

Cambridge TECHNICALS LEVEL 2

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SPORT AND PHYSICAL ACTIVITY

Unit 8

Assisting sports coaching

J/615/2391

Guided learning hours: 60

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Essential resources required for this unit: For LO2, LO3 and LO4, learners will require access to participants for the completion of their sports coaching sessions. Learners will also require access to facilities and equipment appropriate to the sports they are coaching.

For LO5, it would be beneficial for learners to have access to performance analysis equipment, such as video recording equipment and performance analysis software.

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

The main role of the assistant sport coach is to support a lead coach in the planning, delivery and reviewing of high quality coaching sessions. Fulfilling this role is dependent on the ability of the assistant sport coach to utilise a wide range of skills, techniques and personal qualities. Through applying these abilities an assistant sports coach can maximise the positive value of sport by helping to create sporting experiences that facilitate skill progression and develop personal qualities such as confidence and self-esteem. This unit provides an excellent foundation of knowledge in preparation for progression to more advanced coaching roles within sport. As the unit maps very closely to that of National Governing Bodies' coaching qualifications, it provides an ideal platform for further skill mastery and personal development. Furthermore, the skills and experiences gained through completing this unit are very desirable and transferrable outside of the sporting context.

This unit provides a comprehensive and engaging introduction to the practice of an assistant sports coach. Through the completion of this unit you will develop For example, you will explore the wide and varied roles and responsibilities of an assistant sports coach in supporting lead coaches and participants. You will also gain insight into the importance of ensuring the health and safety of participants within the sporting environment. There is also a very strong practical element to this unit. For example, you will have the opportunity to assist in the delivery and review of a sports coaching session either in an individual sport or a team sport.

This unit contains key synoptic tasks, the assessment of which will require learners to demonstrate skills, knowledge and understanding drawn from all other units within the Assistant Sports Coach pathway.

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>1. Be able to support the lead coach in ensuring the health and safety of participants within a sporting environment</p>	<p>1.1 Risk assessment, i.e.</p> <ul style="list-style-type: none"> • type of sport (e.g. individual activity, team sport) • location (e.g. indoor, outdoor, sports hall, swimming pool) • participants (e.g. age, experience, ability, injury, illness) • risk assessment steps (e.g. possible hazard, risk, likelihood of risk occurring (e.g. high, medium, low), how to minimise/prevent risk) <p>1.2 Health and safety guidelines of specific sports, i.e.</p> <ul style="list-style-type: none"> • checking field of play (e.g. court markings, pot holes, litter, goal posts) • specific equipment (e.g. football boots, shin pads, gum shield) • specific clothing (e.g. shorts, vests, socks) • first aid (first responder, first aid facilities and equipment) • emergency procedures (e.g. serious injury, fire) • hydration and refuelling (e.g. before, during, after session) <p>1.3 Safeguarding and duty of care, i.e.</p> <ul style="list-style-type: none"> • legal issues (e.g. DRB, first aid) • knowing club/team procedures for reporting suspected/disclosed harm or abuse (e.g. Welfare Officer), • personal responsibilities (e.g. not over-training players, safe sessions/drills, removing participants from field of play if injured or showing signs of aggression) • Communication with players/parents (e.g. texting session/match details to parents rather than players dependent on age)
<p>2. Be able to select and implement a sports coaching activity plan</p>	<p>2.1 Coaching activity plan, i.e.</p> <ul style="list-style-type: none"> • time required for activity • objectives of the session plan (e.g. to develop a specific skill or technique) • suitability to participants (e.g. based on age, experience, number, disabilities) • set up of activity • interpreting diagrams (e.g. use of cones, direction/flow of play, dimensions of area) • coaching points (e.g. use of space, striking of a ball) • progression and adaptations (e.g. for individual participants during an activity; further, complementary activities)

Learning outcomes The learner will:	Teaching content Learners must be taught:
	2.2 Choosing a plan, i.e. <ul style="list-style-type: none"> • suitable for participants • suitable to own level of knowledge and experience
3. Be able to teach sports skills to participants	3.1 Teaching methods, i.e. <ul style="list-style-type: none"> • instructing (e.g. delivering written or verbal instructions to participants) • demonstrating (e.g. self or peer) • applying (e.g. observing participant perform skill) • confirming (e.g. providing feedback to participant) 3.2 Skills, i.e. <ul style="list-style-type: none"> • sport-specific (e.g. passing, defending, shooting, serving, dribbling, strokes) • in-line with rules and regulations
4. Be able to assist in the delivery of an inclusive sports coaching session	4.1 Set up the coaching area(s) (e.g. correct use of equipment, sweeping the area to remove rubbish/debris, in line with the coaching session plan) 4.2 Delivering coaching activities within a sports coaching session, i.e. <ul style="list-style-type: none"> • management and control of the participants within the environment • taking responsibility for your activity/group of participants • effective communication and demonstrations • motivating participants • observation and correction of participants' performance • health and safety of participants throughout the session (e.g. dynamic risk assessment, emergency first aid, regular drinks breaks) • appropriate leadership style(s) adopted for the group • achievement of session goal(s) • participants progress and enjoyment of the session 4.3 Support the conclusion of a sports coaching session, i.e. <ul style="list-style-type: none"> • deliver cool-down • debrief participants/parents • obtain/deliver feedback from/to participants • provide feedback to the lead coach • tidy the coaching area
5. Be able to assist in the review of a sports coaching session	5.1 Review of own performance during sports coaching session, i.e. <ul style="list-style-type: none"> • management and control of the participants within the environment • effective communication and demonstrations • motivating participants • observation and correction of participants' performance • health and safety of participants throughout the session • appropriate leadership style(s) adopted for the group • achievement of session goals(s) • participants progress and enjoyment of the session

