

OCR LEVEL 2 NVQ IN SPORT, RECREATION AND ALLIED OCCUPATIONS: COACHING, TEACHING, INSTRUCTING IN THE CONTEXT OF ASSOCIATION FOOTBALL

- General assessment principles
- Values statement
- Technical syllabus
- NVQ units of competence
- Recording documents

This page is blank

GENERAL ASSESSMENT PRINCIPLES

OCR Level 2 NVQ in Sport, Recreation and Allied Occupations: Coaching, Teaching, Instructing in the context of Association Football

Below is an outline of the general assessment principles for the whole NVQ. Each unit however details the specific requirements for evidence and assessment which must be fully met.

Where should the evidence come from?

It is essential that their evidence comes from working with real equipment, facilities and participants. It is very important that evidence is generated from real work activities, not 'skills test' type exercises, set up purely for the sake of assessment.

The only exceptions to this requirement is unit *C35 Deal with accidents and emergencies*, for which simulation is deemed to be acceptable, and unit *C36 Support the protection of children from abuse* (an additional unit), for which projects and assignments are more appropriate. In addition, simulation and supplementary evidence are allowed for a limited number of items under 'what you must do' (performance criteria) and 'what you must cover' (range). These are clearly detailed in the evidence requirements and in the standards themselves.

Where simulation is used, this should follow the requirements as detailed within each unit.

What are the most appropriate assessment methods?

Assessor observations, products of work and witness testimony are likely to be the most appropriate sources of performance evidence.

Supplementary evidence may be used for items under 'what you must cover' (range) where performance evidence (real work activity) is not needed. Supplementary evidence may also be used for some items under 'what you must do' (performance criteria) as detailed within each unit.

Questioning to gather supplementary and knowledge evidence can normally be carried out orally. However, oral questioning must be recorded by the assessor, in written form or by other appropriate means.

How much evidence is necessary?

Most of the units require observation by an assessor on more than one occasion. The evidence requirements below show this in more detail. Assessors and candidates are strongly encouraged to plan assessments to fit in with the candidate's work patterns so that the number of assessment occasions on which observation takes place can be kept to a realistic minimum (please see the section **Assessing more than one unit on each occasion** for some suggestions).

These observations should not be carried out on the same day. There should be sufficient time between assessments for the assessor to satisfy himself or herself that the candidate will be capable of achieving the same standard on a regular and consistent basis. Separating the assessment occasions by a period of at least one month is recommended.

In many cases, two observations will be enough. However, more than two may be needed to ensure that there is evidence for everything specified under ‘what you must do’ (performance criteria) and ‘what you must cover’ (range) particularly to cover the range of the context, as defined by the Technical Definition.

Assessing more than one unit on each occasion

Many of the units within the Coaching, Teaching, Instructing NVQ link together in a logical way, and assessors and candidates are encouraged to make use of these links in an efficient and creative way. In many cases there should be no need to assess on a unit-by-unit basis (unless the candidate wants unit accreditation only). It would make better use of both the assessor’s and candidate’s time to consider and plan how many units could be covered on each assessment occasion.

For example, the candidate may be involved in planning and delivering a gymnastics session. This will involve planning and preparing the session (D43), setting up equipment for the session (D44.1), coaching the participants (D45), maintaining good working relationships with the participants and other people involved in the session (D44.2), managing their behaviour and health and safety (D44.3 and D44.4) and evaluating the session (D416.1).

Prior discussion between the candidate and assessor, with perhaps some negotiation with the candidate’s senior coach, should make this a very rich assessment opportunity. At the beginning of the assessment occasion, the assessor could ask to see evidence of the candidate’s planning and preparation for the session. This will provide evidence for D43. The assessor can then observe them setting out equipment (evidence for D44.1), observe them coaching the participants (D45) etc.

In this way much of the performance evidence for four units can be gathered. With another assessment occasion to follow, almost all of the evidence needed will be available. Careful planning and negotiation can make this possible and considerably reduce the number of assessment occasions.

VALUES STATEMENT

OCR Level 2 NVQ in Sport, Recreation and Allied Occupations: Coaching, Teaching, Instructing in the context of Association Football – The National Coaching Foundation Code of Ethics and Conduct for Sports Coaches

SECTION A: INTRODUCTION

Background

- 1 Sport can contribute positively to the development of individuals. It is a vehicle for physical, mental, personal, social and emotional development. Such development is enhanced if the individual is guided by an informed, thinking, caring and enlightened coach operating within an accepted ethical framework as a self-motivating professional.
- 2 It is important to establish, publicise and maintain standards of ethical behaviour in coaching practice, and to inform and protect members of the public using the services of sports coaches. Key principles of responsibility and competence provide the core values of good coaching and the framework of this document.
- 3 This code has been developed from the Code of Ethics (1989) published by the British Institute of Sports Coaches (BISC). It also adopts the principles contained in the Council of Europe's Code of Sports Ethics. The BISC Code formed the value statement underpinning the National Vocational Qualifications Standard (1992) for Coaching, Teaching and Instructing. It is anticipated that this revised version will replace the original BISC Code as the NVQ value statement.
- 4 The code is a framework within which to work. It is a series of guidelines rather than a set of instructions, and should be used in conjunction with other National Coaching Foundation publications (eg *Working with Children*, *The Coach in Action*, *Protecting Children: A Guide for Sportspeople*) and any comparable publications produced by the national governing bodies of sport.
- 5 Coaches who assent to this code, accept their responsibility to sports performers and their parents/families; to coaching and other colleagues; to their national governing body (NGB), to their coaching employer and to society.
- 6 In this code, the general principles of practice are contained in Section B.

Terms used in this code:

- 7 Sports coaching helps the development of individuals through improving their performance.

- 8 The role of the coach is to:
- identify and meet the needs of individuals
 - improve performance through a progressive programme of safe, guided practice, measured performance and/or competition
 - create an environment in which individuals are motivated to maintain participation and improve performance.
- 9 Professional is used in a qualitative context. It does not necessarily imply a paid position or person.
- 10 Employer does not necessarily imply the existence of a contract of employment or a paid position. For many coaches their employers are voluntary amateur club committees.

SECTION B: PRINCIPLES

Introduction

Sports Coaches are expected to conform to ethical standards in a number of areas: humanity, relationships, commitment, co-operation, integrity, advertising, confidentiality, abuse of privilege and personal standards.

Humanity

- 11 Coaches must respect the rights, dignity and worth of every human being and their ultimate right to self-determination. Specifically, coaches must treat everyone equitably and sensitively, within the context of their activity and ability, regardless of gender, ethnic origin, cultural background sexual orientation, religion or political affiliation.

Relationships

- 12 The good coach will be concerned primarily with the well-being, safety protection and future of the individual performer. There must be a balance between the development of performance and the social, emotional, intellectual and physical needs of the individual.
- 13 A key element in a coaching relationship is the development of independence. Performers must be encouraged and guided to accept responsibility for their own behaviour and performance in training, in competition and, in their domestic, academic or business life.
- 14 Coaches are responsible for setting and monitoring the boundaries between a working relationship and friendship with their performers. This is particularly important when the performer is a young person. The coach must realise that certain situations or friendly words and actions could be misinterpreted, not only by the performer, but also by outsiders (or other members of a squad or group of performers) motivated by jealousy, dislike or mistrust, could lead to allegations of misconduct or impropriety.

- 15 Where physical contact between coach and performer is a necessary part of the coaching process, coaches must ensure that no action on their part could be misconstrued and that any NCB guidelines on this matter are followed.
- 16 The relationship between coach and performer relies heavily on mutual trust and respect. This means that the performer should be made aware of the coach's qualifications and experience and must be given the opportunity to consent to or decline proposals of training, performance or competition.

Commitment

- 17 Coaches should clarify in advance with performers (and/or employers) the number of sessions, fees (if any) and method of payment. They should explore with performers (and/or employers) the expectation of the outcome of coaching. Written contracts may be appropriate in some circumstances.
- 18 Coaches have a responsibility to declare to their performers and/or employers any other current coaching commitments. They should also find out if any prospective client is receiving instruction from another teacher/coach. If so, the teacher/coach should be contacted to discuss the situation.
- 19 Coaches who become aware of a conflict between their obligation to their performers and their obligation to their NGB (or other organisation employing them), must make explicit to all parties concerned the nature of the conflict, and the loyalties and responsibilities involved.
- 20 Coaches should expect a similar level of reciprocal commitment from their performers. In particular the performer (parent/guardian in the case of a minor) should inform the coach of any change in circumstances that might affect the coach/performer relationship.
- 21 Coaches should receive appropriate acknowledgement for their contribution to the performer/s progress and achievement. Where money is earned from performers, it is reasonable to expect that the coach should receive an appropriate share of the rewards. such apportionment with any attendant conditions should be agreed in advance (in writing) to avoid any misunderstanding.

Co-operation

- 22 Coaches should communicate and co-operate with other sports and allied professions in the best interests of their performers. An example of such contact could be the seeking of:
 - educational and career counselling for young performers whose involvement in sport impinges upon their studies
 - sport science advice through the British Association of Sport and Exercise Sciences (BASES).

- 23 Coaches must communicate and co-operate with registered medical and ancillary practitioners in the diagnosis, treatment and management of their performers' medical and psychological problems.

Integrity

- 24 Coaches must not encourage performers to violate the rules of their sport. They should actively seek to discourage and condemn such action and encourage performers to obey the spirit of the rules.
- 25 Coaches must not compromise their performers by advocating measures which could constitute an unfair advantage. They must not adopt practices to accelerate performance improvement which might jeopardise the safety, total well-being and future participation of the performer. Coaches must never advocate or condone the use of prohibited drugs or other banned performance enhancing substances.
- 26 Coaches must ensure that the activities, training and competition programmes they advocate and direct are appropriate for the age, maturity, experience and ability of the individual performer.
- 27 Coaches must treat opponents with due respect, both in victory and defeat and should encourage their performers to act in a similar manner. A key role for a coach is to prepare performers to respond to success and failure in a dignified manner.
- 28 Coaches must accept responsibility for the conduct of their performers and discourage inappropriate behaviour in training and competition, and also away from the sporting arena.

Advertising

- 29 Advertising by sports coaches in respect of qualifications, training and/or services must be accurate and professionally restrained. Coaches must be able to present evidence of current qualifications upon request. Evidence should also be available to support any claim associated with the promotion of their services.
- 30 Coaches must not display any affiliation with an organisation in a manner that falsely implies sponsorship or accreditation by that organisation.

Confidentiality

- 31 Sports coaches inevitably gather a great deal of personal information about performers in the course of a working relationship. Coach and performer must reach agreement as to what is to be regarded as confidential information (ie not divulged to a third party without the express approval of the performer).

32 Confidentiality does not preclude the disclosure of information about a performer to persons who can be judged to have a right to know. For example:

- evaluations for competitive selection purposes
- recommendations for employment
- in pursuit of disciplinary action involving performers with the sport
- in pursuit of disciplinary action by a sports organisations against one of its members
- legal and medical requirements for disclosure
- recommendations to parents/family where the health and safety of performers might be at stake
- in pursuit of action to protect children from abuse.

