



# ***WJEC SPORT AND COACHING PRINCIPLES***

## **UNIT 3**

### **Coaching Principles**

**NAME:** .....

**FORM:** .....

## **Aim:**

**The aim of this unit is to provide learners with the appropriate knowledge and understanding to be able to plan, lead and evaluate a sporting activity.**

- By using this booklet, you will gather the information required to pass each section of the unit.
- There are a number of worksheets and coursework outlines that will be used to gather evidence of your coaching knowledge and completion of a number of tasks leading up to you completing your coaching sessions.
- It is very important that each piece of evidence is completed fully with all the relevant information included.

Use the checklist below to ensure you have the following information before submitting your work:

Checklist:

Work Needed	Completed
Booklet complete	
Session Plan	
Session completed and recorded	
Evaluation of your session	
Development plan of how you will improve	

- The following pages show the assessment criteria for each section, along with your assessment brief.
- Make sure you refer to these to ensure to include all the information to gain the highest possible grade.

**WJEC LEVEL 1/2 Vocational Award Sport and Coaching Principles MARK RECORD SHEET**

Unit Grade
------------

**UNIT 3: Coaching Principles**

**Learner Name:**

I confirm that the evidence submitted for assessment has been produced by me without any assistance beyond that allowed.

**Signature:**

**Date:**

**Assessor Name:**

The assignment brief used for summative assessment is attached, together with evidence of quality assurance.

I confirm that the evidence submitted by the learner has been produced under the controlled conditions set out in the qualification specification and model assignment.

The overall grade awarded for this unit is \_\_\_\_\_

**Signature:**

**Date:**

**Lead Assessor Name:**

I confirm that the evidence submitted by this learner for summative assessment has been quality assured and the grade awarded is confirmed as accurate.

**Signature:**

**Date:**

Assessment Criteria	Performance bands			Grade Awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	
<b>AC1.1 Coaching skills</b>	Outline in general terms the skills involved in coaching. Evidence is mainly descriptive with limited application to sporting examples.	Describe the skills involved in coaching including, communication, organisation and analytical, using some sporting examples. Evidence has some detail and relevant sporting examples.	Explain why the skills and responsibilities involved in coaching are important, using a range of sporting examples. Evidence is detailed, relevant and reasoned.	
<b>AC1.2 The responsibilities needed to coach a session</b>	Outline in general terms the responsibilities involved in coaching. Evidence is mainly descriptive with limited application to sporting examples.	Describe the responsibilities involved in coaching including health and safety, safeguarding and professional conduct using some examples. Evidence has some detail and relevant sporting examples.		
	<b>Assessor comments</b>			

Assessment Criteria	Performance bands				Grade Awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
<b>AC2.1 Meeting the needs of the participants</b>	Outline in general terms how the coach can meet the needs of the participants. Evidence is mainly descriptive with little application.	Describe how the coach can meet the needs of the participants. Evidence has some detail and application.	Explain how the coach can meet the needs of the participants. Evidence is detailed, relevant and offers sporting examples as part of the application.		
<b>AC2.2 Stages and components of a coaching session</b>	Outline in general terms the different stages and components of a coaching session. Evidence is mainly descriptive.	Describe the different stages and components of a coaching session. Evidence has some detail and offers practical examples.	Explain the different stages and components of a coaching session. Evidence is detailed and relevant offering practical examples		
<b>AC2.3 Planning a session</b>	Plan is mainly generic. There will be some omissions.	Plan is descriptive and general but covers key parts of the session. It includes the aims and objectives and progressions.	The plan explains the relationship between the aims, objectives and participant needs. The plan contains clear relevant detail and covers all parts of the session.	Plan contains comprehensive relevant details and covers all parts of the session in some depth. It also offers alternative activities as a contingency plan.	
	<b>Assessor comments</b>				

Assessment Criteria	Performance bands				Grade Awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
<b>AC3.1 Demonstrate coaching skills</b>	Coaches a generic session with support following the session plan. Demonstrates limited coaching skills.  The session needs are met.	Coaches an appropriate session, following the session plan. Demonstrates basic coaching skills.  Some needs of the participants are met during the session.	Coaches a clearly structured session independently.  Demonstrates a range of coaching skills.  Most needs of the participants are met during the session.	Coaches a detailed effective session independently.  Demonstrates a comprehensive range of coaching skills. Meets the needs of all participants during the session.	
	<b>Assessor comments</b>				



