

Unit 9: Principles of Sports Coaching

Unit code: R/601/1887

QCF level: 5

Credit value: 15

● Aim

The unit provides learners with theories of sports coaching and the methods used to support the development of performances.

● Unit abstract

This unit will provide learners with the core principles behind coaching support for athletes. The unit will develop learners' knowledge of mentoring and developing sports performers from a wide range of sports.

In this unit learners will investigate different teaching, learning and coaching styles, the impact of each style on current coaching practice and ways they can be used to monitor and enhance athletic performance and success for a range of participants.

Learners will also examine the methods used by sports coaches to assess and manage the needs of sports performers.

Learners will have the opportunity to look at the organisational processes and procedures that are used to monitor and manage coaching performance to ensure safe and effective sports activities that contribute to the success and achievement of the sports coach.

This unit will help learners appreciate standards related to practice and performance guidelines, as well as full consideration of needs, opportunities, barriers, and social and economic factors that can affect different sectors of the population.

● Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand coaching, teaching and learning styles that can be used to develop athletes
- 2 Understand methods used by sports coaches to assess and manage the needs of athletes
- 3 Understand the formal guidelines, codes, protocols and practices used in sports coaching
- 4 Understand the organisational processes and procedures used to monitor and manage coaching performance.

Unit content

1 Understand coaching, teaching and learning styles that can be used to develop athletes

Teaching and coaching styles: teaching styles (autocratic, democratic, laissez faire); coaching styles eg group and one-to-one sessions, practical and theoretical sessions, technical and tactical sessions, demonstrations, whole-part-whole, performance analysis

Learning styles: styles eg visual, auditory, kinaesthetic; relationship with different teaching and coaching styles eg which teaching and coaching styles are more successful with which learning styles

2 Understand methods used by sports coaches to assess and manage the needs of athletes

Assessing needs: needs of the activity (physiological, biomechanical); needs of athletes (assessment of strengths and areas for improvement); personal needs eg social, physical, health-related; performance measures; talent identification eg world class performance plans, TABS (technique, attitude, balance, speed), SUPS (speed, understanding, personality, skill), TIPS (technique, intelligence, personality, speed), PAS (pace, attitude, skill)

Managing needs: managing needs eg fair play, deviant behaviour, codes, protocols and guidelines (effects, current practice, use), accessibility, gender, race, health and safety; agreeing targets and development plans; feedback eg formative, summative, constructive, criticism, praise

Management documentation: to ensure guidelines, codes, protocols and practices are adhered to eg worksheets, minutes of meetings, witness testimony, performance reviews

3 Understand the formal guidelines, codes, protocols and practices used in sports coaching

Assessment methods: formative and summative testing eg questioning, portfolio, observation, continuous and end of programme; validity and reliability; fairness of assessment; coherent assessment process; whole and balanced; alternatives for those with special assessment; peer and self-assessment requirements

Management guidance: management guidance regarding implementation of assessment methods eg procedures, resources, feedback

4 **Understand the organisational processes and procedures used to monitor and manage coaching performance**

Organisational processes and procedures: processes and procedures used to monitor sports coaching performance eg recording documentation, level of technical skills and knowledge, data protection, observation checklists, experiences and qualifications, feedback (athletes, mentors, peers)

Management information: management information used to monitor sports coaching and performance eg progression of athletes, retention, achievement of athletes, skills, CPD (courses, qualifications, updating of skills and practices)

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand coaching, teaching and learning styles that can be used to develop athletes	1.1 analyse different teaching and coaching styles that can be used to meet the needs of sports performers 1.2 analyse different learning styles and their relationship with different teaching and coaching styles
LO2 Understand methods used by sports coaches to assess and manage the needs of athletes	2.1 evaluate different codes, guidelines, protocols and practices used by sports coaches to assess and manage the needs of performers 2.2 prepare management documentation to ensure that guidelines, codes, protocols and practices are followed by those involved in sports coaching
LO3 Understand the formal guidelines, codes, protocols and practices used in sports coaching	3.1 evaluate assessment methods used to identify the needs of sports coaches and performers 3.2 design, trial and evaluate assessment methods that can be used with sports performers 3.3 prepare management guidance for the implementation of selected assessment methods
LO4 Understand the organisational processes and procedures used to monitor and manage coaching performance	4.1 analyse organisational processes and procedures used to monitor sports coaching performance 4.2 discuss management information used to monitor and appraise coaching performance

Guidance

Links

This unit has links to the following units in the BTEC Higher Nationals in Sport and in Sport and Exercise Sciences:

- *Unit 9: Principles of Sports Coaching*
- *Unit 27: Skill Acquisition*
- *Unit 28: Sports Coaching*
- *Unit 29: Analysis of Sports Performance*
- *Unit 31: Physical Education.*

This unit has links to aspects of the LLUK standards for Teaching and Supporting Learning.

Learners may also be encouraged to complete National Governing Body accredited coaching awards to support the required technical and tactical knowledge required for specific sport performer development.

Essential requirements

To complete this unit it is important that a centre has access to a variety of experienced sports coaches with a wide variety of knowledge and experience of coaching a variety of sports and participants across a range of abilities.

Learners must have access to adequate sports facilities in order to undertake and manage coaching sessions.

Learners must have suitable ICT programmes to support them with the analysis of sports performance. For example, technical analysis programmes like *Dartfish* and *Kandle* will help learners assess an athlete's performance and within team sports programmes these programmes will help learners to analyse statistical data to support their analyses of athletes' effectiveness.

Employer engagement and vocational contexts

When completing this unit links could be made with qualified sports coaches. Experienced sport coaches could act as mentors to learners on the programme and develop learners' knowledge and understanding of the methods of supporting and developing (mentoring) sports performers.

If possible, learners should observe the teaching and coaching methods used to develop sports performers with different learning styles by visiting elite sports coaches at local professional sports clubs. It may also be beneficial for learners to visit schools to observe how Physical Education teachers manage learners with different learning styles.

If learners are given the opportunity to shadow sports coaches for a period of time, the coaches should be made aware of learners' required learning outcomes and provide support to learners, especially with regards to the mentoring process coaches have to support and develop sports performers, and how this is carried out effectively and sensitively when appropriate.