Abuse of privilege

33 The sports coach is privileged to have regular contact with performers and occasionally to travel and reside with performers in the course of coaching and competitive practice. A coach must not attempt to exert undue influence over the performer in order to obtain personal benefit or reward.

Personal standards

34 Coaches must consistently display high personal standards and project a favourable image of their sport and of coaching to performers, their parents/families, other coaches, officials, spectators, the media and the general public.

35 Personal appearance is a matter of individual taste but the sports coach has an obligation to project an image of health, cleanliness and functional efficiency.

36 Sports coaches should never smoke whilst coaching.

37 Coaches should not drink alcohol so soon before coaching that it would affect their competence to coach, compromise the safety of the performers or obviously indicate they had been drinking (eg smell of alcohol on breath).

Safety

38 Within the limits of their control, coaches have a responsibility to ensure as far as possible the safety of the performers with whom they work.

39 All reasonable steps should be taken to establish a safe working environment.

40 The work done and the manner in which it is done should be in keeping with the regular and approved practice with their sport as determined by the NGB.

41 The activity undertaken should be suitable for the age, physical and emotional maturity, experience and ability of the performers.

42 Coaches have a duty to protect children from harm and abuse.

- 43 The performers should have been systematically prepare for the activity and made aware of their personal responsibilities in terms of safety.
- 44 Coaches should arrange adequate insurance to cover all aspects of their coaching practice.

Competence

- 45 Coaches shall confine themselves to practise in those elements of sport for which their training and competence is recognised by the appropriate NGB. Training includes the accumulation of knowledge and skills through formal coach education courses, independent research and the accumulation of relevant verifiable experience.
- 46 The National Vocational Qualification standards for coaching, teaching and instructing (and/or the approved NGB coaching awards) provide the framework for assessing competence at the different levels of coaching practice. Competence to coach should normally be verified through evidence of qualifications. Competence cannot be inferred solely from evidence of prior experience.
- 47 Coaches must be able to recognise and accept when to refer performers to other coaches or agencies. It is their responsibility as far as possible, to verify the competence and integrity of any other person to whom they refer a performer.
- 48 Coaches should regularly seek ways of increasing their personal and professional development.
- 49 Coaches should welcome evaluation of their work by colleagues and be able to account to performers, employers, NGBs and colleagues for what they do and why.
- 50 Coaches have a responsibility to themselves and their performers to maintain their own effectiveness, resilience and abilities. They should recognise when their personal resources are so depleted that help is needed. This may necessitate the withdrawal from coaching temporarily or permanently.

TECHNICAL SYLLABUS

PRACTICAL TOPICS

Passing

COMPONENTS OF PRACTICAL TOPICS

Techniques:

- inside/instep and outside of the foot
- short passes
- swerve passes
- long passes – lofting and driven
- chip pass
- reverse passes

Qualities:

- skill in opposed practices
- disguise, timing of the release
- weight
- accuracy
- passing to a marked player
- one touch passing

Ball control

On the ground:

- control facing an opponent
- control with one foot, passing with the other foot
- control with one foot, passing with the same foot

Aerial control:

- wedge and cushion control

Direction of control:

- into space
- at an opponent

Control with disguise:

- feint to control one way
- control in a different direction

Control with back to goal

Running with the ball

- attitude
- technique

Skill in opposition practices:

- direction
- when to run with the ball
- finishing the run with a pass/shot

Turning with the ball

- major turning techniques
- screening

Skill in opposition practices:

- turning into space
- when to turn (early/late)
- when not to turn
- turning after a run at speed

- creating space to turn
 - which turn to use
- Dribbling
- the importance of dribbling
 - major dribbling moves
- Skill practices:
- positive attitude
 - effective control
 - feinting and unbalancing an opponent
 - changing speed and direction
 - maintaining momentum
 - where to dribble; safety and risk
 - realistic expectations
- Shooting
- analysis and attitude
 - accuracy and power
 - techniques of shooting and volleying with a variety of service, including balls moving: towards the kicker; away from the kicker; across the kicker
 - first time finishing
 - from outside the penalty area
 - from inside the penalty area
 - scoring when clear of the defence
 - rebounds and attacking the far post area
- Heading
- techniques and attacking the ball
 - heading the ball down and up
 - changing direction of the header
 - throw head catch
 - attacking and defending heading
- Goal keeping
- starting position
 - handling – all types of shots
 - moving into line; use of the feet
 - advancing and diving
 - narrowing the angle
 - spreading
 - fly kicking
 - supporting the defence
- Attacking 1 v 1
- attitude
 - revise and reinforce passing; ball control
 - creating space to receive the ball
 - letting the ball run
 - turning and dribbling skills

Attacking 2 v 2

- cross-overs with and without the ball
- overlaps
- wall-passes
- forward and diagonal runs into space

Defending 1 v 1

- challenging for the ball
 - intercepting
 - keep play in front
- preventing opponents from turning

This page is blank

NVQ UNITS OF COMPETENCE

OCR LEVEL 2 NVQ IN SPORT, RECREATION AND ALLIED OCCUPATIONS: COACHING, TEACHING, INSTRUCTING IN THE CONTEXT OF ASSOCIATION FOOTBALL (QUALIFICATION ACCREDITATION NUMBER – 100/2948/5)

To achieve a full award candidates must achieve a total of five units. They must complete five mandatory units. One additional unit is also available for candidates to choose.

Mandatory units

- D43 Plan and prepare a series of coaching sessions (F/101/7889)**
D43.1 Collect and analyse relevant information
D43.2 Select goals for the coaching sessions
D43.3 Select and plan activities for the coaching sessions
D43.4 Assess and minimise likely risks during the coaching sessions
- D44 Maintain an environment in which participants can improve their performance (A/101/7891)**
D44.1 Prepare resources for the session
D44.2 Establish and maintain effective working relationships with participants and other people involved in the session
D44.3 Encourage behaviour that supports the coaching process
D44.4 Contribute to the health, safety and welfare of participants
- D45 Coach participants to improve their performance (F/101/7892)**
D45.1 Start the coaching session
D45.2 Introduce and initiate planned activities
D45.3 Help participants improve their performance
D45.4 Conclude the coaching session
- 416 Evaluate coaching sessions and develop personal coaching practice (T/101/7789)**
416.1 Evaluate the coaching session
416.2 Develop personal coaching practice
- C35 Deal with accidents and emergencies (U1027677)**
C35.1 Deal with injuries and signs of illness
C35.2 Follow emergency procedures

Additional unit

- C36 Support the protection of children from abuse (U1027678)**
C36.1 Report signs of possible abuse
C36.2 Respond to a child's disclosure of abuse

This page is blank

UNIT D43 PLAN AND PREPARE A SERIES OF COACHING SESSIONS

INTRODUCTION

Summary

Football coaching is fundamentally about providing a safe and ethical environment where a player is able to maximise their potential within the sport. The player must be at the centre of the coaching process. Thorough preparation - based on players' needs - is essential for the success of any football coaching session. This unit is about planning a number of football coaching sessions (a minimum of sixteen which will need to cover the 'what you must do' of these standards and the Association Football Technical Syllabus) six of the sessions must be shown to be linked and progressive.

It is vital that coaches identify and plan for:

- the needs - including special/medical needs - and potential of the people taking part
- specific goals the players should achieve
- coaching activities that will help them achieve these goals
- available equipment and facilities
- health and safety hazards and risks.

Coaches must also take account of guidelines from national governing bodies and their own prior experience when planning and preparing sessions.

This unit is made up of the following activities:

- D43.1 Collect and analyse relevant information**
- D43.2 Select goals for the coaching sessions**
- D43.3 Select and plan activities for the coaching sessions**
- D43.4 Assess and minimise likely risks during the coaching sessions**

To achieve this unit you must meet all of the requirements listed under the sections headed:

- What you must know and understand
- What you must do
- What you must cover
- Evidence and assessment requirements

Target Group

This unit is for football coaches who plan, conduct and review sessions within a framework normally devised by a national governing body or more senior coach.

UNIT D43 PLAN AND PREPARE A SERIES OF COACHING SESSIONS

Linked Units

This unit links closely with units D44, D45 and D46.

Place in the NVQ Framework

This unit is a core unit in the Level 2 Coaching, Teaching, Instructing NVQ.

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

Communication 2.1a, 2.1b, 2.2, 2.3

Application of Number 1.1, 1.2, 1.3

Working with Others 2.1, 2.2, 2.3

Problem Solving 2.1, 2.2, 2.3

UNIT D43 PLAN AND PREPARE A SERIES OF COACHING SESSIONS

What you must know and understand

To be competent in this unit, you must know and understand the following:

For the whole unit

- K1 the purpose of coaching and the role of the coach in helping participants to improve their performance
- K2 the values, key assumptions and code of practice for Coaching, Teaching, Instructing and how these apply to planning and preparing a coaching session
- K3 the importance of careful and thorough planning and preparation for sessions
- K4 accepted good practice in the sport or activity that is relevant to the session you are planning
- K5 the requirements for health and safety that are relevant to the activities you are planning, for example: your organisation's health and safety policies and procedures, the Health and Safety at Work Act, requirements for activities in the scope of National Governing Bodies, requirements for activities in the scope of the Activity Centre (Young Person's Safety) Act where these are relevant
- K6 the aims of the wider programme that you are helping to deliver and how your session will support these aims
- K7 the needs and potential of the participants who will take part in the session
- K8 the physical and psychological capabilities of the participants and how these will influence the content and structure of the session you are planning
- K9 the types of special needs that participants may have and how to adapt your plans, yourself and the equipment and facilities to meet these needs
- K10 sources of information you can use when planning and preparing coaching sessions for your participants
- K11 a working knowledge of the following aspects of sports science, which will be specified further in the technical definition for the sport/activity:
 - **Nutrition**, to include:
 - hydration - types of hydration, reasons for hydration, hydration recommendations before, during and after exercise
 - food requirements for energy production - the role of carbohydrates, fats, protein and vitamins and minerals, nutritional recommendations during exercise
 - **Sports psychology**, to include:
 - the basic goal setting principles to include - S.M.A.R.T, type and definitions of goal setting
 - the basic motivational principles to include - what motivates people to exercise - fun, keep fit, to compete, to socialise, factors effecting motivation - the participant, the situation, the environment, mental stages of development - difference in motivating children and adults
 - the principles of anxiety and arousal including - definitions of anxiety and arousal, signs of anxiety and arousal, anxiety and arousal management

UNIT D43 PLAN AND PREPARE A SERIES OF COACHING SESSIONS

What you must know and understand (continued)

