



## National Unit specification: general information

**Unit title:** Coach Participants and Develop Personal Practice:  
Volleyball (SCQF level 5)

**Unit code:** H294 11

**Superclass:** MA

**Publication date:** August 2012

**Source:** Scottish Qualifications Authority

**Version:** 01

## Summary

The purpose of this Unit is to develop the candidate's ability in the coaching process and to allow the candidate to develop the skills needed to accept overall responsibility for the individual or group being coached. It will also allow the candidate to develop the reflective skills required to further enhance development of their own coaching techniques. The Unit is designed for candidates who are already involved in coaching and who now wish to further their knowledge of the process and their skills in delivery.

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

## Outcomes

- 1 Prepare the activity/facility area and ensure that participants are prepared for coaching sessions.
- 2 Establish and maintain good working relationships.
- 3 Deliver two coaching sessions which develop participants' performance.
- 4 Use session evaluations to monitor and develop personal practice for six sessions.

## 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)
- ◆ a Scottish/National Governing Body (S/NGB) preliminary coaching award
- ◆ the competences of the United Kingdom Coaching Certificate level 1 award

and evidence of recent involvement in the sport and an aptitude in the sport and in coaching.

## **General information (cont)**

### **Credit points and level**

1 National Unit credit at SCQF level 5: (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**

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in 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**

Prepare the activity/facility area and ensure that participants are prepared for coaching sessions.

#### **Performance Criteria**

- (a) Ensure that equipment is set up in accordance with accepted guidelines.
- (b) Undertake safety checks to ensure the activity/facility area meets the required standards.
- (c) Ensure that the dress of all involved is safe and appropriate.
- (d) Explain emergency procedures and safety requirements to participants.
- (e) Inform participants of goals and activities.
- (f) Ensure participants' level of experience and ability is appropriate to the sessions.

### **Outcome 2**

Establish and maintain good working relationships.

#### **Performance Criteria**

- (a) The role and responsibilities of the coach are explained to participants.
- (b) Use appropriate methods of communication to create a positive environment for learning.
- (c) Set appropriate rules for participants' behaviour.
- (d) Encourage participants to provide constructive feedback and to adopt a positive attitude.

### **Outcome 3**

Deliver two coaching sessions which develop participants' performance.

#### **Performance Criteria**

- (a) Use appropriate warm up activity or activities for the sessions.
- (b) Sessions follow the delivery plans taking into account any changes in circumstances/needs.
- (c) Apply the planned delivery techniques, strategies and principles.
- (d) Observe and respond appropriately to participants' performance.
- (e) Demonstrations and explanations are technically correct and meet needs of the participants.
- (f) Conclude sessions appropriately.
- (g) Equipment and facilities are left in condition appropriate for future use.

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

**Unit title:** Coach Participants and Develop Personal Practice:  
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### **Outcome 4**

Use session evaluations to monitor and develop personal practice for six sessions.

#### **Performance Criteria**

- (a) Analyse and evaluate own strengths and weaknesses in coaching practice.
- (b) Produce a personal action plan to develop coaching practice.
- (c) Implement personal action plan, incorporating necessary amendments as required.
- (d) Review action plan for future use.

#### **Evidence Requirements for this Unit**

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

This Unit will be delivered using previously devised plans.

Plans and evaluations together with any appropriate supplementary information will be recorded in the candidate's own logbook. This logbook may be used as part of the evidence for each Outcome.

For Outcome 1 the candidate will be required to prepare for two sessions.

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 plan or log book or recorded in the evaluation of the session. If there is no naturally occurring evidence of modifications, supplementary questions may be used (eg — 'what if' scenarios).

The standard of dress of both the participants and the candidate for the activity will be the standard required by the S/NGB and/or the centre or facility.

Assessor observation checklists to cover all Performance Criteria for each session are required. Evidence must cover two sessions.

For Outcome 2 the candidate's personal behaviour will have to meet the accepted standards for professional behaviour as contained within the S/NGB's code.

An assessor checklist to cover all Performance Criteria should be used for each session. When recording and judging the candidate's performance, it is important to ensure that the candidate's communication with participants is both encouraging and motivating.

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

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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.

For Outcome 3 a checklist to cover all Performance Criteria should be used for each session.

The warm up activities should be appropriate for the activity and candidate(s).

Equipment and facilities should be in line with S/NGB and centre/facility recommendations.

The conclusion of the sessions must be inclusive, summarise participant progress, achievements and development, and include an outline of future opportunities.

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.

For Outcome 4 candidates will produce a completed logbook of coaching practice that includes a minimum of six coaching sessions.

The logbook should be devised to allow candidates to reflect on and record their strengths and weaknesses and plan their future personal development. The analysis and feedback must include the use of feedback from others.

The analyses and evaluation must allow all stages of planning, delivery and evaluation (or Plan, Do and Review) to be addressed.

