

BTEC

# HIGHER NATIONALS

## Sport and Exercise Science



Higher National  
Certificate Lvl 4

## Unit 12: Community Coaching

<b>Unit code</b>	<b>L/616/1688</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>

### Introduction

Coaching is a multifaceted vocation, with sports coaches working in a range of contexts and a variety of cultures. Within these environments, coaches are challenged to work with a range of stakeholders and participants with differing aims, needs and constraints.

Coaching policy has often shaped the engagement of coaches within these environments and challenged governing bodies to address societal issues in highly practical environments using sport as a tool for change. For coaches to work successfully within the sector, they must be able to engage with the rich opportunities to work with participants across the entire life course, from different cultures and with wide-ranging objectives.

This unit challenges students to understand the different cultures and contexts in which sports coaches work, and to understand the role of policy and national governing body initiatives in shaping the pedagogic practice of coaches in the community. Students successfully completing this unit will be able to describe the political landscape of their local coaching environments and understand the challenges and mechanisms for adapting and redesigning sports activities and games to achieve wider outcomes for participants, governing bodies and sporting organisations.

Students will be prepared to consider the challenges of working in a diverse sector and apply theoretical knowledge to plan, deliver and adapt practical coaching sessions to particular contexts across a range of community settings.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Describe a range of community sport initiatives and policies, both contemporary and historic, which have shaped coaching practice
2. Plan an effective coaching session, underpinned by relevant theoretical concepts, aimed at a specific population group or community context
3. Deliver an effective practical coaching session that addresses the needs of a specific population group or community context
4. Discuss the potential for sport to be used as a tool for addressing wider societal issues.

## Essential content

### LO1 Describe a range of community sport initiatives and policies, both contemporary and historic, which have shaped coaching practice

*Historic and contemporary coaching policy:*

National policy documents

International policy documents

*Sport for development:*

History of muscular Christianity

Community development

Positive youth development

The 4Cs of coaching (character, competence, connection, confidence)

Sport and social inclusion

Sport and health

### LO2 Plan an effective coaching session, underpinned by relevant theoretical concepts, aimed at a specific population group or community context

*Adaptation principles:*

STTEPS principle – space, time/task, equipment, people, speed

Modified games

National governing body initiatives

*Differentiation:*

Long-term athlete development

Physical literacy

Barriers to participation for special population groups

*Planning principles:*

Progression

Teaching/coaching styles

Activity leadership

Athlete-centred coaching

Teaching and coaching models (e.g. teaching for personal and social responsibility)

*Planning for inclusion:*

Inclusion spectrum – open, modified, parallel and separate activities

**LO3 Deliver an effective practical coaching session that addresses the needs of a specific population group or community context**

*Effective coaching pedagogy:*

Coaching styles

Communication

Adaptation

*Reflective practice:*

Stages of reflection (in action, on action, retrospective)

*Managing risk within coaching practice:*

Risk assessment (dynamic, static, objective and subjective)

Phases of risk management – primary, secondary, tertiary

*Safeguarding in coaching practice:*

Safeguarding policy

Ethical issues working with different populations

Good practice guidelines

**LO4 Discuss the potential for sport to be used as a tool for addressing wider societal issues**

*Positive youth development:*

Sport for development

*The 4Cs of coaching (character, competence, connection, confidence)*

Coaching for character

*Sport and society:*

Sport and social inclusion

Gender, inclusion, ethnicity, disability and sport

*Sports policy:*

National Governing Bodies

Coach education pathways

Sports Leadership

Government policy and funding

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p><b>LO1</b> Describe a range of community sport initiatives and policies, both contemporary and historic, which have shaped coaching practice</p>		<p><b>D1</b> Critically analyse the changing role of the sports coach in community contexts</p>
<p><b>P1</b> Explain how government policy can shape local community sports initiatives</p> <p><b>P2</b> Investigate the impact of different government ideologies and policies upon local community coaching practice</p>	<p><b>M1</b> Analyse the role of the coach in delivering community coaching initiatives</p>	
<p><b>LO2</b> Plan an effective coaching session, underpinned by relevant theoretical concepts, aimed at a specific population group or community context</p>		<p><b>LO2 &amp; LO3</b></p> <p><b>D2</b> Critically evaluate principles of adaptation/ inclusion to address the specific needs of individuals within a population group or community context</p>
<p><b>P3</b> Produce an effective practical session plan specific to a population group or community context</p> <p><b>P4</b> Demonstrate where theoretical frameworks have informed planning for inclusion</p>	<p><b>M2</b> Apply principles of differentiation, adaptation and inclusion to address specific needs within your participant group</p>	
<p><b>LO3</b> Deliver an effective practical coaching session that addresses the needs of a specific population group or community context</p>		
<p><b>P5</b> Demonstrate effective coaching practice and techniques to address the needs of a specific population group or community context</p> <p><b>P6</b> Differentiate coaching practice, techniques and activities to address the needs of a specific population group or community context</p>	<p><b>M3</b> Reflect upon the effectiveness of your coaching practice and demonstrate principles of adaptation to address the specific needs within your participant group</p>	

Pass	Merit	Distinction
<b>LO4</b> Discuss the potential for sport to be used as a tool for addressing wider societal issues		
<p><b>P7</b> Investigate the use of sport as a tool for development, both nationally and internationally</p> <p><b>P8</b> Describe the use of community sport for addressing societal issues in your local community</p>	<b>M4</b> Evaluate the effectiveness of using sport to address wider societal issues	<b>D3</b> Critically analyse the effectiveness of a local or national community sports initiative in achieving its objectives



## Recommended resources

### Textbooks

HOULIHAN, B. and MALCOLM, D. (London) (2016) *Sport and Society*. 3<sup>rd</sup> Edition. Sage.

PARKER, A. and VINSON, D. (London) (2013) *Youth Sport, Physical Activity and Play – policy, intervention and participation*. Routledge.

### Websites

<a href="http://www.sportdevelopment.org.uk">www.sportdevelopment.org.uk</a>	Sports Development Resources Research
<a href="http://www.sportscoachuk.org">www.sportscoachuk.org</a>	UK Coaching Resource Bank Research/reference

### Links

This unit links to the following related units:

*Unit 5: Coaching Practice & Skills Development*

*Unit 6: Training, Fitness, Testing*

*Unit 9: Biomechanics*

*Unit 15: Advanced Coaching*

*Unit 19: Contemporary Issues in Health*

*Unit 20: Health Community Engagement*

*Unit 23: Physical Literacy*

*Unit 28: Leadership & Management*

*Unit 34: Innovation in Coaching*

*Unit 37: Sport Rehabilitation.*