- **Performance analysis**, to include:
 - the movement fundamentals for the sport and activity including explanations of balance, movement, force and momentum
 - different ways to analyse participant's techniques, tactics, and physical skills - observation - naked eye, video
 - the principles of skilled movement - stages in the performance of motor skills - perceiving, decision-making and acting
 - the differences between a novice, intermediate and advanced performer of skills
 - the stages of learning
 - the basic factors affecting learning - models of learning, feedback and practice
 - **Physiology**, to include:
 - the principles of warm up and cool down, - to prepare the body for physical activities, to prevent injuries
 - fitness components, strength, speed, flexibility, power, agility and muscular endurance
 - the basic principles of strength, speed, power and endurance training
 - the basic energy supplies - aerobic energy and anaerobic energy
 - the types of flexibility and its role - injury prevention, improve performance; explain the principles and types of stretching
 - the principles of training - overload, progression, specificity, adaptation, variability, reversibility, recovery, over training
 - the physiological stages of growth and development - physical development stages - prime age for training agility, speed, co-ordination and endurance
- K12 a working knowledge of planning, to include:
- purpose of planning - to run the session, to check the aims and outcomes of the session
 - creating session plans - what to include, how to use them
 - timing and sequencing of the session - creating a balanced session; sport specific drills, competitions and activities
 - alternative plans - what are they, how can they be used. Why should they be there
 - structuring a session - the type and reason for structure
- K13 basic session management, to include:
- resources to include equipment and kit for the session
 - group organisation - the purpose of, methods of organising a group
 - collection and analysis of relevant information

For D43.1 Collect and analyse relevant information

- K14 the types of information you need to plan a series of sessions including:
- needs of the participant - physical, mental,
 - number, age, gender, experience,
 - available resources
 - type and considerations associated with the environment

UNIT D43 PLAN AND PREPARE A SERIES OF COACHING SESSIONS

What you must know and understand (continued)

- K15 sources of information to plan the sessions including: previous knowledge of participants; facilities and resources; information from participants and organisations
- K16 types of learning styles to include: how people learn, creating a learning environment, implications of different learning styles between participants
- K17 the importance of using the outcomes of evaluations of previous sessions
- K18 the types of information that should be treated confidentially including: personal details - medical history, definitions of confidentiality
- K19 how to analyse the information and identify the implications for the coaching sessions and the participants

For D43.2 Select goals for the coaching sessions

- K20 the identification and selection of goals for the group and the participant - the use of the S.M.A.R.T principle, their individual needs, stage of development, experience and ability of the sport or activity, the balance between the needs of the individual and the group
- K21 the purpose of goal selection - to motivate, to inform, to create a learning environment and to encourage decision-making in the participant

For D43.3 Select and plan activities for the coaching sessions

- K22 how to identify activities that will help the participants to achieve the goals you have set
- K23 types of coaching styles and their effect on participants' learning involved in the planned activities of the sessions
- K24 fun and enjoyment in the sessions and their impact on the learning process of the activities in the sessions
- K25 how to plan and take account of the type, intensity, duration and sequencing of activities appropriate to the range of participants
- K26 balance of activities, instruction and discussion according to the participants' and group's level of experience and need
- K27 the resources needed for the session and where to obtain them

For D43.4 Assess and minimise likely risks during the coaching sessions

- K28 the types of hazards that may occur in your sessions, including: resources, the environment and participants' and other people's behaviour
- K29 how to identify hazards
- K30 how to carry out basic risk assessments of the types of hazards that may occur
- K31 why it is important to get advice from a relevant colleague if you are unsure about hazards and risks in your session and who you should ask
- K32 the normal operating and emergency procedures for the place where the sessions take place

UNIT D43 PLAN AND PREPARE A SERIES OF COACHING SESSIONS

Key Assumptions which underpin the coaching process

The following **key assumptions** underpin the coaching process and will help coaching to have its intended impact on the participants:

- The participant must be at the centre of the process; when coaching, the coach should support, co-ordinate and manage the process effectively always starting with the identification and recognition of the participant's needs and should aim to address those needs via their coaching.
- Coaches should aim to empower participants, supporting their right to make choices, discover their own solutions, and enable them to participate and develop at their own pace and in their own way within the confines of the environment.
- Coaches should provide opportunities and an environment that motivates, controls risk, engenders challenge, enjoyment and above all achievement.
- Coaches should aim to grow participant's confidence and self-esteem.
- Coaches should reflect on their own practice and always look for ways to improve their coaching ability.

UNIT D43 PLAN AND PREPARE A SERIES OF COACHING SESSIONS

D43.1 Collect and analyse relevant information

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 collect the **information** you need for the sessions
- 2 make sure the **information** is accurate and up to date
- 3 analyse the **information** and identify the implications for the coaching sessions and the **participants**
- 4 maintain confidentiality where required
- 5 refer any **participant** whose needs and potential you cannot meet to a competent person or agency

From your work you must show that you have collected and checked all of the following types of:

information

- a expected participants including both adults and children who are either boys or girls and women or men
- b their physical and mental needs
- c medical conditions including asthma and heart condition
- d aims of the programme of which the sessions are a part
- e the participants' preferred learning styles
- f evaluations and action plans of other relevant sessions
- g planned environment for the sessions

and collected information about all of the following types of:

participant

- h individuals
- i groups including adults (16+) and two age groups from: 5-<7; >7-<9; >9-<11; >11-14; 15 and 16
- j people with particular needs including at least one from: hearing impaired, visually impaired, and suffering from respiratory problems (eg asthma)

UNIT D43 PLAN AND PREPARE A SERIES OF COACHING SESSIONS

D43.2 Select goals for the coaching sessions

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 identify **goals** that meet the **needs and potential** of all the participants
- 2 make sure the **goals** balance the needs of individuals and the group as a whole
- 3 identify **goals** that are consistent with the aims of the programme
- 4 make sure the **goals** are consistent with accepted good practice for the sport
- 5 make sure the **goals** are consistent with your own level of competence

From your work you must show that you have collected and checked all of the following types of:

goals

- a improve physical ability
- b improve mental ability
- c improve skills and techniques of Association Football to include all of the following: passing; ball control; turning; running with the ball; shooting; heading; dribbling; tackling and goal keeping **all via either** technical practices and skill practices. In addition cover all of the themes in either attacking small sided games or defending small sided games. See also the expansion of the topics in the Technical Syllabus.
- d provide fun and enjoyment

meeting all of the following types of:

needs and potential

- e introductory participants
- f participants with some experience
- g mixed ability group

and planned for all of the following types of:

participant

- h individual
- i group including adults (16+) and two age groups from: 5-<7; >7-<9; >9-<11; >11-14; 15 and 16

UNIT D43 PLAN AND PREPARE A SERIES OF COACHING SESSIONS

D43.2 Select goals for the coaching sessions

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range) (continued)

- j people with particular needs including at least one from: hearing impaired, visually impaired, and suffering from respiratory problems (eg asthma)

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT D43 PLAN AND PREPARE A SERIES OF COACHING SESSIONS

D43.3 Select and plan activities for the coaching sessions

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 identify relevant sources of information that can help you to plan activities for your planned goals
- 2 identify activities and coaching styles that will motivate the **participants** to participate in the sessions and achieve the planned goals
- 3 plan activities that will integrate the achievement of the planned goals
- 4 plan realistic timings, sequences, intensity and duration of the activities
- 5 plan for a balance of instruction, activity and discussion within the sessions
- 6 identify and obtain the **resources** you need for the sessions
- 7 make sure your plans are consistent with accepted good practice for the sport or activity

From your work you must show that you have collected and checked all of the following types of:

participants

- a individuals
- b groups including adults (16+) and two age groups from: 5-<7; >7-<9; >9-<11; >11-14; 15 and 16
- c people with particular needs including at least one from: hearing impaired, visually impaired, and suffering from respiratory problems (eg asthma)

and made arrangements for two of the following:

resources

- d environment for the sessions including indoor and outdoor
- e equipment for the sessions including: pitch; goalposts; appropriate sized footballs; cones/training markers; training bibs
- f personal clothing and equipment including: appropriate clothing; footwear and shin pads
- g support from other staff including one of: other coaches; parents; volunteers; Level 1 coaches

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT D43 PLAN AND PREPARE A SERIES OF COACHING SESSIONS

D43.4 Assess and minimise likely risks during the coaching sessions

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 identify and take account of existing risk assessments for the activities you are planning
- 2 identify and take account of existing risk assessments for the resources you will be using
- 3 check your plans and the environment in which the sessions will take place
- 4 check the implications of any participant special needs or medical conditions that may endanger themselves or others
- 5 identify the likely **hazards** involved in the sessions and assess the risks of these **hazards** causing harm
- 6 get advice from a competent person if there are **hazards** or risks you are not competent to assess yourself
- 7 plan how to minimise these risks to a level acceptable to national guidelines
- 8 make sure you have information about the normal operating and emergency procedures for the environment where the session will take place

From your work you must show that you have identified and assessed at least four of the following:

hazards, relating to:

- a activities in your sessions
- b other activities happening at the same time
- c equipment including: pitch surface; litter; goalposts; coaching and training aids
- d the environment in which the sessions will take place including both indoor and outdoor
- e competence of staff involved
- f participant behaviour
- g participant special needs and medical conditions including at least one from: hearing impaired, visually impaired, and suffering from respiratory problems (eg asthma)

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT D43 PLAN AND PREPARE A SERIES OF COACHING SESSIONS

Evidence and assessment requirements (mandatory)

Evidence of Real Work Activity

There must be evidence that the candidate has met all of the requirements listed under ‘what you must do’ through their own work in a real coaching, teaching or instructing context (with the possible exception of some of the items listed under ‘use of supplementary evidence’ below). This evidence must be gathered by the assessor looking at products of the candidate’s work, produced for at least six linked sessions. There should be sufficient products of work to ensure that the candidate has met all the requirements listed. Products of work for this unit are likely to be: information collected to plan the session, and session plans which show hazards that have been identified and their associated risks assessed and the necessary arrangements put in place to minimise the risk. In particular, evidence should show that the candidate has understood and applied the values and assumptions that underpin the coaching process.

There must also be evidence that the candidate’s work for this unit has met the requirements listed under ‘what you must cover’ including the expansion of this section which constitutes the Technical Definition for sporting context being assessed. This stipulates or suggests a minimum number of items to be assessed through the candidate’s real work activities. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see over the page).

All information gathered, and the session plans produced as a result, must be for actual groups of participants. There should be evidence to show that all the plans have been delivered and evaluated.

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘what you must know and understand’. In most cases this can be done by the assessor questioning the candidate orally. These questions must be recorded in writing or by other appropriate means. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something (for example, ‘K19 how to analyse the information and identify the implications for the coaching sessions and the participants’). If there is evidence from the candidate’s own work that they know and understand these techniques (as there should be), there is no requirement for them to be questioned again on this topic.

Simulation

Simulation is not allowed for any part of this unit.

UNIT D43 PLAN AND PREPARE A SERIES OF COACHING SESSIONS

Evidence and assessment requirements (mandatory) (continued)

Use of supplementary evidence

Supplementary evidence should only be used for items under ‘what you must cover’ that do not require evidence of real work activity. In addition, supplementary evidence may be used for D43.1.4, D43.1.5, D43.4.3 and D43.4.5 only, if no naturally occurring evidence is available.

