



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN SPORT

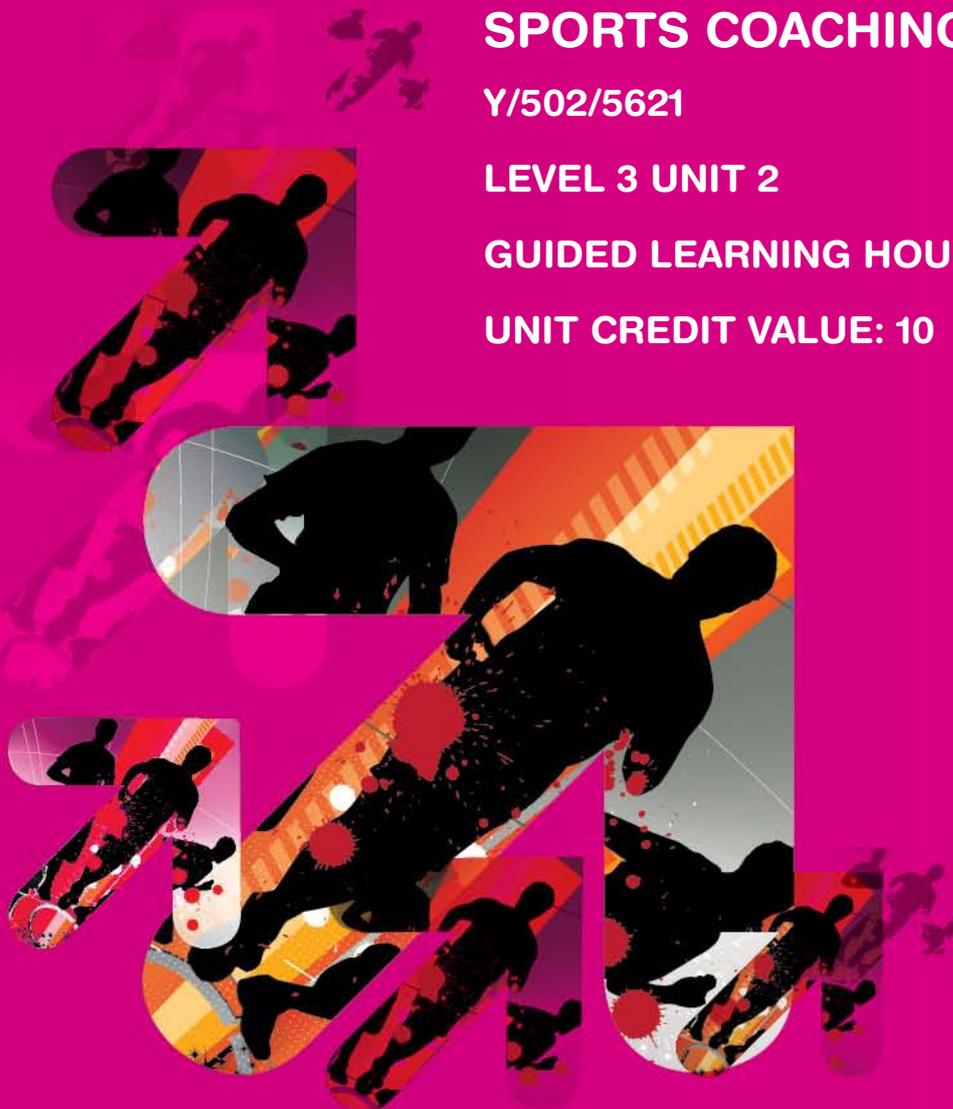
SPORTS COACHING

Y/502/5621

LEVEL 3 UNIT 2

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



SPORTS COACHING

Y/502/5621

LEVEL 3

AIM OF THE UNIT

Behind every successful athlete or performer you will find at least one coach, sometimes a number of them, directing, supporting and guiding them to achieve. The role of the coach in sport is essential as they are the driving force behind the athlete, planning and personalising their training to suit them and work to the athlete's strength, usually having to do this for a number of different athletes and performers. The role of a coach is also a varied one, acting as expert, authoritarian, leader and sometimes even counsellor.

