



Transition Pack

BTec Sport and Exercise Science Level 3

Mandatory Tasks

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Introduction

This series of tasks and activities are designed to give you an insight into the BTEC Level 3 Extended Certificate in Sport and Exercise Science course. As part of the transition from year 11 GCSE PE to Level 3 BTEC Sport and Exercise Science it is important to develop a greater understanding of certain aspects of the course which will help you over the next two years. Please complete the following booklet.

A percentage of the topics we will cover, haven't been studied in GCSE PE so the information will be new to all students. It is however essential you are aware of the step up from key stage 4. It is an expectation that you are involved in competitive sport.

Name	
School	
Do you play sport?	
If yes to the question above; Team & League/Competitions	
Other commitments e.g. part time jobs/gym membership	

This booklet has been prepared by the PE department for you to read and the work contained in it will ensure that you get off to a positive start in this subject area. It is very important that you read this booklet carefully over the summer and attempt to complete the work to the best of your ability and submit it to your teacher. This will be the first impression you create and is a real indicator of how seriously you are prepared to be in your studies.

COURSE OUTLINE

Eligibility for awards;

In order to be awarded a qualification a learner must complete all units and achieve a pass or above in all mandatory units.

To achieve any qualifications grade, learners must;

1. Complete and have an outcome Distinction, Merit, Pass, Ungraded (D, M P and U) for all units with a valid combination.
2. Achieve the required units at pass or above and for the Extended Certificate achieve a minimum of 360 GLH at a pass or above.

BTEC LEVEL IN SPORT & EXERCISE SCIENCE

At a Glance

Course Details

Course Title: BTEC National in Sport & Exercise Science Level 3

Exam board: Edexcel/Pearson

Exam Board web site:

www.edexcel.com

www.btec.co.uk

Assessment method: The BTEC Sport Level 3 qualification is assessed both externally and internally via coursework based assignments.

The pathway you will study at Churchdown is the Extended Certificate which is equivalent to an A Level qualification.

Unit 2 – Functional Anatomy: is a written exam for 1.5 hours, worth 60 marks. This will be set and marked by Pearson, with 1 re-take allowed.

Unit 3 –Applied Sport & Exercise Psychology: is the second externally assessed unit where pre-released information is released 1 week prior to a controlled assessment in exam conditions. 1 week prior to the assessment learners will receive information within controlled conditions where 4 hours can be spent preparing information. After this, on a date specified by Pearson, learners will then spend a further 3 hours applying this within controlled exam conditions.

About the course

There has been significant increases in the popularity of BTec Sport & Exercise Science Level 3 since 2010. This has been driven by increased investment, publicity (Olympics), and subsequent vocational opportunities. With a third of workers in this sector having no formal qualifications beyond Level 1, many employers complain they cannot fill vacancies because of the skills shortage. This course exists to enable learners to be at the forefront of sport where these opportunities exist. Units are tailored to the needs of learners and the Sports sector (e.g. Sports Coaching).



ASSESSMENT POLICY

External assessment (Unit 2 Functional Anatomy, Unit 3 Applied Sport & Exercise Psychology):

Each external assessment for Btec National is linked to specific units. All of the units are developed for external assessment of 120GLH to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade is awarded. Learners must achieve all external units at pass grade or above. The styles of external assessment used for qualification in the sport suite are:

Examinations (Unit 2 Functional Anatomy) - all learners take the same assessment at the same time, normally with a written outcome.

Set tasks (Unit 3 Applied Sport & Exercise Psychology) – learners take the assessment during the defined window and demonstrate understanding through completion of a vocational task. Some external assessments include a period of preparation using set information.

External assessments are available once or twice a year and learners can only have one resit attempt during the programme.

Internal assessment (Unit 6 Coaching for Performance & Fitness & Unit 8 Specialised Fitness Training) - Each student is allowed ONE submission for each assignment. Therefore, it is crucial that you get it right first time and meet the required assessment criteria. You should make sure that you fully understand the assignment or assessment task that you have been issued. Don't be afraid to ask your unit teachers for help if you don't understand what you need.

So what happens if I don't achieve the assessment criteria after my submission?