UNIT D43 PLAN AND PREPARE A SERIES OF COACHING SESSIONS

What we mean by some of the words used in this unit

Accepted good practice	as defined in the appropriate national governing body code of conduct including in England the FA Coaches Association Code of Conduct
Activities	activities from the national governing body that cover the development of, for example, strength and endurance, techniques, skills, and strategies for problem solving
Coaching method	depending on the situation, the coach should be able to incorporate a range of combinations of the following methods: whole; part; shaping; modelling; command and response; directive through specific set tasks; reciprocal or peer tutoring; feedback and refinement; guided discovery; experiential/problem solving
Coaching style	the way in which you will lead the players through the activities; for example, you could carefully direct them at every stage, or you could support them in undertaking the activities, encouraging them to analyse and solve problems for themselves
Competent person or agency	this could be a more competent or appropriate coach or another organisation
Confidential information	information that should only be passed on to authorised people; this information could include participant medical conditions, personal circumstances
Environment	the place where the session will take place; this could be inside or outside depending on the nature of the sport/activity and the session
Evaluations/action plans	evaluations of similar sessions and lessons learned from these, done either by yourself or another coach
Expected participants	this should include: numbers, age, gender, level of previous experience and any medical conditions
Goals	what the players should be working towards during the session
Hazard	something that may cause harm: for example, an activity that could lead to an injury, the layout of equipment, an area not secure for children

UNIT D43 PLAN AND PREPARE A SERIES OF COACHING SESSIONS

What we mean by some of the words used in this unit (continued)

Risk	the likelihood of a hazard actually causing harm
Learning styles	the ways in which individual players prefer to learn; some learn better through instructions and demonstrations, for example; others prefer discovery learning/problem solving experiences
Minimising risk	taking action to reduce the risk of a hazard actually causing harm – for example warning players about dangers and ensuring they are properly prepared, making sure there is adequate space between players and equipment, making sure that children are carefully supervised at all times
Participants	the people the candidate is coaching during the session; this could include athletes preparing for competition
Physical and mental needs	the physical needs of the player for example – physical preparation, improvement of sport specific fitness, awareness of physical state of the player. The mental needs of the participant, for example - awareness of their motivational needs, encourage ownership of own learning and goal setting
Plan	a written description of how the session will be organised
Programme	a wider plan for the development of players, developed either by the national governing body of a sport/activity or a more senior coach
Session	a period during which you will coach players
Timing and sequencing	when certain activities should take place in the session and the order in which the players should carry them out
Your own level of competence	what you are capable of coaching safely and in a way that meets the players' needs

This page is blank

UNIT D44 MAINTAIN AN ENVIRONMENT IN WHICH PARTICIPANTS CAN IMPROVE THEIR PERFORMANCE

INTRODUCTION

Summary

Football coaching is fundamentally about providing a safe and ethical environment where a player is able to maximize their potential within the sport.

For players to achieve their maximum potential, they must learn in an environment that is safe, supportive and free from distractions. This will be achieved by the coach providing the right resources, having good working relationships with all those involved, maintaining their health, safety and welfare, and controlling the behaviour of players and other people involved in the session.

This unit is made up of the following activities:

- D44.1 Prepare resources for the session**
- D44.2 Establish and maintain effective working relationships with participants and other people involved in the session**
- D44.3 Encourage behaviour that supports the coaching process**
- D44.4 Contribute to the health, safety and welfare of participants**

To achieve this unit you must meet all of the requirements under the sections headed:

- What you must know and understand
- What you must do
- What you must cover
- Evidence and assessment requirements

Target Group

This unit is for coaches, teachers and instructors who plan, conduct and review sessions within a framework normally devised by a national governing body or more senior coach.

Linked Units

This unit links closely with units D43, D45 and D46. This unit should be assessed in conjunction with D45.

Place in the NVQ Framework

This unit is a core unit in the Level 2 Coaching, Teaching, Instructing NVQ.

UNIT D44 MAINTAIN AN ENVIRONMENT IN WHICH PARTICIPANTS CAN IMPROVE THEIR PERFORMANCE

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

Communication 2.1a, 2.1b, 2.2, 2.3

Application of Number 1.1, 1.2, 1.3

Working with Others 2.1, 2.2, 2.3

Problem Solving 2.1, 2.2, 2.3

UNIT D44 MAINTAIN AN ENVIRONMENT IN WHICH PARTICIPANTS CAN IMPROVE THEIR PERFORMANCE

What you must know and understand

To be competent in this unit, you must know and understand the following:

For the whole unit

- K1 the purpose of coaching and the role of the coach in helping participants to improve their performance
- K2 the values, key assumptions and code of practice for Coaching, Teaching, Instructing and how these apply to managing a coaching session
- K3 the requirements for health and safety that are relevant to the activities you are planning, for example: your organisation's health and safety policies and procedures, the Health and Safety at Work Act, requirements for activities in the scope of National Governing Bodies, requirements for activities in the scope of the Activity Centre (Young Person's Safety) Act where these are relevant

For D44.1 Prepare resources for the session

- K4 the types of resources for use in the session – equipment for the activities, appropriate clothing, and session plans, other appropriate equipment
- K5 the correct procedures associated with preparing resources – checking the resources, correct lift and handling techniques, correct set up and arrangement of resources
- K6 the information that you must give to other people who are involved in the session

For D44.2 Establish and maintain effective working relationships with participants and other people involved in the session

- K7 how working relationships can contribute to the coaching process
- K8 the importance of effective communication to coaching
- K9 the types of communication necessary to establish a working relationship with participants and other people – the use of verbal and non-verbal communication, effective questioning technique, listening skills
- K10 positive reinforcement, and its role in effective communication
- K11 the importance of creating an effective balance between the different communication techniques for the success of the coaching process
- K12 the type of disagreements that may occur with participants and other people involved in the session and the correct procedures to follow when handling these disagreements
- K13 how you should behave when working with participants and others and the types of coach behaviour that would be considered inappropriate

UNIT D44 MAINTAIN AN ENVIRONMENT IN WHICH PARTICIPANTS CAN IMPROVE THEIR PERFORMANCE

What you must know and understand (continued)

For D44.3 Encourage behaviour that supports the coaching process

- K14 the ground rules for behaviour and purpose of these rules – to create a productive coaching environment, to inform the participants of the boundaries, to minimise disruption in the session and the likelihood of injuries
- K15 the types of behaviour that help participants to work well together and the types of behaviour that do not
- K16 how to encourage and reinforce positive behaviour
- K17 good practice associated with identifying and responding to distressful and disruptive behaviour

For D44.4 Contribute to the health, safety and welfare of participants

- K18 the health and safety requirements for the session and relevant normal operating and emergency procedures
- K19 the health and safety information you must communicate to participants and other people and how to communicate this information
- K20 the procedures for minimising risks in the session
- K21 the types of new risks that may occur during the session – how to look out for these and what to do when they occur
- K22 situations that may cause participants to become emotionally distressed and how to avoid these situations and cope with them should they occur
- K23 the signs that a participant may be experiencing abuse either during the coaching process or in other aspects of their lives
- K24 information about possible abuse including – physical signs, behaviour of the participants, disclosing possible abuse, the procedures associated with reporting possible abuse
- K25 the procedures you should follow if you have concerns about possible abuse

UNIT D44 **MAINTAIN AN ENVIRONMENT IN WHICH PARTICIPANTS CAN IMPROVE THEIR PERFORMANCE**

Key Assumptions which underpin the coaching process

The following **key assumptions** underpin the coaching process and will help coaching to have its intended impact on the participants:

- The participant must be at the centre of the process; when coaching, the coach should support, co-ordinate and manage the process effectively always starting with the identification and recognition of the participant's needs and should aim to address those needs via their coaching.
- Coaches should aim to empower participants, supporting their right to make choices, discover their own solutions, and enable them to participate and develop at their own pace and in their own way within the confines of the environment.
- Coaches should provide opportunities and an environment that motivates, controls risk, engenders challenge, enjoyment and above all achievement.
- Coaches should aim to grow participant's confidence and self-esteem.
- Coaches should reflect on their own practice and always look for ways to improve their coaching ability.

UNIT D44 MAINTAIN AN ENVIRONMENT IN WHICH PARTICIPANTS CAN IMPROVE THEIR PERFORMANCE

D44.1 Prepare resources for the session

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 identify and select the correct **resources** for the session
- 2 check the **resources** are in safe working order
- 3 lift and handle the **resources** in a way that prevents injury and damage
- 4 set up and arrange the **resources** in a way that is safe and appropriate to the planned activities and the **participants**
- 5 make sure other people involved in the session have the information they need

From your work you must show that you have prepared at least three of the following types of:

- resources**
- a environment for the sessions including indoor and outdoor
 - b equipment for the sessions including appropriate sized footballs; cones/training markers; training bibs
 - c personal clothing and equipment including: appropriate clothing; footwear and shin pads
 - d support from other staff including one of: other coaches; parents; volunteers; Level 1 coaches

and arranged resources for all of the following types of:

- participant**
- e individuals
 - f groups including adults (16+) and two age groups from: 5-<7; >7-<9; >9-<11; >11-14; 15 and 16
 - g people with particular needs including at least one from: hearing impaired; visually impaired, and suffering from respiratory problems (eg Asthma)

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT D44 MAINTAIN AN ENVIRONMENT IN WHICH PARTICIPANTS CAN IMPROVE THEIR PERFORMANCE

D44.2 Establish and maintain effective working relationships with participants and other people involved in the session

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 give the **participants** and **other people** appropriate time and attention
- 2 help the **participants** and **other people** to feel welcome and at ease
- 3 communicate with **participants** and **other people** using the most effective methods, providing them with the information and support they need
- 4 encourage **participants** and **other people** to ask questions when they need to
- 5 listen to, and take account of, what **participants** and **other people** have to say
- 6 handle any disagreements with **participants** and **other people** in a way that will allow the session to continue and achieve its objectives
- 7 make sure your relationships with **participants** are supportive and in line with accepted good practice and relevant codes of practice

From your work you must show that you have established and maintained effective working relationships with at least two of the following types of:

- other people**
- a coaching staff
 - b support staff
 - c parents or carers and volunteers

and all of the following types of:

- participant**
- d individuals
 - e groups including adults (16+) and two age groups from: 5-<7; >7-<9; >9-<11; >11-14; 15 and 16
 - f people with particular needs including at least one from: hearing impaired; visually impaired, and suffering from respiratory problems (eg Asthma)

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT D44 MAINTAIN AN ENVIRONMENT IN WHICH PARTICIPANTS CAN IMPROVE THEIR PERFORMANCE

D44.3 Encourage behaviour that supports the coaching process

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 provide **participants** and **other people** involved in the session with clear information on the ground rules for behaviour and the reasons for these rules
- 2 encourage and reinforce behaviour that helps **participants** work well together and achieve the session's goals
- 3 identify and respond to any behaviour likely to cause emotional distress or disruption to the session, in a way that is in line with accepted good practice
- 4 manage the **participants'** behaviour effectively and fairly, in a way appropriate to their needs

From your work you must show that you have managed the behaviour of at least three of the following (one of whom must be a mixed ability group) :

participants

- a introductory participants
- b participants with some experience
- c mixed ability group
- d people with particular needs including at least one from: hearing impaired, visually impaired, and suffering from respiratory disease (eg Asthma)

and provided information on the ground rules for behaviour to at least two of the following:

other people

- e coaching staff
- f support staff
- g parents or carers and volunteers

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT D44 MAINTAIN AN ENVIRONMENT IN WHICH PARTICIPANTS CAN IMPROVE THEIR PERFORMANCE

D44.4 Contribute to the health, safety and welfare of participants

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 provide the **participants** and **other people** with information about health and safety requirements for the session and relevant emergency procedures
- 2 make sure **participants** and **other people** follow the planned procedures for minimising risk during the session
- 3 identify any new risks during the session and take action to control these in line with national guidelines
- 4 provide an environment that minimises the likelihood of emotional distress to the participants
- 5 pass on suggestions for improving health and safety to the relevant authority

From your work you must show that you have contributed to the health, safety and welfare of at least three of the following (one of whom must be a mixed ability group):

participants

- a introductory participants
- b participants with some experience
- c mixed ability group
- d people with particular needs including at least one from: hearing impaired, visually impaired, and suffering from respiratory disease (eg Asthma)

and provided information to at least two of the following:

other people

- e coaching staff
- f support staff
- g parents or carers and volunteers

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT D44 MAINTAIN AN ENVIRONMENT IN WHICH PARTICIPANTS CAN IMPROVE THEIR PERFORMANCE

Evidence and assessment requirements (mandatory)

Evidence of Real Work Activity

There must be evidence that the candidate has met all of the requirements listed under ‘what you must do’ through their own work in a real coaching, teaching or instructing context (with the possible exceptions of those items listed under ‘use of supplementary evidence’ below). This evidence must be gathered by the assessor observing the candidate for more than one session. There should be sufficient session observations to ensure that the candidate has met all the requirements. Please note, there is no specific requirement for six sessions, as in the case of D43.

