



Technical and Vocational Education and Training (TVET) Council



Occupational Standards of Competence

Coaching and Instructing in Sports

Level 3

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Qualification Overview
NVQ
in
Coaching and Instructing in Sports
Level 3

NVQ in Coaching and Instructing in Sports Level 3 cont'd

Qualification Overview

Who is the qualification for?

This unit is aimed at people who have extensive experience of coaching and instructing beginner and intermediate participants in their sport/activity. Candidates should be familiar with the skills and techniques of the sport/activity and the principles of developing programmes for participants, capable of safely running sessions on their own, dealing with accidents, illness and other kinds of emergency and promoting active living and healthy eating, as defined by the technical definition and assessment specification of the sport/activity.

These competencies are for persons who are likely to be in roles where for example their duties include:

- Planning and managing a sports programme
- Promoting the adoption and maintenance of regular physical activity
- Enabling persons with physical limitations to take part in programmes of physical activity.

Relevant occupations include:

- Sports leaders
- Sports coaches
- Physical Education teachers/instructors

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

N.B. Some units are likely to be assessed in conjunction with other mandatory and optional units as defined by the technical definition and assessment specifications of the sport/activity.

APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

COACHING AND INSTRUCTING IN SPORTS - LEVEL 3 – A021 03

To achieve the full qualification, candidates must complete thirteen (13) units in total made up of ten (10) mandatory units plus three (3) optional units. Candidates can also take additional units, although these are not required to complete the qualification.

<u>MANDATORY UNITS (ALL MUST BE COMPLETED)</u>	<u>TVETC CODE</u>
1. Analyze information and identify goals	U35003
1.1 Collect information on current and past performance	
1.2 Evaluate current performance	
1.3 Set and agree medium and long term goals	
1.4 Set and agree detailed short term goals	
2. Plan a programme to achieve goals	U35103
2.1 Plan a programme to achieve long and medium term goals	
2.2 Plan training cycles to achieve medium term goals	
2.3 Identify and access equipment and personnel to achieve goals	
2.4 Plan coaching sessions	
3. Manage and evaluate a programme to achieve goals	U35203
3.1 Implement a programme	
3.2 Monitor and adjust the programme to meet changing needs and circumstances	
3.3 Communicate programme information	
3.4 Conclude the programme	
3.5 Evaluate the programme	
4. Enable people with disabilities to take part in activities	U35303
4.1 Identify the needs of disabled participants for the activity	
4.2 Adapt activities to the needs of disabled participants	
4.3 Work with disabled participants	

NVQ in Coaching and Instructing in Sports Level 3 cont'd

Qualification Overview

Mandatory Units (All must be completed)	<u>TVETC CODE</u>
5. Apply rules/regulations of the sport/activity in a competitive environment	U35403
5.1 Manage the competitive environment	
5.2 Apply rules and regulations during competition	
6. Coach sessions to enable participants to achieve sessional goals	U35503
6.1 Introduce the participants to sessions	
6.2 Warm up participants	
6.3 Coach sessions to enable participants to achieve sessional goals	
6.4 Deliver components within sessions	
6.5 Provide feedback to the participants	
6.6 Cool down participants	
6.7 End the session	
6.8 Evaluate the session	
7. Apply basic principles of nutrition to enhance performance and recovery	U35603
7.1 Plan basic nutrition strategies for pre, during and post training events	
7.2 Manage and evaluate nutrition strategies for pre, during, post training and competitive events	
7.3 Refer individuals with particular nutritional needs to an appropriate professional when necessary	
8. Establish and maintain relationships which support the coaching process	U35703
8.1 Establish and maintain effective working relationships with participants	
8.2 Establish and maintain links with others involved in sport/activity and coaching	
8.3 Identify and respond to possible abuse	

NVQ in Coaching and Instructing in Sports Level 3 cont'd

Qualification Overview

Mandatory Units (All must be completed)

TVETC CODE

- | | |
|---|---------------|
| 9. Provide assistance to emergency personnel in dealing with accidents and emergencies | U35803 |
| 9.1 Deal with injuries and signs of illness | |
| 9.2 Follow emergency procedures | |
| 10. Recognize indications of substance misuse and refer individuals to specialists | U35903 |
| 10.1 Recognize indications of substance misuse | |
| 10.2 Refer individuals with indications of substance misuse to specialists | |

Optional Units (Choose 3)

- | | |
|--|---------------|
| 11. Promote the adoption and maintenance of regular physical activity | U36003 |
| 11.1 Establish and maintain effective relationships with participants | |
| 11.2 Promote the benefits of regular exercise and opportunities to take part | |
| 11.3 Build confidence for participation in regular physical activity | |
| 12. Promote active living and healthy eating | U36103 |
| 12.1 Identify the participants' current knowledge about active living and healthy eating and share information | |
| 12.2 Identify the participants' wants and needs and discuss options for active living and healthy eating | |
| 12.3 Review the participants' progress | |
| 12.4 Establish and develop links with other supporting professionals | |

NVQ in Coaching and Instructing in Sports Level 3 cont'd

Qualification Overview cont'd

Optional Units (Choose 3)	<u>TVETC CODE</u>
<p>13 Plan and organize services and operations to meet expectations and requirements</p> <p>13.1 Plan services and operations to meet requirements and expectations</p> <p>13.2 Monitor and maintain services and operations to meet requirements</p>	<p>U36203</p>
<p>14 Manage contributions to the programme</p> <p>14.1 Monitor coaching plans introduced by others</p> <p>14.2 Coordinate the delivery of the coaching programme</p> <p>14.3 Lead review meetings</p>	<p>U36303</p>
<p>15 Support the protection of children from abuse</p> <p>15.1 Monitor personal behavior in dealing with children</p> <p>15.2 Report signs of possible abuse</p> <p>15.3 Respond to a child's disclosure of abuse</p>	<p>U36403</p>
<p>16 Enable participants with physical limitations to take part in programmes of physical activity</p> <p>16.1 Collect and analyze information on physical limitations</p> <p>16.2 Agree on a physical programme to meet participant needs</p> <p>16.3 Plan sessions incorporating adaptations to meet participant needs</p> <p>16.4 Teach sessions incorporating adaptations to meet participant needs</p> <p>16.5 Evaluate sessions and/or programme for participants with physical limitations</p>	<p>U36503</p>

NVQ in Coaching and Instructing in Sports Level 3 cont'd

Qualification Overview cont'd

Optional Units (Choose 3)	<u>TVETC CODE</u>
17 Apply basic sports psychology to enhance performance	U36603
17.1 Develop psychological performance profiles of participants	
17.2 Develop plans to maintain and enhance psychological skills	
17.3 Manage and evaluate plans to maintain and enhance psychological skills	
18 Apply biomechanical principles to performance	U36703
18.1 Analyze the biomechanical aspects of the participant's performance	
18.2 Identify and propose methods of improving biomechanical performance	
18.3 Implement and evaluate methods of improving biomechanical performance	
19 Plan, manage and evaluate a basic physical conditioning programme	U36803
19.1 Collect and analyze information to plan basic physical conditioning programmes	
19.2 Manage and evaluate field tests of physical condition	
19.3 Develop basic physical programmes to meet goals	
19.4 Manage and evaluate basic physical conditioning programmes to meet identified goals	

NVQ in Coaching and Instructing in Sports Level 3 cont'd

Evidence Requirements:

The following guidance applies to the evidence requirements of each unit and should be read in conjunction with the unit specification.

(1) Critical Aspects of Evidence

The evidence requirements contain an overview of the assessment requirements and identify specific aspects of evidence which are critical in determining competence.

For a candidate to be judged competent in a unit, the evidence presented must satisfy:

All the performance criteria in each element

All the range in each element, unless specified i.e. the minimum number of each range that must be met

All the evidence requirements

All the relevant knowledge and understanding listed

(2) Methods of Assessment

List the acceptable methods of assessment for the unit i.e. observation, oral/written questions

The methods of assessment **do not** list every piece of evidence that can be observed or examined i.e. documents, products of work etc.

(3) Context of Assessment

All aspects of each element should be observed once unless otherwise stated. The level of the qualification will dictate whether this should be on more than one occasion.

The context of assessment should also speak to whether evidence must come from a real working environment and/or if simulations are allowed.

The conditions under which simulation is allowed must be specifically stated.

Simulation

Unless otherwise stated in the evidence requirements, simulation is acceptable only as a supplementary form of evidence for certain range statements and performance criteria. These situations may include generic health and safety, fire and contingency activities for which the opportunity for assessment is often minimal in the workplace. It **should not** include routine activities which should be covered by performance evidence.

Where assessment is to be carried out through activities performed under simulation, the Internal Verifier must agree to the use of simulated activities with the assessor(s) and External Verifier before they take place and must sample all performance evidence produced through simulated activities.

Clarification

Please see the attached Glossary at Appendix 1 for clarification of terminology used within these standards.

U35003: Analyze information and identify goals

Unit Descriptor:

This unit is about the preparation that a coach/instructor needs to undertake to produce long, medium and short term goals for a coaching/instructing programme. It deals with the collection of information about the participants' past and current performance and personal goals and mapping out goals which will take them towards their long term goal(s). Candidates will be required to gather information in the areas defined by the technical definition and assessment specification for the sport/activity. The technical definition and assessment specification will define the target group for the unit i.e. adults and children involved in sport/activity, etc.

The unit is aimed at people who have extensive experience in coaching and instructing beginner and intermediate participants in their sport/activity. Candidates should be familiar with the skills and techniques of sport/activity and the principles of developing a programme for participants as defined by the technical definition and assessment specification of the sport/activity.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Collect information on current and past performance | 1.1 Identify the information to be collected ensuring that it is relevant to the sport/activity and participants .
1.2 Ensure the methods chosen to collect the information are appropriate.
1.3 Ensure the information collected is up to date and accurate.
1.4 Resolve any contradictions or gaps in the information .
1.5 Ensure participants are aware of the information collected about them and the methods of collection. |
|--|---|

- 1.6 Manage collected **information** confidentially.
2. Evaluate current performance
 - 2.1 Record the collected **information** in a way which aids analysis.
 - 2.2 Analyze the **information** collected.
 - 2.3 Interpret the analysis in the context of the sport/activity and the **participants**.
 - 2.4 Test the accuracy and validity of the original collection and analysis **methods**.
 - 2.5 Use the final interpretations as a basis for setting goals.
3. Set and agree medium and long term goals
 - 3.1 Identify medium and long term goals which are consistent with the final analysis of **information** collected.
 - 3.2 Ensure the medium and long term goals are consistent with the **participants'** needs and potential.
 - 3.3 Ensure goals are **recorded** in a manner in which they can be easily shared with **others**.
 - 3.4 Ensure negotiations to agree the medium and long term goals are ethical.
 - 3.5 Involve **others** in the agreement of medium and long term goals where appropriate.
4. Set and agree detailed short term goals
 - 4.1 Identify short term goals which are consistent with the final analysis of **information** collected.
 - 4.2 Ensure goals will contribute to the achievement of the medium and long term goals.
 - 4.3 Ensure the short term goals are consistent with the **participants'** needs and potential.

- 4.4 Ensure short term goals are recorded in a manner in which they can be easily shared with **others**.
- 4.5 Ensure negotiations to agree short term goals are ethical.
- 4.6 Involve **others** in the agreement of short term goals where appropriate.

RANGE STATEMENT

You must cover the items below:

A. Information:

- i) physical
- ii) psychological
- iii) technical
- iv) tactical

B. Participants:

- i) individuals
- ii) groups
- iii) with particular needs as defined by the technical definition for the sport/activity

C. Methods:

- i) consultation
- ii) assessments
- iii) observation
- iv) published information

D. Others:

- i) parents/guardians
- ii) other coaches/teachers/instructors working with the participants
- iii) support personnel
- iv) participants

UNDERPINNING KNOWLEDGE AND SKILLS

You need to understand:

1. How to select information to collect, analyze and interpret.
2. Why it is important to collect information on past and current performance.
3. Methods which may be used to collect information on past and current performance.
4. How to select methods of gathering information on participants, the sport/activity and the resources available.
5. Different situations in which specialist help may be required, what type of specialist help may be called upon, and how to access such help.
6. Why information must be up to date and accurate.
7. How to identify contradictions and gaps in information, and how to deal with contradictions.
8. Why it is important to respect the participants needs and wishes regarding confidentiality.
9. What kind of information may need to be treated confidentially.
10. How to organize information in a way which aids analysis and interpretation.
11. How to analyze and interpret information collected.
12. How to test interpretations.
13. Why it is important to base goal setting on the analysis of past and current performance and how to ensure this happens.
14. Why it is important to identify and agree medium and long term goals with participants.
15. Why short, medium and long term goals should fit the performance cycle and how to ensure this happens.
16. The types of ethical and unethical methods which may be used to negotiate goals with participants.
17. Under what circumstances it may be appropriate to agree goals with others.
18. How to identify short term goals which are consistent with the information collected.
19. How to ensure short term goals contribute to the achievement of the medium and long term goals.
20. How to record goals.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out all the elements, meeting all of the performance criteria **on more than one occasion**. This evidence must come from working in a real coaching/instructing environment.

Candidates must show they can meet all of the performance criteria covering **as a minimum** from the range:

- three types of **information**
- two types of **participants**
- two types of **methods**
- two types of **others**

(2) Methods of Assessment

- Observation
- Witness testimony
- Simulations
- Oral questions
- Written evidence (projects or assignments)

(3) Context of Assessment

When a real coaching/instructing environment does not produce evidence for aspects of an element, the assessor may create realistic simulations to enable the candidate to demonstrate competence.