Due to every assignment contributing towards the final grade, you may be entitled to one opportunity for a resubmission to meet the assessment criteria. However, this has to be authorised by the Lead Internal Verifier and you must meet the following criteria:

- You met the initial deadline set for the assignment.
- Your teacher feels you can improve your evidence with no further guidance.
- You have signed and dated a declaration of authenticity for your assignment.

If these three conditions have not been met, you will not be authorised for a resubmission.

Should you be authorised for a resubmission, you will have 10 working days to complete the assignment from the date of receiving your feedback. You will not be given any additional guidance from your unit teacher. Get it right first time. Be prepared for your assignments!

What happens if my resubmission still doesn't meet the pass criteria?

The qualification doesn't allow for compensation, therefore students are required to pass every unit in order to gain the full qualification.

UNIT 2 – FUNCTIONAL ANATOMY – Mr Letori

Introduction

The human body is made up of many different systems that work together and allow us to take part in a huge variety of sport and exercise activities. An athlete can go from rest to all-out sprinting in a matter of seconds, whereas an endurance athlete can continue exercising for many hours at a time. The skeletal and muscular systems work together to allow our bodies to perform a vast range of different movements. Our cardiovascular and respiratory systems act as a delivery service, working together to supply oxygen and nutrients to the body which in turn is used to produce energy for muscular contraction.

In order to appreciate how each of these systems function, you will study the structure of the skeletal, muscular, cardiovascular and respiratory systems. The human anatomy of these systems is very different, but in terms of operation, each system is implicitly linked. Having an understanding of these body systems is imperative in the sport and active leisure industries in order to begin to appreciate how the body functions and how it copes with the many different stresses of exercise.

Scenario

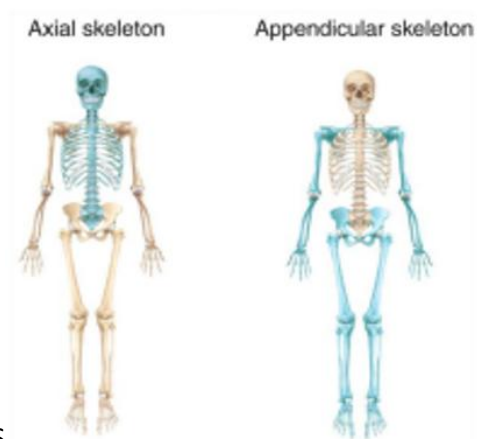
University places are extremely hard to get onto these days. You have applied for a place on a sports coaching degree. You have been called for an interview for a place on the course you want so much. As part of the application you must demonstrate a knowledge and interest in the sport and the influences on performance. You have been given the topic of the Skeletal system to research and must be prepared to present and discuss fully in a discussion with an interview panel at the university.

Task 1

Using a Powerpoint prepare slides for your discussion with your tutor:

- Find a blank picture of the AXIAL skeleton and label it.
- Find a blank picture of the APPENDICULAR skeleton and label it.

For each you will be required to describe: (a) where it is located, (b) the bones that form part of the skeleton, (c) what the skeleton's function and role is and (d) What movement it allows

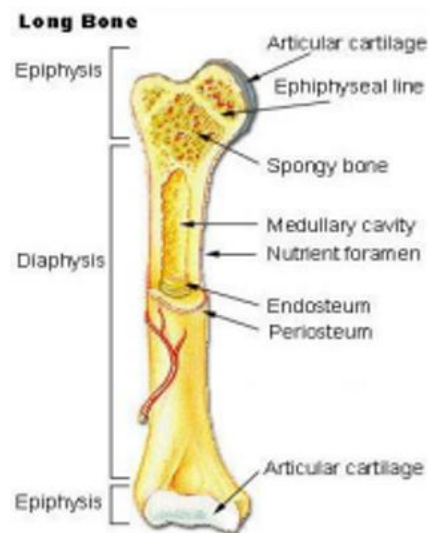


DO NOT FORGET TO REFERENCE YOUR WORK AND PICTURES

Task 2

Using a Powerpoint prepare slides for your discussion with your tutor on the following:

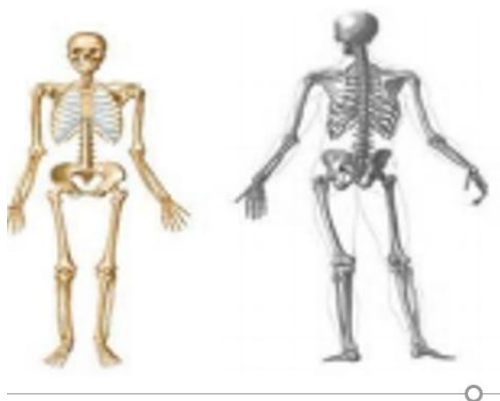
- a) The FIVE TYPES of bones: (1) Long Bones, (2) Short Bones, (3) Irregular Bones, (4) Flat Bones and (5) Sesamoid Bones.
- b) (1) Have a picture/diagram (of the bones and its structure/make up), (2) Purpose/Job, (3) Examples of bones in this category and where these examples are found and why they are placed in this category.



Task 3

Using a Powerpoint prepare slides for your discussion with your tutor on the following:

Find a blank picture of the skeleton and then identify the following 21 bones to include: *cranium, clavicle, ribs, sternum, humerus, radius, ulna, scapula, ilium pubis, ischium, carpals, metacarpals, phalanges x 2, femur, patella, tibia, fibula, tarsals, metatarsals*.



Task 4

Using a Powerpoint prepare slides for your discussion with your tutor on the following:

Find a blank picture of the Vertebral Column and then identify each of the following regions: *Cervical, thoracic and lumbar vertebrae, sacrum, coccyx*

For each region you will need to identify and know: (1) how many bones make up that region, (2) the function of the region, (3) identify where the Atlas and Axis bones are in the vertebral column and their function



Task 5

Using a Powerpoint prepare slides for your discussion with your tutor on the following:

Prepare a slide for each of the FUNCTIONS OF THE SKELETAL SYSTEM which covers the following; (1) What it is, (2) How the skeleton provides it and (3) why the function is important/useful

THE FUNCTIONS: *support, protection, attachment for skeletal muscle, source of blood cell production, store of minerals*

Task 6

Answer the following questions on a Powerpoint slide/slides

- a) Explain how bones of the skeleton are used in movement for sport (2 marks)
- b) Describe the process of bone remodelling (3 marks)
- c) Identify the 6 types of synovial joint and give an example of where each one is located (6 marks)
- d) Explain the function of the axial and appendicular skeleton (4 marks)

UNIT 3 – Applied Sport & Exercise Science – Mrs Langton/Miss Tandy

Introduction

Sports psychology is increasingly prominent in modern sport. An individual's psychological approach is often the key factor in successful sports performance and finding sport enjoyable. Understanding the different psychological factors that can affect sports participation and performance, as well as how to develop these qualities, is important for those working in the sports industry, such as athletes, tutors and coaches.

Task 7 - Please read the following text and answer the question below on motivation. use the link if required: <https://www.pearsonactivelearn.com/app/library/series/view/714900#/studentbooks> - USER NAME - Btecsport12 PASSWORD – Churchdown 1 – PAGE 82



Motivation for sports and exercise

Link

This unit links to Unit 6: Coaching for Performance and Fitness and Unit 8: Specialised Fitness Training.

Types of motivation

Motivation level is one of the most important qualities for any athlete. Too high and you may run the risk of injury, too low and you may not be able rise to the sporting occasion.

Often motivation is defined as the direction and intensity of effort. This definition encompasses what the athlete is motivated towards as well as how motivated they are. Other common definitions of motivation define it as being determined by internal and external factors, which arouse and direct behaviour.

Intrinsic motivation

Intrinsic motivation refers to someone participating in an activity without an external reward and/or without the primary reason being the achievement of an external reward. This is motivation that 'comes from within'. Fun is the most common form of intrinsic motivation. Three key elements can affect our intrinsic motivation:

- ▶ **accomplishments** - when athletes wish to increase their level of skill to get a sense of accomplishment
- ▶ **stimulation** - seeking an 'adrenaline rush' or some form of excitement
- ▶ **knowledge** - being curious about performance; wanting to know more about it and how to develop new techniques or skills that benefit performance.

