
Overview

This standard is about you planning and recording both a session and a series of linked and progressive coaching sessions.

Coaches must also take account of guidelines from the Governing Bodies of Sport and their own prior experience when planning sports coaching sessions.

This standard is for coaches who plan sports coaching sessions.

The main outcome of the standard is to:

- plan sports coaching sessions

**Performance
criteria**

Plan sports coaching sessions

- You must be able to:
- P1 collect and record the **information** you need to prepare your plan
 - P2 identify **participants** needs and implications for planning
 - P3 identify the overall session aims
 - P4 select and plan activities that will help the **participants** achieve their aims for skill acquisition
 - P5 ensure **goals** are linked, progressive and consistent with the overall aims
 - P6 plan activities for each session that will motivate the **participants** and achieve the planned **goals**.
 - P7 agree the overall aims of the sports coaching sessions with the **participants** and **others**
 - P8 plan timings, sequences, intensity and duration of the sports coaching sessions
 - P9 organise **resources** for your planned sessions
 - P10 produce a contingency plan or amend the session, based on a risk assessment
 - P11 refer any participants whose needs you cannot meet to a competent person or agency

Knowledge and understanding

Plan sports coaching sessions

You need to know and understand:

- K1 organisational requirements of the delivery of sport coaching sessions
- K2 sources of **information** that a coach can use when planning and preparing coaching sessions
- K3 the types of **information** needed to plan sports coaching sessions
- K4 how to promote **participants** rights and choices through effective programme planning and delivery
- K5 how to plan and record activities that will help the **participants** achieve their aims for skill acquisition
- K6 how to assess individual needs including those related to disability and impairments and requirements and opportunities for disabled people
- K7 the importance of identifying both an overall series goal and individual sessional **goals** within the series
- K8 why **goals** should be linked, progressive and consistent with the overall aims of the programme and or series
- K9 the process and considerations for planning a balance of activities and coaching methods for each session that will motivate the **participants** and achieve the planned **goals** for individuals and groups
- K10 the importance of planning realistic timings, sequences, intensity and duration of the activities
- K11 the types of **resources** and equipment you need to deliver the sessions
- K12 the importance of organising your **resources** for your planned sessions, checking the **resources** meet specific sports rules and regulations
- K13 the importance of producing a contingency plan or amending a session plan based on a risk assessment
- K14 where to refer any participant whose needs and potential you cannot meet to a competent person or agency

Additional information

Scope/range

1 Information

- 1.1 participants
- 1.2 participants stage of development
- 1.3 particular needs of participants and others
- 1.4 medical conditions of participants and others
- 1.5 aims of the series of the coaching sessions
- 1.6 learning styles
- 1.7 evaluations and action plans from other sessions
- 1.8 planned venue for the sessions

2 Participants

- 2.1 individuals
- 2.2 groups
- 2.3 participants with particular needs

3 Others

- 3.1 spectators
- 3.2 other coaches
- 3.3 nutritionists
- 3.4 parents or guardians
- 3.5 physiotherapists
- 3.6 facility users
- 3.7 mentors
- 3.8 volunteers
- 3.9 sport administrators
- 3.10 physiologists
- 3.11 biomechanists
- 3.12 strength and conditioning coaches
- 3.13 lifestyle coaches

4 Resources

- 4.1 facilities
- 4.2 coaching staff
- 4.3 support staff
- 4.4 equipment
- 4.5 materials
- 4.6 finance

5 Goals

That could include but not limited to:

- 5.1 improve physical ability
- 5.2 improve mental ability
- 5.3 improve skills and techniques
- 5.4 improve tactical ability

Values

The following key values underpin the coaching process and will help sports coaching to have its intended impact on the participants.

