

BTEC

HIGHER NATIONALS

Sport and Exercise Science



Higher National
Certificate Lvl 4

Unit 5: Coaching Practice & Skill Development

Unit code	T/616/1684
Unit level	4
Credit value	15

Introduction

Coaching has become a diverse role within the sports industry. It is as important as ever that coaches understand the participants they work with and are prepared to deliver excellent coaching practice. However, it is crucial to be able to understand the individual requirements and the specific needs of participants and to address these through an emphasis on skill development. Having the knowledge to adapt your practice in order to ensure you create an environment for personal development and for the athlete to meet their specific goals is key. Instilling the right coaching environment can only be developed once both coaching practice and skill development is understood.

The aim of this unit is to provide students with the knowledge and understanding of coaching practice and the skill development associated with athlete performance. Students will engage in researching the impact of different coaching practices, working in various environments, utilising resources, developing skills and planning effective sessions. They will gain an understanding of the importance of developing sessions dependent on the group's demographics.

As students progress through this unit, they will gain the practical and technical knowledge to review the positives and negatives of coaching practice and skill development and so gain a competitive edge. Further, they will understand how to plan effective coaching sessions that meet the needs of the group they are leading.

The knowledge, understanding and skill sets gained in this unit will help students to appreciate the varied coaching environments in which they might work. They will have learned how to be specific to the individuals they are coaching and ensure they apply the relevant skill development.

Learning Outcomes

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

1. Explain the key principles of coaching practice and the environmental factors that impact on skill development
2. Compare coaching practice requirements to enhance athlete performance for a range of participants
3. Investigate the coaching, teaching and learning styles that are used to develop a range of participants within an effective learning environment
4. Reflect on delivered coaching sessions that demonstrate appropriate skill development for a range of participants.

Essential content

LO1 Explain the key principles of coaching practice and the environmental factors that impact on skill development

Key principles:

Role of the coach

Knowledge

Communication styles and methods

Professional relationships

Development experience

Approach of self-development and CPD

Ethical approach to all participants

Coaching practice:

Practice design

Feedback to improve performance

Reflective practice

Self-awareness

Safeguarding and safety

Lifestyle of the athlete

Sports science influences

Leadership styles

Environmental factors:

Motivational climate

Safeguarding

Practice

Competitive situations and games

Parents and others

LO2 **Compare coaching practice requirements to enhance athlete performance for a range of participants**

Phases of learning:

Learning theory, e.g. Fitts and Posner's (1977) three-stage model

Kolb's learning cycle

Characteristics of learning stages

Performance plateaus

Changes in aspects of performance with learning

Implications for practice

Transfer of learning:

Positive and negative transfer, e.g. zero transfer, intra-task transfer, intertask

Influence of transfer on sequencing skills to be learned

Transfer and instructional methods

Practical applications

Level of participant and individual needs

Leadership styles:

The influence of leadership on athletes

Types of leaders

Requirements of leaders to meet the needs of the participant

Leadership styles and behaviours

Range of participants:

Children

Youth

Adult

Talent development

High performance

LO3 Investigate the coaching, teaching and learning styles that are used to develop a range of participants within an effective learning environment

Coaching and teaching styles:

Teaching styles (autocratic, democratic, laissez-faire)

Coaching styles, e.g. group and one-to-one sessions

Practical and theoretical sessions

Technical and tactical sessions

Learning styles:

Styles, e.g. visual, auditory, kinesthetic

Relationship with different teaching and coaching styles

Be able to create an effective learning environment for leading sports activities

Range of participants:

Children

Youth

Adult

Talent development

High performance

Learning environment:

Relationship with different teaching and coaching styles

Be able to create an effective learning environment for leading sports activities

Practice

Competition

One-to-one and team

Motivational climate

Level of participant and individual needs

LO4 **Reflect on delivered coaching sessions that demonstrate appropriate skill development for a range of participants**

Planning sessions:

Factors in session planning, e.g. goals, nature of the task, environmental factors, individual differences of the student, learning styles

Running a session:

Leadership behaviours, e.g. Chelladurai's multi-dimensional model of leadership, Mosston and Ashworth's spectrum of teaching styles

Evaluating progress during sessions

Giving correct feedback to participants

Following guidelines

Practice design:

Whole- and-part learning methods

Practice conditions (massed, distributed, fixed, variable)

Types of guidance (visual, verbal, manual, mechanical)

Contextual interference

Reflective practice:

Reflective practice models and approaches

Evaluation techniques

Strengths and areas for improvement

Recommendations for future sessions

Use of evidence base to support future recommendations (peer reviewing, empirical evidence)

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Explain the key principles of coaching practice and the environmental factors that impact on skill development			
P1 Describe the key principles of coaching practice	M1 Discuss the key principles of coaching practice and the environmental factors that impact on skill development	D1 Justify the key principles of coaching practice and the environmental factors that impact on skill development	
P2 Explain the environmental factors that impact on skill development			
LO2 Compare coaching practice requirements to enhance athlete performance for a range of participants			
P3 Compare the different coaching practice requirements for a range of participants	M2 Explore the coaching practice requirements to enhance athlete performance for a range of participants	D2 Compare the coaching practice requirements to enhance athlete performance for a wide range of participants to indicate the distinct differences	
LO3 Investigate the coaching, teaching and learning styles that are used to develop a range of participants within an effective learning environment			
P4 Investigate the coaching, teaching and learning styles that are used to develop a range of participants	M3 Explain the factors that can impact on the coaching, teaching and learning styles of a coach when working with a range of participants	D3 Analyse the coaching, teaching and learning styles of a coach when creating an effective learning environment when working with a range of participants	
P5 Describe what makes an effective learning environment to develop a range of participants			

Pass	Merit	Distinction
<p>LO4 Reflect on delivered coaching sessions that demonstrate appropriate skill development for a range of participants</p>		<p>D4 Evaluate the delivery of coaching sessions, providing recommendations to improve in the future</p>
<p>P6 Plan coaching sessions for the acquisition or development of skills for a chosen group</p> <p>P7 Deliver coaching sessions and demonstrate the appropriate leadership behaviours that are required for the chosen group</p>	<p>M4 Review the planning and delivery of the coaching sessions to show that sufficient plans are put in place to adapt to the unforeseen</p> <p>M5 Deliver coaching sessions implementing changes identified as part of reviews</p>	

Recommended resources

Textbooks

MARTENS, R. (Leeds) (2012). *Successful coaching*. 1st ed. Human Kinetics.

PYKE, F. (Champaign, IL) (2013). *Coaching excellence*. 1st ed. Human Kinetics.

VEALY, R. and CHASE, M. (Champaign, IL) (2016). *Best practice for youth sport*. 1st ed. Human Kinetics.

WRISBERG, C. (Leeds) (2007). *Sport skill instruction for coaches*. 1st ed. Human Kinetics.

Links

This unit links to the following related units:

Unit 2: Fundamentals of Sport & Exercise Psychology

Unit 8: Lifestyle Coaching

Unit 9: Biomechanics

Unit 12: Community Coaching

Unit 15: Advanced Coaching

Unit 23: Physical Literacy

Unit 29: Teaching Practice

Unit 32: Psychology for Performance

Unit 33: Strength & Conditioning for Coaching

Unit 34: Innovation in Coaching

Unit 35: Contemporary Issues in Coaching

Unit 36: Applied Lifestyle Coaching.