U35103: Plan a programme to achieve goals

Unit Descriptor:

This unit is about the production of a programme of development which, based upon the goals set in unit B27, provides a timetable to achieve the medium and long term goals. The programme will be divided into training cycles and within each cycle, a number of individual coaching/instructing sessions will be delivered by the coach/instructor and/or others involved in the delivery of the programme. The technical definition and assessment specification will define the target group for the unit i.e. adults and children, involved in sport/activity, etc.

ELEMENT	PERFORMANCE CRITERIA
	<i>To be competent you must achieve the following:</i>
1. Plan a programme to achieve long and medium term goals	1.1 Identify fixed points in the programme. 1.2 Identify training cycles within the programme. 1.3 Identify the focus of each component within each training cycle. 1.4 Identify the priority of each component within each training cycle. 1.5 Ensure the principles of training are applied to the plan. 1.6 Agree the programme with others . 1.7 Document the agreed programme.
2. Plan training cycles to achieve medium term goals	2.1 Identify the fixed points in the training cycle. 2.2 Identify the training and performance necessary to develop the identified focus of each component . 2.3 Ensure planned development of each component matches its priority.

- | | | |
|---|-----|---|
| | 2.4 | Ensure the programme is developed with due consideration for the identified fixed points. |
| | 2.5 | Ensure the principles of training are applied. |
| | 2.6 | Develop contingency plans for participants who do not achieve goals. |
| | 2.7 | Agree the plan with others . |
| | 2.8 | Document the agreed plan and contingencies for the training cycle. |
| 3. Identify and access equipment and personnel to achieve goals | 3.1 | Identify the resources necessary to implement the planned programme. |
| | 3.2 | Secure availability of resources with sources. |
| | 3.3 | Ensure resources are within the programme's budget. |
| | 3.4 | Modify the plan to match resources and financial availability where necessary. |
| | 3.5 | Document the planned resources for each training cycle of the programme. |
| 4. Plan coaching sessions | 4.1 | Identify the short term goals to which the session should contribute. |
| | 4.2 | Ensure the identified short term goals are consistent with the medium term goals. |
| | 4.3 | Produce an outline plan for the session. |
| | 4.4 | Ensure the plan will contribute to the identified short term goals. |
| | 4.5 | Ensure the plan conforms to health and safety requirements. |
| | 4.6 | Ensure the plan maximizes the time and resources available. |

- 4.7 Plan methods of delivery appropriate to the sport/activity, **participants**, and **resources**.
- 4.8 Develop contingency plans for participants who do not achieve goals.
- 4.9 Agree the plan with **others**.
- 4.10 Document the agreed plan and contingencies for the session.

RANGE STATEMENT

You must cover the items below:

A. Components:

- i) physical
- ii) psychological
- iii) technical
- iv) tactical
- v) social
- vi) environment

B. Others:

- i) parents/guardians
- ii) other coaches/instructors working with the participants
- iii) support personnel
- iv) participants

C. Resources:

- i) facilities
- ii) coaching staff
- iii) specialist staff
- iv) equipment
- v) financial

D. Participants

- i) individuals
- ii) groups
- iii) with particular needs as defined by the technical definition for the sport/activity

UNDERPINNING KNOWLEDGE AND SKILLS

You need to understand:

1. How to identify fixed points within a programme.
2. How to determine training cycles and components within the training cycles and their priority.
3. How to relate training cycles to the achievement of goals.
4. How to apply the principles of training.
5. How to document and agree the programme with others.
6. How to identify and access appropriate resources for a programme.
7. Documenting of session planning which include aspects of health and safety, resources, setting and implementing contingency plans.
8. The appropriate methods of delivery of skills and techniques of the sport/activity.
9. How to adapt plans to meet resource availability.
10. Session planning to meet goals.
11. What kind of information may need to be treated confidentially.
12. Why it is important to identify and agree medium and long term goals with participants.
13. Why, short, medium and long term goals should fit the performance cycle and how to ensure this happens.
14. How to ensure short term goals contribute to the achievement of the medium and long term goals.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that he/she can carry out all the elements, meeting all of the performance criteria **on more than one occasion**. This evidence must come from working in a real coaching/instructing environment.

Candidates must show they can meet **all** of the performance criteria covering **as a minimum** from the range:

- three types of **components**
- two types of **others**
- three types of **resources**
- two types of **participants**

(2) Methods of Assessment

- Observation
- Simulations
- Witness Testimony
- Oral questioning
- Written evidence (projects or assignments)
- Professional discussion

(3) Context of Assessment

When a real coaching/instructing environment does not produce evidence for aspects of an element the assessor, the assessor may create realistic simulations to enable the candidate to demonstrate competence.

U35203: Manage and evaluate a programme to achieve goals

Unit Descriptor:

This unit is about the implementation, management and evaluation of the programme produced by the coach/instructor. It takes a holistic look at the programme, requiring evidence that the programme has been implemented, concluded and evaluated. Evidence for this unit may be spread over a period of as long as twelve (12) months. The technical definition and assessment specification for the sport/activity will define the target group for the unit i.e. adults and children, involved in sport/activity, etc.

ELEMENT	PERFORMANCE CRITERIA
1. Implement a programme	<p><i>To be competent you must achieve the following:</i></p> <p>1.1 Ensure resources are adequate for the planned programme and satisfy health and safety legislation and the requirements of the sports/activity.</p> <p>1.2 Ensure resources are set up and arranged in a way which meet participants' needs and the goals of the programme.</p> <p>1.3 Make sure access to the facility/area is safe and possible for all participants.</p> <p>1.4 Coordinate and allocate resources so as to optimize their use by participants.</p> <p>1.5 Brief other staff as to their responsibilities and contributions to the programme.</p>
2. Monitor and adjust the programme to meet changing needs and circumstances	<p>2.1 Identify aspects of the programme which are not contributing to the achievement of the programme goals.</p> <p>2.2 Make adjustments to activities or opportunities which enable the programme to meet its goals.</p>

- 2.3 Make adjustments to **resources** to ensure they continue to be adequate and safe throughout the programme.
- 2.4 Ensure **resources** are amended to ensure the effectiveness of the programme.
- 2.5 Regularly monitor the programme and take appropriate action to keep behaviour and activities within planned parameters.
- 2.6 Ensure feedback is obtained from **participants** and other staff involved.
- 2.7 Make adjustments to the programme to meet the **participants'** developing needs and capabilities.
- 2.8 Implement **contingency plans** when appropriate with minimum of disruption.
- 2.9 Keep other staff involved informed of changes to the programme.
3. Communicate programme information
 - 3.1 Ensure the aims and **demands of the programme** are explained to participants and other staff.
 - 3.2 Explain to **participants** and other staff information regarding current accepted practices.
 - 3.3 Brief other staff as to the extent and limitations of their responsibilities.
 - 3.4 Clearly explain to other staff expectations regarding behaviour towards **participants**.
 - 3.5 Communicate amendments to the programme, which affect **participants** and other staff.
 - 3.6 Ensure written information is accurate and legible.

- 4. Conclude the programme
 - 4.1 Conclude the programme in line with programme plan.
 - 4.2 Ensure any arrangements relating to **resources** are concluded to the satisfaction of those concerned.
 - 4.3 Seek feedback from participants and other staff on the programme.
 - 4.4 Inform **participants** of opportunities and future programmes which would improve their performances.

- 5. Evaluate the programme
 - 5.1 Evaluate whether the programme has met its goals.
 - 5.2 Evaluate the content, structure, balance and processes of the programme.
 - 5.3 Evaluate the availability and allocation of **resources**.
 - 5.4 Evaluate own performance and ethical behaviour in relation to the expectations of **participants** and the sport/activity.
 - 5.5 Evaluate the contribution of other staff.
 - 5.6 Evaluate feedback from **participants** and other staff on the programme.
 - 5.7 Treat positively the views of all those involved.
 - 5.8 Compare the outcomes of the programme against the planned long and medium term goals.
 - 5.9 **Record** recommendations for improvements to future programmes.

RANGE STATEMENT

You must cover the items below:

A. Resources:

- (i). facilities
- (ii). coaching staff
- (iii). specialist staff
- (iv). equipment
- (v). financial

B. Participants:

- (i). individuals
- (ii). groups
- (iii). with particular needs as defined by the technical definition for the sport/activity

C. Contingency plans for:

- (i). participants injury/ill health
- (ii). resource unavailability
- (iii). prior short term goals not met
- (iv). participant's unavailability
- (v). drop-out/relapse

D. Demands of the programme:

- (i). physical
- (ii). psychological
- (iii). technical
- (iv). tactical
- (v). safety

UNDERPINNING KNOWLEDGE AND SKILLS

You need to understand:

1. How to identify access and allocate resources to support all aspects of a programme.
2. How to ensure available resources are optimized.
3. How to implement and when to amend a programme to ensure its effectiveness.
4. The monitoring of a programme.
5. How to provide feedback to participants and others.
6. How and when to implement contingency plans.
7. What behaviour is acceptable from participants and others involved in the programme.
8. How to give and receive effective feedback from participants and others.
9. Methods of communication appropriate to the sport/activity.
10. How and when to communicate programme information including: demands of the programme, correct accepted good practice, roles and responsibilities, expected behaviour, amendments to programme.
11. How to produce written material which provides programme information to participants and others.
12. What skills and techniques of the sport/activity are appropriate to the programme.
13. How to conclude the programme appropriately.
14. How to ensure that the use of resources are concluded appropriately.
15. How to evaluate a programme including: whether it has met its goals, the content, balance structure, and process.
16. Who, when and how is it appropriate to gain evaluation from.
17. How to evaluate own performance during the programme against the expectation of others and the sport/activity.
18. How to compare outcomes of programme against long and medium term goals.
19. How to record recommendations for improvement to future programmes.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out all the elements, meetings all of the performance criteria **on more than one occasion**. This evidence must come from working in a real coaching/instructing environment.

Candidates must show they can meet all of the performance criteria covering **as a minimum** from the range:

- three types of **resources**
- two types of **participants**
- three types of **contingency plans**
- three types of **demands of the programme**

(2) Methods of Assessment

- Observation
- Simulations
- Witness testimony
- Oral questions
- Written evidence (Projects or assignments)

(3) Context of Assessment

When a real coaching/instructing environment does not produce evidence for aspects of an element, the assessor may create realistic simulations to enable the candidate to demonstrate competence.

U35303: Enable people with disabilities to take part in activities

Unit Descriptor:

This unit is about enabling people with physical disabilities, learning difficulties or sensory impairments take part in activities. Activities will usually take place in a Sports Development or Outdoor Education, Recreation and Development Training context. This unit focuses on the special competencies required for work with participants with disabilities.

The typical candidate will probably be working in sports development or the outdoor activity industry. This unit is intended for candidates who are working in a tightly controlled environment, who are running sessions within a programme devised and supervised by a more senior colleague. The candidate must be appropriately trained and experienced in the activities they are leading and in working with people with disabilities.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

- | | |
|--|--|
| 1. Identify the needs of participants with disabilities for the activity | 1.1 Collect up-to-date information on the participant's needs from relevant sources . |
| | 1.2 Collect this information sensitively and in a manner appropriate to the participant . |
| | 1.3 Check the information for accuracy. |
| | 1.4 Where necessary, get competent help to interpret the information correctly. |
| | 1.5 Record the information accurately for future use. |
| | 1.6 Make a realistic assessment of the participant's ability in regard to the activity. |

- | | | |
|--|-----|---|
| | 1.7 | Identify the modifications to the activity and the support which the participant may need |
| 2. Adapt activities to the needs of participants with disabilities | 2.1 | Make sure the planned goals for the activity are safe and realistic for the participant , whilst still providing opportunities for challenge and development |
| | 2.2 | Structure the activity and preparation for the activity so that it is appropriate to the participant's needs. |
| | 2.3 | Brief enablers fully as to the nature of the activity and its goals. |
| | 2.4 | Make sure the participant can safely access the environment in which the activity will take place. |
| | 2.5 | Make sure that any support for the participant's personal, medical and communication needs is available. |
| | 2.6 | Set up and arrange equipment so that it is safe and appropriate for the participant . |
| | 2.7 | Seek appropriate help when problems occur beyond the level of competence. |
| 3. Work with participants with disabilities | 3.1 | Communicate with the participant in a way which is appropriate to needs. |
| | 3.2 | Check the participant's level of understanding at all key points during the activity. |
| | 3.3 | Provide direct help during the activity only with the participant's agreement. |
| | 3.4 | Provide a level of supervision throughout the activity which is appropriate to the participant's safety and medical requirements. |

- 3.5 Obtain appropriate help when problems occur beyond their level of competence.
- 3.6 Ensure the **participant** receives support for personal and medical needs as required.
- 3.7 Review with the **participant** and others how well the activity and arrangements have met their needs

RANGE STATEMENT

You must cover the items below:

A. Information:

- i) nature of the disability
- ii) what the participant can do
- iii) requirements for access
- iv) special equipment used
- v) preferred communication methods
- vi) safety requirements
- vii) medical requirements
- viii) previous history of participation

B. Participants:

- i) with physical disabilities
- ii) with learning difficulties
- iii) with sensory impairments

C. Sources:

- i) the participant themselves
- ii) parents, guardians or carers
- iii) group leaders

D. Equipment:

- i) normal activity equipment
- ii) special equipment to meet the participant's needs

UNDERPINNING KNOWLEDGE AND SKILLS

You need to understand:

Identifying needs

1. The value of sport and recreation activities to participants with disabilities and the importance of involving them to the best of their ability.
2. The importance of identifying the needs of participants with disabilities and treating this information confidentially.
3. The most common types of disabilities which the candidate may come across and their implications for the activity.
4. How to gather and check information on the participant's abilities and interpret the implications.
5. Sources of help in interpreting information on disabilities.
6. How to identify the modifications and adaptations to the activity and equipment to meet the needs of participants with disabilities.

