

Level 1, 2 and 3 Awards in the Principles of Coaching Sport (QCF) (4961-30, -60, -90)

Qualification handbook for centres



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Level 1, 2 and 3 Awards in the Principles of Coaching Sport (QCF) (4961-30, -60, -90)

Qualification handbook for centres

Level 1 Award in the Principles of Coaching Sport (QCF)
500/9309/5

Level 2 Award in the Principles of Coaching Sport (QCF)
500/9028/8

Level 3 Award in the Principles of Coaching Sport (QCF)
500/9844/5

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1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications:

Qualification title and level	City & Guilds qualification number	Qualification accreditation number	Last registration date	Last certification date
Level 1 Award in the Principles of Coaching Sport (QCF)	4961-30	500/9309/5	28/02/2015	28/02/2016
Level 2 Award in the Principles of Coaching Sport (QCF)	4961-60	500/9028/8	28/02/2015	28/02/2017
Level 3 Award in the Principles of Coaching Sport (QCF)	4961-90	500/9844/5	28/02/2015	28/02/2018

The Level 1, 2 and 3 Awards in the Principles of Coaching Sport (QCF) are part of a flexible suite of qualifications designed in consultation with National Governing Bodies of sport (NGBs). These qualifications, which form part of the UK Coaching Certificate (UKCC), provide the underpinning knowledge for assistant coaches (Level 1), Coaches (Level 2) and senior coaches (Level 3) to then progress to gain the practical experience needed in their specific sport.

The Level 1, 2 and 3 Awards in the Principles of Coaching Sport (QCF) have been designed by City & Guilds in order to

- Provide coaches/candidates with the opportunity to generate evidence of the underpinning knowledge required for the Level 1 Award in Coaching (specific sport), Level 2 and 3 Certificate and Level 2 Diploma (NVQ) in Coaching (specific sport).
- Allow candidates from 14+ to learn, develop and practice the skills required for employment and/or career progression in the Sport and Active Leisure sector
- Link to Government aims of increasing the knowledge and skills of those young people (16+) and adults (18/19+) wanting to get back into education/learning (those disengaged from learning at an early age)
- Link to Foundation Learning (4961-30 only)
- Provide ASL for the 14-19 Diploma in Sport & Active Leisure

Specialist Learning (SL) offers young people the opportunity to study a particular topic in more depth or broaden their studies through complementary learning. These qualifications have been approved as SL by SkillsActive and OfQual for the Foundation (through the Level 1)/Higher (through the Level 2)/Advanced (through the Level 3) Diploma in Sport & Active Leisure. It has been designed to:

- complement principal learning within the Foundation/Higher/Advanced Diploma in Sport and Active Leisure
- provide a broad background understanding of the Sport and Active Leisure sector and an introduction to the practical skills and knowledge required
- provide an awareness of the range of jobs and work settings in the Sport and Active Leisure sector
- enable learners to make an informed assessment of their own aptitude for work in this sector and to make informed decisions about careers
- encourage learners to reach a level of knowledge and skills that will facilitate progress into further vocational learning or to potential employment in the sector
- introduce learners to the discipline of the working environment and to encourage mature

- attitudes to the community in general
- encourage learners to value continued learning and remain in the learning process
 - allow learners to learn, develop and practise selected skills required for progression in the sector
 - provide opportunities for progression to the Higher/Advanced Diploma in Sport and Active Leisure and other related qualifications in the sector.

1.1 Qualification structure

The diagrams below illustrate the unit titles and the credit value of each unit. The title of the qualifications which will be awarded to candidates successfully completing the required combinations of units and/or credits is listed below.

To achieve the Level 1 Award in the Principles of Coaching Sport (QCF) (4961-30), learners must achieve **4 credits** from the 4 mandatory units **(101, 102, 103, 104)**

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
D/601/3531	Unit 101	Understanding the fundamentals of coaching sport	Mandatory	1
H/601/3532	Unit 102	Understanding the principles of planning coaching activities in sport	Mandatory	1
K/601/3533	Unit 103	Understanding the principles of conducting coaching activities in sport	Mandatory	1
M/601/3534	Unit 104	Understanding the principles of evaluating coaching activities in sport	Mandatory	1

To achieve the Level 2 Award in the Principles of Coaching Sport (QCF) (4961-60), learners must achieve **9 credits** from the 4 mandatory units **(201, 202, 203, 204)**

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
J/601/2101	Unit 201	Understanding the fundamentals of coaching sport	Mandatory	3
Y/601/2104	Unit 202	Understanding how to develop participant(s) through coaching sport	Mandatory	2
H/601/2106	Unit 203	Supporting participant(s)' lifestyle through coaching sport	Mandatory	2
M/601/2108	Unit 204	Understanding the principles of safe and equitable coaching practice	Mandatory	2