PURPOSE OF THE UNIT

The purpose of this unit is to show learners how varied the role and responsibilities of a coach can be and how they can impact on an athlete's performance and even their career. It will also show learners how a variety of methods and techniques need to be used by a coach in order to ensure that they are getting the best out of their athletes.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass	Merit	Distinction
The learner will:	The learner can:		
1 Know the roles, responsibilities and skills of sports coaches	P1 describe four roles and four responsibilities of sports coaches, using examples of coaches from different sports	M1 describe how the roles and responsibilities of sports coaches can affect performance	
	P2 describe three skills common to successful sports coaches, using examples of coaches from different sports		
2 Know the techniques used by coaches to improve the performance of athletes	P3 describe three different techniques that are used by coaches, to improve the performance of athletes	M2 identify techniques being used by coaches to improve performance during a practical session	
3 Be able to plan a sports coaching session	P4 plan a sports coaching session	M3 plan a series of sports coaching sessions to improve performance in a selected sport over time	D1 continually review sports coaching sessions making amendments to the planning and delivery of upcoming sessions where needed
4 Be able to deliver and review a sports coaching session	P5 deliver a sports coaching session, with tutor support	M4 deliver a series of sports coaching sessions to improve performance in a selected sport over time	
	P6 carry out a review of the planning and delivery of a sports coaching session, identifying strengths and areas for improvement		

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.

LO1 Know the roles, responsibilities and skills of sports coaches

The roles of the sports coach: (e.g. instructor/teacher, manager, friend, motivator, planner, leader)

The responsibilities of the sports coach: (e.g. updating own knowledge about recent changes in the sport, management and planning, skill development, safety and security)

Skills: (e.g. analysing, evaluating, communication, organisation, problem solving)

LO2 Know the techniques used by coaches to improve the performance of athletes

Techniques: (e.g. effective demonstration, analysis of strengths and weaknesses (e.g. skills, tactics, fitness), action planning, goal setting, simulation, technical instruction, adapting practices to meet individual needs, designing effective practice sessions)

LO3 Be able to plan a sports coaching session

Session objectives and aims: (e.g. improve dribbling skills, learn how to serve)

Consideration of participants: (e.g. age, ability, previous experience, number attending)

Content of session: (e.g. warm up, main content, cool down, organisation, resources, leadership approach)

Risk assessment: (e.g. emergency procedures, contingencies)

Over time: i.e. a series of sessions focusing on different activities to boost all round performance (e.g. serving, volleying, ground strokes)

LO4 Be able to deliver and review a sports coaching session

Delivering a session: (e.g. appropriate role for the group, management of the group, the environment, the session, communication and demonstrations, observation and correction of performance, health and safety, motivating participants)

Reviewing a session: i.e. reflect on session by considering (e.g. planning, organisation, content of the session, leadership style, coaching communication, demonstrations, observation and correction of performance), achievement of the session objectives

DELIVERY GUIDANCE

LO1 In this LO tutors could ask learners to relay their experiences of different coaches, what roles did they take on? What responsibilities and what skills did they have? etc. Through this discussion it might also be possible to look at some more high profile coaches and examine the roles they have within their sport. There should also be some opportunity to practically demonstrate some of the skills required through the tutor taking on the role of the coach or through simulation. A task requiring the learner to considering what type of coach they want to be should help them throughout the unit.

LO2 'What do coaches do to improve performance?' A discussion could take place about the various ways in which coaches could bring about improvements in performance followed by practical demonstrations or through observations of coaching DVDs or media outlets. Those learners looking to achieve the merit level could consider how they might include different techniques within their plans and sessions.

LO3 and **LO4** These LO's follow on logically from one another. The tutor could present the learner with a variety of different session plan templates and discuss with them what the most important aspects are. Learners could then use an existing template or devise one of their own. Although learners may coach each other within a group and try different techniques, it is important that they get the opportunity to work with a different age group; older primary children present the perfect opportunity for them to develop their skills.

The criteria asks for learners to undertake a series of sessions in order to access a higher grade. This allows the learner to gain experience and build upon it. For the merit criteria a series is more than two

Learners should be encouraged to reflect on their experiences and be a 'critical friend' to their peers, this will help them to ensure that they are able access the distinction level.

GUIDANCE ON ASSESSING THE SUGGESTED TASKS

The table below shows suggested scenarios that cover the pass, merit and distinction criteria in the assessment and grading grid.