Adapting activities

7. The importance of providing opportunities for development and challenge for participants with disabilities.
8. How to set goals for an activity which are realistic for the participant's disability whilst still providing opportunities for development and challenge.
9. Health and safety issues when setting up activities for the range of participants with disabilities.
10. How to design 'warm-up' activities for participants with disabilities.
11. How to adapt the activity's structure to their needs.
12. The importance of briefing any enablers on the activity and its goals.
13. Types of support which may be needed for the participant's medical, personal and communication needs.
14. Special types of equipment which participants in the range may need for the activity.
15. How to check the appropriateness and serviceability of the equipment to be used.
16. The importance of getting help when problems beyond the candidate's level of competence occur and how to access such help.

Working with participants with disabilities

17. The principles of confidentiality: what information may be given to whom.
18. The importance of equal opportunity and anti-discriminatory practice when working with participants with disabilities.
19. The importance of clear communications and how to communicate effectively with the range of participants with disabilities.
20. The importance of checking the participant's level of understanding at key points during the activity and how to do so.
21. Why direct help should only be provided with the participant's agreement.
22. The levels of supervision which are appropriate to the range of participants and the activity.
23. The importance of getting appropriate help when problems beyond the candidate's level of competence occur and how to access such help.
24. The importance of the participant receiving support for any personal or medical needs they may have during the activity.
25. How to identify when these needs occur and how to respond.
26. The importance of reviewing with the participant and others and what to do with the results of such a review.
27. How to effectively use the results of the review.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out all the elements, meeting all of the performance criteria, **on at least two occasions**. This evidence must come from working in a real coaching/instructing environment.

Candidates must show they can meet all of the performance criteria covering **as a minimum** from the range:

- all types of **information**
- one type of **participant**
- one type of **source**
- both types of **equipment**

(2) Methods of Assessment

- Observation
- Simulation
- Witness testimony
- Oral/written questioning
- Written evidence (projects or assignments)
- Professional discussion

(3) Context of Assessment

The evidence must come from working in a real coaching/instructing environment. Realistic simulations are allowed for performance criteria 3.1, 3.5 and 3.6.

U35403: Apply rules/regulations of the sport/activity in a competitive environment

Unit Descriptor:

The unit is about the management of a competition, most likely within the coaching/instructing environment and does not necessarily require the coach/instructor to hold a referee's/umpire's qualification, dependent upon the technical definition. The unit looks for evidence of the management of the competitive environment and the application of the rules/laws/regulations of the sport/activity.

The unit is aimed at people who have extensive experience of coaching/instructing beginner and intermediate participants in their sport/activity. Candidates should be familiar with the skills and techniques of sport/activity and the principles of developing a programme for participants as defined by the technical definition and assessment specification of the sport/activity.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

- | | |
|---------------------------------------|--|
| 1. Manage the competitive environment | <ul style="list-style-type: none"> 1.1 Determine the scope of their control. 1.2 Check equipment and facilities prior to competition for safety and compliance with the rules of the sport/activity. 1.3 Confirm with participants the role of officials and the rules/regulations to be used. 1.4 Control conflicts within their jurisdiction. 1.5 Communicate results to appropriate persons using accepted protocols. 1.6 Contribute appropriately to appeal procedures/protests as required by the protocols of the sport/activity. |
|---------------------------------------|--|

2. Apply rules and regulations during competition
 - 2.1 Make appropriate decisions concerning the application of the rules/regulations of the sport/activity.
 - 2.2 Communicate decisions clearly to **relevant personnel** using approved methods.
 - 2.3 Clarify decisions where relevant personnel do not understand initial communication.
 - 2.4 Record decisions and results.

RANGE STATEMENT

You must cover the items below:

Element 1: Manage the competitive environment**A. Conflicts:**

- i) participants
- ii) participants and non participants
- iii) participants and other officials

Element 2: Apply rules and regulations during competition**B. Relevant personnel:**

- i) participants
- ii) other officials
- iii) scorers/table officials
- iv) spectators

UNDERPINNING KNOWLEDGE AND SKILLS

You need to understand:

1. The rules/regulations of the sport/activity appropriate to the level of participant.
2. How to interpret and communicate the rules/regulations of the sport/activity.
3. What terminology is used in communicating decisions regarding the application of rules/regulations.
4. The procedures, protocols and methods for communicating decisions regarding the rules/regulations to relevant personnel.
5. The procedures for decision making (e.g. option for referral to third umpire in cricket).
6. The appeals procedures of the sport/activity for use during and after competition.
7. The regularity and timing of updating of rules/regulations and interpretation of rules/regulations.
8. How to score and process results.
9. The health and safety responsibilities of the coach/instructor when managing the competitive environment.
10. The insurance implications of the coach/instructor when managing the competitive environment.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out all the elements, meeting all of the performance criteria **on more than one occasion**. This evidence must come from working in a real coaching/instructing environment.

Candidates must show they can meet all of the performance criteria covering **as a minimum** from the range:

- two types of **conflicts**
- two types of **relevant personnel**
- two types of **methods**

(2) Methods of Assessment

- Observation
- Witness testimony
- Oral/written questioning
- Written evidence (projects or assignment)
- Audio/visual material

(3) Context of Assessment

When a real coaching/instructing environment does not produce evidence for aspects of an element, the assessor may create realistic simulations to enable the candidate to demonstrate competence.

U35503: Coach sessions to enable participants to achieve sessional goals

Unit descriptor:

This unit is about the coach/instructor delivering coaching/instructing sessions. It follows the chronological process of coaching/instructing a session. The candidate will be expected to coach/instruct skills, techniques and knowledge as defined within the technical definition and assessment specification for the sport/activity. The candidate will be expected to evidence sufficient sessions to cover the skills, techniques and knowledge required by the technical definition and assessment specification. The technical definition and assessment specification will define the target group for the unit i.e. adults and children, involved in sport/activity, etc.

The unit is aimed at people who have extensive experience of coaching/instructing beginner and intermediate participants in their sport/activity. Candidates should be familiar with the skills and techniques of the sport/activity and the principles of developing a programme for participants as defined by the technical definition and assessment specification of the sport/activity.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Introduce the participants to sessions | <ul style="list-style-type: none"> 1.1 Welcome participants to the session. 1.2 Ensure participants' and own dress is safe and appropriate to the session. 1.3 Clearly explain and discuss the planned session goals with participants. 1.4 Make sure the session is amended to reflect any necessary changes in session goals. 1.5 Make sure participants understand and agree to comply with safety considerations, rules, codes and organizational requirements. 1.6 Ensure participants have the necessary resources to achieve the session goals. |
|---|---|

2. Warm up participants
 - 2.1 Explain to **participants** the psychological and physiological reasons for the content of the warm up.
 - 2.2 Ensure the warm up meets **participants' needs** and the session goals.
 - 2.3 Ensure **participants** perform the warm up safely and effectively.
3. Coach sessions to enable participants to achieve sessional goals
 - 3.1 Apply the principles of training.
 - 3.2 Explain and emphasize the key coaching points at the most effective times during the sessions.
 - 3.3 Use methods of **communication** appropriate to **participants** and **session components**.
 - 3.4 Ensure the coaching points are technically correct and appropriate to **participants**
 - 3.5 Give **participants** the opportunity to ask questions.
4. Deliver components within sessions
 - 4.1 Motivate **participants** throughout the sessions in an appropriate manner.
 - 4.2 Use **methods of communication** appropriate to the participants.
 - 4.3 Encourage **participants** to monitor their own performance relative to planned goals.
 - 4.4 Encourage **participants** to make decisions during their performance.
 - 4.5 Continually monitor **participants'** performance and check their understanding.
 - 4.6 Correct **participants'** performance and understanding at the earliest opportunity.

- 4.7 Reinforce aspects of the sport/activity identified as needing further attention.
 - 4.8 Modify the session appropriate to **participants** and the environment.
 - 4.9 Ensure **participants'** safety throughout the session.
 - 5.1 Observe and analyze **participants'** performance against criteria appropriate to the session.
 - 5.2 Identify **participants' strengths and weaknesses.**
 - 5.3 Prioritize the order in which **faults** should be corrected.
 - 5.4 Give **participants** clear feedback necessary to correct each fault at a time and in a manner appropriate to the **participants** and the situation.
 - 5.5 Highlight performance improvements and encourage further development.
 - 5.6 Continually monitor **participants'** progress.
 - 6.1 Allow sufficient time for the cool down.
 - 6.2 Explain to **participants** the psychological and physiological reasons for the content of the cool down.
 - 6.3 Ensure the cool down meets **participants' needs** and is appropriate to the session delivered.
 - 6.4 Ensure **participants** perform the cool down safely and effectively.
 - 7.1 Allow sufficient time to end the session.
5. Provide feedback to the participants
6. Cool down the participants
7. End the session

- 7.2 Clearly explain and discuss planned goals for future sessions with **participants**.
- 7.3 Seek feedback on the session from **participants** and other staff.
- 7.4 Clearly explain the time, location and content of future sessions.
- 7.5 Supervise the **participants'** departure.
- 7.6 Secure **resources** as appropriate.
- 8. Evaluate the session
 - 8.1 Evaluate whether the session has met its goals.
 - 8.2 Evaluate the content, structure, balance and processes of the session.
 - 8.3 Evaluate own performance.
 - 8.4 Evaluate the contribution of any other staff involved in the delivery of the session.
 - 8.5 Evaluate feedback from **participants** and any other staff involved in the delivery of the session.
 - 8.7 Treat positively the views of all those involved.
 - 8.8 Record the recommendations for improvements to future sessions.
 - 8.9 Develop an action plan for personal development in light of evaluation.

RANGE STATEMENT

You must cover the items below:

A. Participants:

- i) individuals
- ii) groups
- iii) with particular needs as defined by the technical definition for the sport/activity

B. Safety considerations, rules codes and organizational requirements:

- i) sport/activity governing bodies
- ii) facility and equipment
- iii) health and safety
- iv) values underpinning competent and ethical coaching

C. Resources:

- i) facilities
- ii) coaching/instructing staff
- iii) specialist staff
- iv) equipment/technology
- v) financial
- vi) family

D. Participants' needs:

- i) physical
- ii) psychological
- iii) technical
- iv) tactical
- v) social
- vi) cognitive

E. Methods of communication:

- i) explanatory
- ii) demonstration
- iii) question and answer
- iv) participatory

F. Session components:

- i) physical
- ii) psychological
- iii) technical
- iv) tactical
- v) lifestyle
- vi) environment

G. Strengths and weaknesses:

- i) physical
- ii) psychological
- iii) technical
- iv) tactical
- v) social
- vi) cognitive

UNDERPINNING KNOWLEDGE AND SKILLS

You need to understand:

1. How to communicate session information including: session objectives, appropriate dress, use of resources, ethical behaviour, safety considerations, rules and regulations, reasons for particular warm up and cool down, opportunities and detail for further sessions.
2. How to conduct appropriate warm up and cool down appropriate to the skills, and techniques of the sport/activity as defined by the technical definition for the sport/activity.
3. How to provide and receive feedback on performance related topics.
4. How to communicate appropriately with participants within particular session components.
5. The coaching methods appropriate to the skills and techniques of the sport/activity as defined by the technical definition for the sport/activity as defined by the technical definition for the sport/activity.
6. How to carry out skill analysis of participants' performance with the use of technology.
7. How to identify talented participants and where to recommend they progress within the sport/activity.
8. How and when to provide psychological support for participants.
9. How and when to provide nutritional advice to participants.
10. How to encourage participants to monitor their own performance and understanding and make decisions about their performance and needs
11. How to evaluate sessions, including: whether it has met goals, the content, structure, balance and processes, own performance, performance and contributions of other staff.
12. How to obtain and evaluate feedback from participants and other staff.
13. The resources appropriate to the sport/activity at this level and their correct allocation and usage.
14. Training aids appropriate to the skills and techniques of the sport/activity.
15. How to develop an action plan from personal development in light of evaluation.
16. How to apply the principles of training.
17. How and when to apply the key coaching points appropriate to the skills and techniques of the sport/activity as defined by the technical definition for the sport/activity.
18. How to provide opportunities for participants to question.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out all the elements, meeting all of the performance criteria **on more than one occasion**. This evidence must come from working in a real coaching/instructing environment.

Candidates must show they can meet all of the performance criteria covering **as a minimum** from the range:

- **two** (2) types of participants;
- **three** (3) types of safety considerations, rules, codes and organizational requirements;
- **three** (3) types of resources
- **three** (3) types of participants' needs
- **three** (3) types of methods of communication
- **three** (3) types of session components
- **three** (3) types of strengths and weaknesses

(2) Methods of Assessment

- Observation
- Witness testimony
- Oral questioning
- Written evidence (projects or assignments)
- Professional discussion

(3) Context of Assessment

When a real coaching/instructing environment does not produce evidence for aspects of an element, the assessor may create simulations to enable the candidate to demonstrate competence.