To achieve the **Level 3 Award in the Principles of Coaching Sport (QCF) (4961-90)**, learners must achieve **11 credits** from the 4 mandatory units (**204, 302, 303, 304**)

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
M/601/2108	Unit 204	Understanding the principles of safe and equitable coaching practice	Mandatory	2
T/601/3535	Unit 302	Understanding the fundamentals of coaching programmes	Mandatory	3
A/601/3536	Unit 303	Understanding the principles of planning coaching programmes	Mandatory	3
F/601/3537	Unit 304	Understanding how to support participant(s)' lifestyle through coaching programmes	Mandatory	3

1.2 Opportunities for progression

On completion of the Level 1 Award in the Principles of Coaching Sport (QCF) candidates may progress into employment or to the following City & Guilds qualifications:

- Level 1 Award in Coaching (specific sport)
- 4961-60 Level 2 Award in the Principles of Coaching Sport
- Level 2 Certificate in Coaching (Specific Sport)
- Level 2 NVQ Diploma in Coaching (Specific Sport)
- 4863-26 Level 2 Certificate, Diploma in Increasing Participation in Sport and Active Leisure in Community Settings (QCF)

On completion of the Level 2 Award in the Principles of Coaching Sport (QCF) candidates may progress into employment or to the following City & Guilds qualifications:

- Level 2 Certificate in Coaching (Specific Sport)
- Level 2 NVQ Diploma in Coaching (Specific Sport)
- 4863-26 Level 2 Certificate, Diploma in Increasing Participation in Sport and Active Leisure in Community Settings (QCF)
- 4961-90 Level 3 Award in the Principles of Coaching Sport

On completion of the Level 3 Award in the Principles of Coaching Sport (QCF) candidates may progress into employment or to the following City & Guilds qualifications:

- Level 3 Certificate in Coaching (Specific Sport)
- Level 3 NVQ Diploma in Coaching (Specific Sport)
- 4863-36 Level 3 Certificate, Diploma in Increasing Participation in Sport and Active Leisure in Community Settings (QCF)

1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications:

Description	How to access
Assessment pack	www.cityandguilds.com or Publications sales (EN-30-4961)

1.4 City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	www.cityandguilds.com	This is the main website for finding out about City & Guilds qualifications. It contains qualification documentation and updates.
Walled Garden	www.walled-garden.com	The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.

2 Centre requirements

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

There is **no** fast track approval provision for this qualification.

Existing centres wishing to offer this qualification must use the **standard** Qualification Approval Process.

Human resources

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- be occupationally knowledgeable in the area of Coaching for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessors and internal verifiers

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualifications.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

2.1 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

For the Level 1 and 2 Awards in the Principles of Coaching Sport (QCF):

These qualifications are for learners aged 14+. Apart for this, there are no age limits attached to candidates undertaking the qualifications unless this is a legal requirement of the process or the environment.

For the Level 3 Award in the Principles of Coaching Sport (QCF):

This qualification is not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

Restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications for completing assessments.

3 Course design and delivery

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualifications. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification/s they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

3.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualifications. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

4 Assessment

4.1 Summary of assessment methods

The assessments for these qualifications will be through practical demonstration and assignments which will be externally set, internally assessed and externally verified. Please refer to the Assessment pack for these qualifications (see section 4.2)

All common units will be assessed in line with the appropriate SkillsActive assessment strategy which can be found on the SkillsActive website www.skillsactive.com.

City & Guilds provides the following assessments:

- Assignments - (EN-30-4961)

Time constraints

The following time constraints must be applied to the assessment of these qualifications:

- All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

4.2 Assignments

A separate Assessment Pack is available for these qualifications www.cityandguilds.com or EN-30-4961

4.3 Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate.

Recording forms are available on the City & Guilds website <http://www.cityandguilds.com/42834.html>.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.

4.4 Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification.