## National Unit specification: support notes

**Unit title:** Coach Participants and Develop Personal Practice: Volleyball (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

#### Outcome 1

If delivered as part of the planned Group Award, there should be links to the Unit *Plan and Prepare a Series of Coaching Sessions* (SCQF level 5) as the candidate will have the opportunity to apply theory, planning and practice in a real coaching environment.

Guidelines, standards and procedures will be those accepted by the governing body for the sport and reflect any current legal requirements eg the Health and Safety at Work Act (HASWA) and Control of Substances Harmful to Health (COSHH) regulations.

The opportunity should be taken to integrate assessment of this Unit with assessment of the Unit *Plan and Prepare a Series of Coaching Sessions* (SCQF level 5) when the Units are delivered together.

#### Outcome 2

The roles, responsibilities and methods of communication will be those that the S/NGB for the sport require and will be detailed in the code of practice for the sport.

Candidates will be expected to develop these delivery skills in a real coaching environment which will help them adopt communication styles appropriate for the situation and allow them to establish and maintain good working relationships.

#### Outcome 3

Demonstrations and technical content will be detailed by the governing body for the sport and in line with current best practice.

If the Unit is being delivered as part of the planned Group Award, the coaching sessions may be two of the four planned in the Unit *Plan and Prepare a Series of Coaching Sessions* (SCQF level 5).

#### Outcome 4

The feedback may be received from participants, other coaches, mentor, parents, spectators, assessor etc. This list is not exhaustive.

Feedback may include both personal views (intrinsic feedback) and the views of others (extrinsic feedback) and analysed to help personal action planning as required by the governing body.

## National Unit specification: support notes (cont)

**Unit title:** Coach Participants and Develop Personal Practice:  
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If the Unit is being delivered as part of the planned Group Award, four of the six coaching sessions used in this Outcome may be those planned in the Unit *Plan and Prepare a Series of Coaching Sessions* (SCQF level 5).

### Guidance on learning and teaching approaches for this Unit

If this Unit is being delivered as part of the planned Group Award, the Unit must be delivered within the same sports context as the Unit *Plan and Prepare a Series of Coaching Sessions* (SCQF level 5).

Candidates will be expected to be familiar with 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 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.

### Guidance on approaches to assessment for this Unit

If this Unit is being delivered as part of the planned Group Award, there are opportunities for the integration of assessment between this Unit and the Unit *Plan and Prepare a Series of Coaching Sessions* (SCQF level 5).

Where a centre uses oral questions, it is essential that there is a record of assessment decisions made. A record 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 judgement of that response.

### Outcome 1

Much evidence will be of a practical nature. Delivering centres may use appropriately devised checklists/assessor reports. If this Unit is delivered as part of the planned Group Award there should be clear links with the Unit *Plan and Prepare a Series of Coaching Sessions* (SCQF level 5) — it should be evident to the assessor that the candidate has used previous planning documents and knowledge.

## National Unit specification: support notes (cont)

**Unit title:** Coach Participants and Develop Personal Practice:  
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### Outcome 2

Much evidence will be of a practical nature with assessor observation offering the best opportunity for recording judgements in a real, practical coaching environment. Supplementary questions may be used where considered appropriate to ensure that all Performance Criteria are covered.

### Outcome 3

Much evidence will be of a practical nature with assessor observation offering the best opportunity in a practical and real coaching environment. Supplementary questions may be used, where appropriate, to ensure that all Performance Criteria are covered.

If this Unit is delivered as part of the planned Group Award there should be clear links with the Unit *Plan and Prepare a Series of Coaching Sessions* (SCQF level 5), with session plans being put into practice. The candidate may use appropriate templates for session plans as required by the S/NGB or centre/facility, or may devise appropriate plans of their own.

The warm up and technical content will be in line with S/NGB recommendations and should be evident during the delivery of the sessions.

### Outcome 4

The logbook produced by the candidate must include a minimum of six sessions and, if this Unit is being delivered as part of the planned Group Award, this should include the four linked sessions already prepared for the Unit *Plan and Prepare a Series of Coaching Sessions* (SCQF level 5).

The logbook should allow for analysis, recording, reviewing and action planning and for the assessor to comment and record the assessment decision.

## 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 social software. 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)*.



## National Unit specification: support notes (cont)

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### Opportunities for developing Core Skills

All elements of the Core Skill of *Problem Solving*, that is, planning and organising, critical thinking, and reviewing and evaluating, will be developed as the Unit is undertaken, particularly when there is integration with the Unit *Plan and Prepare a Series of Coaching Sessions* (SCQF level 5). Candidates must undertake an analysis of factors affecting coaching activities. Devising and implementing effective strategies for participants and on-going opportunities for review and evaluation is an important aspect of achievement. For some sports, candidates may also develop skills in *Working with Others* as they effectively negotiate goals and targets taking account of all resources including strengths and weaknesses of self and others. Using working methods consistent with available resources they will demonstrate and explain to others, and will be supported as they review and evaluate the way in which they fulfilled their own responsibilities in tasks undertaken.

There will 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 appropriate activities will be 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.

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

## History of changes to Unit

Version	Description of change	Date

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