U35603 Apply basic principles of nutrition to enhance performance and recovery

Unit Descriptor:

This unit is about the coach/instructor identifying the nutritional needs of participants, in relation to the specific needs of the sport/activity. Following the identification of the needs, nutritional strategies are developed in conjunction with others, for participants and the adherence and effectiveness monitored.

The unit is aimed at people who have extensive experience of coaching/instructing beginner and intermediate participants in their sport/activity. Candidates should be familiar with the skills and techniques of sport/activity and the principles of developing a programme for participants as defined by the technical definition and assessment specification of the sport/activity.

ELEMENT	PERFORMANCE CRITERIA
1. Plan basic nutrition strategies for pre, during and post training and events 2. Manage and evaluate nutrition strategies for pre, during, post training and competitive events	<p><i>To be competent you must achieve the following:</i></p> <p>1.1 Identify the energy demands and particular nutritional needs of the sport/activity.</p> <p>1.2 Provide basic nutritional advice to participants.</p> <p>1.3 Respond to participants' enquiries about nutrition.</p> <p>1.4 In consultation with participants, develop nutrition strategies for pre, during and post training events.</p> <p>1.5 Manage confidential information appropriately.</p> <p>2.1 Communicate with appropriate others to ensure provision of nutrition which matches developed strategies.</p>

- 2.2 Monitor implementation of strategy during training and competitive events, and **modify** appropriately.
- 2.3 Gather feedback from **participants** and **appropriate others** during and after implementation of the strategy.
- 2.4 **Evaluate** nutrition strategies.
- 2.5 Develop an **action plan** based upon the evaluation.
3. Refer individuals with particular nutritional needs beyond the competence of the candidate coach//instructor to an appropriate professional
 - 3.1 Identify possible symptoms of poor nutrition.
 - 3.2 Consult with **appropriate others** as is relevant to the particular nutritional need and situation.
 - 3.3 Identify an appropriate professional to address participants' poor nutrition.
 - 3.4 Refer participants to the appropriate professional.
 - 3.5 Provide support as directed by the professional.
 - 3.6 Manage information on participants' nutritional condition confidentially.

RANGE STATEMENT

You must cover the items below:

A. Basic nutritional advice:

- i) weight management
- ii) fluid balance
- iii) balanced diet
- iv) energy needs

B. Participants:

- i) individuals
- ii) groups
- iii) persons with particular needs as defined by the technical definition for the sport/activity

C. Strategies:

- i) food group
- ii) rehydration
- iii) preparation
- iv) quantity
- v) timing

D. Appropriate others:

- i) parents/guardians/carers
- ii) partner/significant other
- iii) team manager
- iv) specialist staff

E. Modifications to strategies as a result of:

- i) injury/illness
- ii) unscheduled events
- iii) unavailability of nutritional products
- iv) unforeseen circumstances

F. Evaluation to include:

- i) practicality of strategies
- ii) cost
- iii) time
- iv) results compared to strategy
- v) suitability

G. Action plans:

- i) short term
- ii) medium term
- iii) long term

UNDERPINNING KNOWLEDGE AND SKILLS

You need to understand:

1. How to identify the energy demands of the sport/activity.
2. What particular nutritional needs are appropriate to the sport/activity.
3. How to deal with participants' enquiries on nutrition.
4. Means of gathering information on nutrition from and in consultation with participants.
5. Types of information which should be managed confidentially.
6. The relationship between nutrition and physical activity, including:
 - energy balance
 - how and when nutrients are used in relation to varying intensity and duration of physical activity
 - role of nutrition in recovery
 - importance of fluid replacement in relation to performance, recovery and safety
7. Effects of substances on fluid replacement such as:
 - concentration
 - alcohol
 - caffeine
 - water
 - diuretics
8. Sources of nutritional information, including: food labels; and nutrition professionals.
9. How to record nutrition strategies.
10. How to communicate effectively with appropriate others.
11. Means of gathering feedback from participants and appropriate others.
12. How to evaluate an action plan.
13. How to refer participants to appropriate professionals as is relevant to the identified particular nutritional need.
14. Means of identifying appropriate professionals.
15. How to provide support as identified by the professional.
16. What are the rules/regulations of the sport/activity concerning anti-doping.
17. Where to access information on performance enhancement through nutrition.
18. Doping control protocols
19. How to provide information to participants on anti-doping and their social and moral responsibilities.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out all the elements, meeting all of the performance criteria **on more than one occasion**. This evidence must come from working in a real coaching/instructing environment.

Candidates must show they can meet all of the performance criteria covering **as a minimum** from the range:

- two types of **basic nutritional advice**
- two types of **participants**
- three types of **strategies**
- two types of **appropriate others**
- one type of **modifications to strategies**
- two types of **evaluation**
- two types of **action plan**

(2) Methods of Assessment

- Observation
- Simulation
- Witness testimony
- Oral/written questioning
- Written evidence (projects or assignments)
- Professional discussion

(3) Context of Assessment

When a real coaching/instructing environment does not produce evidence for aspects of an element, the assessor may create simulations to enable the candidate to demonstrate competence.

U35703: Establish and maintain relationships which support the coaching process

Unit Descriptor:

This unit is about a coach/instructor developing and maintaining effective relationships with participants and other people and organizations. The unit also requires the coach/instructor to be able to identify and report signs of possible abuse of participants to an appropriate person. The sport's **technical definition** will define the target group for the unit i.e.: adults and/or children.

If Unit C36 - Support the Protection of Children from Abuse, has been chosen as an option by the candidate, evidence for element D13.3 may contribute significantly to it.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Establish and maintain effective working relationships with participants | 1.1 Make sure relationships are in line with recognized good practice and relevant ethical codes.

1.2 Communicate with participants clearly, accurately, providing them with relevant information.

1.3 Relate to participants and others in a positive and encouraging way.

1.4 Encourage communications among participants , in ways that support safety, effectiveness and enjoyment of the session.

1.5 Handle and resolve arguments and disagreements promptly so that the session can continue. |
| 2. Establish and maintain links with others involved in sport/activity and coaching | 2.1 Identify others that have the potential to contribute to or benefit from the work of the coach and established links. |

- 2.2 Ensure approaches and responses to approaches from **others** are constructive.
- 2.3 Handle contact with **others** in a way which is likely to sustain a lasting relationship.
- 2.4 Display positive attitudes towards **others** involved in sport/activity.
- 3.1 Ensure that observation of the participant's physical condition and behaviour takes place only as a part of normal activities.
- 3.2 Accurately note any **signs and indicators** of possible **abuse**.
- 3.3 Respond calmly to any disclosures of **abuse** by the participant, at the participant's pace, without exerting pressure.
- 3.4 Immediately tell a participant disclosing **abuse** that an **appropriate person** must be informed.
- 3.5 Promptly pass on to an **appropriate person** all information concerning possible **abuse**.
- 3.6 Provide information on possible **abuse** only to an **appropriate person**.
3. Identify and respond to possible abuse

RANGE STATEMENT

You must cover the items below:

A. Communicate:

- i) spoken
- ii) written

B. Participants:

- i) individuals
- ii) groups

C. Others:

- i) national governing bodies
- ii) schools
- iii) local authorities
- iv) sport/activity clubs
- v) national coaches association
- vi) families

D. Signs and indicators of abuse:

- i) physical
- ii) behavioural

E. Abuse:

- i) physical
- ii) neglect
- iii) emotional
- iv) sexual

F. Appropriate person:

- i) senior colleague
- ii) external agency

UNDERPINNING KNOWLEDGE AND SKILLS

You need to understand:

Relating to participants:

1. Recognized good practice and relevant codes of ethics.
2. The code of conduct of the sport/activity.
3. Current accepted good practice in the sport/activity regarding coaching styles and methods.
4. How to handle arguments and disputes.
5. How to relate to people in a positive manner.
6. How to establish and maintain communication among participants.
7. How to encourage and maintain effective communication between participants and the coach.

Relation to others:

8. The structure and organization of the sport/activity from local to national level.
9. Sources of additional information on the sport/activity.
10. Others with whom the sport/activity normally deals.
11. The means of contacting and maintaining contact with others.
12. The manner in which others should be contacted.
13. Local sports development services.

Identifying and responding to abuse:

14. The legal and organizational requirements and procedures regarding the protection of participants from abuse.
15. The signs and indicators of the types of abuse specified.
16. The range of appropriate persons to contact in the event of possible abuse.
17. Why it is important to be aware of possible abuse and the importance of helping to protect participants from it.
18. How to be aware of signs and indicators of possible abuse during normal activities.
19. Why it is important not to be obtrusive.
20. When it may be appropriate to contact an external agency rather than a senior colleague.
21. How to respond to a disclosure of abuse.
22. Why it is important to remain calm but act promptly.
23. How to communicate at the participant's pace and not exert pressure.
24. How the candidate's response could influence any subsequent proceedings.

25. Why it is important that the participant knows that others will be told about the situation.
26. How to record the necessary information.
27. Why it is important to maintain confidentiality.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out all the elements, meeting all of the performance criteria, **on at least two occasions**. This evidence must come from working in a real coaching/instructing environment.

Candidates must show they can meet **all** of the performance criteria covering **as a minimum** from the range:

- both items from the range of **communication**
- one from the range of **participants**
- two types of **others**
- one item of the range of **signs and indicators**
- two items of **abuse**
- one item of the range of **appropriate person**

(2) Methods of Assessment

- Observation
- Simulation
- Witness testimony
- Oral/written questioning
- Written evidence (projects or assignments)
- Professional discussion

(3) Context of Assessment

When a real coaching/instructing environment does not produce evidence for aspects of an element, the assessor may create simulations to enable the candidate to demonstrate competence.

U35803:**Provide assistance to emergency person in dealing with accidents and emergencies**

Unit Descriptor:

This unit is about dealing safely and effectively with accidents and other emergencies during sessions.

ELEMENTS**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Deal with injuries and signs of illness | 1.1 Quickly and safely protect the casualty and other people involved from further risk. |
| | 1.2 Quickly call for the type of qualified assistance which is appropriate to injury and illness . |
| | 1.3 Provide appropriate reassurance and comfort to all those involved. |
| | 1.4 Give the qualified assistance clear and accurate information about what has happened. |
| | 1.5 Remain calm and follow organizational procedures throughout. |
| | 1.6 Following the incident, make clear and accurate reports which meet organizational requirements. |
| 2. Follow emergency procedures | 2.1 Clearly inform the people involved about the correct emergency procedures. |
| | 2.2 Follow the emergency procedures correctly, calmly and safely. |
| | 2.3 Maintain the safety of the people involved throughout the emergency . |
| | 2.4 Make clear and accurate reports about the emergency in a way which meets organisational and legal requirements. |

- 2.5 Quickly and clearly **report** any problems with the **emergency** procedures to the responsible colleague.

RANGE STATEMENT

You must cover the items below:

A. Casualty:

- i) adults
- ii) children and young people
- iii) people with particular needs

B. Qualified assistance

- i) on-site first aider
- ii) emergency services

C. Injury and illness

- i) minor, which can be treated on-site
- ii) major, requiring outside medical attention

D. Emergency

- i) fires
- ii) security incidents
- iii) missing persons

E. People involved:

- i) adults
- ii) children
- iii) people with particular needs

F. Reports:

- i) spoken
- ii) written

UNDERPINNING KNOWLEDGE AND SKILLS

You need to understand:

Injuries and illnesses

1. The common types of injuries and illnesses which may occur in the candidate's work area.
2. How to identify and deal with these before qualified assistance arrives.
3. How to decide whether to contact the onsite first aider or immediately call the emergency services.
4. Who is the onsite first aider and how to contact them.
5. How to call the emergency services in the setting in which the candidate is working.
6. Why it is important to protect the casualty and others from further harm and how to do so.
7. Why it is important to provide comfort and reassurance to the casualty and others involved and how to do so for the range of different casualties, injuries and illnesses.

Emergency procedures

8. The emergency procedures and policies for the organization in which the candidate is working, for the full range of emergencies.
9. What needs to be communicated to the people involved in the emergency and why.
10. The reports which need to be made in the case of injuries, illnesses and other emergencies - how to make these reports and to whom.
11. The types of difficulties which may happen during emergency procedures and why these need to be reported to the responsible colleague.
12. Why it is important to remain calm during an emergency.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out all the elements, meeting all of the performance criteria **on more than one occasion**. This evidence must come from working in a real coaching/instructing environment.

Candidates must show they can meet **all** of the performance criteria covering **as a minimum** from the range:

- one type of **casualty**
- both types of **qualified assistance**
- both types of **injury and illness**
- one type of **emergency**
- all types of **people involved**
- both types of **reports**

(2) Methods of Assessment

- Observation
- Simulation
- Witness testimony
- Written/oral questioning
- Written evidence (projects or assignments)
- Professional discussion

(3) Context of Assessment

When a real coaching/instructing environment does not produce evidence for aspects of an element, the assessor may create realistic simulations to enable the candidate to demonstrate competence.

U35903: Recognize indications of substance misuse/abuse and refer individuals to specialists

Unit Descriptor:

This unit is about recognizing indications of substance misuse/abuse by participants involved in the coaching/instructing programme. For this unit you need to recognize signs which may indicate that a participant(s) may be misusing/abusing drugs (illegal, prescription or over the counter), alcohol, solvents or other substances and be able to refer them to specialists.