- RPL is allowed and is also sector specific.
- Please refer to Appendix 1 "Relationships to other qualifications" which provides a mapping document to show how the units link to additional qualifications within the City & Guilds portfolio

5 Units

Availability of units

The units for these qualifications follow.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) www.accreditedqualifications.org.uk

Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- details of the relationship between the unit and relevant national occupational standards
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria

Summary of units

City & Guilds unit number	Title	QCF unit number	Credits	GLH
101	Understanding the fundamentals of coaching sport	D/601/3531	1	6
102	Understanding the principles of planning coaching activities in sport	H/601/3532	1	10
103	Understanding the principles of conducting coaching activities in sport	K/601/3533	1	10
104	Understanding the principles of evaluating coaching activities in sport	M/601/3534	1	7
201	Understanding the fundamentals of coaching sport	J/601/2101	3	22
202	Understanding how to develop participant(s) through coaching sport	Y/601/2104	2	12
203	Supporting participant(s)' lifestyle through coaching sport	H/601/2106	2	16
204	Understanding the principles of safe and equitable coaching practice	M/601/2108	2	13
302	Understanding the fundamentals of coaching programmes	T/601/3535	3	18
303	Understanding the principles of planning coaching programmes	A/601/3536	3	18
304	Understanding how to support participant(s)' lifestyle through coaching programmes	F/601/3537	3	18

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Unit 101

Understanding the fundamentals of coaching sport

Level: 1

Credit value: 1

Unit aim

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

Learning outcomes

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

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

101.2: Understand the principles of coaching

101.3: Know how to establish and maintain a safe coaching environment

Guided learning hours

It is recommended that **6** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit relates to the following NOS:

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

Assessment

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

Unit 101 Understanding the fundamentals of coaching sport

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

Underpinning knowledge

The learner can:

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

Range

Colleagues

Line manager, assistant coaches, support staff

People

Colleagues, participants, parents/carers, spectators

Dress

Smart, correct, professional, appropriate

Unit 101

Understanding the fundamentals of coaching sport

101.2

Understand the principles of coaching

Underpinning knowledge

The learner can:

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

Range

Teamwork

Supporting others, fulfilling role, completing own tasks

Colleagues

Line manager, assistant coaches, support staff

Unit 101

Understanding the fundamentals of coaching sport

101.3

Know how to establish and maintain a safe coaching environment

Underpinning knowledge

The learner can:

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

Range

Procedures

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

Injuries

Soft tissue damage, breaks, concussion, bruising, cuts

Illnesses

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

Unit 102

Understanding the principles of planning coaching activities in sport

Level: 1

Credit value: 1

Unit aim

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

Learning outcomes

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

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

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit relates to the following NOS:

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

Assessment

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

Unit 102

Understanding the principles of planning coaching activities in sport

102.1

Understand how to plan coaching activities

Underpinning knowledge

The learner can:

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

Range

Aspects

Warm up, activities, cool down, resources

Information

Age, ability, prior experience, review of previous session or performance, feedback from participants, facility details, equipment requirements, risk assessment factors

Confidential information

Learning difficulties, medical conditions, contact details, personal circumstances

Unit 102

Understanding the principles of planning coaching activities in sport

102.2

Understand how to plan for a safe coaching environment

Underpinning knowledge

The learner can:

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

Range

Procedures

Risk assessment, hazard reporting

Requirements

Resources, facility, dress, personal equipment

Unit 102

Understanding the principles of planning coaching activities in sport

102.3

Understand how to prepare facilities and equipment for coaching activities

Underpinning knowledge

The learner can:

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

Range

Equipment

Balls, nets, bats, rackets, bibs, markers, cones, posts, pads

Procedures

Bend knees, straight back

Unit 102

Understanding the principles of planning coaching activities in sport

102.4

Understand how to prepare participants for coaching activities

Underpinning knowledge

The learner can:

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

Range

Procedures

Safe, supervised, assisted

Requirements

Safe, suitable, age appropriate

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Unit 103

Understanding the principles of conducting coaching activities in sport

Level: 1

Credit value: 1

Unit aim

This unit assesses the coach's understanding of how to conduct activities, conclude activities and support participant behaviour and performance during a coaching session.

Learning outcomes

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

103.1: Understand how to conduct planned coaching activities

103.2: Understand how to support participant(s)' behaviour and performance

103.3: Understand how to conclude coaching activities

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit relates to the following NOS:

- D42 – Lead an activity within a session

Assessment

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

Unit 103

Understanding the principles of conducting coaching activities in sport

103.1

Understand how to conduct planned coaching activities

Underpinning knowledge

The learner can:

1. describe own **responsibilities** during sessions
2. state the health and safety requirements relevant to the activities being coached
3. identify sport-specific techniques, skills, rules and codes of behaviour relevant to the activities being coached
4. outline how to select appropriate equipment for different participants
5. describe the **procedures** for reporting accidents, injuries and illnesses
6. describe own responsibilities for reporting accidents, injuries and illnesses.

