

**Unit 201 Understanding the fundamentals**

**of**

**coaching sport**

**Level 2 Club Coach Award**

Qualification Handbook

Skills for a Professional Future

**Unit 201 Understanding the fundamentals of coaching sport**

**Unit aim**

This unit assesses the coach’s understanding of their role in the planning, implementing, analysing and revising coaching sessions. They also will identify a range of methods of developing learning, performance and the effective management of participant behaviour.

**Learning outcomes**

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

* 201.1 Understand the role of a coach
* 201.2 Understand the coaching process
* 201.3 Understand participant(s)’ learning styles
* 201.4 Understand behaviour management
* 201.5 Understand how to reflect on a coaching session

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

This unit relates to the following NOS:

* D472 – Plan a series of sports coaching
* D473.3 – Establish and maintain working relationships
* D474.1 – Prepare participants for coaching sessions
* D475 – Monitor and evaluate sports coaching sessions

**Assessment**

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

**Unit 201 Understanding the fundamentals of coaching sport**

201.1 Understand the role of a coach

**Underpinning knowledge**

The learner can:

1. describe how to ensure that the participant is at the centre of the coaching process
2. explain how to empower participant(s)’ choice, discovery of solutions and need to develop at their own pace
3. describe how to develop and maintain positive relationships with and between participant(s)
4. describe how to provide a coaching environment that motivates, recognises and values diversity, controls risk, encourages challenge, enjoyment and achievement
5. identify methods to develop participant(s)’ confidence and self esteem
6. describe how to identify opportunities for the coach to reflect and develop their coaching practice
7. list the different support personnel that can contribute to coaching sessions
8. describe how support personnel can be used to contribute to coaching sessions
9. explain the importance of positively promoting the role of officials in competition
10. define what is acceptable in terms of a coach: participant relationship
11. explain the consequences of not adhering to the principles of what is acceptable in terms of a coach: participant relationship
12. identify the components of a Code of Practice for coaching which allows high standards of personal conduct to be maintained and a positive image of the sport to be projected
13. outline the types of information that the coach should provide to participant(s) after a coaching session.

**Range**

**Participant**

Adult, child, person with particular requirements

**Environment**

Safe, supportive, encouraging, supportive, enjoyable, relaxed, challenging

**Methods**

Praise, encouragement, support, maximum participation, attention

**Opportunities**

Debrief, evaluation, courses, colleagues, development

**Support personnel**

Assistant coaches, parents, volunteers

**Unit 201 Understanding the fundamentals of coaching sport**

201.2 Understand the coaching process

**Underpinning knowledge**

The learner can:

1. outline how to identify participant(s)’ needs
2. list the sources of information that a coach can use when planning and preparing coaching sessions
3. identify the types of information about participants which should be treated confidentially
4. describe the stages and components of the coaching process
5. describe how to plan coaching sessions that meet participant(s)’ needs
6. explain how individual coaching sessions support the aims of the wider coaching programme
7. explain the process of setting SMART goals/objectives
8. describe how to start and end a coaching session
9. explain how the physical and psychological capabilities of participant(s) will influence the content and structure of the session
10. describe different types of demonstrations that encourage learning
11. explain how to balance instruction, facilitation, and demonstration within sessions
12. describe how to use listening skills
13. describe how to select language that is appropriate to participant(s)
14. list how the coach can establish the views of participant(s) about the coaching sessions
15. identify situations when a coach may need to change or adapt a session
16. describe how to give constructive feedback to participant(s)
17. identify how to cater for an individual’s needs within group coaching
18. describe how to organise group coaching sessions.

**Unit 201 Understanding the fundamentals of coaching sport**

201.2 Understand the coaching process

**Underpinning knowledge**

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**Range**

**Needs**

Health and safety, welfare, challenge, support, enjoyment, inclusion, respect

**Sources of information**

Feedback, coaching publications, internet

**Confidential information**

Learning difficulties, medical conditions, contact details, personal circumstances

**Stages and components**

Plan, do review

**Wider coaching programme**

Safe, enjoyable, social development, health and fitness, personal development, progressive

**Unit 201 Understanding the fundamentals of coaching sport**

201.3 Understand participant(s)’ learning styles

Underpinning knowledge

The learner can:

1. outline different learning styles and needs
2. explain how to consider participant(s)’ learning styles and needs when planning coaching sessions
3. describe the difference between the ways that adults and children learn
4. define the principles of monitoring and evaluating learning
5. describe how the coach can support participant(s) in taking responsibility for their own learning
6. describe how to manage different learning styles and learning needs, in group coaching.

**Range**

**Learning styles and needs**

Audible, visual, kinaesthetic

**Support**

Guided learning, discovery learning, problem solving

**Unit 201 Understanding the fundamentals of coaching sport**

201.4 Understand behaviour management

**Underpinning knowledge**

The learner can:

1. identify the principles of positive behaviour management
2. describe how to develop a behaviour management strategy for coaching sessions
3. outline ground rules for positive behaviour during coaching sessions
4. outline the methods of communicating and implementing ground rules
5. explain the importance of fair and consistent behaviour management
6. explain how to encourage and reward positive behaviour
7. identify the types of behaviour by participant(s) and others that may cause emotional distress
8. explain how to respond as a coach to behaviour by participant(s) that may cause emotional distress
9. describe how to respond to discriminatory behaviour
10. describe the procedures to be followed if a participant wants to complain about discrimination.