The unit is aimed at people who have experience of coaching/instructing beginner and intermediate participants in their sport/activity. Candidates should be familiar with the skills and techniques of the sport/activity, be able to recognize indications of substance misuse/abuse and refer participants to the appropriate specialist.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Recognize indications of substance misuse/abuse | <p>1.1 Update your knowledge regularly about the range of substances which may be misused/abused and the possible indications of substance misuse/abuse.</p> <p>1.2 Remain constantly alert to possible indications of substance misuse/abuse by participants.</p> <p>1.3 Respect participants' rights and the requirements of confidentiality.</p> <p>1.4 Investigate situations sufficiently to allow you to make a reasonable judgement about whether participants are misusing/abusing substances.</p> <p>1.5 Obtain specialist assistance where you are unable to make a reasonable judgment about whether participants are misusing/abusing substances.</p> |
|--|---|

- | | | |
|--|------|--|
| | 1.6 | Help participants understand how indications may be interpreted where substances are not being misused/abused. |
| | 1.7 | Assess the risk to the participant and to others which may result from substance misuse/abuse and take prompt action appropriate to your assessment of risk. |
| | 1.8 | Take action in line with organizational requirements. |
| | 1.9 | Record situations and actions taken in line with organizational requirements. |
| | 1.10 | Provide information about situations and actions taken only to those entitled to have it. |
| 2. Refer individuals with indications of substance misuse/abuse to specialists | 2.1 | Update your knowledge regularly about appropriate specialists for the range of substances and the procedures to follow when referring participants. |
| | 2.2 | Refer individuals to specialists in line with organizational requirements. |
| | 2.3 | Respect participants' rights and the rights of confidentiality. |
| | 2.4 | Provide specialists with complete and accurate information about the situation in line with organizational requirements. |
| | 2.5 | Monitor the situation and regularly review your assessment of the risk(s) to the participant and to others which may result from substance misuse/abuse. |
| | 2.6 | Take appropriate action in light of changes to the situation and level of risk. |
| | 2.7 | Take action in line with organizational requirements. |
| | 2.8 | Record situations and actions in line with organizational requirements. |

- 2.9 Provide information about situations and actions taken only to those entitled to have it.

RANGE STATEMENT

You must cover the items below:

A. Substances:

- i) illegal drugs
- ii) prescription drugs
- iii) over the counter drugs
- iv) alcohol
- v) solvents
- vi) banned or controlled performance-enhancing substances
- vii) other

B. Indications of substance misuse/abuse:

- i) physical
- ii) behavioural
- iii) information provided by participant
- iv) information from other sources

C. Specialists:

- i) internal to the organization
- ii) external to the organization

D. Actions:

- i) agreed between yourself and the participant
- ii) exclusion from normal sports/activities
- iii) re-inclusion in normal sports/activities
- iv) referral to an authority in your organization
- v) referral to an authority outside your organization

UNDERPINNING KNOWLEDGE AND SKILLS

You need to understand:

1. The rights of participants with whom you come into contact (*e.g. strict liability*)
2. Legal, organizational and policy requirements relevant to the functions being carried out.
3. The importance of keeping full and accurate records and how to do so.
4. The importance of providing full and accurate information and how to do so.
5. The principle of confidentiality: what information may be given to whom.
6. The importance of monitoring the situation regarding a participant's misuse/abuse of substances and how to do so.
7. How to assess the risk to participants and to others from their substance misuse/abuse.
8. The importance of regularly reviewing risk assessments.
9. The range of different substances and their effects.
10. The range of different indications of substance misuse/abuse: physical, behavioural and information provided by the individual or from other sources.
11. Other factors which produce indications that may be interpreted as caused by substance misuse/abuse.
12. Ways of keeping your knowledge about substances and indications of substance misuse/abuse up to date.
13. How to investigate situations in order to make a reasonable judgement about substance misuse/abuse.
14. Sources of assistance about substance misuse/abuse.
15. Substance misuse/abuse specialists and procedures for referring individuals to them.
16. The range of actions you can take when individuals may be misusing/abusing substances and how to decide what action is appropriate.

EVIDENCE GUIDE**(1) Critical Aspects of Evidence**

Candidates have to prove that they can carry out all the elements, meeting all of the performance criteria **on more than one occasion**. This evidence must come from a real coaching/instructing working environment.

Candidates must show they can meet all of the performance criteria covering **as a minimum** of the range:

- three types of **substances**
- two types of **indications of substance misuse/abuse**
- both types of **specialists**
- three types of **actions**

(2) Methods of Assessment

Evidence may be collected in a variety of ways including:

- Observation
- Oral/written questions
- Witness testimony
- Written evidence (projects or assignments)
- Professional discussion

(3) Context of Assessment

When a real coaching/instructing environment does not produce evidence for aspects of an element, the assessor may create simulations to enable the candidate to demonstrate competence.

U36003: Promote the adoption and maintenance of regular physical activity

Unit Descriptor:

This unit is about encouraging people to adopt and maintain regular physical activity. It deals with developing and maintaining relationships with participants, promoting the benefits of regular physical exercise, identifying appropriate opportunities for the participants to take part, and building the participants' confidence to facilitate their regular involvement in physical exercise. Candidates should promote both general and specific health benefits and opportunities for physical activity as defined in the technical definition. The technical definition will define the target group for the unit i.e. adults and/or children.

The unit is aimed at people working in a role which may involve advising participants on taking up physical activity on a regular basis; e.g. in the exercise and fitness industry, or sport. Candidates should be familiar with the particular activity they intend to promote, as defined by the technical definition of the activity.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Establish and maintain effective working relationships with participants | 1.1 Communicate with participants in a way which shows understanding and support. |
| | 1.2 Communicate with participants clearly, accurately and in a non-judgmental way. |
| | 1.3 Relate to participants in a positive and encouraging manner. |
| | 1.4 Ensure that relationships with participants are in line with recognized good and ethical practice. |
| 2. Promote the benefits of regular exercise and opportunities to take part | 2.1 Identify accurately, participants' reasons for taking part in regular exercise and any incentives and barriers to doing so. |

- 2.2 Accurately summarize, discuss with **participants** and treat confidentially the information collected.
- 2.3 Provide **participants** with accurate **information** about the health benefits of regular physical activity.
- 2.4 Provide **participants** with accurate information about the recommended amount of physical activity for them to derive health benefits.
- 2.5 Identify **participants'** preferences for exercise.
- 2.6 Clearly inform **participants** about other opportunities for regular physical exercise.
- 2.7 Provide **participants** with appropriate answers to **enquiries** about the benefits of regular physical activity.
- 3. Build confidence for participation in regular physical activity
 - 3.1 Provide **participants** with positive feedback about successful exercise performance.
 - 3.2 Introduce new **participants** to others who are successfully performing exercise.
 - 3.3 Clearly and accurately inform **participants** about normal physiological responses to exercise.
 - 3.4 Actively reassure **participants** about the likelihood of successfully practicing regular exercise.

RANGE STATEMENT

You must cover the items below:

A. Ways to communicate:

- i) written
- ii) spoken
- iii) electronically

B. Participants:

- i) individuals
- ii) groups

C. Information:

- i) spoken
- ii) written

D. Enquiries:

- i) spoken
- ii) written

UNDERPINNING KNOWLEDGE AND SKILLS

You need to understand:

Establishing and maintaining effective working relationships with participants

1. How to convey understanding and support.
2. How to establish and maintain effective communication with participants.
3. The likely effects of being judgmental with participants and how to avoid this.
4. How to relate to participants in a positive way.
5. How to recognize good and ethical practice regarding relationships with participants.

Promoting the benefits of regular physical exercise and opportunities to take part:

6. How to ask open ended questions.
7. Basic listening skills.
8. Methods of gathering personal information.
9. Means of summarizing gathered information.
10. The types of information which should be treated confidentially.
11. The health benefits of regular physical exercise.
12. The amount of physical activity required to achieve health benefits.
13. The range of different types of physical activity.
14. The physical activity resources.

Building confidence for participation in regular physical activity:

15. How to give positive feedback.
16. The usual physiological responses to exercise.
17. How to establish communication and interaction between participants.
18. How to encourage participants to continue with regular exercise.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out all the elements, meeting all of the performance criteria, **on more than one occasion**. This evidence must come from working in a real coaching/instructing environment.

Candidates must show they can meet all of the performance criteria covering as a **minimum** of the range:

- both types of ways to **communicate**
- both types of **participants**
- both items from the range of **information**
- one item from the range of **enquiries**

(2) Methods of Assessment

- Observation
- Witness testimony
- Oral/written questions
- Written evidence (projects or assignments)
- Professional discussion

(3) Context of Assessment

When a real coaching/instructing environment does not produce evidence for aspects of an element, the assessor may create simulations to enable the candidate to demonstrate competence.

U36103: Promote active living and healthy eating

Unit Descriptor:

This unit is about helping participants to develop a plan of action to adopt a healthier life style in terms of activity and healthy living. The unit also covers establishing links with other supporting professionals who could help the participants.

The unit is aimed at people who have some extensive experience of coaching/instructing beginner and intermediate participants in their sport/activity. Candidates should be familiar with the skills and techniques of sport/activity and the principles of active living and healthy eating and how to promote these effectively.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

- | | |
|--|--|
| 1. Identify participants' current knowledge about active living and healthy eating and share information | 1.1 Ensure the methods chosen to collect information are ethical. |
| | 1.2 Collect information from participants about current knowledge. |
| | 1.3 Exchange information when requested and where there are gaps in participants' knowledge. |
| | 1.4 Ensure the methods of information sharing are ethical. |
| | 1.5 Check participants' understanding of the information provided. |
| | 1.6 Ensure the information collected is treated confidentially. |
| 2. Identify participants' wants and needs and discuss options for active living and healthy eating | 2.1 Establish what participants see as the benefits of active living and healthy eating. |
| | 2.2 Establish what participants see as the obstacles to active living and healthy eating. |

- 2.3 Establish **participants'** assessment of the need to change.
- 2.4 Assess participants' intention to change.
- 2.5 Explore the options for change to achieve identified benefits and agree changes.
- 2.6 Refer to appropriate persons, **participants** whose wants and needs are beyond the candidate's capability.
- 2.7 Establish a plan of action for implementing the agreed changes.
- 2.8 Document the agreed plans.
- 3. Review participants' progress
 - 3.1 Obtain **participants'** views of the benefits they have derived.
 - 3.2 Obtain **participants'** views of the obstacles they have encountered.
 - 3.3 Evaluate the achievement with reference to the action plan.
 - 3.4 Exchange any additional information which might help **participants'** understanding and commitment.
 - 3.5 Discuss further options with **participants.**
 - 3.6 Negotiate and agree a revised plan in light of these discussions.
- 4. Establish and develop links with other supporting professionals
 - 4.1 Identify **others** who have the potential to contribute to the support of **participants'** needs.
 - 4.2 Maintain contact with **others** in ways that enable a lasting relationship.
 - 4.3 Provide participants with access to information about **others.**

RANGE STATEMENT

You must cover the items below:

A. Information:

- i) healthy eating
- ii) active living

B. Participants:

- i) individuals
- ii) groups

C. Methods:

- i) verbal
- ii) written

D. Benefits:

- i) physiological
- ii) psychosocial
- iii) health

E. Obstacles:

- i) finance
- ii) access
- iii) psychosocial factors
- iv) medical factors

F. Others:

- i) medical professionals
- ii) health promotion unit
- iii) exercise and fitness organizations
- iv) local education authorities

UNDERPINNING KNOWLEDGE AND SKILLS

You need to understand:

For the whole unit

1. The importance of healthy eating and active living.
2. Current nationally accepted knowledge and good practice relating to healthy eating and active living and how to promote these.
3. Ethical considerations to bear in mind in regard to promoting healthy eating and active living.

Identifying participants' current knowledge

4. How to collect information on participants' current level of knowledge.
5. The types of information which participants are likely to need.
6. How to share information with participants in a way that is likely to be effective.
7. Why it is important to check participants' understanding of what has been provided and how to do so.
8. The importance of confidentiality and how to maintain confidential information.

Identifying participants' wants and needs

9. The importance of establishing participants' wants and needs and their intention to change.
10. The common types of benefits which participants are seeking and the obstacles which they are likely to encounter.
11. How to enable participants to identify benefits and obstacles.
12. How to enable participants to establish the need to change.
13. How to assess participants' intention to change.
14. The importance of having a range of options to share and discuss with participants and how to develop these.
15. The circumstances in which participants should be referred to someone else and to whom those referrals should be made.
16. The importance of establishing and agreeing a plan of action with participants and how to do so.
17. Why the action plans should be documented and how to do so.

Reviewing participants' progress

18. The importance of reviewing progress and obtaining participants' views on benefits and obstacles.
19. The benefits and obstacles which participants will experience during the programme and how to obtain feedback from them on these benefits and obstacles.
20. How to monitor and evaluate participants' achievement with reference to the action plan.
21. The additional information which may need to be exchanged at this stage in the programme.
22. The importance of possibly exploring other options at this stage and how to identify these.
23. How to negotiate and agree on a revised plan.

Establishing and developing links with other supporting professionals

24. The importance of involving other supporting professionals and circumstances in which this may help participants' progress.
25. The range of other relevant supporting professionals available to the candidate.
26. How to establish and maintain contact with these professionals in a way which is likely to enable a lasting relationship.
27. The information which needs to be given to participants about the other supporting professionals.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out all the elements, meeting all of the performance criteria, **on more than one occasion**. This evidence must come from working in a real coaching/instructing environment.

