

Access to Higher Education Unit

This unit forms part of an Access to HE Diploma. If delivering the graded version of this unit, please refer to the Provider Handbook for details on grading descriptors and the application of these across units within your programme.

Unit Title: Sports Coaching

Graded Unit Reference Number: GA39SPO19

Ungraded Unit Reference Number: UA39SPO19

Module: Sports and Exercise

Level: 3

Credit Value: 9

Minimum Guided Learning Hours: 90

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know the roles and responsibilities of sports coaches and activity leaders	1.1 Identify the roles of sports coaches and activity leaders (e.g. role model, motivator, planner, instructor, mentor, facilitator, demonstrator, adviser, supporter, fact finder, counsellor, organiser)
	1.2 Identify the responsibilities of sports coaches and activity leaders (e.g. Health & Safety, Insurance, Legislation, Ethics & Values, Safeguarding & Duty of Care, and Rules and Regulations of the sport or activity)
2. Understand principles which underpin coaching and leading	2.1 Identify the attributes of coaches and leaders (communication skills, able to establish and maintain relationships, knowledge, organisational skills and empathy)
	2.2 Identify the principles of leadership (e.g. styles (e.g. autocratic, democratic, laissez-faire), personality (e.g. aggressive, passive, introvert, extrovert, NACH, NAF, type a, type b), suitability of different leadership approaches in different situations)

<p>3. Be able to use methods to improve skills, techniques and tactics in sport</p>	<p>3.1 Explain the methods for measuring improvement in skills, techniques and deployment of tactics (e.g. self-assessment by participants, peer assessment, coach assessment, observation, objective measures (e.g. goals scored, distance jumped), performance analysis technology (e.g. slow-motion replay))</p>
	<p>3.2 Explain the methods for identifying strengths and weaknesses in skills, techniques and deployment of tactics, i.e. self-assessment (e.g. in comparison to teammates, review of recent results, role model comparison) and peer assessment (e.g. feedback from coach)</p>
<p>4. Be able to plan sports and activity sessions</p>	<p>4.1 Review participants' needs considering which could influence coaching sessions, i.e. age, including the differences between adults and children, gender, level of ability and stage of participant development, experience, fitness levels, health issues/medical conditions/disability (e.g. asthma, sight impairment) what they want out of it (e.g. to develop specific skills or roles) and shared protected characteristics</p>
	<p>4.2 Identify the key considerations when planning sports/activity sessions. i.e. Goals/targets, differentiation, organisation, timing, development, progression, inclusion, balance of instruction, activity and feedback, resources and equipment, health and safety, use of coaching styles, methods of improving performance, communication and intensity.</p>
	<p>4.3 Assessing and minimising risks before sports/activity sessions, i.e.</p> <ul style="list-style-type: none"> • identify and adapt as necessary existing risk assessments for, i.e. the activities, the equipment, the environment, the participants • identify possible hazards • assess the risk that identified hazards present, including likelihood of occurrence and severity • assess how to minimise the identified risks • identify an appropriate person who can advise if there are hazards or risks outside of own level of competence • comply with information in the normal operating procedures for where the session will take place

<p>5. Be able to prepare sports and activity environments</p>	<p>5.1 Demonstrate preparing equipment for sports/activity sessions, i.e.</p> <ul style="list-style-type: none"> • amount and type of equipment is sufficient for the needs of the planned session • size and type of equipment is suitable for the needs of all participants and using adapted equipment where necessary • adapt the planned use of equipment as and when necessary (e.g. if the amount, type, working order or other aspect of the available equipment make the planned activities untenable) • reasonable steps to ensure that all equipment is in optimum working order (e.g. pumping up balls, restringing rackets, referring broken or damaged equipment to the appropriate person) <p>Demonstrate preparing the environment for sports/activity sessions, i.e.</p> <ul style="list-style-type: none"> • appropriate space for the number of participants • rearrange elements of the working space to ensure safety (e.g. move benches out of the way, tidy stray balls, wrap nets neatly) • appropriate markers to ensure participants are aware of the space they have available (e.g. mark out the space using cones, lines or other markers) • reasonable steps to ensure the safety of the working area (e.g. mop-up spills, cone-off unsafe areas, report hazards to an appropriate person)
	<p>5.2 Demonstrate appropriate safeguarding policies and procedures (e.g. the relevant procedures for safeguarding children and vulnerable adults, the relevant procedures for protecting self from accusations, report possible signs of abuse, procedures for recording and reporting concerns about the welfare of children and vulnerable adults)</p>

<p>6. Be able to deliver sports and activity sessions</p>	<p>6.1 Demonstrate preparing participants for sport/activity sessions, i.e.</p> <ul style="list-style-type: none"> • meet the participants punctually • ensure participants are made to feel welcome and at ease • record attendance • ensure participants' physical readiness for the session (e.g. check for injuries and illness, treatment for known conditions is available such as an inhaler) • ensure participants have the correct clothing and equipment • establish behaviour rules for the session • awareness of goals of session
	<p>6.2 Perform warm-up activities which are appropriate for the participants and session. Pulse raising, mobility, dynamic movements/stretching, static stretching and skill rehearsal</p>

	<p>6.3 Perform sport/activity sessions, e.g.</p> <ul style="list-style-type: none"> • activities that are clearly in line with the session goals • provide technically correct explanations and demonstrations appropriate to participants' needs and level of experience • motivate participants appropriate to their needs and in line with accepted good practice • communicate effectively and clearly with all participants • ensure all participants have the opportunity to take a full and active part in planned activities • ensure all participants achieve and enjoy the session • deliver sessions at a pace appropriate to the participants' needs • carry out emergency procedures when appropriate • review participants' performance considering strengths, weaknesses, areas for improvement • use appropriate coaching styles and methods • provide feedback to participants during the session to help participants achieve their goals • adapt sessions to respond to the participants' changing needs • provide opportunities for participants to reflect on their learning and apply their reflections to their performance • encourage participants to take responsibility for their own learning
	<p>6.4 Analyse coaching sessions, i.e.</p> <ul style="list-style-type: none"> • ensure there is sufficient time to conclude the session • deliver cool down activities appropriate to the participants and session. Pulse-lowering, mobility and stretching. • encourage participants to give feedback • provide feedback to participants on their performance relating to their/the goals • provide information to participants about future sessions • ensure participants complete the session safely • follow procedures for checking and dealing with equipment used, leaving the coaching environment in a condition fit for future use

<p>7. Be able to review sports and activity sessions</p>	<p>7.1 Evaluate sport/activity sessions, i.e.</p> <ul style="list-style-type: none">• evaluate the participants progression according to the session evaluation plan and against planned goals• review the effectiveness of the activities, and session overall against planned goals• evaluate the effectiveness of own management of the session, including health and safety and welfare issues• consider participants feedback in evaluating their performance• provide feedback to participants (e.g. verbal/written in next session)• record evaluations for future reference
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