Range

Responsibilities

Resources, assist, supervise, support

Procedures

Report form, witnesses, signatures, line manager

Unit 103

Understanding the principles of conducting coaching activities in sport

103.2

Understand how to support participant(s)' behaviour and performance

Underpinning knowledge

The learner can:

1. outline the importance of good communication with participant(s) during sessions
2. outline how to motivate and encourage participant(s) without putting them under stress
3. describe ways in which participant(s)' behaviour can be managed during sessions
4. outline the coaching process as it applies to the improvement of participant performance
5. outline the importance of giving feedback to participant(s) on what they are doing
6. outline how to give feedback in a way that will help participant(s) to improve their performance
7. identify appropriate times during an activity to provide feedback.

Range

Communication

Verbal, visual

Motivate

Praise, challenge, role models, demonstrate, competitions

Feedback

verbal, visual, individual, group, positive, constructive

Unit 103

Understanding the principles of conducting coaching activities in sport

103.3

Understand how to conclude coaching activities

Underpinning knowledge

The learner can:

1. outline why it is important to allow enough time to finish an activity as planned
2. outline why it is important to cool down
3. outline types of appropriate **cool down exercises** for the activities being coached
4. outline why it is important to get feedback from participant(s) at the end of sessions
5. identify **procedures** for putting away equipment and tidying the coaching facility
6. outline how to identify faulty equipment and what to do with it
7. outline why it is important to store equipment in the right place
8. outline why it is important that storage areas should be clean, tidy and secure.

Range

Cool down exercises

Light movement, stretching

Procedures

Safely, supervised, securely, tidy storage

Unit 104

Understanding the principles of evaluating coaching activities in sport

Level: 1

Credit value: 1

Unit aim

This unit assesses the coach's understanding of how to evaluate activities within coaching sessions and how to use evaluations to improve their own coaching.

Learning outcomes

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

104.1: Understand how to evaluate coaching activities

104.2: Understand how to develop own coaching practice

Guided learning hours

It is recommended that **7** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit relates to the following NOS:

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

Assessment

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

Unit 104

Understanding the principles of evaluating coaching activities in sport

104.1

Understand how to evaluate coaching activities

Underpinning knowledge

The learner can:

1. outline why **evaluating** activity sessions is important
2. describe why it is important to compare what happened during a session with what was planned
3. outline the importance of making positive use of the feedback from others, including participants and the person responsible for sessions
4. outline why it is important to record the results of the evaluation
5. outline how to complete evaluation forms
6. state how to make use of past evaluations when planning and conducting future activities.

Range

Evaluating

Review, reflect, compare, improve

Unit 104

Understanding the principles of evaluating coaching activities in sport

104.2

Understand how to develop own coaching practice

Underpinning knowledge

The learner can:

1. outline why it is important to always try to improve own coaching
2. identify how to ask **colleagues** for feedback on own work
3. outline why **feedback** from **colleagues** is important
4. identify how to use feedback from **colleagues** to improve own coaching
5. outline why it is important to take part in training and education
6. outline the sources of training and education available to improve coaching practice.

Range

Colleagues

Line manger, assistant coaches, support staff

Feedback

Written, verbal, statistics, performance analysis, positive, constructive

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Unit 201

Understanding the fundamentals of coaching sport

Level: 2

Credit value: 3

Unit aim

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

Learning outcomes

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

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

Guided learning hours

It is recommended that **22** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit relates to the following NOS:

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

Assessment

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

Unit 201

Understanding the fundamentals of coaching sport

201.1

Understand the role of a coach

Underpinning knowledge

The learner can:

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

Range

Participant

Adult, child, person with particular requirements

Environment

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

Methods

Praise, encouragement, support, maximum participation, attention

Opportunities

Debrief, evaluation, courses, colleagues, development

Support personnel

Assistant coaches, parents, volunteers

Officials

Referees, line judges, timekeepers, judges, scorers, assistant referees, umpires, video referees, extra officials (e.g. fourth official), stewards/marshals

Consequences

Accusations, respect, reputation, license, employment, welfare, role model

Components

Personal, participants, spectators, officials, other coaching staff

Information

Review of session, storage of equipment, details of next session, dispersal arrangements

Unit 201

Understanding the fundamentals of coaching sport

201.2

Understand the coaching process

Underpinning knowledge

The learner can:

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

Range

Needs

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

Sources of information

Feedback, coaching publications, internet

Confidential information

Learning difficulties, medical conditions, contact details, personal circumstances

Stages and components

Plan, do review

Wider coaching programme

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

Physical capabilities

Strength, speed, endurance, flexibility, recovery time

Psychological capabilities

Attention, motivation, concentration

Situations

Weather, facility, equipment, participant numbers, performance

Unit 201

Understanding the fundamentals of coaching sport

201.3

Understand participant(s)' learning styles

Underpinning knowledge

The learner can:

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

Range

Learning styles and needs

Audible, visual, kinaesthetic

Support

Guided learning, discovery learning, problem solving

Unit 201

Understanding the fundamentals of coaching sport

201.4

Understand behaviour management

Underpinning knowledge

The learner can:

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

Range

Principles

Ground rules, shared responsibility, praise

Ground rules

Appropriate language, listening, respect, effort, teamwork

Discriminatory behaviour

Bullying, sexism, racism

Unit 201

Understanding the fundamentals of coaching sport

201.5

Understand how to reflect on a coaching session

Underpinning knowledge

The learner can:

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

Range

Evidence

Statistics, performance scores, times, results

Factors

Subjective, ability to observe

Unit 202

Understanding how to develop participant(s) through coaching sport

Level: 2

Credit value: 2

Unit aim

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

Learning outcomes

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

- 202.1 Understand the principles of planning coaching sessions
- 202.2 Understand the principles of skill development through coaching sessions
- 202.3 Understand the how the stages of participant(s)' development impact on their coaching
- 202.4 Understand the principles of evaluation in coaching

Guided learning hours

It is recommended that **12** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit relates to the following NOS:

- D472 - Plan a series of sports coaching sessions
- D473 - Prepare the sports coaching environment
- D474 - Deliver a series of sports coaching sessions
- D475 - Monitor and evaluate sports coaching sessions

Assessment

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

Unit 202

Understanding how to develop participant(s) through coaching sport

202.1

Understand the principles of planning coaching sessions

Underpinning knowledge

The learner can:

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

Range

Information

Age, ability, prior experience, review of previous session or performance, feedback from participants, facility details, equipment requirements, risk assessment factors

Requirements

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

Goals

Improve, enjoy, develop, interact, improve, engage

Coaching styles

Question and answer, guided discovery, command

Components

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

People

Assistant coach, parent, volunteer

Unit 202

Understanding how to develop participant(s) through coaching sport

202.2

Understand the principles of skill development through coaching sessions

Underpinning knowledge

The learner can:

1. define:
 - skill coordination
 - motor skill learning
 - skill acquisition
 - skill retention
 - skill transfer
2. describe the **basic methods** of analysing participant(s)' performance
3. identify **factors** that affect the development of participant(s)' skills in sport
4. describe the organisational requirements for the delivery of coaching sessions
5. describe the different **techniques** available for developing participant(s)' skill through coaching
6. identify **methods** to support participant development
7. identify **sources** of feedback which will support participant(s)' development
8. explain the importance of gaining feedback from participant(s).

Range

basic methods

observation, scoring, participant feedback

factors

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

techniques

practice, repetition, demonstration, observation

methods

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

sources

coach, team mates, officials, statistics, video analysis

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

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

Underpinning knowledge

The learner can:

1. describe the progressive **stages** of development through maturity
2. identify how the participant(s)' stage of development affects the content of coaching sessions
3. identify how participant(s)' stage of development impacts on the coaching **environment**
4. identify what **influence** training and competition have throughout the different stages of development.

Range

Stages 1

Physical, intellectual, emotional, social, moral

Stages 2

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

Environment

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

Influence

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

Unit 202

Understanding how to develop participant(s) through coaching sport

202.4

Understand the principles of evaluation in coaching

Underpinning knowledge

The learner can:

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

Range

Methods

Performance indicators, verbal feedback, questionnaires, observations, testing

Information

Statistical analysis, test results, participant feedback, performance scores

People

Participants, coaches, team officials

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Unit 203

Supporting participant(s)' lifestyle through coaching sport

Level: 2

Credit value: 2

Unit aim

This unit assesses the coach's understanding of the lifestyle factors of nutrition, physical conditioning, mental preparation and awareness of drugs, which underpin performance in sport.

Learning outcomes

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

- 203.1 Understand basic nutrition and hydration principles for sports performance
- 203.2 Understand physical conditioning for sport
- 203.3 Understand principles of mental preparation in sport
- 203.4 Understand how to support participant awareness of drugs in sport

Guided learning hours

It is recommended that **16** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit relates to the following NOS:

- D472 - Plan a series of sports coaching sessions
- D473 - Prepare the sports coaching environment
- D474 - Deliver a series of sports coaching sessions
- D475 - Monitor and evaluate sports coaching sessions

Assessment

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

Unit 203

Supporting participant(s)' lifestyle through coaching sport

203.1

Understand basic nutrition and hydration principles for sports performance

Underpinning knowledge

The learner can:

1. identify the five different **food/nutritional groups**
2. describe the **principles** of good nutrition as it relates to sports performance
3. describe the **principles** of hydration
4. identify the **signs** and **symptoms** of dehydration
5. describe the **principles** of weight management as appropriate to specific sports
6. explain how best to achieve optimum nutrition and hydration levels before, during and after training and competition.