Candidates must show they can meet **all** of the performance criteria covering **as a minimum** from the range:

- both types of **information**
- one type of **participant**
- both types of **methods**
- two types of **benefits**
- three types of **obstacles**
- two types of **others**

(2) Methods of Assessment

- Observation
- Simulation
- Witness testimony
- Oral/written questioning
- Professional discussion
- Written evidence (projects or assignments)

(3) Context of Assessment

When a real coaching/instructing environment does not produce evidence for aspects of an element, the assessor may create simulations to enable the candidate to demonstrate competence.

U36203: Plan and organize services and operations to meet expectations and requirements

Unit Descriptor:

This unit is about planning and implementing operations to provide services which are requested by an external customer or line manager. The operations must meet organizational and legal requirements, in particular those relevant to health and safety. Contexts for this unit could be planning programmes or events for a sports/leisure centre, outdoor activity centre or fitness club or planning and implementing any important aspect of the organization's work. Sports development programmes would also be an acceptable context.

The unit is aimed at staff working at a junior management or supervisory level, in a centre or perhaps in a sports development team. Although the unit assumes that the candidate is planning and supervising the work of other staff, this could be on a one-off basis.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Plan services and operations to meet requirements and expectations | 1.1 Obtain available information on the requirements for services and operations , and check this information for completeness and accuracy. |
| | 1.2 Identify the implications of these requirements , any any problems which may arise, and resolve these with the relevant people . |
| | 1.3 Plan the work so that the requirements for services and operations can be met within organizational procedures and legal requirements. |
| | 1.4 Plan for likely contingencies. |
| | 1.5 Communicate these plans and requirements to team members and make clear their roles, responsibilities, targets and schedules. |
| | 1.6 Encourage team members to suggest methods of improving the planned services and operations . |

- 1.7 Keep records of operational plans, accurate and up to date.

2. Monitor and maintain services and operations to meet requirements
- 2.1 **Monitor operations** and **services**, identify variations from plans and take prompt **corrective action**.
 - 2.2 Identify and respond to elements, accidents and emergencies following the emergency action plan.
 - 2.3 Make sure that equipment and facilities are checked following **operations**, and dealt with according to organizational and legal requirements.
 - 2.4 Evaluate **operations** for effectiveness and efficiency, and note and report any improvements for the future.
 - 2.5 Make sure that records of **services** and **operations** are accurate and up to date.

RANGE STATEMENT

You must cover the items below:

A. Requirements:

- i) performance
- ii) programme
- iii) individual customer

B. Services:

- i) routine
- ii) non-routine

C. Operations:

- i) environment
- ii) equipment
- iii) internal staffing
- iv) external staffing
- v) for participants
- vi) for spectators

D. Relevant people:

- i) line manager
- ii) external customer

E. Monitoring:

- i) direct
- ii) indirect

F. Corrective action:

- i) direct
- ii) indirect
- iii) short term
- iv) medium term

UNDERPINNING KNOWLEDGE AND SKILLS

You need to understand:

Services and operations

1. The overall importance to the organization and its customers of ensuring that services and operations meet requirements.
2. Sources of information on requirements.
3. Equal opportunities considerations which might affect customer expectations - for example, special arrangements for disabled customers or women only sessions.
4. The importance of clarifying and resolving problems with the line manager and customer.
5. When to discuss problems with the line manager and when to discuss problems with the customer.
6. The types of problems which often occur when trying to put requirements and expectations into action.
7. Organizational procedures for planning and implementing services and operations.
8. Work planning methods.
9. Legislation which impacts on the planning and implementation of services and operations (for example, the Health and Safety at Work Act, Control of Substances Hazardous to Health Regulations).
10. Why it is important to brief team members fully on plans and requirements and how to do so.
11. Why it is important to encourage team members to make suggestions and how to do so.
12. Records which need to be kept up-to-date.

Monitoring and maintaining services and operations

13. The importance of careful monitoring of services and operations.
14. Direct and indirect monitoring methods.
15. Common variations from plans and appropriate types of corrective action to take in response to these.
16. The types of potential incidents, accidents and emergencies which may occur during services and operations.
17. The importance of reporting potential incidents, accidents and emergencies.

18. How to identify potential incidents, accidents and emergencies and recommend ways of avoiding them in the future.
19. Procedures for checking equipment and facilities.
20. Problems which may occur with equipment and facilities following operations and how to deal with these.
21. The importance of evaluating services and operations and how to do so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out all the elements, meeting all of the performance criteria **on more than one occasion**. This evidence must come from a real working environment.

Candidates must show they can meet all of the performance criteria covering **as a minimum** from the range:

- three types of **requirements**
- two types of **services**
- four types of **operations**
- both types of **relevant people**
- both types of **monitoring**
- all types of **corrective action**

(2) Methods of Assessment

- Observation
- Simulation
- Witness testimony
- Oral/written questions
- Professional discussion
- Written evidence (projects or assignments)

(3) Context of Assessment

When a real coaching/instructing environment does not produce evidence for aspects of an element, the assessor may create simulations to enable the candidate to demonstrate competence.

U36303: Manage contributions to the programme

Unit Descriptor:

This unit is about the management of others who are contributing to the programme which has been designed and is being implemented by the candidate. It requires the candidate to monitor and review the plans of other coaches/instructors, ensuring that their plans match those of the programme's goals. In addition to coaching/instructing staff, others who are contributing to the programme are required to be coordinated, via meetings and discussions, ensuring that the programme goals can be met and the programme is receiving positive contributions from others.

The technical definition and assessment specification will define who this unit is for and the appropriate people to contribute to the programme i.e. sports scientists, physiotherapists, medical staff, etc.

The unit is aimed at people who have some experience of coaching/instructing beginner and intermediate participants in their sport/activity. Candidates should be familiar with the skills and techniques of sport/activity and the principles of developing programmes for participants as defined by the technical definition and assessment specification of the sport/activity.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

- | | |
|--|--|
| 1. Monitor coaching plans produced by others | 1.1 Ensure plans are presented in a structured manner. |
| | 1.2 Ensure plans are capable of delivering the agreed short term goals. |
| | 1.3 Make sure the plans identify the coaching methods required for the delivery of each component . |
| | 1.4 Ensure that identified coaching methods meet the needs of participants . |
| | 1.5 Ensure plans correctly identify rules, codes of conduct and organizational requirements. |

- | | | |
|---|-----|--|
| | 1.6 | Ensure plans conform to safety and health requirements. |
| | 1.7 | Ensure plans make best use of available time and resources. |
| | 1.8 | Ensure the planned methods of presentation are appropriate to the sport/activity, participants , facilities and equipment. |
| | 1.9 | Provide coaches/instructors producing the plans with constructive feedback on the suitability of plans. |
| 2. Co-ordinate the delivery of the coaching programme | 2.1 | Ensure all appropriate other staff are invited to attend programme briefings. |
| | 2.2 | Clearly present information and summaries at appropriate times. |
| | 2.3 | Enable other staff to contribute fully to the programme and foster a sense of shared responsibility for the quality of the programme. |
| | 2.4 | Identify and manage constructively apparent conflicts of ideas and values relevant to the programme. |
| | 2.5 | Support other staff in line with their needs and the resources of the program. |
| | 2.6 | Provide coaches/instructors with support during the delivery sessions. |
| | 2.7 | Provide positive feedback to other staff on their contributions to the programme. |
| | 2.8 | Encourage coaches/instructors to seek feedback on sessions from participants and peers. |
| 3. Lead review meetings | 3.1 | Ensure preparation for review meetings and discussions are sufficient and other staff has the opportunity to make a useful contribution. |

- 3.2 Ensure contributions are directed at clarifying problems and identifying and assessing solutions.
- 3.3 Acknowledge and discuss constructively, contributions from, and viewpoints of other staff.
- 3.4 Record decisions accurately and pass on as necessary to the appropriate people.

RANGE STATEMENT

You must cover the items below:

A. Participants:

- i) individuals
- ii) groups
- iii) with particular needs as defined by the technical definition for the sport/activity

B. Components:

- i) physical
- ii) psychological
- iii) technical
- iv) tactical
- v) lifestyle

C. Resources:

- i) facilities
- ii) coaching/instructing staff
- iii) specialist staff
- iv) equipment
- v) financial

D. Discussions for:

- i) exchanging views
- ii) making decisions
- iii) making recommendations
- iv) formal issues
- v) informal issues

E. Review meetings:

- i) discussion of alternatives
- ii) group discussion
- iii) decision-making
- iv) consultation

UNDERPINNING KNOWLEDGE AND SKILLS

You need to understand:

1. How to monitor coaching/instructing plans produced by others.
2. What are the requirements of the sport/activity for each component of the plans.
3. How to identify the learning needs of participants.
4. The Safety and Health requirements of the sport/activity.
5. The rules, codes of conduct and organizational requirements of the sport/activity and environment in which the sessions operate.
6. How to co-ordinate the delivery of coaching instructing sessions.
7. How to allocate resources between coaches/instructors.
8. Other appropriate staff to be included in the process (*i.e. sports scientists, physiotherapists, medical staff, nutritionists etc.*)
9. How to support other staff in the implementation of the program.
10. How to encourage others to evaluate their contributions to sessions.
11. Different styles of leadership and their usage.
12. How to foster a sense of shared responsibility amongst others.
13. How to produce records of meetings and recommendations from meetings.
14. How to lead discussions to solve problems.
15. How to manage the contribution of others to meetings.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out all the elements, meeting all of the performance criteria **on more than one occasion**. This evidence must come from working in a real coaching/instructing environment.

Candidates must show they can meet all of the performance criteria covering **as a minimum** from the range:

- two types of **participants**
- four types of **components**
- three types of **resources**
- three types of **discussions**
- three types of **review meetings**

(2) Methods of Assessment

- Observation
- Witness testimony
- Oral/written questions
- Professional discussions
- Written evidence (projects or assignments)
- Simulation

(3) Context of Assessment

When a real coaching/instructing environment does not produce evidence for aspects of an element, the assessor may create simulations to enable the candidate to demonstrate competence.

U36403: Support the protection of children from abuse

Unit Descriptor:

This unit is about dealing safely and effectively with concerns about possible child abuse.

The unit is aimed at anyone who is working directly with children on a day-to-day basis. It is recommended that candidates should have had an appropriate level of training in child protection and be familiar with their organization's procedures for dealing with suspected abuse.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Monitor personal behavior in dealing with children | 1.1 Communicate appropriately with the child. |
| | 1.2 Provide a safe physical and social environment. |
| | 1.3 Create and maintain an environment free from abuse. |
| | 1.4 Refrain from inappropriate actions . |
| 2. Report signs of possible abuse | 2.1 Make sure observation of the child's physical condition and behaviour is sensitive to the child and the circumstances. |
| | 2.2 Accurately note any signs and indicators of possible abuse . |
| | 2.3 Consider any signs and indicators of possible abuse in the light of other information about the child. |
| | 2.4 Promptly and accurately report concerns about abuse to people appropriate to the situation . |
| | 2.5 Make clear in the report, the difference between directly observed signs and indicators and information from other sources and opinion. |

3. Respond to a child's disclosure of abuse

2.6 Make sure that the information on possible abuse only goes to **people appropriate to the situation.**

3.1 Respond promptly and calmly to the child's **disclosure of abuse.**

3.2 Make it clear to the child that other **people appropriate to the situation** will have to be informed.

3.3 Give the child appropriate reassurance and support.

3.4 Communicate at the child's pace, without exerting pressure to reveal more than the child wishes to.

3.5 Record information on the **disclosure** accurately as soon as possible after the disclosure.

3.6 Inform people **appropriate to the situation** as quickly as possible.

3.7 Provide information on the **disclosure** only to people **appropriate to the situation.**

RANGE STATEMENT

You must cover the items below:

A. Communicate

- i) verbally
- ii) non-verbally i.e. body language
- iii) in writing
- iv) electronically

B. Inappropriate actions

- i) touching
- ii) gestures
- iii) looks
- iv) speech
- v)

C. Signs and indicators

- i) physical
- ii) behavioural

D. Abuse:

- i) physical
- ii) neglect
- iii) sexual
- iv) psychological

E. People appropriate to the situation:

- i) senior colleagues
- ii) external agency

F. Disclosures:

- i) full
- ii) partial

UNDERPINNING KNOWLEDGE AND SKILLS

You need to understand:

Child protection

1. Why it is important to be aware of possible abuse and to report any concerns.
2. The requirements of the candidate's organization and laws in regard to child protection and the candidate's responsibilities for this.

Identifying signs and indicators of possible abuse

3. The common signs and indicators of physical, emotional, sexual abuse and neglect in children.
4. Why it is important to observe a child's physical condition in a way which is sensitive to the child and the situation and how to do so.
5. Other types of information to consider when noting signs and indicators of possible abuse.

Communicating with the child

6. The importance of responding promptly and calmly to a child's disclosure of abuse and how to do so.
7. Why it is important to make it clear to the child that other people must be informed of any possible abuse.
8. Why it is important to provide a child with reassurance and support during a disclosure of abuse and how to do so.
9. Why it is important to communicate at the child's pace and not exert pressure on the child to disclose more than they wish.
10. How to communicate at the child's pace and not exert pressure.

Reporting possible abuse

11. Who are the appropriate people and agencies to report possible abuse to.
12. How to decide whether to report concerns about possible abuse and who to report possible abuse to.
13. How to distinguish between directly observed signs and indicators of abuse, other information and opinions and why it is important to do so in any reports.
14. Why it is important to note any evidence of possible abuse carefully and to indicate this in any report.
15. How to report possible abuse.
16. Why confidentiality is important - who should and should not be informed of possible abuse.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out all the elements, meeting all of the performance criteria **on more than one occasion**. This evidence must come from a real working environment.