Coaches should:

- 1 follow and embed your own coaching philosophies and values for sport throughout the coaching process
- 2 encourage and empower participants to make effective choices and decisions for the technical and tactical requirements of the sport
- 3 ensure the principles of skill acquisition are integrated into the session and or programme
- 4 support, co-ordinate and manage the coaching process effectively, keeping the participant at the centre of the process
- 5 identify and recognise participant's needs at the start of the process and should aim to address those via their coaching. This is particularly pertinent for a participant with a disability
- 6 aim to empower participants, supporting their right to make choices, discover their own solutions, and enable them to participate and develop at their own pace and in their own way within the confines of the environment
- 7 provide opportunities in an environment that motivates, controls risk, and engenders challenge, enjoyment and above all achievement
- 8 aim to grow participant's confidence and self esteem
- 9 maintain confidentiality
- 10 ensure there is differentiation and inclusion that can enable participants with particular needs and of various abilities to participate in sessions and or programmes. The needs of participants with a disability should be considered and their needs met
- 11 be aware of their organisations' responsibilities and liabilities under equality, diversity and inclusion legislation and codes of practice
- 12 be aware of the roles of supporting personnel such as those of a nutritionist, psychologist, physician, physiotherapist, physiologist and utilise sport specific structures for identifying support, including recognition of when to refer issues to specialists
- 13 accept and respect the role of officials in ensuring that competitions are conducted fairly and according to the rules

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- 14 reflect on their own practice and always seek ways to improve their coaching ability
 - 15 actively discourage the use of performance enhancing drugs, and any illegal substance
 - 16 continually maintain the health, safety and welfare of the participants, throughout the coaching process

Behaviours

The following behaviours underpin the coaching process. These behaviours ensure sports coaching is conducted in a positive and inclusive environment:

Coaches should:

- 1 promote positive behaviour in a fair, consistent, ethical and effective manner.
- 2 coaches should manage individual and group behaviour; should challenge and manage risk and behaviour issues with reference to the relevant code of conduct
- 3 implement ground rules for behaviour during the coaching session and or programme
- 4 act as a role model by maintaining the highest standards of personal conduct and projecting a favourable image of sport
- 5 use appropriate communication techniques and appropriate responses to dealing with conflict where it might arise; such as gaining cooperation, avoiding stereotype reactions, self-control and dealing with negativity effectively
- 6 encourage and reward positive behaviour
- 7 recognise types of behaviour by participants and others that may cause emotional distress and know how to respond
- 8 recognise discriminatory behaviour within the group or from others involved in the programme and know the procedures to follow in case of any incidents
- 9 be aware of the power that a coach develops with participants in the coaching relationship and avoid any intimacy

Skills

The following skills underpin the coaching process. These skills ensure a sports coaching programme has its intended impact on the participants and others.

Coaches should:

- 1 provide inspiration
- 2 communicate clearly and accurately
- 3 ignite and maintain passion
- 4 provide motivation
- 5 ensure inclusion and equality

6 promote decision making

Glossary

Activities

Components of a sports coaching session that may focus on your development of: participant's strength, endurance, techniques or tactical awareness or strategies for problem solving. Sports coaching sessions are composed of one or more activities.

Coaching method

How, as the coach, you deliver a sports coaching session. You may use one or more of the following methods in the delivery of a sports coaching session: whole, part, whole; shaping; modelling; command and response; question and answer, directive through specific set tasks, games for understanding; Tell, sell, share and allow.

Coaching style

The way in which you engage with participants during a sports coaching session; this might include the use of a variety of styles. For example: directing participants in what to do, or supporting them in solving problems for themselves.

Code of Practice

In addition to the Key Values for Coaching included in this standard, individual sports or activities, through the Governing Body of Sport, may have specific guidelines for coaches, officials and participants.

Communicate in writing

This could include short notes or messages or giving a participant or participants an information leaflet or sending them an email.

Competent person or agency

This could be a more competent coach, supervisor or another organisation.

Colleagues

The people you work with – people working at the same level as yourself or your supervisor.

Confidential information

Follow recognised guidelines for policies and procedures.

Cool-down

Safe activities that allow participants to mentally and physically recover from activities undertaken in a sports coaching session.

Expected participants

The characteristics of your participants that are either known to be or anticipated to take part in a particular sports coaching session. Information about expected participants might include: the number of attendees, their age, gender, disability, and level of experience, potential, ambition and any medical conditions.