Range

Food/nutritional groups

Protein, carbohydrates, water, fibre, fat, dairy

Principles

Specificity, timing, balanced, recovery

Signs

Dry skin, dark urine, skin flushing

Symptoms

Thirst, lack of concentration, fatigue, chills

Unit 203

Supporting participant(s)' lifestyle through coaching sport

203.2

Understand physical conditioning for sport

Underpinning knowledge

The learner can:

1. identify the components of **physical** and **skill-related** fitness
2. describe the **physical capabilities** required for a sport
3. describe the principles of injury prevention in training
4. describe how to support participant(s) in the management of injury
5. identify methods of training different physical components in participant(s)
6. identify the basic anatomy and biomechanical demands of a sport related activity
7. identify specific physical testing **protocols** for a sport related activity
8. identify **methods** to enhance participant recovery time from session to session.

Range

Physical

Strength, flexibility, stamina, speed, body composition

Skill related

Coordination, agility, balance, power, reaction time

Physical capabilities

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

Protocols

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

Methods

Rest, stretch, cool down, nutrition, rehydration, active recovery, massage, sleep, overtraining

Unit 203

Supporting participant(s)' lifestyle through coaching sport

203.3

Understand principles of mental preparation in sport

Underpinning knowledge

The learner can:

1. identify the **mental capabilities** required for a sport related activity
2. identify key **methods** for improving participant(s):
 - confidence
 - concentration
 - motivation
 - emotional control
 - cohesion
3. describe the principles of participant(s)' development at the different stages of cognitive, emotional and social development
4. outline how a coach can profile participant(s)' **mental skills**
5. describe the basic coach intervention **techniques** for developing mental skills for training and competition.

Range

Mental capabilities

Thought, tactical awareness, intuition, imagination, concentration, visualisation, stress management

Methods

Mental imagery, relaxation, SMART objectives, influencing language

Techniques

Cognitive (eg mental rehearsal, visualisation), somatic (eg relaxation, meditation)

Mental skills

Control, commitment, confidence, concentration, competitiveness, resilience

Unit 203

Supporting participant(s)' lifestyle through coaching sport

203.4

Understand how to support participant awareness of drugs in sport

Underpinning knowledge

The learner can:

1. outline the **ethical issues** surrounding drug taking in sport
2. identify **sources** of information on drugs in sport
3. outline the consequences for participant(s) in taking **supplementation** or **prescription medicines**.

Range

Ethical issues

Equal conditions, cheating, performer's health, competitive characteristics, prevalent attitude, media pressure, public expectation, financial rewards

Sources

Coach, officials, NGB publications, internet, consultants

Supplementation

Protein, creatine, caffeine, glutamine, omega 3 fatty acids, vitamins, minerals, antioxidants

Prescription medicines

Licensed, regulated, common cures

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Unit 204

Understanding the principles of safe and equitable coaching practice

Level: 2

Credit value: 2

Unit aim

This unit assesses the coach's understanding of how to ensure that their coaching is safe and equitable.

Learning outcomes

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

204.1 understand how to ensure participant(s)' safety during sport-specific coaching sessions

204.2 understand how to ensure equitable coaching of sport-specific activities

Guided learning hours

It is recommended that **13** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit relates to the following NOS:

- D472 - Plan a series of sports coaching sessions
- D473 - Prepare the sports coaching environment
- D474 - Deliver a series of sports coaching sessions
- D475 - Monitor and evaluate sports coaching sessions

Assessment

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

Unit 204

Understanding the principles of safe and equitable coaching practice

204.1

Understand how to ensure participant(s)' safety during sport-specific coaching sessions

Underpinning knowledge

The learner can:

1. describe the health and safety **requirements** that are relevant to planned sport-specific activities and competition
2. describe how to structure coaching sessions to minimise the risk of injury to participant(s)
3. explain how to plan for **contingencies** to coaching sessions as a result of **external influences**
4. explain how to implement **contingencies** to coaching sessions as a result of **external influences**
5. describe the **principles** for checking the safe functionality of equipment used during sport-specific activities and competition
6. outline the **main rules/regulations** of the sport/activity appropriate to the level of the participant(s)
7. explain how to interpret and communicate the **rules/regulations** of the sport/activity to participant(s)
8. describe the coach's **duty of care** responsibilities for participant(s), including children
9. outline the coach's responsibilities for ensuring that the **coaching environment** is maintained appropriately
10. describe the following requirements for ensuring the protection of children from abuse:
 - **legal requirements**
 - **sport-specific requirements**
11. describe the **insurance requirements** on a coach operating in a coaching environment.