The local authority are looking to develop a summer training programme for a number of different sports. Having already recruited a number of experienced coaches they are now looking for a number of people to provide assistance to the coaches during the programme and occasionally work with smaller groups on their own. The aim is to develop talent both in performance and coaching. You have decided to apply for one of the jobs and as such are required to complete a number of tasks.

Criteria	Assignment title	Scenario	Assessment
P1 and P2	Roles, responsibilities and skills of sports coaches.	It is important that you understand the role of a coach and what makes a coach successful. It is to this end that you have been asked to provide a report on the roles and responsibilities of coaches and the skills that make them successful, giving examples from different sports.	Written report outlining roles and responsibilities of sports coaches, and skills common to them.
P3	Techniques used by coaches.	You have been asked to work with a primary school team to help improve their performance in a local school league. Prepare a plan using the techniques you have learnt to improve their performance.	A simplified coaching plan that outlines the strategies that could be employed to improve performance.
P4, P5 and P6	Sports coaching session.	A local primary school has asked you to work with a group of their students in a sport of your choice. In order to achieve a successful session you will need to plan the session, deliver the session and then review the session.	Learners might develop their own session plan or use one provided by the tutor to include a section that reviews the plan and delivery. A witness statement for delivery of the session (and also video evidence) and peer feedback are also useful to help learners to review their performance.
M1	Roles and responsibilities of sports coaches 2.	Consider what affect a poor knowledge of the roles and responsibilities of a coach might have on a team or individual.	An extension to the task should enable learner to consider what affect it might have.
M2	Techniques being used by coaches to improve performance.	Include the techniques you have considered using into your session plan for the primary school.	Witness statement and session plan.

M3	Plan a series of sports coaching sessions.	Plan a series of sessions for a group of primary children so that they develop their skills.	Written session plans.
M4	Deliver a series of sports coaching sessions.	Deliver the sessions planned.	A witness statement for delivery of the session (and also video evidence), peer observations are also useful to help learners to review their performance.
D1	Continually review sports coaching sessions.	You have completed your first session with the primary group, you now need to go back and review your plan for future sessions, draw on the techniques you have learnt and amend them in line with the outcomes of the first session, adjusting goals, activities etc as necessary. You may need to do this after each session.	Learners might develop their own session plans or use some provided by the tutor to include a section that reviews the plan and delivery. A witness statement for delivery of the sessions (and also video evidence), peer observations are also useful to help learners to review their performance. The tutor should consider whether the sessions progress from the first one.

RESOURCES

Soccer Strategies (Defensive and Attacking tactics) - Jones and Tranter (Amazon books 2012) ISBN 7861987439365

4-4-2 versus 4-3-3 – Tossani (First Stone Publishing 2012) ISBN 9780736067543

Getting Started in Track and Field Athletics: Advice and Ideas for Children, Parents and Teachers – Barber G (Trafford Publishing, 2005) ISBN 9781412065573

Coaching Basketball: Technical and Tactical Skills – Mgee K(Human Kinetics Europe, 2007) ISBN 9780736047050

Canon of Judo: Classic Teachings on Principles and Techniques – Mifune K (Kodansha International Ltd, 2004) ISBN 9784770029799

Tennis: A Complete Guide to Tactics and Training – Sporting Skills- Parkhurst A (First Stone Publishing, 2005) ISBN 9781904439479

Coaching for Long-term Athlete Development – Stafford I et al (Sports Coach UK, 2005) ISBN 9781987439236

Journals

4-4-2

Academy Soccer Coach

Websites

The British Olympic Association www.olympics.org.uk

Amateur Swimming Association www.britishswimming.org.uk

Badminton Association of England www.badmintonengland.co.uk

British Cycling www.britishcycling.org.uk

British Gymnastics www.british-gymnastics.org

Coachwise www.coachwise.co.uk

The Lawn Tennis Association www.lta.org.uk

Prozone www.pzfootball.co.uk

www.safesport.co.uk

www.sportscoachuk.org

www.sportscoachuk.org/coaches/resource-bank

<http://www.1st4sport.com>

<http://www.coachwise.ltd.uk>

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 7: Practical Team Sports

Unit 11: Practical Individual Sports

Unit 13: Leadership in Sport

Unit 20: Technical and Tactical Skills in Sport

Unit 22: Assessing Risk in Sport



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

Telephone 02476 851509

Email cambridgetechnicals@ocr.org.uk

www.ocr.org.uk