Feedback

The process of giving and receiving views on performance. This might include you giving participants feedback on their performance or contribution to a sports coaching session; or a more experienced coach giving an opinion on your performance in the delivery of a particular sports coaching session.

Goals

Can be long, medium or short term. Sports coaching session goals (individual or group) will focus on what participants will be working towards during the session.

Good working relationship

The type of relationship with your participants and colleagues that helps the participants achieve their goals and the coaching team to work well and provide a high level of service to the participants – this includes getting along well with your colleagues, being fair to them, avoiding unnecessary disagreements and not letting your personal life influence the way you relate.

Hazard

This is something that is dangerous or that could cause harm.

Health and safety requirements

Those required by law, industry codes of practice, Governing Bodies of Sport (where the activity is covered by a governing body) and those of your own organisation.

Instructions

These could be the manufacturer's instructions or instructions developed by your organisation.

Learning styles

The ways in which individuals prefer to learn, and to which you should design your sports coaching sessions to cater for.

Non-participants

People attending but not participating in the sports coaching session, because of medical reasons, their level of ability, the challenges of the physical environment or the lack of appropriate equipment.

Others

This could include spectators, other coaches, Nutritionist, Parents, Physiotherapist, Facility others, Mentors, Volunteers, Sport Administrators, Physiologist, Psychologist, Biomechanics Strength and conditioning coach, Lifestyle coach, mentor (this is not an exhaustive list).

Organisation's standards for appearance and behaviour

How your organisation advises you to dress and present yourself during your coaching activities; this would cover wearing the correct uniform or other clothing and standards of personal hygiene; it also includes how you behave when participants are present.

Participants

People, as individuals, or in groups, who will be taking part in a sports coaching session. These include youth, talent and adults

People with particular needs

A range of people who might need to have their sports coaching session adapted because of a physical, learning, sensory disability or medical problems.

Personal development plan

A record of the areas that you want to improve in your coaching practice, the personal goals you want to achieve, how you are going to do this and by when.

Plan

A sports coaching session plan is a description of a particular session; included in the plan will be its aims, objectives, content, activities, timings and equipment needed. Plans are usually recorded so that they can be shared with others and referenced at a later date.

Practice

The repetition of techniques and skills that are performed outside of the context of the competitive environment or the normal participation in sport or activity; and may form the basis of a sports coaching session.

Programme

A sports coaching programme is a plan for coaching sessions or a series of plans, usually for the development of participants over a defined period of time.

Responsible person

This could be a more qualified or experienced coach, manager, activity supervisor to whom you would report.

Review

The process of you analysing the sessions you have planned and delivered, identifying what went well and what could have been improved.

Rules of the sport or activity

These will be defined, as rules or laws, by the Governing Body of Sport for the sport or activity.

Sports coaching session

A set period of time during which participants will take part in activities designed to improve their performance in a particular sport or activity.

Supervisor

The person who directly manages your work such as lead/head coach, activity leader, line manager, centre manager.

Technically correct demonstrations

These will normally be defined by the technical manuals of the Governing Body of Sport for the sport or activity.

Timing and sequencing

The timings and order of activities within a sports coaching session or programme.

Training

Could involve a course, but would also include watching others doing things that are new to you, receiving instructions from others on new things you have to do and having the opportunities to practise new skills.

Venue

Physical place or water space at which your sports coaching session is planned to take place. The characteristics of appropriate venues may be defined by the Governing Body of Sport.

Warm up

Safe activities that allow participants to mentally and physically prepare for a sports coaching session.

Work environment

People and the defined physical environment.

Your own level of competence

The role for which you are qualified to fulfil, combined with your experience in that role; ensuring that you do not coach participants activities which do not fall within your level of competence.

Welfare

Supporting the participant's well-being including basic lifestyle, nutrition and drug awareness.

Links to other NOS

This standard links with SKASC3 and SKASC4

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Plan sports coaching sessions



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