant needs identified for each session. Where possible this should be in a written format, and should include identification of:

- ◆ Hazard
- ◆ Risk Level
- ◆ Who may be affected
- ◆ Safety provisions in place
- ◆ Procedures for protection of children and vulnerable adults

National Unit Specification: support notes (cont)

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Outcomes 3 and 4

Guidelines, standards and procedures should be in line with current national guidelines and accepted best practice for the activity, and should reflect any current legal requirements.

Outcome 5

Candidates will have the opportunity to apply theory, planning and practice of their planned sequence of sessions in a real coaching environment. Candidates will be expected to adopt communication styles appropriate for the establishment and maintenance of a positive working environment, and respond appropriately to participants' performance.

Sessions should be effectively delivered in line with the plans, with a clear rationale for any adjustments. Candidates should demonstrate an awareness of issues affecting participants, and deal with them in an appropriate manner and observing and making changes as and where appropriate.

It is essential that any demonstrations and technical components of the session are delivered accurately and in line with current national guidelines and accepted best practice for the activity.

Equipment should be put away in good condition, and facilities should be left ready for future use.

Outcome 6

Personal performance and session analysis should include both personal views and the views of others.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates should be familiar with accepted practice and current national guidelines regarding:

- ◆ Personal and facility equipment
- ◆ Normal Operating Procedures (NOPs) and Emergency Action Plans (EAPs)

Candidates may be given the opportunity to discuss a variety of approaches regarding communication styles, delivery methods and types of feedback. The knowledge and skills require to be refined in a practical setting with feedback received being used to develop own practice.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

All elements of the Core Skill of *Problem Solving*, that is, Planning and Organising, Critical Thinking, and Reviewing and Evaluating, should be developed as the Unit is undertaken. Candidates must undertake an analysis both their performance and that of participants. They must also design session plans, and will need to consider in detail all issues which will affect the success of the activities, including available resources and the abilities of participants. For some activities, candidates may also develop skills in *Working with Others* (negotiation of goals and targets, effective resource use, soliciting external feedback on performance, using the referral process).

National Unit Specification: support notes (cont)

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There should be opportunities to develop oral communication skills. Candidates should be made aware of the importance of listening and observation skills in order to relate and respond to others in the most appropriate way. Understanding and responding to the physical and emotional needs of participants will support the ability to adapt language and non-verbal communication in order to progress effective communication. Giving appropriate information and explaining and directing activities is an essential aspect of competence. Candidates will be expected to use vocabulary, register and style suitable to purpose and to the participants and to be able to respond confidently to questions from both participants and the assessor.

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.

For some activities, 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. This may also involve use of *ICT*.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Where oral questions are used, centres must ensure that a record of the assessment decisions is kept, together with appropriate minimum competence statements. A record should be kept of the question/response and rationale for the assessor's judgment of that response.

Candidates are required to produce evidence that they understand current national guidelines and procedures for protecting children and/or vulnerable adults from possible abuse.

Outcome 1

Delivering centres should use appropriately devised checklists for the practical elements of this Outcome. A template may be provided for needs analysis and referral procedures. Data Protection records should be kept securely as required by legislation.

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

Progressive session plans, including risk assessment, should be produced. The centre may provide a template for these, though candidates should be encouraged to produce their own. The plans should take into account the identified needs of the participants and evidence may be reviewed by the assessor throughout the process.

Outcome 3

Equipment checks and setup should be carried out in accordance with Risk Assessment detail and within the scope of the Normal Operating Procedure (NOP) outlined in the session plan. An assessor checklist should be used to ensure that all criteria have been covered.

National Unit Specification: support notes (cont)

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Outcome 4

When dealing with participants, candidates should demonstrate awareness of relevant health and safety procedures including dealing with children and/or vulnerable adults, disclosure Scotland. Participants should be adequately and appropriately screened to ensure that their experience/ability is appropriate to the planned session.

Appropriate communication and delivery styles should be employed to create a positive environment, and ensure that all participants are aware of the aims and objectives for the session.

Outcome 5

An assessor checklist should be used to ensure that all elements of the Performance Criteria have been covered. At this level the emphasis should be on safe and effective delivery, and ensuring that all participants are included in the planned activities.

Equipment should be put away in good condition, and facilities should be left ready for future use.

Outcome 6

In line with current national guidelines and best practice, candidates should contribute to an analysis of both their personal performance and the effectiveness of the session. This may be facilitated by a professional discussion with the assessor, and/or a pro-forma evaluation.

It is important that the candidate draws realistic conclusions, and develops personal targets for improvement. Such evaluation and targets should be recorded after each session, and there should be clear evidence of application in subsequent sessions.

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 Communication 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)*.

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