Learning outcomes	Teaching content
The learner will:	Learners must be taught:
	<p>5.2 Assessment of participants' performance during a coaching session, i.e.</p> <ul style="list-style-type: none"> • assessment methods (e.g. use of technology, coach observations (e.g. accurate performance of technique and skills, appropriate implementation of tactics), performance data, performance profiling) • strengths and areas of improvement specific to sport (e.g. techniques, skills, tactics, components of fitness) <p>5.3 Assess own development needs (e.g. NGB qualifications, further support/training from lead coach)</p>

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Be able to support the lead coach in ensuring the health and safety of participants within a sporting environment	*P1 Undertake a risk assessment for a coaching activity/session	M1 Describe health and safety guidelines for a specific sport	
	P2 Outline the responsibilities of an assistant sports coach in relation to safeguarding and duty of care		
2. Be able to select and implement a sports coaching activity plan	*P3 Choose a coaching activity plan suitable for you to deliver to a chosen group of participants	M2 Progress or adapt a sports coaching activity as instructed by a sports coaching activity plan	D1 Deliver a complete sports coaching session, with tutor support, using appropriate activity plans and demonstrating effective communication, motivational skills and teaching methods
	*P4: Follow the plan to deliver a basic coaching activity		
3. Be able to teach sports skills to participants	*P5 Demonstrate effective teaching methods when delivering a sports coaching activity		
4. Be able to assist in the delivery of an inclusive sports coaching session	*P6 Safely set up a sports coaching area and equipment	M3 Use effective communication, motivational skills and teaching methods when delivering a sports coaching activity	
	*P7 Deliver a warm up, a coaching activity, cool down and conclusion as part of a sports coaching session		

LO	Pass	Merit	Distinction
5. Be able to assist in the review of a sports coaching session	*P8 Review own performance during a sports coaching activity	M4 Make recommendations for own personal development in order to become a sports coach	
	*P9 Support the lead coach to review the performance of participants during a sports coaching session, identifying strength and areas of improvement		

SYNOPTIC ASSESSMENT

This unit is a synoptic unit, as ‘assisting sports coaching’ is the key task for the Assistant Sports Coach Diploma. The assessment guidance below indicates where knowledge, understanding and skills from other units should be shown in the evidence generated for this unit. As such, order in which units are delivered by the centre needs to be considered to enable these links to be made as effectively as possible. In some cases it may be possible to combine the requirements of different LOs in different units and achieve them in a combined task.

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more detail. We have indicated in this unit where these links are with an asterisk and provided more detail in the Assessment Guidance.

ASSESSMENT GUIDANCE

LO1 Be able to support the lead coach in ensuring the health and safety of participants within a sporting environment:

** For this LO, learners will need to apply learning from Unit 4 Leading sport and physical activity session – LO1 Know the roles, responsibilities, skills and behaviours of activity leaders*

Within this task learners must be able to demonstrate that they can prepare a safe learning environment that is suitable for their chosen sports and for the participants that will be involved in these sessions. P1 requires the learners to undertake a risk assessment for a coaching activity/session in either an individual or a team sport. Learners should create their own risk assessment template or be provided with one by the tutor. M1 requires learners to describe the health and safety guidelines for a specific sport; this can be a team or individual sport and should be the same sport used throughout LOs 2, 3 and 4. To achieve the P2 criteria, learners must consider safeguarding and duty of care responsibilities before, during and after a sports coaching session.

LO2 Be able to select and implement a sports coaching activity plan

** For this LO, learners will need to apply learning from other units studied:*

Unit 2 Physical preparation and readiness for sport and physical activity – LO4 Understand the needs of different participants in sport and physical activity

Unit 3 Inclusivity, equality and diversity in delivering sport and physical activity – LO4 Know ways in which more inclusive, equitable and diverse sport and physical activity environments could be provided

Unit 4 Unit 4 Leading sport and physical activity sessions – LO3 Be able to lead a sports and physical activity session

Learners may also apply learning from Unit 5 Customer service in sport and physical activity.

