

**Principles of Coaching Sport (QCF)**

**Level 3 County Coach Award**

Qualification Handbook

Skills for a Professional Future

**Level 3 – County Coach**

**Unit aim**

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

**Learning outcomes**

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

* 302.1: Understand the role of the coach when planning, implementing, analysing and revising sport-specific annual coaching programmes
* 302.2: Understand the coaching process
* 302.3: Understand how to utilise a range of learning and behaviour management techniques
* 301.4: Understand the principles and application of self-reflection and reflecting on feedback

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

This unit relates to the following NOS:

* B28 - Plan a coaching programme
* D418 - Implement a coaching programme
* D421- Evaluate a coaching programme and continuously develop own practice

**Assessment**

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



Unit 302: Understanding the fundamentals

 of

coaching programmes

Skills for a Professional Future

**Unit 302: Understanding the fundamentals of coaching programmes**

302.1 Understand the role of the coach when planning, implementing, analysing and revising sport-specific annual coaching programmes

**Underpinning knowledge**

The learner can:

1. explain the role of the coach in ensuring that participant(s)are at the centre of the coaching process
2. describe equitable coaching
3. describe what are considered to be appropriate relationships with participant(s)
4. describe how the coach should support, co-ordinate and manage the coaching process
5. explain the principles of empowering participant(s) through coaching
6. explain the means by which coaching can provide opportunities and an environment that:
	* Motivates
	* Recognises and values diversity
	* Controls risk
	* Engenders challenge, enjoyment and achievement
7. describe methods of developing participant(s)’ confidence and self-esteem through coaching
8. analyse the contribution made through the integration of supporting personnel (e.g. nutritionist, psychologist, physician, physiotherapist, physiologist) and sport-specific specialists
9. explain the impact of officials on coaching to ensure fair competition/performance
10. explain the role of the coach in actively discouraging the use of performance enhancing drugs and other illegal substances
11. describe how the coach can be a role model and project a favourable image of sport.

**Unit 302 Understanding the fundamentals of coaching programmes**

302.2 Understand the coaching process

**Underpinning knowledge**

The learner can:

1. describe the process of identifying a range of participant(s)’ needs
2. explain the process of setting and monitoring the achievement of goals
3. describe the components of the coaching process as they apply to the development of coaching programmes
4. analyse the purpose of using different methods of demonstration, which encourage learning
5. describe a range of instruction methods
6. explain how to structure language during instruction that is appropriate to participant(s)
7. analyse the impact of effective questioning and listening skills on communication with participant(s)
8. evaluate techniques for coaching groups, including meeting individual’s needs in group coaching scenarios
9. describe how participant(s) can be empowered to make decisions about their performance.

**Unit 302 Understanding the fundamentals of coaching programmes**

302.3 Understand how to utilise a range of learning and behaviour management techniques

**Underpinning knowledge**

The learner can

Underpinning knowledge

The learner can:

1. analyse the differences in the way that individuals learn
2. explain the differences between the learning styles of adults and children
3. explain how to identify participants’ different learning styles
4. describe how to plan to coach participants with different learning styles
5. describe how different coaching methods can support participant(s)’ development
6. describe how to develop behaviour management strategies and skills
7. explain how to develop, communicate and maintain ground rules for behaviour during the coaching programme
8. explain how to respond to discriminatory behaviour in the programme
9. explain the procedures to follow if a participant wants to complain about discrimination.

**Unit 302 Understanding the fundamentals of coaching programmes**

302.4 Understand the principles and application of self-reflection and reflecting on feedback

**Underpinning knowledge**

The learner can:

1. summarise the advantages of self-reflection on own coaching practice and its potential to improve own coaching ability
2. explain the principles and practice of giving feedback
3. explain when and how to seek feedback from participant(s) and support staff
4. describe the factors that impact on how to identify own development needs
5. describe methods and process of personal action planning
6. describe how to use information from evaluations to improve the programme/session.