There must also be evidence that the candidate’s work has met the requirements listed under ‘what you must cover’ including the expansion of this section which constitutes the Technical Definition for sporting context being assessed. This stipulates a minimum number of items to be assessed through the candidate’s real work activities. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘what you must know and understand’. In most cases this can be done by the assessor questioning the candidate orally. These questions must be recorded in writing or by other appropriate means. However, other techniques, such as projects, assignments, and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge items require the candidate to show that they know and understand how to do something (for example, ‘K5 the correct procedures associated with preparing resources - checking the resources, correct lifting and handling techniques, correct set up and arrangement of resources’). If there is evidence from the candidate’s own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Simulation

Simulation is only allowed for D44.2.6, D44.3.3 and D44.4.3, if no naturally occurring evidence is available.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under ‘what you must cover’ that do not require evidence of real work activity.

UNIT D44 MAINTAIN AN ENVIRONMENT IN WHICH PARTICIPANTS CAN IMPROVE THEIR PERFORMANCE

What we mean by some of the words used in this unit

Abuse	somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Categories of abuse are: bullying, emotional abuse, neglect, physical abuse and sexual abuse
Accepted good practice	as defined in the appropriate national governing body code of conduct including in England the FA Coaches Association Code of Conduct
Coaching style	the way in which you will lead the players through the activities; for example, you could carefully direct them at every stage, or you could support them in undertaking the activities, encouraging them to analyse and solve problems for themselves. The style must meet the needs of the player
Effective methods of communication	the coach will use appropriate communication methods to suit the needs of the participant that will maximise their chances of improving performance including:- timing and sequencing of questions, enabling feedback to occur, verbal and non-verbal communication, listening skills
Effective working relationship	a relationship that will enable you to work well with the person during the session and possibly during future sessions
Health and safety requirements	what the players and staff must do to maintain health and safety during the session; these will be based on the guidelines from the appropriate national governing body for the sport and activity and your own plans for the particular session you are managing
Relevant authority	a person in charge of the event this could include:- a more senior coach or the person responsible for the venue where you are running the session
Ground rules for behaviour	how you expect the players to behave during the session, especially the way they relate to other people
Hazard	something that may cause harm: for example, an activity that could lead to an injury, the layout of equipment, an area not secure for children

UNIT D44 MAINTAIN AN ENVIRONMENT IN WHICH PARTICIPANTS CAN IMPROVE THEIR PERFORMANCE

What we mean by some of the words used in this unit (continued)

Risk	the likelihood of a hazard actually causing harm
Minimising risk	taking action to reduce the risk of a hazard actually causing harm – for example warning players about dangers and ensuring they are properly prepared, making sure there is adequate space between players and equipment, making sure that children are carefully supervised at all times
Participants	the people the candidate is coaching during the session
Session	a period during which you will coach players

UNIT D45 COACH PARTICIPANTS TO IMPROVE THEIR PERFORMANCE

INTRODUCTION

Summary

Football coaching is fundamentally about providing a safe and ethical environment where a player is able to maximize their potential within a sport or activity.

The player comes to the coach because they want to improve their performance in the sport or activity. The coach's role is to use their expertise to assist this process. This involves the thorough preparation of the players, giving them clear instructions, explanations and demonstrations of skills and techniques, giving them the opportunity to practise these and correcting what they do, with clear and positive feedback.

This unit is made up of the following activities:

- D45.1 Start the coaching session**
- D45.2 Introduce and initiate planned activities**
- D45.3 Help participants improve their performance**
- D45.4 Conclude the coaching session**

To achieve this unit you must meet all of the requirements under the sections headed:

- What you must know
- What you must do
- What you must cover
- Evidence and assessment requirements

Target Group

This unit is for coaches, teachers and instructors who plan, conduct and review sessions within a framework normally devised by a national governing body or more senior coach.

Linked Units

This unit links closely with units D43, D44, D46. It should be assessed in conjunction with unit D44.

Place in the NVQ Framework

This unit is a core unit in the Level 2 Coaching, Teaching, Instructing NVQ.

UNIT D45 COACH PARTICIPANTS TO IMPROVE THEIR PERFORMANCE

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

Communication 2.1a, 2.1b, 2.2, 2.3

Application of Number 1.1, 1.2, 1.3

Working with Others 2.1, 2.2, 2.3

Problem Solving 2.1, 2.2, 2.3

UNIT D45 COACH PARTICIPANTS TO IMPROVE THEIR PERFORMANCE

What you must know and understand

To be competent in this unit, you must know and understand the following:

For the whole unit

- K1 the purpose of coaching and the role of the coach in helping participants to improve their performance
- K2 the values, key assumptions and code of practice for Coaching, Teaching, Instructing and how these apply to coaching participants in a session
- K3 the requirements for health and safety that are relevant to the activities you are planning, for example: your organisation's health and safety policies and procedures, the Health and Safety at Work Act, requirements for activities in the scope of National Governing Bodies, requirements for activities in the scope of the Activity Centre (Young Person's Safety) Act where these are relevant
- K4 the aims of the programme that you are helping to deliver
- K5 a working knowledge of the following aspects of sports science, which will be specified further in the technical definition for the sport/activity:
- **Nutrition**, to include:
 - hydration - types of hydration, reasons for hydration, hydration recommendations before during and after exercise
 - food requirements for energy production - the role of carbohydrates, fats, protein and vitamins and minerals, nutritional recommendations during exercise
 - **Sports psychology**, to include:
 - the basic goal setting principles to include - S.M.A.R.T, type and definitions of goal setting
 - the basic motivational principles to include - what motivates people to exercise - fun, keep fit, to compete, to socialise, factors effecting motivation - the participant, the situation, the environment, mental stages of development - difference in motivating children and adults
 - the principles of anxiety and arousal including - definitions of anxiety and arousal, signs of anxiety and arousal, anxiety and arousal management
 - **Performance analysis**, to include:
 - the movement fundamentals for the sport and activity including explanations of balance, movement, force and momentum
 - different ways to analyse participants' techniques, tactics, and physical skills - observation - naked eye, video
 - the principles of skilled movement - stages in the performance of motor skills - perceiving, decision-making and acting
 - the differences between a novice, intermediate and advanced performer of skills
 - the stages of learning
 - the basic factors affecting learning - models of learning, feedback and practice

UNIT D45 COACH PARTICIPANTS TO IMPROVE THEIR PERFORMANCE

What you must know and understand (continued)

- **Physiology**, to include:
 - the principles of warm up and cool down, - to prepare the body for physical activities, to prevent injuries
 - fitness components, strength, speed, flexibility, power, agility and muscular endurance
 - the basic principles of strength, speed, power and endurance training
 - the basic energy supplies - aerobic energy and anaerobic energy
 - the types of flexibility and its role - injury prevention, improve performance; the principles and types of stretching
 - the principles of training - overload, progression, specificity, adaptation, variability, reversibility, recovery, over training
 - the physiological stages of growth and development - physical development stages - prime age for training, agility, speed, co-ordination and endurance
- K6 the needs and potential of the participants
- K7 the types of special needs that participants may have and how to adapt your plans, yourself and the equipment and facilities to meet these needs

For D45.1 Start the coaching session

- K8 techniques you can use to help participants - particularly new participants and children - to feel welcome and at ease
- K9 correct equipment and clothing for your sport or activity and why it is important
- K10 the purpose of checking correct equipment and clothing - safety comfort and attainment of the skill
- K11 ways of introducing the session to the participants - verbal instruction, use of questioning to introduce the activity, effective demonstrations, the timing and balance between the different methods. The purpose of the different methods
- K12 the purpose of explanation of the aims of the session
- K13 methods of checking the participant's level of experience, ability and physical readiness to take part - using questioning, mini tasks to check skill and physical level, using the warm up to check physical ability, using a combined approach
- K14 the purpose of the warm up - physically prepare the body for exercise, to prevent injury
- K15 the range of warm up activities appropriate for your participants - time spent on the warm up, using your sport to warm up, other types of warm up activities
- K16 the purpose of revising your plans - inappropriate for the environment, participants, change due to emergency, change due to external influences
- K17 how to revise your plans for the session

UNIT D45 COACH PARTICIPANTS TO IMPROVE THEIR PERFORMANCE

What you must know and understand (continued)

For D45.2 Introduce and initiate planned activities

- K18 the purpose of explanations and demonstrations - to check understanding of the task, to aid learning of the activity
- K19 how to provide explanations and demonstrations that are technically correct according to the technical definition of your sport or activity
- K20 the purpose of explaining the planned activities to the participants - to clarify the aims of the session, to reinforce individual goals of the participant, to motivate, to check understanding
- K21 issues to consider when allocating activities to participants in a way that will maximise their learning - choice of method of coaching, choice of activity to motivate the participant, choice of activity to maximize learning
- K22 how to ensure that all participants have the opportunity to take part in the activities and why this is important

For D45.3 Help participants improve their performance

- K23 how to analyse participant's performance - through the use of questioning, through appropriate feedback, through observation techniques
- K24 the purpose of analysis of participants performance - facilitate learning of the skill through - identification of strengths and weaknesses in the appropriate context, through feedback and reinforcement at the appropriate time, through encouraging the athlete to take control of decision-making in the appropriate context
- K25 the range of coaching methods to improve performance appropriate to the participant and the group in the given situation - (as in the glossary)
- K26 the type of feedback - positive reinforcement, verbal feedback, visual feedback, peer group feedback, feedback from the coach, the participant
- K27 the purpose of feedback - to motivate, to inform the participant of the strengths and weaknesses, to increase the chance of learning the skill. To manage behaviour, to encourage decision-making by the participant
- K28 why it is important to prioritise faults and fault correction and to agree this with the participant
- K29 the types of new learning opportunities that may occur during the session and why it is important to respond to these flexibly
- K30 other situations that may cause you to revise your plans once the participants have begun to practise the planned activities
- K31 how to give participants the opportunity to think about what they have learned and to apply this to their performance in the sport or activity
- K32 why it is important for participants to take responsibility for their own development and how you can support this