Candidates must show they can meet all of the performance criteria covering **as a minimum** from the range:

- all types of **signs and indicators**
- two types of **abuse**
- both types of **disclosure**
- both types of **people appropriate to the situation**

(2) Methods of Assessment

- Observation
- Oral/written Questioning
- Simulations
- Projects and case studies

(3) Context of Assessment

When a real coaching/instructing environment does not produce evidence for aspects of an element, the assessor may create simulations to enable the candidate to demonstrate competence.

U36503: Enable participants with physical limitations to take part in programmes of physical activity

Unit Descriptor:

This unit is about using specialist expertise to help people with physical limitations (older adults, ante-and post-natal women, obese people and those with low fitness) to take part in, and benefit from, physical activity programmes and sessions.

The unit is aimed at people who have some experience of coaching/instructing beginner and intermediate participants in their sport/activity. Candidates should be familiar with the skills and techniques of the sport/activity and the principles of developing a programme for participants as defined by the technical definition and assessment specification of the sport/activity.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Collect and analyze information on physical limitations | 1.1 Ensure information is as up to date and comprehensive as sources will allow. |
| | 2.2 Ensure methods chosen to collect information are ethical and appropriate to the needs of the participants . |
| | 1.3 Ensure information is accurate and resolve any gaps or conflicting information. |
| | 1.4 Screen participants and refer those whose needs are beyond the candidate's capability. |
| | 1.5 Manage information collected confidentially. |
| 2. Agree on a physical programme to meet participants' needs | 2.1 Agree a plan for a programme that reflects the collected information . |
| | 2.2 Identify aims and objectives. |

-
- | | | |
|---|-----|--|
| | 2.3 | Identify points in the programme for participant feedback. |
| | 2.4 | Ensure the programme is consistent with safety and health requirements. |
| | 2.5 | Agree the plan with others . |
| | 2.6 | Agree contingency plans for participants experiencing difficulty achieving aims and objectives. |
| | 2.7 | Identify and access resources to support the achievement of aims and objectives. |
| | 2.8 | Document the agreed plan. |
| 3. Plan sessions incorporating adaptations to meet participant needs | 3.1 | Make a realistic assessment of participants' ability in regard to the proposed activity. |
| | 3.2 | Ensure arrangements for the sessions are ethical and conform to safety and health requirements. |
| | 3.3 | Make recommendations regarding the temporary deferral of participation in physical activity. |
| | 3.4 | Identify the adaptations required to ensure safe and effective participation. |
| | 3.5 | Identify methods and strategies to maximize safe and effective participation. |
| | 3.6 | Ensure session plans are consistent with the agreed aims and objectives of the programme. |
| | 3.7 | Document the session plan. |
| 4. Teach sessions incorporating adaptations to meet participant needs | 4.1 | Communicate with participants in ways appropriate to their needs. |
| | 4.2 | Check the participants' level of understanding throughout the session. |

- 4.3 Identify the **participants'** strengths and weaknesses.
- 4.4 Adopt teaching strategies that are ethical and maximize safe and effective participation.
- 4.5 Provide feedback in a clear and positive manner.
- 4.6 Gain feedback from the **participants** on the extent to which the session met their needs.
- 4.7 Produce a written session evaluation.
- 5. Evaluate sessions and/or programme for participants with physical limitations
 - 5.1 Incorporate feedback from **others** into evaluation.
 - 5.2 Ensure the evaluation accurately reflects the course of the programme.
 - 5.3 Identify positive and negative factors in the achievement of agreed aims and objectives.
 - 5.4 Make recommendations for future practice.
 - 5.5 Document the evaluation.

RANGE STATEMENT

You must cover the items below:

A. Information:

- i) physical
- ii) psycho-social
- iii) medical
- iv) lifestyle

B. Participants:

- i) older adults
- ii) antenatal and postnatal women
- iii) obese people
- iv) persons with low fitness
- v) individuals/groups

C. Methods:

- i) studying published information
- ii) consultation
- iii) written
- iv) observation
- v) assessment

D. Others:

- i) partners
- ii) support personnel
- iii) participants
- iv) medical practitioner

E. Resources:

- i) equipment
- ii) space
- iii) finance
- iv) advice

F. Arrangements:

- i) financial
- ii) organizational
- iii) environmental

G. Adaptations:

- i) physical
- ii) psycho-social
- iii) strategic

UNDERPINNING KNOWLEDGE AND SKILLS

You need to understand:

For the whole unit

1. The particular characteristics, needs and likely limitations of older people, ante and post natal women, obese people and people with low fitness in regard to exercise and fitness.
2. Safety and health requirements when developing programmes for this range of participants.
3. Ethical considerations to bear in mind when working with these types of participants.

Collecting and analyzing, information

4. The importance of having clear and reliable information on the participants and their physical limitations.
5. How to collect this information and sources which should be used.
6. Ethical considerations in collecting information.
7. How to check information and reconcile any gaps or conflicts.
8. Screening methods which can and should be used.
9. How to identify participants who need to be referred on and who those referrals should be made to.
10. How to manage the information involved.

Agreeing programmes

11. How to assess the ability of the range of participants in regard to exercise and fitness sessions.
12. How to decide when to defer certain activities and determine how long such deferrals should be and adjust them according to the needs to individual participants.
13. The types of adaptations which are appropriate to the range of participants and how to select and adjust them according to the needs of individual participants.
14. How to maximize safe and effective participation for these groups.
15. The importance of the session plan being consistent with overall programme aims and objectives.
16. The importance of documenting the session plan and how to do so.

Planning sessions

17. The agreed safety parameters for the activity and why these must be clearly explained to the participants.
18. Why it is important to encourage, not coerce, participants into adventurous activities.

19. The meaning of 'informed consent' in the context of adventurous activities.
20. The importance of encouraging participants to take control of their own experience and how to balance this with the safety parameters.
21. The importance of mutual support and trust within a group of participants and how to encourage this.
22. The importance of preparing participants to cope with unforeseen circumstances.
23. How to encourage and prepare participants to use basic problem solving techniques.
24. How to agree responsibilities for assessing and helping to manage risk.
25. Why it is important for participants to feel free to express feelings of apprehension and creative imagination.
26. Why it is important to demonstrate and inculcate a strong environmental ethic.
27. Why it is beneficial for participants to express feelings, exploit them creatively and reflect on their experience during and after any adventurous activity.

Teaching sessions

28. Methods of communication appropriate to the range of participants.
29. The importance of checking levels of understanding and how to do so.
30. How to identify strengths and weaknesses.
31. Teaching strategies which are likely to maximize participation for the range of participants.
32. The importance of providing feedback and how to do so effectively with the range of participants.
33. How to evaluate sessions and the importance of making a written evaluation.

Evaluating programmes

34. The importance of evaluation to improving practice as a coach, teacher or instructor.
35. How to evaluate a programme and what criteria to use.
36. Why it is important to incorporate feedback from others.
37. The types of negative and positive feedback which may be given and how to respond to these.
38. How to make recommendations for future practice and the importance of documenting the evaluation.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out all the elements, meeting all of the performance criteria **on more than one occasion**. This evidence must come from a real coaching/instructing working environment.

Candidates must show they can meet all of the performance criteria covering **as a minimum** from the range:

- three types of **information**
- two types of **participants**
- three types of **methods**
- two types of **others**
- three types of **resources**
- two types of **arrangements**
- two types of **adaptations**

(2) Methods of Assessment

- Observation
- Witness testimony
- Oral/written questions
- Written evidence (projects or assignments)
- Professional discussion]

(3) Context of Assessment

When a real coaching/instructing environment does not produce evidence for aspects of an element, the assessor may create simulations to enable the candidate to demonstrate competence.

U36603: Apply basic sports psychology to enhance performance

Unit Descriptor:

This unit is about the development of psychological profiles of participants involved in the coaching/instructing programme, before developing plans to maintain and improve psychological skills of participants. Plans should be monitored and evaluated and recommendations taken forward for future programmes.

The unit is aimed at people who have some experience of coaching/instructing beginner and intermediate participants in their sport/activity. Candidates should be familiar with the skills and techniques of sport/activity and the principles of developing a programme for participants as defined by the technical definition and assessment specification of the sport/activity.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Develop psychological performance profiles of participants | 1.1 Identify the relative importance of psychological skills for good performances in the sport/activity. |
| | 1.2 In consultation with participants, and with the aid of appropriate others, gather information about individual participants' current performance. |
| | 1.3 Establish participants' perception of the differences between their psychological state during good and poor performance. |
| | 1.4 Identify and prioritize psychological skills needing maintenance and enhancement to facilitate consistent good performances. |
| | 1.5 Manage confidential information appropriately. |

2. Develop plans to maintain and enhance psychological skills
 - 2.1 Explain to participants, **methods** of developing psychological skills identified as needing maintenance or enhancement.
 - 2.2 Identify psychological methods currently used by participants.
 - 2.3 In consultation with participants, select **methods** of developing psychological skills appropriate to the participant.
 - 2.4 Develop **plans** to maintain and enhance psychological skills in the priority area identified.

3. Manage and evaluate plans to maintain and enhance psychological skills
 - 3.1 Communicate plan to **people involved**.
 - 3.2 **Monitor** implementation as planned, and **modify** plans appropriately.
 - 3.3 Gather feedback from **people involved** during and after implementation of the plan.
 - 3.4 **Evaluate** plan against aims of the plan
 - 3.5 Develop **action plan** based upon evaluation.

RANGE STATEMENT

You must cover the items below:

A. Psychological skills:

- i) motivation
- ii) confidence
- iii) attention/concentration
- iv) anxiety or stress management

B. Methods of gathering information:

- i) spoken
- ii) written
- iii) observation

C. Information:

- i) current level of performance
- ii) consistency of performance
- iii) best performance
- iv) worst performance
- v) potential improvement

D. Plans to include:

- i) methods used
- ii) support personnel and their roles/responsibilities as determined by the technical definition
- iii) timing
- iv) relationship to other components of training
- v) progression
- vi) monitoring
- vii) evaluation

E. Methods:

- i) pre-competition plans
- ii) re-focusing plans
- iii) relaxation techniques
- iv) goal setting
- v) self-talk
- vi) imagery
- vii) simulation
- viii) decision-making

F. People involved:

- i) participants
- ii) support personnel as determined by the technical definition

G. Ways to monitor:

- i) observation
- ii) questioning
- iii) written reports

H. Modifications to plans as a result of:

- i) injury
- ii) unsatisfactory results
- iii) individual needs
- iv) extenuating circumstances

I. Action plans:

- i) short term
- ii) medium term
- iii) long term

UNDERPINNING KNOWLEDGE AND SKILLS

You need to understand:

1. Means of identifying the relative importance of psychological skills for the sport/activity as determined by the technical definition.
2. Means of gathering information from and consulting with participants.
3. Types of information from and consulting with participants.
4. The purposes of sport psychology in relation to performance, including performance enhancement; enjoyment and development of life skills.
5. Psychological skills, including motivation; confidence; attention/concentration; anxiety or stress management.
6. Methods of development of psychological skills, including pre-competition plans; re-focusing plans; relaxation techniques; goal setting; self-talk; imagery; simulation; dress rehearsal.
7. Concepts of psychological skills, including:
 - motivation i.e. intrinsic, extrinsic
 - participation
 - goal orientation i.e. competitive, social, task mastery
 - anxiety
 - anxiety/stress management i.e. inverted U theory, drive theory, state anxiety, trait anxiety
 - confidence i.e. global, specific
 - attention/concentration i.e. internal, external, narrow, broad
8. Purposes of performance profiles, including:
 - baseline measurement
 - identification of goals
 - progress assessment
 - assistance in planning training and preparation for competition
9. Goal setting, including:
 - types of goals i.e. short term, medium term, long term, performance, outcome, specific, measurable, challenging, realistic, positive
 - process of goal setting i.e. assess current ability, identify goals, prioritize goals, develop strategy to achieve goals, identify potential barriers to goals, identify strategies to overcome barriers, develop commitment to goals, monitor and record implementation of goal achievement strategy, modify strategy according to results of monitoring, evaluate process.
10. Pre-competition plans, including process of developing pre-competition plans - evaluate prior good/poor performance, identify plan to develop optimal psychological state, implement and monitor plan in increasingly stressful environment, modify plan according to results of monitoring, evaluate process.

11. Relaxation, including techniques for development of relaxation - progressive relaxation - tense and relax, relax only, centering.
12. How to record plans to maintain and enhance psychological skills.
13. How to communicate effectively with participants and support personnel (*i.e. sports scientists, physiotherapists, medical staff, nutritionists etc.*)
14. Means of gathering feedback from participants and support personnel.
15. How to select methods to develop participants' psychological skills, taking account for:
 - participants' psychological profile
 - the success of psychological methods currently used
 - the current level of the participants' knowledge and understanding of psychological skills and methods
16. How to evaluate an action plan.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out all the elements, meeting all of the performance criteria **on more than one occasion**. This evidence must come from working in a real coaching/instructing environment.

Candidates must show they can meet all of the performance criteria covering **as a minimum** from the range:

- three types of **psychological skills**
- three types of **information**
- four types of **plans**
- five types of **methods**
- one type of **person involved**
- one type of **modifications**
- one type of **monitoring**
- all types of **action plan**

(2) Methods of Assessment

- Observation
- Witness testimony
- Oral/written questions
- Written evidence (projects or assignments)
- Professional discussion

(3) Context of Assessment

When a real coaching/instructing environment does not produce evidence for aspects of an element, the assessor may create simulations to enable the candidate to demonstrate competence.