Range

Requirements

Coach credentials, risk assessment

Contingencies

Session plan, group size, equipment, venue/facility, timings

External influences

Weather, surface, equipment, difficulty level, attendance

Principles

Observation, safety, removal, reporting

Main rules/regulations

Technical content, safety requirements, resource needs

Duty of care

Loci parentus, supervision, safety, well being, physical, emotional

Coaching environment

Facility, surface, equipment, participants, atmosphere

Legal requirements

Age of coach, CRB checks, recruitment policy, NGB specifics

Insurance requirements

Public liability, employers liability

Unit 204

Understanding the principles of safe and equitable coaching practice

204.2

Understand how to ensure equitable coaching of sport-specific activities

Underpinning knowledge

The learner can:

1. describe the following requirements impacting on equitable coaching:
 - legal requirements
 - sport-specific requirements
2. explain the **purpose** of sport-specific Codes of Practice for coaching
3. explain how sport-specific Codes of Practice for coaching **impact** on coaching behaviour
4. describe **methods** to minimise barriers to participant development
5. explain what **information** is required in order to provide appropriate and safe opportunities for disabled participant(s) and specific populations
6. describe the nature of **impairments** and how their implications may affect aspects of the coaching process
7. describe how to identify coaching styles/delivery methods appropriate to variations in participant, task and environment
8. describe how and when to involve **support staff** to ensure participant(s)' needs are provided for within the coaching activity
9. describe how to adapt and progress activities and sessions
10. describe how to prepare athletes for competition
11. identify types of **performance enhancing drugs** and **illegal substances**
12. explain how a coach can discourage the use of **performance enhancing drugs** and any **illegal substances**.

Range

Purpose

Safety, inclusion, enjoyment, development

Impact

Attendance figures, relative safety, spectator numbers, disciplinary incidents, retention statistics

Methods

Learning styles, session planning, equipment used, equality

Information

Medical conditions, particular requirements, equipment provision, coach experience and qualifications, coaching support staff

Impairments

Cognitive, learning, psychological, emotional

Support staff

Assistant coaches, parents, volunteers

Performance enhancing drugs

Mass builders (e.g. steroids, hormones), stimulants, painkillers, sedatives, diuretics, maskers

Illegal substances

Anabolic steroids, cannabis, opiates, heroine, morphine, methamphetamine

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Unit 302

Understanding the fundamentals of coaching programmes

Level: 3

Credit value: 3

Unit aim

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

Learning outcomes

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

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

Guided learning hours

It is recommended that **18** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit relates to the following NOS:

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

Assessment

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

Unit 302

Understanding the fundamentals of coaching programmes

302.1

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

Underpinning knowledge

The learner can:

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

Range

Principles

Ownership, responsibility, guided learning, discovery learning, problem solving

Supporting personnel

Nutritionist, psychologist, physician, physiotherapist, physiologist

Officials

Referees, line judges, timekeepers, judges, scorers, assistant referees, umpires, video referees, extra officials (e.g. fourth official), stewards/marshals

Performance enhancing drugs

Mass builders (e.g. steroids, hormones), stimulants, painkillers, sedatives, diuretics, maskers

Unit 302

Understanding the fundamentals of coaching programmes

302.2

Understand the coaching process

Underpinning knowledge

The learner can:

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

Range

Components

Plan, do, review

Instruction methods

Command, guided discovery, question and answer, verbal, demonstrations

Unit 302

Understanding the fundamentals of coaching programmes

302.3

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

Underpinning knowledge

The learner can:

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

Range

Learning styles

Visual, auditory, kinaesthetic

Behaviour management strategies

Control, expectations, ground rules, respect, reinforce, control measures

Discriminatory behaviour

Bullying, sexism, racism

Procedures

Inform, reassure, report, follow up

Unit 302 Understanding the fundamentals of coaching programmes

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

Underpinning knowledge

The learner can:

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

Range

Principles

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

Support staff

Line manager, assistant coaches, officials, administrators, marshals

Factors

Subjective, ability to observe

Methods

Reflect, record, targets, milestones, review

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Unit 303

Understanding the principles of planning coaching programmes

Level: 3

Credit value: 3

Unit aim

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

Learning outcomes

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

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

303.2: Understand the stages of participant development

303.3: Understand the development of skill through sport-specific annual coaching programmes