UNIT D45 COACH PARTICIPANTS TO IMPROVE THEIR PERFORMANCE

What you must know and understand (continued)

For D45.4 Conclude the coaching session

- K33 techniques you can use to bring the coaching session to a successful conclusion
- K34 the purpose and value of cool down
- K35 the purpose and value of the cool down - to physically prepare the participant to end the session, to prevent injury
- K36 the range of cool down activities appropriate for your participants - time spent on the cool down, using your sport to cool down, other types of cool down activities
- K37 the purpose of receiving feedback from the participant - to inform the coach on the session, to re-establish goals, to improve the activities, to motivate the participant
- K38 ways of receiving feedback from the participant - through group questioning, through individual questioning, through written feedback mechanisms, summarising the feedback received
- K39 why you should summarise your feedback to the participants
- K40 how to give feedback, good practice in feedback techniques - the ratio of positive to negative feedback, constructive feedback
- K41 the purpose of giving information about future sessions - to encourage participation, to inform, to improve performance
- K42 the types of information about future sessions and the sport or activity that you should provide to participants and why this is important
- K43 what to look for when checking equipment following use and the procedures you should follow for dealing with equipment
- K44 your duty of care in supervising the departure of participants, in particular children
- K45 the purpose of leaving the coaching environment in a fit state for future use - for health and safety reasons, to prevent wear and tear, to avoid injury

UNIT D45 COACH PARTICIPANTS TO IMPROVE THEIR PERFORMANCE

Key assumptions which underpin the coaching process

The following **key assumptions** underpin the coaching process and will help coaching to have its intended impact on the participants:

- The participant must be at the centre of the process; when coaching, the coach should support, co-ordinate and manage the process effectively always starting with the identification and recognition of the participant's needs and should aim to address those needs via their coaching.
- Coaches should aim to empower participants, supporting their right to make choices, discover their own solutions, and enable them to participate and develop at their own pace and in their own way within the confines of the environment.
- Coaches should provide opportunities and an environment that motivates, controls risk, engenders challenge, enjoyment and above all achievement.
- Coaches should aim to grow participant's confidence and self-esteem.
- Coaches should reflect on their own practice and always look for ways to improve their coaching ability.

UNIT D45 COACH PARTICIPANTS TO IMPROVE THEIR PERFORMANCE

D45.1 Start the coaching session

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 meet the **participants** punctually and make them feel welcome and at ease
- 2 record attendance at the session
- 3 explain and agree the goals that you want **participants** to achieve
- 4 check the **participants'** level of experience, ability and physical readiness to participate effectively and safely
- 5 make sure **participants** have the correct equipment and clothing
- 6 deliver warm-up activities appropriate to the session and the **participants**
- 7 make sure the **participants** understand the value and purpose of warm up
- 8 confirm and revise your plans for the session, if necessary

From your work you must show that you have prepared all of the following:

- participants**
- a individuals
 - b groups including adults (16+) and two age groups from: 5-<7; >7-<9; >9-<11; >11-14; 15 and 16
 - c people with particular needs including at least one from: hearing impaired; visually impaired, and suffering from respiratory problems (eg Asthma)

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above

UNIT D45 COACH PARTICIPANTS TO IMPROVE THEIR PERFORMANCE

D45.2 Introduce and initiate planned activities

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 provide the participants with clear information about the activities you have planned and how these activities support their goals
- 2 allocate activities to the participants in a way that is appropriate to them and is likely to maximise individual learning
- 3 make sure that explanations and demonstrations are technically correct and appropriate to the **participants'** needs and **level of experience**
- 4 select and use methods of motivating the **participants** that are appropriate to them and in line with accepted good practice
- 5 check the **participants'** understanding of instructions and give them the opportunity to ask questions
- 6 make sure all **participants** have the opportunity to take part in the planned activities

From your work you must show that you have given instructions, explanations and demonstrations appropriate to at least two of the following types (one of which should be a mixed ability group):

level of experience

- a introductory participants
- b participants with some experience
- c mixed ability group

and worked with all of the following types of:

participant

- d individuals
- e groups including adults (16+) and two age groups from: 5-<7; >7-<9; >9-<11; >11-14; 15 and 16
- f people with particular needs including at least one from: hearing impaired; visually impaired, and suffering from respiratory problems (eg Asthma)

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT D45 COACH PARTICIPANTS TO IMPROVE THEIR PERFORMANCE

D45.3 Help participants improve their performance

THE NATIONAL STANDARD

What you must do (performance criteria)	What you must cover (range)
---	-----------------------------

To meet the national standard, you must:

- 1 observe and analyse the **participants'** performance, as appropriate to their needs and their **level of experience**
- 2 identify the **participants'** strengths and weaknesses in relation to accepted good practice in the activities they are carrying out
- 3 agree priorities for improvement
- 4 choose and apply coaching methods and practices that address the **participants'** strengths and weaknesses
- 5 enable feedback which is timely, clear and helps the **participants** achieve their set goals
- 6 adapt your plans to respond to the changing needs of the **participants** or new learning opportunities during the session
- 7 provide the **participants** with opportunities to reflect on what they have learned and apply this to their performance
- 8 encourage and support the **participants** to take responsibility for their own development

From your work you must show that you have helped the performance of all of the following:

participants

- a individuals
- b groups including adults (16+) and two age groups from: 5-<7; >7-<9; >9-<11; >11-14; 15 and 16
- c people with particular needs including at least one from: hearing impaired; visually impaired, and suffering from respiratory problems (eg Asthma)

according to at least two of the following, (one of which must be a mixed ability group):

levels of experience

- d little or no experience
- e some significant experience
- f mixed ability group

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT D45 COACH PARTICIPANTS TO IMPROVE THEIR PERFORMANCE

D45.4 Conclude the coaching session

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 allow sufficient time to end the session according to the **participants' level of experience**
- 2 deliver cool down activities appropriate to the session and **participants** and explain their value and purpose
- 3 encourage the **participants** to give feedback and identify their further needs
- 4 give the **participants** an accurate summary of your feedback on the session
- 5 make sure the **participants** have the information they need about the sport/activity and future opportunities to take part
- 6 supervise the **participants'** departure in a manner appropriate to the situation and with due regard to their safety and your duty of care
- 7 follow the correct procedures for checking and dealing with any equipment used
- 8 leave the environment in a condition acceptable for future use

From your work you must show that you ended a coaching session involving all of the following:

participants

- a individuals
- b groups including adults (16+) and two age groups from: 5-<7; >7-<9; >9-<11; >11-14; 15 and 16
- c people with particular needs including at least one from: hearing impaired; visually impaired, and suffering from respiratory problems (eg Asthma)

according to at least two of the following:

levels of experience

- d little or no experience
- e some significant experience
- f mixed ability group

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT D45 COACH PARTICIPANTS TO IMPROVE THEIR PERFORMANCE

Evidence and assessment requirements (mandatory)

Evidence of Real Work Activity

There must be evidence that the candidate has met all of the requirements listed under ‘what you must do’ through their own work in a coaching, teaching or instructing context (with the possible exception of items listed under ‘use of supplementary evidence’ below). This evidence must be gathered by the assessor observing the candidate for more than one session. There should be sufficient session observations to ensure that the candidate has met all the requirements. Please note, there is no specific requirement for six sessions, as in the case of D43.

There must also be evidence that the candidate’s work has met the requirements listed under ‘what you must cover’ including the expansion of this section which constitutes the Technical Definition for sporting context being assessed. This stipulates a minimum number of items to be assessed through the candidate’s real work activities. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘what you must know and understand’. In most cases this can be done by the assessor questioning the candidate orally. These questions must be recorded in writing or by other appropriate means. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something (for example, ‘K8 techniques you can use to help participants, particularly new participants and children, feel welcome and at ease’). If there is evidence from the candidate’s own work that they know and understand these techniques (as there should be), there is no requirement for them to be questioned again on this topic.

Simulation

Simulation is not allowed for any part of this unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under ‘what you must cover’ that do not require evidence of real work activity. In addition supplementary evidence may be used for D45.1.8 and D45.3.6 only, if no naturally occurring evidence is available.

UNIT D45 COACH PARTICIPANTS TO IMPROVE THEIR PERFORMANCE

What we mean by some of the words used in this unit

Accepted good practice	as defined in the appropriate national governing body code of conduct including in England the FA Coaches Association Code of Conduct
Coaching methods	depending on the situation, the coach should be able to incorporate a range of combinations of the following methods: whole; part; shaping; modelling; command and response; directive through specific set tasks; reciprocal or peer tutoring; feedback and refinement; guided discovery; experiential/problem solving
Coaching style	the way in which you will lead the players through the activities; for example, you could carefully direct them at every stage, or you could support them in undertaking the activities, encouraging them to analyse and solve problems for themselves
Code of conduct	in addition to the values statement for coaching, teaching and instructing, the sport or activity may have specific guidelines on conduct defined by the sport or activity being coached; this will be found in the appropriate national governing body code of conduct including in England the FA Coaches Association Code of Conduct
Cool down	activities that allow the player/athlete to recover safely from activities undertaken in the session
Equipment	the equipment that the players will use or be introduced to; this will be covered in the technical definition
Maximise individual learning	creation of the appropriate environment in which the player and group are encouraged and given the opportunity to learn
Participants	the people whose performance you are seeking to improve
Preparing participants physically and mentally	this will involve exercises to ensure the body is prepared for the activities in the session ('warm up') and making sure the players are in the right frame of mind

UNIT D45 COACH PARTICIPANTS TO IMPROVE THEIR PERFORMANCE

What we mean by some of the words used in this unit (continued)

Practice	the repetition of techniques and skills that are performed out of the context of the whole game or event. The form of practice will vary dependant on the situation: drills, simulated parts of the game/event, mini activities
Reasons why participants should not take part in the sport or activity	these will usually be medical reasons
Rules of the sport or activity	the current version of the Laws of Association Football
Session	a period during which you will coach players
Technically correct demonstrations	as outlined in the Technical Syllabus for Association Football
Warm up	activities that allow the player/athlete to prepare safely for activities undertaken in the session

UNIT 416 EVALUATE COACHING SESSIONS AND DEVELOP PERSONAL COACHING PRACTICE

INTRODUCTION

Summary

Football coaching is fundamentally about providing a safe and ethical environment where a player is able to maximise their potential within the sport. Effective football coaches are always trying to improve what they do. This involves them in thinking about and evaluating the coaching sessions they have planned and delivered, identifying strengths and weaknesses and learning lessons for the future. The coach must also keep up-to-date with developments in coaching practice and take part in regular coach education to develop their practice further.

The unit is made up of the following activities:

- 416.1 Evaluate the coaching session**
- 416.2 Develop personal coaching practice**

To achieve this unit you must meet all of the requirements listed under the sections headed:

- What you must know and understand
- What you must do
- What you must cover
- Evidence and assessment requirements

Target Group

This unit is for coaches, teachers and instructors who plan, conduct and review sessions within a framework normally devised by a national governing body or more senior coach.

Linked Units

This unit links closely with units D43, D44 and D45.

Place in the NVQ Framework

This unit is a core unit in the Level 2 Coaching, Teaching, Instructing NVQ and Level 2 Instructing Exercise and Fitness NVQ.