U36703: Apply biomechanical principles to performance

Unit Descriptor:

This unit is about analyzing a participant's performance, identifying biomechanical factors and developing, implementing and evaluating methods to improve this aspect of performance.

The unit is aimed at people who have some experience of coaching or instructing beginner and intermediate participants in their sport or activity. Candidates should be familiar with the skills and techniques needed in the sport or activity and have a good understanding of the principles and methods which underpin biomechanical analysis.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Analyze the biomechanical aspects of the participant's performance | 1.1 Identify areas of the participant's performance which could be biomechanically improved. |
| | 1.2 Identify the biomechanical data to be collected. |
| | 1.3 Select methods of collecting the biomechanical data which are appropriate to the sport or activity and the participant's needs. |
| | 1.4 Collect, collate, record and store the biomechanical data in a way which will aid analysis. |
| | 1.5 Analyze the biomechanical data in a way which is appropriate to the demands of the sport or activity and the participant's needs. |
| | 1.6 Compare the analysis with a recognized role model and identify possible improvements. |

- | | | |
|--|-----|---|
| | 1.7 | Identify the causes of actual and potential injuries during performance. |
| | 1.8 | Communicate the results of the analysis to the participant. |
| 2. Identify and propose methods of improving biomechanical performance | 2.1 | Identify methods of improving biomechanical performance which are consistent with the analysis. |
| | 2.2 | Ensure these methods are consistent with the participant's ability and potential. |
| | 2.3 | Ensure these methods are consistent with current good practice in sport or activity and health and safety requirements. |
| | 2.4 | Record the methods in a way which can be easily shared with others. |
| | 2.5 | Communicate the proposed methods to the participant. |
| | 2.6 | Negotiate the proposed methods with the participant, making any necessary adjustments as a result of these negotiations. |
| 3. Implement and evaluate methods of improving biomechanical performance | 3.1 | Develop and agree with the participant a plan to improve biomechanical aspects of performance. |
| | 3.2 | Ensure this plan is consistent with the participant's circumstances. |
| | 3.3 | Monitor the implementation of the plan, collecting the relevant biomechanical data and the participant's response. |
| | 3.4 | Analyze this data in the light of the participant's previous performance, noting any changes. |
| | 3.5 | Adjust the plan according to this analysis and the participant's response. |

- 3.6 Record the results of this evaluation and discuss them and their future practice with participants.

RANGE STATEMENT

You must cover the items below:

A. Biomechanical data:

- i) force production
- ii) stability
- iii) momentum and impulse
- iv) angular motion
- v) projectile motion

B. Methods:

- i) observation
- ii) video/photographic

C. Biomechanical performance:

- i) force production
- ii) stability
- iii) momentum and impulse
- iv) angular motion
- v) projectile motion

D. Plans:

- i) short term
- ii) medium term
- iii) long term

UNDERPINNING KNOWLEDGE AND SKILLS

You need to understand:

For the whole unit

1. The role of bio-mechanics in performance in the sport or activity.
2. Actions: muscle actions, actions at joints, action of limb segments, muscle contractile velocity and force.
3. Initiation of movement: types and ranges of movement in the sport or activity.
4. Lever systems if appropriate to the sport or activity: types of levers, use of levers in the sport or activity, application of moments in sports techniques.
5. Forces: internal, external, impulse, pressure, reaction forces, resolution of forces acting at a point, equilibrium, parallelogram of forces, measurement of force, magnitude.
6. Friction: properties in the sport or activity.
7. Linear motion: displacement, vector, scalars, velocity, acceleration.
8. Mass and gravity: centre of mass (centre of gravity), inertia, conservation of momentum.
9. Application of Newton's Laws of Motion (inertia, acceleration and reaction) in the sport or activity.
10. Angular motion: rotation, angular velocity, moment of inertia, torque.
11. Projectiles if appropriate to the sport or activity: motion of projectiles, projectiles in sport, angle of release, drag and spin.
12. Methods of analysis: identification of movement pattern, planning and position for analysis of movement pattern, motion of centre of gravity, body segment measurement and efficiency of movement, recording of data using video or photographic techniques, development of a qualitative model based on data, interpretation of data using a model, identification of errors in movement pattern.
13. Cause and incidence of injury: types of injury, shock absorption and impact, factors which influence the incidence of injury in the sport or activity.

Analyzing the biomechanical aspects of performance

14. How to assess a participant's performance and identify possible biomechanical factors.
15. How to compare data against data from available models.
16. How to analyze the data and identify specific improvements.
17. Why it is important to communicate the results to the participant.

Methods of improving biomechanical performance

18. How to identify methods which will improve performance based on the analysis.
19. The importance of making sure these methods are appropriate to the participant's ability and potential.

20. Current good practice in the sport in relation to methods of improving biomechanical performance.
21. The importance of recording and sharing the methods to be used.
22. Why it is important to agree on the methods with the participant and other coaches/support personnel.

Implementing and evaluating

23. How to plan biomechanical improvement.
24. How to monitor and evaluate the implementation.
25. The importance of using the results of evaluation to inform future practice.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out all the elements, meeting all of the performance criteria **on more than one occasion**. This evidence must come from real work activities.

Candidates must show they can meet all of the performance criteria covering **as a minimum** from the range:

- three types of **biomechanical data**
- both types of **methods**
- three types of **biomechanical performance**
- two types of **plans**

(2) Methods of Assessment

- Observation
- Witness testimony
- Written/oral questioning
- Video/photographic
- Professional discussion

(3) Context of Assessment

When a real coaching/instructing environment does not produce evidence for aspects of an element, the assessor may create simulations to enable the candidate to demonstrate competence.

U36803: Plan, manage and evaluate a basic physical conditioning programme

Unit Descriptor:

This unit is about the gathering of information, both from field based fitness tests and other sources to enable a physical conditioning programme to be developed. Having developed the plan, it should be implemented, monitored, evaluate and refined as appropriate.

The unit is aimed at people who have some experience of coaching/instructing beginner and intermediate participants in their the sport/activity. Candidates should be familiar with the skills and techniques of the sport/activity and the principles of developing a programme for participants as defined by the technical definition and assessment specification of the sport/activity.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Collect and analyze information to plan basic physical conditioning programmes | 1.1 Identify components of fitness used in the sport/activity and their relative importance to performance at the participant's level. |
| | 1.2 Gather information from participants for the purpose of screening and individualizing the physical conditioning programme. |
| | 1.3 In consultation with participants, establish performance goals for the physical conditioning programme. |
| | 1.4 Identify participant's motivation for achievement of the goals. |
| | 1.5 Identify potential barriers to participation and maintenance of a physical conditioning programme. |
| | 1.6 Manage confidential information appropriately. |

- | | | |
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| | 1.7 | Select tests appropriate to the sport, activity, resources etc. |
| 2. Manage and evaluate field tests of physical condition | 2.1 | Plan for the implementation of tests accepted as current practice within the sport/activity. |
| | 2.2 | Brief the participants and the support personnel. |
| | 2.3 | Ensure participants and support personnel understand the briefing. |
| | 2.4 | Manage implementation of the tests. |
| | 2.5 | Analyze results and provide feedback to participants. |
| | 2.6 | Ensure participants understand the feedback provided. |
| | 2.7 | In consultation with participants and support personnel, evaluate the suitability of the tests used. |
| 3. Develop basic physical programmes to meet goals | 3.1 | Select methods of training which match the information collected and the motivation of the individual. |
| | 3.2 | Develop strategies to overcome the identified barriers to the maintenance of a physical conditioning programme. |
| | 3.3 | Apply the principles of training to all aspects of the physical conditioning programme. |
| | 3.4 | Document the physical conditioning programme. |
| 4. Manage and evaluate basic physical conditioning programmes to meet identified goals | 4.1 | Facilitate implementation of the planned physical conditioning programmes. |
| | 4.2 | Monitor implementation and strategies as appropriate. |

- 4.3 Gather feedback from participants and other personnel during and after implementation of the physical conditioning programmes.
- 4.4 In consultation with the participants and other personnel involved, evaluate the physical conditioning programme.
- 4.5 Develop an **action plan** based on the evaluation.

RANGE STATEMENT

You must cover the items below:

A. Methods of gathering information:

- i) consultation with participant
- ii) observation
- iii) observations by others

B. Information:

- i) consultation
- ii) age
- iii) gender
- iv) training history
- v) results of field test
- vi) current performance;
- vii) health
- viii) injuries
- ix) time available
- x) access to equipment/facilities

C. Plan:

- i) venue/facility
- ii) equipment
- iii) support personnel
- iv) data recording
- v) safety
- vi) contingencies
- vii) timing

D. Brief:

- i) venue, equipment, facilities
- ii) timing
- iii) preparation
- iv) roles of all involved
- v) testing procedures
- vi) administration process

E. Support personnel:

- i) participants
- ii) support personnel as determined by the technical definition

F. Analysis of results against

- i) available norms
- ii) previous results of the individual
- iii) set criteria/targets

G. Principles of training:

- i) specificity
- ii) progressive overload
- iii) rest and recovery
- iv) reversibility
- v) frequency
- vi) intensity
- vii) duration
- viii) periodisation
- ix) tapering
- x) peaking
- xi) individuality
- xii) maintenance
- xiii) adaptation
- xiv) variety

H. Facilitation:

- i) conduct
- ii) direct others to conduct

I. Action plan:

- i) short term
- ii) medium term
- iii) long term

UNDERPINNING KNOWLEDGE AND SKILLS

You need to understand:

1. The energy systems of: aerobic, anaerobic, lactic acid - and the relationship between these systems.
2. The basics of the components of fitness: aerobic capacity, aerobic power, anaerobic capacity, anaerobic power, strength, muscular endurance, speed, agility, balance, flexibility.
3. How and when to screen participants prior to fitness testing.
4. How and why it is important to gain participants' permission for fitness testing.
5. Use of fitness components in sport/activity - continuous, intermittent.
6. When and how to apply the principles of training of: specificity, progressive overload, rest and recover, reversibility, frequency, intensity, duration, periodization, tapering, peaking, individuality, maintenance, adaptation, variety.
7. Methods of developing components of fitness including: interval, continuous, resistance, plyometric, circuit, aqua, land, weight bearing, non-weight bearing, solo, partnered, group.
8. Principles of testing: validity, reliability, reproducible reasons for testing: setting baseline, identifying strengths/weaknesses, monitoring, evaluation, motivation.
9. Lab versus field testing: degree of control, specificity, cost, time.
10. Criteria of a 'good' testing: validity, reliability, objectivity.
11. Variables affecting field tests: performer, test administration; testing, measuring and recording equipment and facilities.
12. How to interpret field test results and implications for the development of a physical conditioning programme.
13. How to record details of physical conditioning programmes including details of: venue, facilities, equipment, timing, activity, other personnel involved, intensity, monitoring - timing and process.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out all the elements, meeting all of the performance criteria **on more than one occasion**. This evidence must come from working in a real coaching/instructing environment.

Candidates must show they can meet all of the performance criteria covering **as a minimum** from the range:

- two types of **gathering information**
- six types of **information**
- five types of **plan**
- four types of **brief**
- both types of **support personnel**
- one type of **analysis of results**
- ten types of **principles of training**
- one type of **facilitation**
- all types of **action plan**

(2) Methods of Assessment

- Observation
- Witness testimony
- Oral/written questions
- Written evidence (projects or assignments)
- Professional discussion

(3) Context of Assessment

When a real coaching/instructing environment does not produce evidence for aspects of an element, the assessor may create simulations to enable the candidate to demonstrate competence.

Assessment methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The Assessor guides and assesses the candidate. His/her role is to determine whether evidence presented by a candidate for assessment within the programme, meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organization/Centre approved by the TVET Council to offer full National Vocational Qualifications.

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

Element

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

Explanation of NVQ Levels

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

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i

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Level

3

Glossary of Terms

Level 1 - Entry Level

Recognizes competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 - Skilled Occupations:

Recognizes competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

Level 3 - Technician and Supervisory Occupations:

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 - Technical Specialist and Middle Management Occupations:

Recognizes competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 - Chartered, Professional and Senior Management Occupations:

Recognizes the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

External Verifier

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved Centre's quality of provision.

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

Level

3

Glossary of Terms

NVQ

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

NVQ Coordinator

The NVQ Coordinator is the centre contact within each approved Centre offering NVQs. He/she has overall responsibility for the operation and administration of the NVQ system.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance Criteria

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

Product of Work

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Questioning

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures you have all of the evidence about a candidate's performance. It also allows you to clarify situations.

Level

3

Glossary of Terms

Range statements

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers “real” people would behave. By using role-play situations to assess a candidate you are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of their work, or where the candidate needs to develop competence, before being judged competently, for example, in a disciplinary situation,

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate’s work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, you will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

Supplementary evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

Underpinning knowledge

Underpinning knowledge indicates what knowledge is essential for a person to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more activities which form a significant part of an individual's work. Units are accredited separately but in combination can make up a vocational qualification. There are two categories of units:

Mandatory units - are core to a qualification and must to be completed.

Optional units - candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Work-based projects

Work-based projects are a useful way for you to collect evidence to support any decision you make about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning observation.

A project often involves the identification of a solution to a specific problem identified by you and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).