Extrinsic motivation

Extrinsic motivation is when someone's behaviour is influenced by an external factor. Common forms of extrinsic motivation are tangible and intangible rewards. **Tangible rewards** are physical rewards, like money and medals, whereas **intangible rewards** are non-physical rewards such as praise or encouragement.

For extrinsic motivation to be effective, rewards must be effective. If a reward is given frequently, it will be of less value to the athlete and may lose its impact on performance. Equally, if an athlete places too much emphasis on the reward and it is subsequently removed, their motivation levels might decrease. A coach needs to have an in-depth knowledge of their athletes to maximise the effectiveness of extrinsic rewards.

- (a) What are the key differences between intrinsic and extrinsic motivation ?
- (b) Produce a table that provides examples of intrinsic and extrinsic motivation.
- (c) How do you think intrinsic and extrinsic motivation can interact to influence sport performance both positively and negatively

Task 8 – Applied Theories of Psychology. Please research the recommended websites and books and answer the questions/‘fill in the gaps’ related to these various psychological theories and factors. The first one has been done for you as an example.

- For each psychological theory give a general overall summary.
- For each psychological factor summarise for a sporting example of your own choice

Example

Theory: Need Achievement Theory

☐ *Individuals can be categorized into two groups in respect of motivation – the need to achieve and the need to avoid failure.*

☐ *Individuals in the need to achieve group tend to strive for success and take a pride in their accomplishments.*

☐ *Those in the need to avoid failure group are afraid to fail and avoid challenges and risks.*

Psychological Factor: Motivation

☐ *High Motivation is a key characteristic of successful sports performers, closely linked to arousal.*

☐ *A rugby players motivation could be intrinsic; they could be driven by the need to achieve; likes the feeling of winning; sense of achievement is a focus; uses it to help prepare for the next match; supports their success during training and matches; affects their ability to perform.*

☐ *Optimum levels of motivation before over-motivation takes place which can cause injury. Injury affects motivation negatively; as they realise recovery is possible, motivation returns with a positive impact.*

Theory: Inverted U hypothesis

☐ States that there is an optimum level of arousal to

.....
.....
.....

Psychological factor: Arousal

☐ Self-regulation of arousal levels is a key characteristic of successful sports performers.

☐ It is clear that, prior to competing, an athlete is in a state of increased arousal, demonstrated by

.....
.....
.....

Initially, the level of arousal has,

.....
.....

Then,

.....

Theory: Vealey's multidimensional model of sport confidence

Suggests that there are key areas that need to be fulfilled to promote self-confidence

Factors such as

.....

.....

Psychological factor: Self – confidence

High levels of self-confidence are key characteristics of successful sports performers. It is important that an individual is self-confident inbecause

.....

A displays high confidence

.....

.....

Significant personality change seen

.....

.....

Theory: Banduras social learning theory

Explains that aggression is a behavior which is learned by observing others and

.....

Reinforcement can be from anyone and

.....

Psychological factor: Aggression

Instrumental, controlled aggression is important to

.....

Aggression is suitable for ,

.....

Theory: Bandura's self-efficacy theory

Suggests that an individual's beliefs about their capabilities to complete a task have a profound effect as to whether they are.....

The theory explains that there are four sources

.....

Psychological factor: Self-efficacy

☐ Positive thinking is a key characteristic of successful sports performers. Self-efficacy is closely linked to self-confidence.

☐ Self-efficacy is

.....

.....

.....

UNIT 6 – Coaching for Performance & Fitness – Mr Oliver

Introduction

There is more to being a good coach than producing athletes or excellent teams. The best coaches are those who give athletes a positive experience and motivate them to continue. The role of a sports coach can go beyond that of a skilled and knowledgeable coach who is dedicated to developing athletes. A coach might be called on to act as a fitness trainer, social worker, motivator, disciplinarian, friend, mentor, manager or secretary, as many other roles. With sports participation increasing throughout the U, there is a strong demand for coaches who can develop athletes' performance and fitness.

Task 9 - Please read the following text below: use the link if required:

Link

This unit has strong links with *Unit 8: Specialised Fitness Training*.