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

Communication 2.1a, 2.2, 2.3

Working with Others 2.1, 2.2, 2.3

Problem Solving 2.1, 2.2, 2.3

Improving Own Learning and Development 2.1, 2.2, 2.3

UNIT 416 EVALUATE COACHING SESSIONS AND DEVELOP PERSONAL COACHING PRACTICE

What you must know and understand

To be competent in this unit, you must know and understand the following:

For the whole unit

- K1 the values or codes of practice relevant to the work you are carrying out
- K2 the role of the coach in attempting to continuously improve participants' performance
- K3 the importance of evaluation and continuing professional development to the coaching process

For 416.1 Evaluate the coaching session

- K4 the aspects of your personal coaching practice that you should evaluate which should cover all the aspects of these national occupational standards
- K5 information that you should use for the evaluation and how to obtain it
- K6 how to carry out evaluations
- K7 how to identify key lessons from the evaluation and how to make use of these in the future
- K8 the importance of discussing the outcomes of your evaluation with a colleague
- K9 why you should record your evaluations

For 416.2 Develop personal coaching practice

- K10 how to access information on developments in your sport or activity and current coaching practice
- K11 how to identify areas in which you need to develop your coaching practice further
- K12 the importance of having a personal action plan for your development
- K13 the types of development activities that are available to you and how to access these
- K14 the importance of regularly reviewing and updating your personal action plan

UNIT 416 EVALUATE COACHING SESSIONS AND DEVELOP PERSONAL COACHING PRACTICE

Key assumptions which underpin the coaching process

The following **key assumptions** underpin the coaching process and will help coaching to have its intended impact on the participants:

- The participant must be at the centre of the process; when coaching, the coach should support, co-ordinate and manage the process effectively always starting with the identification and recognition of the participant's needs and should aim to address those needs via their coaching.
- Coaches should aim to empower participants, supporting their right to make choices, discover their own solutions, and enable them to participate and develop at their own pace and in their own way within the confines of the environment.
- Coaches should provide opportunities and an environment that motivates, controls risk, engenders challenge, enjoyment and above all achievement.
- Coaches should aim to grow participant's confidence and self-esteem.
- Coaches should reflect on their own practice and always look for ways to improve their coaching ability.

UNIT 416 EVALUATE COACHING SESSIONS AND DEVELOP PERSONAL COACHING PRACTICE

416.1 Evaluate the coaching session

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 review all aspects of the planning and delivery of the coaching session
- 2 review the learning outcomes of the coaching session, and feedback from the **participants** and other people involved in the session
- 3 identify how closely the outcomes and feedback met the goals for the session
- 4 identify how effective the planned activities for the session were
- 5 identify how effective your management of the session was, including health, safety and welfare issues
- 6 identify ways in which you can improve future coaching sessions
- 7 where possible, discuss your evaluation with an appropriate colleague and take account of their views
- 8 record all aspects of your evaluation for future reference

From your work you must show that you have reviewed feedback from all of the following:

- participants**
- a individuals
 - b groups including adults (16+) and two age groups from: 5 - <7; >7 - <9; >9 - <11; >11 - 14; 15 and 16
 - c people with particular needs including at least one from: hearing impaired, visually impaired, and suffering from respiratory problems (eg Asthma)

UNIT 416 EVALUATE COACHING SESSIONS AND DEVELOP PERSONAL COACHING PRACTICE

416.2 Develop personal coaching practice

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 review your evaluations of previous coaching sessions and feedback from relevant colleagues
- 2 keep up-to-date with developments in your sport and current coaching practice
- 3 identify areas where you need to develop your coaching practice further
- 4 identify and record a personal action plan that will help you to develop your coaching practice in these areas
- 5 take part in development activities as part of your personal action plan
- 6 review your progress in developing your coaching practice and update your personal action plan accordingly

From your work you must show that you have met the requirements opposite.

UNIT 416 EVALUATE COACHING SESSIONS AND DEVELOP PERSONAL COACHING PRACTICE

Evidence and assessment requirements (mandatory)

Evidence of Real Work Activity

There must be evidence that the candidate has met all of the requirements listed under ‘what you must do’ through their own work in a real work context. This evidence must be gathered by the assessor looking at the candidate’s evaluation of at least two sessions and seeing evidence of their own action planning and professional development. There should be sufficient products of work to ensure that the candidate has met all the requirements listed. Products of work for this unit are likely to be: written evaluations of sessions, personal action plans and evidence of the candidate being involved in continuing professional development.

There must also be evidence that the candidate’s work for this unit has met the requirements listed under ‘what you must cover’. This stipulates a minimum number of items to be assessed through the candidate’s real work activities. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

All evaluations must have been produced as a result of sessions planned and delivered by the candidate to actual groups of participants.

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed ‘what you must know and understand’. In most cases this can be done by the assessor questioning the candidate orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something (for example, ‘K6 how to carry out evaluations’). If there is evidence from the candidate’s own work they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Simulation

Simulation is not allowed for any part of this unit.

Use of Supplementary Evidence

No supplementary evidence is allowed for this unit.

UNIT 416 EVALUATE COACHING SESSIONS AND DEVELOP PERSONAL COACHING PRACTICE

What we mean by some of the words used in this unit

Coach education activities	this could include attending courses, conferences, reading journals or other relevant publications, observing and working with other coaches
Evaluation	the process of analysing the sessions you have planned and delivered, identifying what went well and what could have been improved upon
Feedback	other people – players and colleagues giving you their views on how effective your coaching sessions are
More senior colleague	this could be a senior coach or someone more experienced in coaching than yourself
Participants	the people you are coaching during the session
Personal action plan	a written plan that identifies the areas where you want to improve your coaching practice, the personal goals you want to achieve, how you are going to do this and by when; the personal action plan may also show how you will assess whether or not your coaching practice has improved

This page is blank

UNIT C35 DEAL WITH ACCIDENTS AND EMERGENCIES

INTRODUCTION

Summary

Football coaching is fundamentally about providing a safe and ethical environment where a player is able to maximise their potential within the sport. Sport and recreation always involves an element of challenge and risk, and accidents will happen from time to time. Other emergencies, such as fires, may also occur. It is very important that all members of staff are competent to deal with accidents and emergencies so that the welfare of children and colleagues is maintained.

This unit is made up of the following activities:

- C35.1 Deal with injuries and signs of illness**
- C35.2 Follow emergency procedures**

To achieve this unit you must meet all of the requirements listed under the sections headed:

- What you must know and understand
- What you must do
- What you must cover
- Evidence requirements

Target Group

This unit is for staff working in sport and recreation or play facilities.

Linked Units

This unit links closely with unit C21.

Place in the NVQ Framework

This unit is a mandatory unit in the Level 1 Sport and Recreation, Level 2 Coaching, Teaching, Instructing and Level 2 Playwork NVQs.

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

Communication 2.1a, 2.1b, 2.2, 2.3

Working with Others 2.1, 2.2, 2.3

Problem Solving 2.1, 2.2, 2.3

UNIT C35 DEAL WITH ACCIDENTS AND EMERGENCIES

What you must know and understand

To be competent in this unit, you must know and understand the following:

For the whole unit

- K1 the values or codes of practice relevant to the work you are carrying out
- K2 the importance of dealing with accidents and emergencies promptly, calmly and correctly

For C35.1 Deal with injuries and signs of illness

- K3 the types of injuries and illnesses that may occur in your area of work
- K4 how to deal with these before qualified assistance arrives
- K5 how to decide whether to contact the on-site first aider or immediately call the emergency services
- K6 who is the on-site first aider and how to contact them
- K7 the procedures you should follow to contact the emergency services
- K8 why it is important to protect the casualty and others involved from further harm
- K9 the procedures you should follow to protect the casualty and others
- K10 why it is important to provide comfort and reassurance and how to do so
- K11 your responsibilities for reporting accidents and the procedures you should follow

For C35.2 Follow emergency procedures

- K12 the emergency procedures in your place of work for fires, security incidents and missing persons
- K13 what instructions you must give to the people involved
- K14 your organisation's reporting procedures for emergencies
- K15 the types of problems that may occur when you are carrying out emergency procedures, why you should report them and who you should report them to

UNIT C35 DEAL WITH ACCIDENTS AND EMERGENCIES

C35.1 Deal with injuries and signs of illness

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 remain calm and follow your organisation's procedures
- 2 protect the **casualty** and other people involved from further risk
- 3 call for **qualified assistance** that is appropriate to the **casualty's condition**
- 4 provide reassurance and comfort to those involved
- 5 give the **qualified assistance** clear and accurate information about what happened
- 6 follow the accident reporting procedures, as required

From your work you must show that you have assisted at least one of the following types of:

casualty

- a adult
- b child
- c person with particular needs which might include: hearing impaired, visually impaired, and suffering from respiratory problems (eg Asthma)

called for at least one of the following types of:

qualified assistance

- d your organisation's first aider
- e emergency services

and dealt with at least one of the following types of:

condition

- f minor injury that can be dealt with on-site which might include players suffering from: minor bleeding; bruising; a lower limb strain
- g minor illness that can be dealt with on-site which might include players suffering from: sickness; headache; earache; cold
- h major injury requiring medical attention which might include players suffering from: possible concussion or unconsciousness, major bleeding; dislocation; broken bone; sprain
- i major illness requiring medical attention which might include players suffering from: chest pains; unconsciousness; difficulties in breathing/asthma attack

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT C35 DEAL WITH ACCIDENTS AND EMERGENCIES

C35.2 Follow emergency procedures

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 give the **people involved** in the emergency clear and correct instructions
- 2 carry out your role in the emergency procedures calmly and correctly
- 3 maintain the safety of the **people involved**
- 4 follow the correct procedures for reporting the emergency
- 5 report any problems with the emergency procedures to the relevant colleague

From your work you must show that you have assisted one of the following types of:

people involved

- a adults
- b children
- c people with particular needs which might include: hearing impaired, visually impaired, and suffering from respiratory problems (eg Asthma)

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT C35 DEAL WITH ACCIDENTS AND EMERGENCIES

Evidence and assessment requirements (mandatory)

Evidence of Real Work Activity

Due to the nature of this unit, it is unlikely that naturally occurring evidence will be available during assessor observations. If evidence is available from the candidate's work in the past, this may be gathered through witness testimony, and/or other authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). This evidence must meet all the requirements listed under 'what you must cover'. (With possible exceptions of those items listed under 'use of supplementary evidence' below.)

If there is evidence from the candidate's work in a real work context, this must meet the requirements listed under 'what you must cover'. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'what you must know and understand'. In most cases this can be done by the assessor questioning the candidate orally. These questions must be recorded in writing or by other appropriate means. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something (for example, 'K9 the procedures you should follow to protect the casualty and others'). If there is evidence from the candidate's own work in the play setting that they know and understand this technique, there is no requirement for them to be questioned again on this topic.

Simulation

If no evidence is available for either assessor observations or the candidate's past work, simulation is allowed for this unit.

Use of Supplementary Evidence

Supplementary evidence is allowed for the following items under 'what you must do' only: C35.2.5 if no naturally occurring evidence is available.