**Range**

**Principles**

Ground rules, shared responsibility, praise

**Ground rules**

Appropriate language, listening, respect, effort, teamwork

**Discriminatory behaviour**

Bullying, sexism, racism

**Unit 201 Understanding the fundamentals of coaching sport**

201.5 Understand how to reflect on a coaching session

**Underpinning knowledge**

The learner can:

1. identify valid sources of feedback from participant(s) and support staff
2. explain how to do each of the following as part of self-reflection:
* make self-assessment of skill level
* identify action to be taken
1. use different methods of self-reflection
2. outline how to use evidence of own performance
3. list factors that impact on the ability to identify own development needs
4. identify methods for personal action planning and the prioritisation of such planning
5. describe how to measure each of the following:
* the quality of the coaching experience
* participant development
1. the quality assurance mechanisms used
2. describe how to use information taken from evaluations to improve the programme/session.

**Range**

**Evidence**

Statistics, performance scores, times, results

**Factors**

Subjective, ability to observe

**Unit 202 Understanding how to develop participant(s) through coaching sport**

**Unit Aim**

**This unit assesses the coach’s understanding of the principles of planning, delivering** and evaluating coaching sessions which improve participant(s)’ performance in sport.

**Learning outcomes**

* There are four outcomes to this unit. The learner will be able to:
* 202.1 Understand the principles of planning coaching sessions
* 202.2 Understand the principles of skill development through coaching sessions
* 202.3 Understand the how the stages of participant(s)’ development impact on their coaching
* 202.4 Understand the principles of evaluation in coaching

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

This unit relates to the following NOS:

• D472 - Plan a series of sports coaching sessions

• D473 - Prepare the sports coaching environment

• D474 - Deliver a series of sports coaching sessions

• D475 - Monitor and evaluate sports coaching sessions

**Assessment**

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

**Unit 202 Understanding how to develop participant(s) through coaching sport**

202.1 Understand the principles of planning coaching sessions

**Underpinning knowledge**

The learner can:

1. identify the information required to plan coaching sessions
2. identify health and safety requirements that may impact on coaching sessions
3. describe how to establish goals for coaching sessions based on participant(s)’ needs
4. identify sport-specific technical content to be included in coaching session plans
5. list a range of coaching styles
6. explain the use of different coaching styles
7. describe how fun and enjoyment in coaching sessions can impact on learning
8. describe the components of planning a progressive coaching sessions
9. identify other appropriate people who can contribute to the delivery of coaching sessions and describe their potential contributions
10. describe how coaching sessions might be adapted as a result of unforeseen changes to the coaching environment or participant(s)’ needs.

**Range**

**Information**

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

participants, facility details, equipment requirements, risk assessment factors

**Requirements**

Risk assessment, venue, surface, equipment, type of activity

**Goals**

Improve, enjoy, develop, interact, improve, engage

**Coaching styles**

Question and answer, guided discovery, command

**Components**

Warm up, unopposed, opposed, game related, performance, cool down

**People**

Assistant coach, parent, volunteer

**Unit 202 Understanding how to develop participant(s) through coaching sport**

202.2 Understand the principles of skill development through coaching sessions

**Underpinning knowledge**

The learner can:

1. define:

* skill coordination
* motor skill learning
* skill acquisition
* skill retention
* skill transfer

2. describe the basic methods of analysing participant(s)’ performance

3. identify factors that affect the development of participant(s)’ skills in sport

4. describe the organisational requirements for the delivery of coaching sessions

5. describe the different techniques available for developing participant(s)’ skill through coaching

6. identify methods to support participant development

7. identify sources of feedback which will support participant(s)’ development

8. explain the importance of gaining feedback from participant(s).

**Range**

**Basic methods**

observation, scoring, participant feedback

**Factors**

physical capability, mental capability, cognitive development, opportunities, practice

techniques practice, repetition, demonstration, observation

**Methods**

mentoring, observations, feedback, motivation, encouragement, challenge, success

**Sources**

coach, team mates, officials, statistics, video analysis

**Unit 202 Understanding how to develop participant(s) through coaching sport**

202.3 Understand the how the stages of participant(s)’ development impact on their coaching

**Underpinning knowledge**

The learner can:

1. describe the progressive stages of development through maturity

2. identify how the participant(s)’ stage of development affects the content of coaching sessions

3. identify how participant(s)’ stage of development impacts on the coaching environment

4. identify what influence training and competition have throughout the different stages of

development.

**Range**

**Stages 1**

Physical, intellectual, emotional, social, moral

**Stages 2**

Fundamental, learning to train, training to train, training to compete, training to win, retirement

**Environment**

Session duration, lesson content, participant numbers, fitness element, learning style

**Influence**

Fun, motor development, skill acquisition, physical capabilities, fitness, winning, retain involvement

**Unit 202 Understanding how to develop participant(s) through coaching sport**

202.4 Understand the principles of evaluation in coaching

**Underpinning knowledge**

The learner can:

1. explain the principles of evaluating coaching sessions
2. identify a variety of evaluation methods that can be used to monitor participant(s)’ development and learning
3. Identify types of information that can be gathered to monitor participant(s)’ development and learning
4. identify appropriate other people who can contribute to the evaluation of coaching sessions
5. describe how and when to gather information on current coaching practice from participant(s) and others
6. explain how the feedback from participant(s) and others should impact on future coaching practice
7. describe how to develop and record a personal action plan to improve own coaching practice, including highlighting opportunities for continuous professional development.

**Range**

**Methods**

Performance indicators, verbal feedback, questionnaires, observations, testing

**Information**

Statistical analysis, test results, participant feedback, performance scores

**People**

Participants, coaches, team officials