Reflect

Consider the sport you feel most confident in and imagine you have been tasked with providing a coaching session for a group of Year 9 students. How many students would you coach at any one time? What would you cover in your coaching session? What resources and facilities would you need for successful delivery?

Reflect

Consider your classmates. Decide who you think is the best communicator in the class, noting down your justifications. What is it about them that makes them strong at communication?

Skills and knowledge for coaching

Organisation of session

Planning training programmes and sessions requires high levels of organisation to motivate athletes and maintain interest. To be fully prepared and organised for a session a coach should ensure that:

- ▶ they know how many participants are taking part and the activities are appropriate for all the participants
- ▶ they have decided what equipment they will need prior to the event and checked that it is available and ready for use on the day of the session
- ▶ the facility is booked well in advance and that they are aware of its safety procedures
- ▶ at the end of the session the facility and equipment are left as they were at the start
- ▶ they have clear methods of stopping and starting the session, for example, when the coach blows the whistle, all participants must stop.

Rapport building

A coach should have an excellent relationship with, and trust of, their performer(s). This helps the coach get the best out of their performers in training and competition. To develop a good rapport a coach needs to find common ground between themselves and the athletes.

Communication

Communication is possibly the most important skill required to coach effectively. Remember also that listening skills are vital for coaches – communication is not just about speaking.

- ▶ In **verbal communication** it is important to keep language simple. A coach should ensure what they are saying is correct and appropriate, and that they have the attention of the people they are speaking to. Check for understanding by questioning the audience or observing the performance of the athlete.
- ▶ **Non-verbal communication** can take many forms, for example, body language. Most body language is unconscious (done without thinking). An athlete will be able to read positive and negative body language and this information will indicate the coach's mood. Hand signals can direct athletes or provide instructions during training and competitions. Demonstrations are used to show correct techniques and to outline each component of a skill, technique or tactic.

Diplomacy

It is important that a sports coach can communicate to sports performer(s) and/or teams using **diplomacy**. This is particularly important when performers are struggling with form or injury. Coaches have to use diplomacy to communicate key messages without upsetting athletes.

Key term

Diplomacy – the art of dealing with people in a sensitive and tactful way.

Case study

Dave Brailsford, former performance director of British cycling



Sir Dave Brailsford is widely credited with turning British cycling around over the last decade. Brailsford is famous for his 'marginal gains' philosophy that if you break a sport down into its component parts and improve your performance in each of those parts by just 1 per cent the

total gains will be significant. He is also known for his 'no compromise' attitude in which he sees only the best as close to good enough.

Brailsford's hunger for success is apparent: he leads by example, never asks anyone to do something he is not prepared to do himself and places himself firmly in the driving seat of the team. But without the 'buy in' from his team and athletes, it is of little value.

Check your knowledge

- 1 Considering Dave Brailsford's approach to coaching, what skills do you think he needs to ensure that his team follows him and accepts his vision?
- 2 Can you name any other famous coaches with a no nonsense approach who inspire their team and are fundamental to the success of their athletes?

Motivator

Success and enjoyment are critical when trying to motivate sports performers of all ages and abilities. A sports coach needs to adequately plan for progressive and challenging practices to ensure they maintain their participants' **motivation** and drive to take part and persist during a competitive situation. There are two different types of motivation which a sports coach could use to motivate the sports performers: **intrinsic** and **extrinsic**.

Link

More information about intrinsic and extrinsic motivation can be found in *Unit 3: Applied Sport and Exercise Psychology*, page 82.

Knowledge of a range of sports' characteristics and demands

A coach must have an understanding of the three different components used by sports performers during competitive performance.

- ▶ **Technical** – a technique is the way an athlete performs a skill. In some sports, players use different techniques to produce the same outcome. A coach should have a clear understanding of the technical requirements of the sport which they are coaching and the ability to analyse the technical ability of a sports performer, spotting areas which require development.
- ▶ **Tactical** – tactics are the skills and strategies a player uses in sport to be able to win. A coach needs to be able to develop sports performers' understanding of applying tactics in a competitive performance.

- **Fitness** – fitness is the ability to meet the demands of the sport. A sports coach must know and understand the components of fitness required for the sport and be able to develop this.