Assessment Criteria	Performance bands				Grade Awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
<b>AC4.1 Review of coaching</b>	Review is mainly generic.  Limited evidence used to support review.	Review is basic but related to session.  Some different sources of evidence are used to support the review including participant feedback and own reflections.	Review is detailed and is related to session.  A range of different sources of evidence are used to support the review.	Review is comprehensive and relevant to session. A range of different sources of evidence are used effectively to support the review.	
	<b>Assessor comments</b>				
<b>AC4.2 Development Planning</b>	Development plan is mainly generic.	Development plan is basic but does include some SMART targets and methods of improvement.	Development plan includes accurate SMART targets and methods of improvement. Clear link to review.	Development plan is detailed, comprehensive and includes accurate SMART targets and methods of improvement.	
	<b>Assessor comments</b>				



**LEVEL 1/ 2 VOCATIONAL AWARD IN**  
**SPORT AND COACHING PRINCIPLES**  
**UNIT 3: COACHING PRINCIPLES**

**Learner Assignment Brief**

Your Physical Education Department have advertised a new scheme that they are setting up that will enable Key Stage 4 pupils to fill the role of Pupil Coach and gain experience of taking coaching sessions.

As a Pupil Coach, you will work alongside the teachers in charge of the various Key Stage 3 school sports teams to develop your coaching skills and understanding of the responsibilities and demands of being a sports coach.

The Physical Education Department have recently announced the application process for all pupils interested in being a Pupil Coach.

**Tasks**

1. Write a letter of application for the role of Pupil Coach. Your letter must include information covering the following areas:
    - (a) Coaching skills. (AC 1.1)
    - (b) Responsibilities of a coach. (AC 1.2)
    - (c) How a coach can meet the needs of the participants in their sessions. (AC 2.1)
    - (d) The stages and components of a coaching session. (AC 2.2)
  2. Produce a plan for a specific sports session. Your plan should include the following information:
    - (AC 2.1)
    - (AC 2.2)
    - (AC 2.3)
-

- (a) Aims and objectives.
  - (b) The needs of the group.
  - (c) Resources needed.
  - (d) Components of the session.
  - (e) Health and safety requirements.
3. Demonstrate your coaching skills by taking the session that you planned for Task 2. (AC 3.1)
4. (i) Produce a review of your session. You should use information from different sources to inform your review. These sources could include the following: (AC 4.1)
- (a) Participant feedback.
  - (b) Assessor feedback.
  - (c) Video feedback.

©WJEC CBAC Ltd.

---

*WJEC LEVEL 1/2 VOCATIONAL AWARD SPORT AND COACHING PRINCIPLES iSAM 4*

- 4 (ii) Draw up a plan for your future development as a coach based on the review you completed for Task 4(i). Your development plan should include the following information: (AC 4.2)
- (a) Short-term targets and long-term SMART goals.

(b) Possible methods of improvement.

Task Number	Evidence	AC	Controls
1	Letter of application	<p><b>AC1.1</b> Coaching skills</p> <p><b>AC1.2</b> Responsibilities needed to coach a session</p> <p><b>AC2.1</b> Meeting the needs of the participants</p> <p><b>AC2.2</b> The stages and components of a coaching session</p>	<p><b>Time</b> 2 hours</p> <p><b>Resources</b> - access to class notes; access to ICT software: no access to Internet</p> <p><b>Supervision</b> - you will be supervised throughout</p> <p><b>Collaboration</b> - individual task</p> <p><b>Feedback</b> - you cannot be given feedback on the work you produce until it has been marked</p>
2	Session plan	<p><b>AC2.1</b> Meeting the needs of the participants</p> <p><b>AC2.2</b> The stages and components of a coaching session</p> <p><b>AC2.3</b> Planning a session</p>	<p><b>Time</b> 1 hour</p> <p><b>Resources</b> - access to class notes; access to ICT software: no access to Internet</p> <p><b>Supervision</b> - you will be supervised throughout</p> <p><b>Collaboration</b> - individual task</p> <p><b>Feedback</b> - you cannot be given feedback on the work you produce until it has been marked</p>

Task Number	Evidence	AC	Controls
3	Video evidence and witness statement or feedback form	<b>AC3.1</b> Demonstrate coaching skills	<p><b>Time</b> 1 hour</p> <p><b>Resources</b> - access to class notes; access to ICT software: no access to Internet</p> <p><b>Supervision</b> - you will be supervised throughout</p> <p><b>Collaboration</b> - individual task</p> <p><b>Feedback</b> - you cannot be given feedback on the work you produce until it has been marked</p>
4(i)	Session review in any suitable format	<b>AC4.1</b> Review coaching session	<p><b>Time</b> 2 hours</p> <p><b>Resources</b> - access to class notes; access to ICT software: no access to Internet</p> <p><b>Supervision</b> - you will be supervised throughout</p> <p><b>Collaboration</b> – individual task</p> <p><b>Feedback</b> - you cannot be given feedback on the work you produce until it has been marked</p>
4(ii)	Development plan	<b>AC4.2</b> Development planning	

## **Assignment brief: Task 1:**

Complete the following tasks (A, B, C, D) to help gather information needed for the letter.  
Once you have completed the 4 tasks use the information you have to write up your letter.