**Unit 303 Understanding the principles**

**of**

**planning coaching programmes**

Skills for a Professional Future

**Unit 303 Understanding the principles of planning coaching programmes**

**Unit aim**

This unit assesses the coach’s understanding of how to plan a sport-specific annual coaching programme and the principles which impact on the development of skill through the implementation of the programme.

**Learning outcomes**

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

* 303.1: Understand the principles and processes involved in planning and periodisation within annual coaching programmes
* 303.2: Understand the stages of participant development
* 303.3: Understand the development of skill through sport-specific annual coaching programmes
* 303.4: Understand how to conduct performance evaluation

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

This unit relates to the following NOS:

• B28 - Plan a coaching programme

• B225 - Plan a long term coaching programme

• D430 - Coach athletes in the fundamentals stage

• D431 - Coach athletes in the learning to train stage

• D432 - Coach athletes in the training to train stage

• D433 - Coach athletes in the training to compete stage

• D434 - Coach athletes in the training to win stage

**Assessment**

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

**Unit 303 Understanding the principles of planning coaching programmes**

303.1 Understand the principles and processes involved in planning and periodisation within annual coaching programmes

**Underpinning knowledge**

The learner can:

1. explain the terms planning and periodisation
2. explain how planning and periodisation are used in relation to participant(s)’ stage of development
3. analyse the different types of periodisation and situations when these are best used
4. explain the use of modelling of training and competition activities
5. describe the principles of planning an annual coaching programme
6. evaluate the impact of optimal fitness and mental development.

**Range**

Periodisation

Preparation, pre competition, competition

**Principles**

Key events/competitions, loading, unloading, volume, intensity, peaking, recovery, fun, overtraining

**Unit 303 Understanding the principles of planning coaching programmes**

303.2 Understand the stages of participant development

**Underpinning knowledge**

The learner can:

1. describe the stages of participant development
2. explain the application of developmental stages to the coaching environment
3. analyse how the stages of participant development affect the programme
4. analyse the differences between child and adult development and the effects on a coaching programme.

**Range**

**Developmental stages 1**

Physical, intellectual, emotional, social, moral

**Developmental stages 1**

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

**Unit 303 Understanding the principles of planning coaching programmes**

303.3 Understand the development of skill through sports specific annual coaching programmes

**Underpinning knowledge**

The learner can:

1. define:
	* skill coordination
	* motor skill learning
	* skill acquisition
	* skill retention
	* skill transfer
2. describe the factors affecting skill development
3. evaluate the role, purpose and benefits of performance analysis to inform coaching practice
4. describe methods of identifying body movement patterns
5. describe a range of skill development techniques
6. explain the principles of giving feedback to participant(s) during coaching programmes
7. explain how to develop participant(s)’ skills in assessing and responding to situations
8. analyse how participant(s)’ information processing and execution combined with control of movement, impact on skill development.

**Range**

**Factors**

Physical capability, mental capability, cognitive development, opportunities, practice, repetition, motivation

**Methods**

Video analysis, computer imaging

**Skill development techniques**

Practice, repetition, demonstration, observation

**Principles**

Positive, constructive, encouraging, correct, appropriate, timing, reinforcement

**Unit 303 Understanding the principles of planning coaching programmes**

303.4 Understand how to conduct performance evaluation

**Underpinning knowledge**

The learner can:

1. evaluate objective performance evaluation methods available in sport
2. describe how and when to evaluate performance within a sport-specific coaching programme
3. explain methods of recording the evaluation of performance and the creation of a resultant action plan
4. explain how participant(s) can use self-evaluation to improve performance.

**Range**

**Evaluation methods**

Statistical analysis, results, participant feedback, performance scores, video



**Unit 304 Understanding how to support participant(s)’ lifestyle through coaching programmes**

Skills for a Professional Future

**Unit 304 Understanding how to support participant(s)’ lifestyle through coaching programmes**

This unit assesses the coach’s understanding of how to support participant(s)’ lifestyle and physical and mental wellbeing during participation in sport-specific annual coaching programmes.