Knowledge of correct technical performance models

When learning skills and techniques, sports performers require progressive challenges. The challenges presented to a sports performer should focus on a complete or whole experience of the skill or technique, or can be broken down into smaller parts. Teaching using a combination of the two methods is often effective.

A sports coach would generally introduce a skill to a sports performer by a demonstration and/or an explanation of the skill and then let the sports performer have a go. After observation the sports coach should then consider the most appropriate method to coach the correct technical application of the skill. Possible methods are outlined below.

- **Whole and part learning** – for struggling performers a coach may break the skill down into its component parts and practise each part separately. When it has been broken into parts it can be put back together again easily by linking the movements until the performer can undertake the whole movement.

Research

Rowing is a popular water sport that requires great skills and coordination. The paddle stroke can be broken down into distinct phases and this is how performance is coached. Can you list the various phases of a paddle stroke in rowing?

- **Chaining** – this links the skill together in the same way that a chain links together. Again this method is suitable for complex skills with parts which can be broken down easily into different sub-parts. In this method the coach demonstrates the whole skill, then just the first part. The performer then practises just this first part. The coach then demonstrates the first and second part (the first two links). The performer then practises these two parts. This continues until the performer has mastered all the parts of the 'chain'.
- **Shaping** – breaking things into parts does not work as well when the parts of the skill need to be carried out simultaneously and/or quickly, such as a somersault or a backflip in gymnastics. The time between each part of the skill is so quick it is very difficult for the coach to break down each part of the skill. Instead the coach can

simplify the action, adding more in as the performer masters the other parts.

Knowledge of correct tactical performance models

Before coaching tactical knowledge, a coach needs to analyse the existing performance of the sports performer(s) they are coaching and the performances of opponents. The coach will then need to develop strategies (or tactics) that their performer(s) can use to overcome the strengths or capitalise on weaknesses of the opponent, or which allow the athlete to focus on their strengths and avoid exposing their weaknesses.

Once a sports coach has devised and considered these strategies they need to go through how the sports performer(s) will implement these strategies in a competitive situation. For most sports coaches this will be done in either **conditioned practices** or **competitive situations** during training – you can read more about these later in this unit (starting on page 209).

Knowledge of components of fitness for different sports

Different sports require different fitness components. A sports coach can develop a further understanding of a sports performer's training needs around the components of fitness which are relevant and important within a particular sport. There are two different types of fitness: physical and skill-related fitness.

Link

More information about how to train the components of fitness can be found in *Unit 8: Specialised Fitness Training*.

- The six components of **physical fitness** are aerobic endurance, muscular endurance, flexibility, speed, muscular strength and body composition.
- The five components of **skill-related fitness** are agility, balance, coordination, power and reaction time.

Knowledge of sports activities to challenge and develop performers

It is important a sports coach has a bank of activities they can use when coaching. Using a range of activities is important to maintain interest and motivation. This also enables a coach to develop a programme to ensure sports performers develop as required and remain appropriately challenged as they progress.

Discussion

When working with sports that use frequent and accurate passing of a ball, coaches spend a lot of time looking at moving the ball between players quickly and accurately. Consider a ball sport. As a group, discuss some ways in which you might adapt the usual rules of play to encourage passing during a training session.

It is important when planning sessions that the coach considers what challenges each performer needs and how the session is going to challenge each performer to progress. To do this the coach must have a good knowledge of the performers and the ability to analyse their performance effectively. A coach may adapt a competitive situation to enable performers to develop a greater understanding of the skills and tactics which should be applied in particular situations.

Sport adaptations to challenge and develop performers

It is important that a sports coach has the ability to adapt their sessions as appropriate to ensure that the sports performers are challenged and entertained for the duration of the session. The adaptations that a coach can make can relate to:

- ▶ the **space** that the session takes place in – the coach could expand or reduce the amount of space available to challenge participants in different ways
- ▶ the **time** available – time restrictions can further challenge the participants and make good planning and organisation crucial
- ▶ the **equipment** used – different pieces of equipment can be introduced to further challenge participants or shift the focus onto specific areas that need addressing
- ▶ the **pace** – the speed with which a drill is performed can also be adapted to present new challenges
- ▶ the **people** involved – for instance, in a team sport the coach might set up a 'defence v attack' drill in which one side has a numerical advantage. Coaches may also need to take into account factors such as age, ability level and any physical disabilities
- ▶ the **intensity** and **duration** of the session – the amount of work the performer does during the session and the length of time spent on it.

