

**Unit 101 Understanding the fundamentals**

**of**

**coaching sport**

**Level 1 Assistant Club Coach Award**

Qualification Handbook

Skills for a Professional Future

**Unit 101 Understanding the fundamentals of coaching sport**

**Unit aim**

This unit assesses the coach’s understanding of their role and the fundamentals of coaching.

Learning outcomes

There are three outcomes to this unit. The learner will be able to:

* 101.1: Know how to establish and maintain an effective, fair and equitable coaching environment
* 101.2: Understand the principles of coaching
* 101.3: Know how to establish and maintain a safe coaching environment

**Details of the relationship between the unit and relevant national occupational standards**

This unit relates to the following NOS:

* D15 - Help to give good levels of service to participants and customers

**Assessment**

This unit will be assessed by an assignment which is externally set and internally marked

**Unit 101 Understanding the fundamentals of coaching sport**

101.1 Know how to establish and maintain an effective, fair and equitable coaching environment

**Underpinning knowledge**

**The learner can:**

1. outline why it is important to communicate clearly with participant(s) and colleagues
2. outline what might happen if communication is not clear
3. outline why equality and diversity are important in working with participant(s) and colleagues
4. state how to treat people equally and respect their individuality
5. identify how to dress and present self at work
6. identify examples of positive behaviour when coaching participant(s)
7. outline why dress, appearance and behaviour are important at work.

**Range**

**Colleagues**

Line manager, assistant coaches, support staff

**People**

Colleagues, participants, parents/carers, spectators

**Dress**

Smart, correct, professional, appropriate

**Unit 101 Understanding the fundamentals of coaching sport**

101.2 Understand the principles of coaching

**Underpinning knowledge**

**The learner can:**

1. outline why teamwork is important in providing good levels of service
2. outline why it is important to always try to improve own work
3. outline why feedback from colleagues and participant(s) is important
4. identify how to use feedback from colleagues and participant(s) to improve own work.

**Range**

**Teamwork**

Supporting others, fulfilling role, completing own tasks

**Colleagues**

Line manager, assistant coaches, support staff

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101.3 Know how to establish and maintain a safe coaching environment

**Underpinning knowledge**

**The learner can:**

1. outline why safeguarding children and vulnerable people is important
2. identify the procedures to follow for safeguarding children and vulnerable people
3. describe the values or codes of practice relevant to own work
4. explain the importance of dealing with accidents and emergencies promptly, calmly and correctly
5. identify the types of injuries and illnesses that may occur in own area of work.

**Range**

**Procedures**

CRB disclosure, welfare training, safeguarding policy, awareness of signs/symptoms of abuse, reporting concerns

**Injuries**

Soft tissue damage, breaks, concussion, bruising, cuts

**Illnesses**

Colds, influenza, food poisoning, stomach cramps, vomiting, heatstroke

**Unit 102 Understanding the principles of planning coaching activities in sport**

**Unit aim**

This unit assesses the coach’s understanding of how to plan and prepare activities within coaching sessions.

**Learning outcomes**

There are four outcomes to this unit. The learner will be able to:

* 102.1: Understand how to plan coaching activities
* 102.2: Understand how to plan for a safe coaching environment
* 102.3: Understand how to prepare facilities and equipment for coaching activities
* 102.4: Understand how to prepare participants for coaching activities

**Details of the relationship between the unit and relevant national occupational standards**

This unit relates to the following NOS:

* C11 – Help to provide equipment for activities
* C21 – Help to maintain facility areas
* C260 – Help to maintain activity equipment
* D15 – Help to give good levels of service to participants and customers
* D41 – Help to plan and prepare a session

**Assessment**

This unit will be assessed by an assignment which is externally set and internally marked

**Unit 102 Understanding the principles of planning coaching activities in sport**

102.1 Understand how to plan coaching activities

**Underpinning knowledge**

**The learner can**:

1. outline why it is important to plan and prepare for coaching sessions
2. describe how to identify who has responsibility for different aspects of sessions
3. outline why it is important to work closely with the person with overall responsibility for sessions
4. identify the types of information needed to plan an activity within sessions
5. outline the types of information that may be confidential
6. outline how to deal with confidential information
7. outline why it is important to use evaluations of other activities when planning new activities
8. outline why it is important to make sure the planned activities meet the overall aims of the sessions.

**Range**

**Aspects**

Warm up, activities, cool down, resources

**Information**

Age, ability, prior experience, review of previous session or performance, feedback from

participants, facility details, equipment requirements, risk assessment factors

**Confidential information**

Learning difficulties, medical conditions, contact details, personal circumstances

**Unit 102 Understanding the principles of planning coaching activities in sport**

102.2 Understand how to plan for a safe coaching environment

**Underpinning knowledge**

**The learner can:**

1. state why health, safety, cleanliness and tidiness are important in a coaching facility
2. identify the procedures which must be followed for checking coaching facility areas and dealing with any problems found
3. outline the types of problems which may be found in a coaching facility area
4. outline the types of problems allowed to be dealt with by self
5. describe the types of problems which should not be dealt with by self
6. indicate who problems should be reported to
7. outline health and safety requirements that cover own area of responsibility.

**Range**

**Procedures**

Risk assessment, hazard reporting

**Requirements**

Resources, facility, dress, personal equipment

**Unit 102 Understanding the principles of planning coaching activities in sport**

102.3 Understand how to prepare facilities and equipment for coaching activities

**Underpinning knowledge**

**The learner can:**

1. identify the types of equipment which might be used in coaching sessions
2. outline the main health and safety requirements for different items of coaching equipment
3. outline safe manual lifting and handling procedures
4. describe why safe manual lifting and handling procedures are important
5. identify the types of faults and/or hazards which may occur with coaching equipment
6. outline how to identify and report problems with coaching equipment
7. identify correct ways of setting up a range of coaching equipment
8. outline why it is important to check with a more senior colleague that coaching equipment has been set up correctly.

**Range**

**Equipment**

Pads, mats, crash mats

**Procedures**

Bend knees, straight back

**Unit 102 Understanding the principles of planning coaching activities in sport**

102.4 Understand how to prepare participants for coaching activities

**Underpinning knowledge**

**The learner can:**

1. state the procedures to follow when arranging coaching facilities and equipment and giving information to participants
2. identify the requirements for dress and equipment for the activities being coached
3. outline how to give clear and correct demonstrations and explanations of skills, techniques, rules, codes and health and safety requirements
4. outline why it is important to answer participant(s)’ questions
5. outline why warm ups are important
6. outline the types of warm up that are appropriate to activities being coached.

**Range**

**Procedures**

Safe, supervised, assisted

**Requirements**

Safe, suitable, age appropriate