For this LO, learners are expected to choose a coaching activity session plan that is suitable to be used with a selected group of participants (at least two participants and considering age, experience, ability etc...) and which is also appropriate for the learner to deliver some (P4, M2) or all of (D1). Session plans produced in Unit 4 could be used if appropriate but each learner should be delivering a session plan which is not their own, so one produced by a peer for example. Tutors could supply a range of plans from which learners can choose, or learners could be asked to source their own (some sports coaching and NGB websites could be used to source session plans).

Learners will then need to follow the basic plan accurately in order to deliver a sports coaching activity (P4). In order to achieve M2, learners will need to follow the suggested progressions and adaptations detailed on the activity plan to suitably adapt or progress the activity for participants.

Note that an 'activity' is deemed to be a particular practice or drill within the session plan. In the case of M2, it may be more than one if the 'progression' is in fact a second related practice or drill which develops from the first rather than an adaptation within the initial activity (this may depend on how the session plan being used is presented/constructed).

LO3 Be able to teach sports skills to participants:

** For this LO, learners will need to apply learning from other units studied:*

Unit 4 Leading sport and physical activity sessions – LO3 Be able to lead a sports and physical activity session.

Learners may also apply learning from Unit 5 Customer service in sport and physical activity.

For P5, Learners must use all of the methods outlined in Teaching Content 3.1. Learners will ideally use the same coaching activity plan as that used in LO2 in order to demonstrate effective teaching methods, however if delivery of the activity in question does not enable all required methods to be shown, then a different or additional activity should be used to enable all of the required skills to be demonstrated.

LO4 Be able to assist in the delivery of a sports coaching session:

** For this LO, learners will need to apply learning from other units studied:*

Unit 2 Physical preparation and readiness for sport and physical activity – LO3 Understand the use of warm ups and cool downs

Unit 4 Leading sport and physical activity sessions – LO3 Be able to lead a sport and physical activity session.

Learners may also apply learning from Unit 6 – Components and principles of fitness training for sport and physical activity and Unit 7 Practical sport.

For P6, learners must set up a coaching area that is safe and suitable for all of the activities that are due to be delivered as part of the coaching session (not just for an activity within the session if that is all that they are delivering). For P7, learners must deliver a suitable warm up for the sport and activities involved in the coaching session; one activity (at least 15 minutes long); an appropriate cool down and conclude the session. For M3, learners demonstrate the use of effective communication and motivation skills and employ teaching methods from LO3 in the delivery of a coaching activity. For D1, learners need to be able to deliver an entire coaching session (as opposed to an activity within a session). The session should be between 40 minutes and 1 hour in duration, including warm up, coaching activities, cool down and conclusion. Session plans from LO2 can be used; where these would not meet the

minimum 40 minutes they could be extended by adding in some further progressions of activities or additional activities, or two shorter session plans could be combined if they are complimentary.

LO5: Be able to assist in the review of a sports coaching session

* For this LO, learners will need to apply learning from other units studied:

Unit 4 Leading sport and physical activity sessions – LO4 Be able to review sport and physical activity sessions

To successfully achieve P8, learners must review their own performance during a sports coaching session (rather than that of any other coaches/assistant coaches involved). In addition to this, P9 requires the learners to support the lead coach in reviewing the session by obtaining feedback on the participants and providing the lead coach with their feedback on the performance of participants. Learners must identify strengths and areas of improvement in terms of the techniques, skills, tactics and components of fitness specific to the sport. It would be useful for the learners to video record a selected participant's performance so that it can be more accurately assessed after the session. Building on this, M4 requires learners to consider their own development as an assistant coach and activities or qualifications they could undertake in order to improve their performance as an assistant coach and develop into a lead/session coach.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR *Guide to Referencing* available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for Technical Certificate qualifications

These qualifications have been designed to be recognised as Technical certificates in performance tables in England. It is a requirement of these qualifications for centres to secure employer involvement through delivery and/or assessment of these qualifications for every learner.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is mandatory in the Assistant Sports Coach pathway.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	With the skills, knowledge and experience gained through completing this unit learners will be well equipped to deliver supervised activities within local schools, sports clubs and/or sports camps.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	This unit is closely aligned to that of the UKCC Level 2 framework and the Sports Leaders' Level 2 award schemes. Learners could therefore complete NGB Level 2 coaching awards or the Sports Leaders Level 2 award schemes and use the evidence gained from these courses towards the completion of this unit.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Centres are encouraged to invite coaches, PE teachers and other sports leaders to deliver aspects of the unit. For example, coaches could provide master classes on different aspects of coaching pedagogy, such as the planning and delivery of coaching sessions; how to deliver high quality coaching points; or how to make coaching sessions inclusive for all participants.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Learners could deliver the practical aspects of this unit within their local community. For example, learners could work with local Primary and Secondary schools under the guidance of PE teachers. Equally, learners could seek placements within local sports clubs working alongside lead coaches in delivering coaching sessions. Such experiences would provide an ideal opportunity for the participants to be mentored and assessed by an expert in their field.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

To find out more
ocr.org.uk/sport

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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