You can read more about these adaptations later in this unit (see page 210).

Planning for changing conditions

A good coach should be prepared for every eventuality; this is known as contingency planning. When undertaking a contingency plan it is important to:

- ▶ consider everything that could possibly go wrong or not quite work as originally planned – for instance, with the athletes, the equipment or other resources, the weather, the location or the facilities
- ▶ do everything you can to ensure that none of these things does happen – so check all equipment, the availability of the facility, the number of participants and the specific needs of the participants at least the night before the event
- ▶ have an alternative plan and be prepared in case something does go wrong.



- ▶ Coaches have to be able to adapt sessions to changing weather conditions

Maintaining safety in changing conditions

As conditions change, a sports coach must make sure the health and safety of participants is maintained. An environment that was safe at the start of a session might not be safe by the end of it. A coach should be prepared to end a session early if safety becomes affected. Alternatively, they may be able to adapt the session as the conditions change, for instance, by moving from an outside environment to indoors.

Planning for progression

When planning for progression it is important to set appropriate goals. Progression may be mapped out over a longer period of time and a coach may plan a series of sessions rather than hoping to achieve progression of all performers in a single session. This is known as 'programme planning'. You can read more about planning for progression later in this unit (starting on page 215).

Reflect

Have you ever been involved in training where progression was mapped over an extended period? What goals were you set during this journey?

**PAUSE POINT**

What skills and knowledge do you need to be an effective coach?

Hint

Close the book and list as many examples as you can in 2 minutes.

Extend

Of all these examples, which do you think are most important? Justify your thoughts.

Qualities for coaching

There are several desirable qualities for coaches (see Table 6.1). A coach displaying these qualities is more likely to earn the respect of participants, colleagues and others, and is therefore more likely to achieve success. Coaches should have a high level of experience and this can only be developed by practising. Try and observe other coaches in practice or attend workshops to add to your skill set. Remember that coaches also need to have a clear understanding of their performers' ability level, experience and fitness in order to develop appropriate coaching plans.

► **Table 6.1:** Qualities for coaching for performance and fitness

Quality	Description
Professionalism	Always behave appropriately. The coach's conduct and behaviour will determine the experience and future behaviour of the athletes. A good coach will: • dress appropriately for the coaching session (personal appearance can have a major impact on the perception of you as a coach) • be personally prepared for the session, with everything planned and the correct equipment available • speak clearly, using appropriate language at all times • respect all athletes of all abilities and treat them all equally • respect and support all officials and their decisions • promote fair play and honesty, and reward effort • follow any National Governing Body (NGB) codes of conduct.
Time keeping and organisation	Always arrive with enough time to set up and prepare the session. Make sure that the session ends on time. Make sure that: • all the athletes attending the session are aware of its location and start time • the facility is booked • the equipment required is prepared and ready for use • the session is planned and all appropriate arrangements are made.
Positive attitude	An enthusiastic, positive coach will encourage sports performers to succeed. Treat performers with the same level of respect and fairness you would expect to receive yourself. Ensure the needs of the performers are placed first and any feedback is positive and constructive. Being positive does not mean you cannot highlight areas of development for a performer, but relates to the method and communication style you use to do this.
Positive role model	Set a good example to the participants, demonstrating appropriate behaviour and using appropriate language.
Knowledgeable	You should have a wealth of knowledge about the sports you are coaching, specifically around the technical and tactical demands, the fitness requirements and the rules and regulations of each sport.
Adaptable and a proactive problem solver	Find solutions to problems quickly; the quicker a coach can resolve an issue and provide an alternative solution the more efficient they will become. When possible always look for a solution to a problem, even in the most adverse situations, using experience and quick thinking to adapt.