**Learning outcomes**

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

* 304.1: Understand how to support participant(s)’ physical conditioning within sport-specific annual coaching programmes
* 304.2: Understand how to provide participant(s) with nutritional advice within sport-specific annual coaching programmes
* 304.3: Understand how to develop participant(s)’ mental skills within sport-specific annual coaching programmes
* 304.4: Understand how to provide participant(s) with lifestyle support within sport-specific annual coaching programmes

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

This unit relates to the following NOS:

• B14 - Assist athletes to plan and manage their lifestyle

• B15 - Assist athletes to plan and manage their own career

• D435 - Apply behaviour management strategies to a coaching programme

• D436 - Apply the principles of nutrition to a coaching programme

**Assessment**

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

**Unit 304 Understanding how to support participant(s)’ lifestyle through coaching programmes**

304.1 Understand how to support participant(s)’ physical conditioning within sport-specific annual coaching programmes

**Underpinning knowledge**

The learner can:

1. describe the components of fitness and physical capabilities required for specific sports
2. describe the principles of participant development
3. explain the principles of training and injury prevention
4. evaluate the range of methods of training different physical components
5. describe each of the following in relation to specific sports:
	* Basic anatomy
	* Biomechanical principles
	* Physiology
6. analyse a range of basic sport-specific physical testing protocols
7. analyse the principles and different methods of enhancing recovery between sessions.

**Range**

**Components**

Strength, flexibility, stamina, speed, body composition

Physical capabilities

Running, jumping, twisting turning, striking, catching, swimming, cycling

**Principles**

Warming up, cooling down, appropriate, progressive, overtraining

**Protocols**

Bleep test, VO2 max, sit and reach, skinfold tests, Illinois agility run, vertical jump, sprint, handgrip

**Unit 304 Understanding how to support participant(s)’ lifestyle through coaching programmes**

304.2 Understand how to provide participant(s) with nutritional advice within sport-specific annual coaching programmes

**Underpinning knowledge**

The learner can:

1. describe the different food groups
2. explain the principles of sports nutrition
3. explain how energy intake and expenditure affect sports performance
4. describe the principles of hydration and its effects on sports performance
5. explain the impacts of participant(s)’ weight management and how sharing of responsibilities can be facilitated
6. describe nutrition and hydration strategies for before, during and after training and competition.

**Range**

**Food/nutritional groups**

Protein, carbohydrates, water, fibre, fat, dairy

**Principles**

Specificity, timing, balanced, recovery

**Unit 304 Understanding how to support participant(s)’ lifestyle through coaching programmes**

304.3 Understand how to develop participant(s)’ mental skills within sport-specific annual coaching programmes

**Underpinning knowledge**

The learner can:

1. describe the key mental skills that impact on participant performance and skill development
2. identify sport-specific mental capabilities and how to profile participant(s)’ mental skills
3. explain the principles of developing participant(s)’ mental skills
4. describe how to plan interventions to develop participant(s)’ mental skills in relating to both training and competition.

**Range**

**Mental skills**

Control, commitment, confidence, concentration, competitiveness, resilience

**Mental capabilities**

Thought, tactical awareness, intuition, imagination

**Unit 304 Understanding how to support participant(s)’ lifestyle through coaching programmes**

304.4 Understand how to provide participant(s) with lifestyle support within sport-specific annual coaching programmes

**Underpinning knowledge**

The learner can:

1. describe sport-specific procedures for drug testing
2. explain how participant(s) comply with procedures for drug testing
3. explain the coach’s and participant(s)’ responsibilities in making checks when taking supplementation or medicines
4. explain the impacts of participant(s)’ injury management on training and competition.

**Range**

**Procedures**

Testing methods, random sampling