303.4: Understand how to conduct performance evaluation

Guided learning hours

It is recommended that **18** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit relates to the following NOS:

- B28 - Plan a coaching programme
- B225 - Plan a long term coaching programme
- D430 - Coach athletes in the fundamentals stage
- D431 - Coach athletes in the learning to train stage
- D432 - Coach athletes in the training to train stage
- D433 - Coach athletes in the training to compete stage
- D434 - Coach athletes in the training to win stage

Assessment

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

Unit 303

Understanding the principles of planning coaching programmes

303.1

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

Underpinning knowledge

The learner can:

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

Range

Periodisation

Preparation, pre competition, competition

Principles

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

Unit 303

Understanding the principles of planning coaching programmes

303.2

Understand the stages of participant development

Underpinning knowledge

The learner can:

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

Range

Developmental stages 1

Physical, intellectual, emotional, social, moral

Developmental stages 1

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

Unit 303

Understanding the principles of planning coaching programmes

303.3

Understand the development of skill through sport-specific annual coaching programmes

Underpinning knowledge

The learner can:

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

Range

Factors

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

Methods

Video analysis, computer imaging

Skill development techniques

Practice, repetition, demonstration, observation

Principles

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

Unit 303

Understanding the principles of planning coaching programmes

303.4

Understand how to conduct performance evaluation

Underpinning knowledge

The learner can:

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

Range

Evaluation methods

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

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Unit 304

Understanding how to support participant(s)' lifestyle through coaching programmes

Level: 3

Credit value: 3

Unit aim

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

Learning outcomes

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

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

Guided learning hours

It is recommended that **18** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit relates to the following NOS:

- B14 - Assist athletes to plan and manage their lifestyle
- B15 - Assist athletes to plan and manage their own career
- D435 - Apply behaviour management strategies to a coaching programme
- D436 - Apply the principles of nutrition to a coaching programme

Assessment

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

Unit 304

Understanding how to support participant(s)' lifestyle through coaching programmes

304.1

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

Underpinning knowledge

The learner can:

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

Range

Components

Strength, flexibility, stamina, speed, body composition

Physical capabilities

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

Principles

Warming up, cooling down, appropriate, progressive, overtraining

Protocols

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

Unit 304

Understanding how to support participant(s)' lifestyle through coaching programmes

304.2

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

Underpinning knowledge

The learner can:

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

Range

Food/nutritional groups

Protein, carbohydrates, water, fibre, fat, dairy

Principles

Specificity, timing, balanced, recovery

Unit 304

Understanding how to support participant(s)' lifestyle through coaching programmes

304.3

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

Underpinning knowledge

The learner can:

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

Range

Mental skills

Control, commitment, confidence, concentration, competitiveness, resilience

Mental capabilities

Thought, tactical awareness, intuition, imagination

Unit 304

Understanding how to support participant(s)' lifestyle through coaching programmes

304.4

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

Underpinning knowledge

The learner can:

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

Range

Procedures

Testing methods, random sampling

Appendix 1 Relationships to other qualifications

Links to other qualifications and frameworks

City & Guilds has identified the connection of units to additional qualifications. The mapping below identifies where units can be APL'd against other qualifications within the City & Guilds portfolio.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a QCF qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL.

		INCREASING PARTICIPATION IN SPORT & ACTIVE LEISURE IN COMMUNITY SETTINGS					
		LEVEL 2			LEVEL 3		
Unit No.	Unit title	4863-26 Level 2 Award	4863-26 Level 2 Certificate	4863-26 Level 2 Diploma	4863-36 Level 3 Award	4863-36 Level 3 Certificate	4863-36 Level 3 Diploma
201	Understanding the fundamentals of coaching sport		0	0			
202	Understanding how to develop participant(s) through coaching sport		0	0			
203	Supporting participant(s)' lifestyle through coaching sport		0	0			
204	Understanding the principles of safe and equitable coaching practice		0	0		0	0
302	Understanding the fundamentals of coaching programmes					0	0
303	Understanding the principles of planning coaching programmes					0	0
304	Understanding how to support participant(s)' lifestyle through coaching programmes					0	0

Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- ***Walled Garden***
Find out how to register and certificate candidates on line
- ***Qualifications and Credit Framework (QCF)***
Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- ***Events***
Contains dates and information on the latest Centre events
- ***Online assessment***
Contains information on how to register for GOLLA assessments.

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Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
Centres	T: +44 (0)844 543 000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> • Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> • Re-issue of password or username • Technical problems • Entries • Results • GOLLA • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> • Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> • Logbooks • Centre documents • Forms • Free literature

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

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