### **A) AC1.1: Coaching skills**

**Scenario:** Before leading your own coaching session, your PE teacher wants you to learn about the skills you will need to be a successful sports coach.

Research the following coaching skills and link them to a sporting situation.

Skills: Write an explanation of each skill.	How would a coach use these skills during a session?
Communication (verbal and non-verbal)	
Organisation (resources, participants, facilities, timing, planning)	

<b>Adaptability</b>	
<b>Flexibility</b>	
<b>Empowerment (self-confidence, motivation, values, diversity, enjoyment and achievement)</b>	
<b>Knowledge of subject content</b>	
<b>Analytical skills (effective feedback)</b>	

## **B) AC1.2: The responsibilities needed to coach a sports session.**

**Scenario:** Before leading your own coaching session, your PE teacher wants you to understand the responsibilities you will have as a sports coach.

**Research the following responsibilities and link them to a sporting situation.**

<b>Responsibilities: Write an explanation for each responsibility</b>	<b>What would a coach do to ensure they complete their responsibilities?</b>
<b>Health and Safety</b>	
<b>Safeguarding</b>	



<b>Risk Assessments (Facilities, equipment, participants, rules/laws)</b>	
<b>Professional Conduct</b>	

### **C) AC2:1: Meeting the needs of the participants.**

**Scenario:** Before leading your own coaching session, your PE teacher wants you to understand how a coach must meet the needs of the participants.

**Explain why it is important for a coach to be able to recognise the needs of the participants including:**

<b>Needs of Participant</b>	<b>What would a coach do to ensure they meet the needs of the participants?</b>
<b>Age</b>	
<b>Gender</b>	
<b>Ability</b>	

<b>Experience</b>	
<b>Use quantitative and qualitative data</b>	
<b>Creating aims and objectives from the data for the session (SMART targets)</b>	
<b>Review performances and previous sessions</b>	
<b>Selection of appropriate activities which would include types of guidance, practice and stage of learning</b>	

## D) AC2.2: The stages and components of a sports session.

**Scenario:** Before leading your own coaching session, your PE teacher wants you to understand the different stages and components that should make up a sports coaching session.

A sport session is made up of 3 stages, using the table below, explain which each stage involves, giving sporting examples

**Conditioned practices/competitive elements, cool down, warm up**

<b>Stages of a Sports Session: Explain each one</b>	<b>Sporting Examples</b>
<b>Warm Up</b>	
<b>Conditioned practices/competitive elements</b>	
<b>Cool Down</b>	

## **Assignment Brief: Task 2**

### **AC2.3: Planning a session**

Complete the coaching plan on the next page. Make sure you provide as much information as you can.

## Coaching Session

<b>Class:</b>	<b>Date:</b>	<b>Number of pupils:</b> <b>Age group:</b> <b>Ability level:</b>	<b>Duration (mins):</b>	
<b>Resources Needed:</b>				
<b>Aims and Objectives:</b>				
<b>Risk Assessment/ Health and Safety requirements:</b>				
Coaching Session Structure				
Time	Activity Sequence	Organisation		Coaching Points
	<b>Warm-Up</b>			
	<b>Conditioned Practices and Competitive Element</b>			
	<b>Cool Down</b>			
<b>Contingency Activity (what if?):</b>				

## **Assignment Brief: Task 3:**

### **AC3.1: Demonstrate coaching skills**

To complete this task, you need to deliver the coaching session you have planned in Task 2.

Make sure you demonstrate the coaching skills and responsibilities including:

1. Health and safety and safeguarding
2. Meeting aims and objectives of the session plan
3. Meeting needs of participants during session – adaptability, providing technical information and coaching points and feedback.

## **Assignment Brief: Task 4:**

### **AC4.1: Review coaching session**

Using different sources of evidence (reflecting own performance, assessor feedback, participant feedback, video feedback) reflect on how your coaching session went. What went well? How can you improve? What would you do different if you did the session again?



## **AC4.2: Development Plan**

To complete this task, you need to:

Produce a development plan to improve the identified areas of improvement mentioned in AC4.1:

- Methods of improvement could include: more experience, accredited courses, observations, subject knowledge.
- Short term targets, long term SMART goals.