If the candidate's real work or simulated evidence is only appropriate to the minimum requirements shown under 'what you must cover', the remaining items can be assessed by supplementary evidence.

UNIT C35 DEAL WITH ACCIDENTS AND EMERGENCIES

What we mean by some of the words used in this unit

Casualty	the person – child or adult – who has suffered the injury or illness
Emergency	any situation that immediately threatens the health and safety of children, staff or yourself
Emergency services	usually the ambulance service
Missing persons	for example, children going missing during play sessions
Other people involved	these may be other members of staff or other children or staff apart from the casualty
People with particular needs	for example, people with disabilities or medical conditions which may mean they need special attention following accidents and emergencies
Qualified assistance	someone who has a recognised first aid qualification or the emergency services

UNIT C36 SUPPORT THE PROTECTION OF CHILDREN FROM ABUSE

INTRODUCTION

Summary

Football coaching is fundamentally about providing a safe and ethical environment where a player is able to maximise their potential within the sport. This unit is about dealing safely and effectively with concerns about possible child abuse. The purpose of the support could be to deal with:

- concerns of physical abuse
- concerns of neglect
- concerns about emotional abuse
- concerns about sexual abuse

The unit is made up of the following activities:

- C36.1 Report signs of possible abuse**
- C36.2 Respond to a child's disclosure of abuse**

To achieve this unit you must meet all of the requirements listed under the sections headed:

- What you must know and understand
- What you must do
- What you must cover
- Evidence and assessment requirements

Target Group

The unit is for you if you work directly with children on a day-to-day basis. It is recommended that you should have had an appropriate level of training in child protection and be familiar with your organisation's procedures for dealing with suspected abuse.

Place in the NVQ Framework

This unit is an optional unit in the Level 2 Activity Leadership NVQ and a mandatory unit in the Level 2 Playwork NVQ.

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

Communication 2.1a, 2.1b, 2.2, 2.3

Working with Others 2.1, 2.2, 2.3

Problem Solving 2.1, 2.2, 2.3

UNIT C36 SUPPORT THE PROTECTION OF CHILDREN FROM ABUSE

What you must know and understand

To be competent in this unit, you must know and understand the following:

For the whole unit

- K1 the basic requirements of legislation that cover child protection
- K2 why it is important to be aware of possible abuse and to report any concerns
- K3 the requirements of the organisation and the law in regard to child protection and your responsibilities for this
- K4 who are the appropriate people and agencies to report possible abuse to
- K5 how to decide whether to report concerns about possible abuse and who to report possible abuse to
- K6 how to report possible abuse
- K7 why confidentiality is important - who should and should not be informed of possible abuse

For C36.1 Report signs of possible abuse

- K8 the common signs and indicators of physical, emotional, sexual abuse and neglect in children
- K9 why it is important to observe a child's physical condition in a way which is sensitive to the child and the situation and how to do so
- K10 other types of information to consider when noting signs and indicators of possible abuse
- K11 how to distinguish between directly observed signs and indicators of abuse, other information and opinions and why it is important to do so in any reports
- K12 why it is important to note any evidence of possible abuse carefully and to include this in any report

For C36.2 Respond to a child's disclosure of abuse

- K13 the importance of responding promptly and calmly to a child's disclosure of abuse and how to do so
- K14 why it is important to make it clear to the child that other people must be informed of any possible abuse
- K15 why it is important to provide a child with reassurance and support during a disclosure of abuse and how to do so
- K16 why it is important to communicate at the child's pace and not exert pressure on the child to disclose more than they wish
- K17 how to communicate at the child's pace and not exert pressure

UNIT C36 SUPPORT THE PROTECTION OF CHILDREN FROM ABUSE

C36.1 Report signs of possible abuse

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 make sure your observation of the child's physical condition and behaviour is sensitive to the child and the circumstances
- 2 note any **signs and indicators** of possible **abuse**
- 3 consider any **signs and indicators** of possible **abuse** in the light of other information about the child
- 4 promptly report your concerns about **abuse to people appropriate to the situation**
- 5 make clear in the report the difference between directly observed **signs and indicators**, information from other sources and opinion
- 6 make sure that the information on possible abuse only goes to **people appropriate to the situation**

From your work you must show that you have dealt with one of the following types of:

signs and indicators

- a physical
- b behavioural

and handled concerns for at least one of the following types of:

abuse

- c physical
- d neglect
- e emotional
- f sexual

and passed information to one of the following types of:

people appropriate to the situation

- g senior colleagues
- h external agency

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT C36 SUPPORT THE PROTECTION OF CHILDREN FROM ABUSE

C36.2 Respond to a child's disclosure of abuse

THE NATIONAL STANDARD

What you must do (performance criteria) What you must cover (range)

To meet the national standard, you must:

- 1 respond promptly and calmly to the child's **disclosure** of **abuse**
- 2 make it clear to the child that other **people appropriate to the situation** will have to be informed
- 3 give the child appropriate reassurance and support
- 4 communicate at the child's pace, without exerting pressure to reveal more than the child wishes to
- 5 record information on the **disclosure** accurately as soon as possible
- 6 inform **people appropriate to the situation** as quickly as possible
- 7 provide information on the **disclosure** only to **people appropriate to the situation**

From your work you must show that you have handled one of the following types of:

- disclosure**
- a full
 - b partial

and handled concerns for at least one of the following types of:

- abuse**
- c physical
 - d neglect
 - e emotional
 - f sexual

and passed information to one of the following types of:

- people appropriate to the situation**
- g senior colleagues
 - h external agency

Case studies and projects may be used. However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

UNIT C36 SUPPORT THE PROTECTION OF CHILDREN FROM ABUSE

Evidence and assessment requirements (mandatory)

Evidence of Real Work Activity

Due to the nature of this unit, it is unlikely that naturally occurring evidence will be available during assessor observations. If evidence is available from the candidate's work in a real work context in the past, this may be gathered through witness testimony, and/or other authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). This evidence must meet all the requirements listed under 'what you must cover'.

If there is evidence from the candidate's work in a real activity leadership context this must meet the requirements listed under 'what you must cover'. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'what you must know and understand'. In most cases this can be done by the assessor questioning the candidate orally. These questions must be recorded in writing or by other appropriate means. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something (for example, 'K6 how to report possible abuse'). If there is evidence from the candidate's own work that they know and understand this technique, there is no requirement for them to be questioned again on this topic.

Simulation

Simulation is not allowed for this unit.

Use of Supplementary Evidence

If no evidence is available from the candidate's own work, the use of projects or assignments is allowed for this unit.

UNIT C36 SUPPORT THE PROTECTION OF CHILDREN FROM ABUSE

What we mean by some of the words used in this unit

Behavioural signs and indicators of abuse	behaviour which is unusual for the child's age or stage of development, for example, precocious sexual behaviour or knowledge, or an unusual fear of adults or other children
Disclosure of abuse	the child telling someone about abuse they are experiencing or have experienced in the past
Emotional abuse	another person, an adult or child, hurting the child emotionally, for example, by taunting, bullying, threatening or discriminating against them
Neglect	the child not receiving a level of care sufficient for she or he to develop in the same way as other children of her/his age and stage of development
Other information about the child	for example, information that an injury has been caused accidentally during play
Partial disclosure	the child partly telling someone about abuse
Physical abuse	another person, an adult or child, hurting the child physically
Physical signs and indicators of abuse	injuries not consistent with age related play or other reasonable accidental injuries; physical signs of neglect
Sexual abuse	another person, an adult or child, using the child for sexual purposes

This page is blank

RECORDING DOCUMENTS

The following recording documents for this NVQ are included in this section:

- evidence record sheet
- unit overview sheet
- record of achievement

Evidence record sheet (Candidates need one for each element)

This form (or a suitable alternative) is mandatory for candidates' CARs. It is the vehicle for linking evidence to the '**what you must do**' (performance criteria) and '**what you must cover**' (range). The evidence for the element should be listed (as it is collected) down the left-hand side. The assessment method should be indicated (see the key at the bottom of the page) and then a tick should be placed in the boxes where the evidence shows that the requirements of the element have been met. The evidence record sheet, where possible, should be filled in by the candidate with the help of an assessor if necessary.

Unit overview sheet (Candidates need one for the unit)

This form (or a suitable alternative) is mandatory for candidates' CARs. It is the vehicle for linking evidence to the knowledge and understanding. The candidate should complete the sheet describing what activities enabled them to achieve the elements of the unit, stating what they did, where, how often and over what period of time. The candidate should also use this form to indicate where evidence of their knowledge and understanding can be found by placing the evidence reference or location in the appropriate box. The assessment method should also be indicated (see the key at the bottom of the page). The unit overview sheet, where possible, should be filled in by the candidate with the help of an assessor if necessary.

Record of achievement

This form is designed to record a candidate's progress through the qualification. It will show, at a glance, which units the assessor considers the candidate to have finished and met all the requirements for, and which units they still need to finish. The use of this form is optional.

Master copies of these forms are provided on the following pages.

This page has been left blank

OCR Level 2 NVQ in Sport, Recreation and Allied Occupations: Coaching, Teaching, Instructing in the context of Association Football

Unit Overview Sheet

Unit: _____

I confirm that the evidence provided is a result of my own work.

Signature of candidate: _____ Date: _____

Describe the activities that enabled you to achieve the elements of this unit, stating what you did, where, how often, and over what period of time.

Indicate where the **What you must know and understand** may be found in your evidence. Shade or cross out unnecessary boxes.

EVIDENCE REFERENCE OR LOCATION	1	2	3	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	18	19	20	
	21	22	23	24	25	26	27	28	29	30	
	31	32	33	34	35	36	37	38	39	40	
	41	42	43	44	45						
	Assessment method key: O = observation of candidate; EP = examination of product; EWT = examination of witness testimony; ECH = examination of case history; EPS = examination of personal statement; EWA = examination of written answers to questions; QC = questioning of candidate; QW = questioning of witness; PD = professional discussion										

I confirm that the candidate has demonstrated competence in this unit by satisfying all of the requirements for this unit.

Signature of assessor and date: _____

Countersignature of qualified assessor (if required) and date: _____

IV initials (if sampled) and date: _____

Countersignature of qualified IV (if required) and date: _____

(Please photocopy this sheet for recording further evidence)

This page has been left blank

OCR LEVEL 2 NVQ IN SPORT, RECREATION AND ALLIED OCCUPATIONS: COACHING, TEACHING, INSTRUCTING IN THE CONTEXT OF ASSOCIATION FOOTBALL

Record of Achievement

Candidate name: _____

UNIT TITLES		Assessor	Date
Mandatory Units			
Unit D43	Plan and prepare a series of coaching sessions		
	<i>Centre informed YES/NO Date</i>		
Unit D44	Maintain an environment in which participants can improve their performance		
	<i>Centre informed YES/NO Date</i>		
Unit D45	Coach participants to improve their performance		
	<i>Centre informed YES/NO Date</i>		
Unit 416	Evaluate coaching sessions and develop personal coaching practice		
	<i>Centre informed YES/NO Date</i>		
Unit C35	Deal with accidents and emergencies		
	<i>Centre informed YES/NO Date</i>		
Additional Unit			
Unit C36	Support the protection of children from abuse		
	<i>Centre informed YES/NO Date</i>		

This page has been left blank