► **Table 6.1:** Qualities for coaching for performance and fitness – continued

Quality	Description
Empathy	Show empathy for the circumstances, ability and pressures of performers. Do everything you can to support performers to enable them to develop. You may need to be patient due to factors beyond their control, such as a family bereavement.
Approachable	Performers should be able to approach their coach to discuss anything – they should feel able to ask questions and seek advice and guidance when appropriate. Demonstrate approachability by maintaining a friendly demeanour. However, be careful not to become too friendly and get too close to the performers, but maintain a professional relationship.
Enthusiastic and positive	Combine knowledge of the sport with a love for it, demonstrating a high level of enthusiasm and passion. Innovative ways of delivering sports sessions will help performers to build their enthusiasm. Appearing positive at all times, and a positive mindset will 'rub off' on performers.
Appropriate levels of confidence	You should have the confidence to stand in front of a group of performers and direct them towards achieving an agreed objective. You will need confidence in your own ability to identify areas for development of performers, and apply tactics using your own judgement in specific situations. At times coaches may also have to deliver messages to the performers which are not going to be well received. When delivering such messages, the coach must demonstrate faith in their own opinions and deliver this to the sports performer(s) in a way which inspires confidence.
Reflective	A coach has to learn from their experiences if they are to develop. Evaluate each and every session you deliver, considering its strengths and weaknesses. Then consider what you would do in the future should a similar circumstance arise to ensure the session is a complete success.
Analytical and observant	Demonstrate the ability to observe sports performance and analyse each component to identify areas for development. Objective judgements will need to be made about the performer's ability and fitness levels. You should have a clear expectation of their stage of development. This skill takes time to develop, and many athletes change coaches regularly for a 'fresh pair of eyes'. You should also analyse the personality and motivation of the athletes. Much of this will be done during competitive situations.
Responsive and reactive	Coaches must make the right decisions at the right time. Events in sessions may require a fast response and quick adaptation. The more experience you have, the easier it will become to make the right decisions quickly.

Key term

Empathy – understanding another person's condition from their perspective.

Case study**Argentina in the 2015 Rugby World Cup**

Few people expected Argentina to do as well as they did in the 2015 Rugby World Cup. Compared to countries like England and France, Argentina has far fewer grass roots players and a smaller pool of talent to pick from.

In the years leading up to 2015, Argentina's rugby performance came a long way. They also benefited from being refused permission to join the Northern Hemisphere Six Nations Championship, instead joining the Southern Hemisphere Tri Nations Series: Southern Hemisphere rugby is currently dominant as a world force and Argentina's performance has been strengthened by consistent competition against the world's best teams.

However, their coaches have had much to do with Argentina's fantastic performance.

Check your knowledge

- 1 Carry out research to identify the type of atmosphere that Argentina's coaches try to promote in their team, starting with preparing in the changing rooms to getting on the field.
- 2 What would you say is the main difference between Southern and Northern Hemisphere rugby and what is the difference in the focus of coaching?
- 3 Do you believe that Argentina can continue to improve or has their coaching peaked?

Best practice for a coach for performance and fitness

Away from the training pitch or practice court, there are other requirements to being a successful sports coach. A sports coach can fail if they do not follow certain practices, no matter how good their grasp of the principles of delivering a session.

Safeguarding and DBS checks

All coaches who work with children have a responsibility for safeguarding them while they are under their care and supervision. The definition of safeguarding is to protect children and young people from harm or damage with an appropriate measure. Safeguarding relates to following a process to protect children from abuse and neglect, but also to prevent the impairment of a child's development.



► Coaches need to be aware of safeguarding issues

Any professional working with children has a duty to place the child's welfare as their paramount concern at all times. All organisations must have clear safeguarding policies and procedures in place that should be followed. It is common for NGBs to have standardised procedures that should be followed for specific activities.

You should also be aware that coaches have caused harm to children through over-training, bullying and other forms of mistreatment, and that it is vital that a coach always treats children fairly and with respect.

Before working with children in any capacity a coach must be the subject of a Disclosure and Barring Service (DBS) check to check if they have a criminal record. Any previous convictions will be listed and a decision will be made by the organisation after they have viewed the DBS's feedback.

Equal opportunities

A sports coach will need to deliver their coaching sessions to a range of sports performers with a variety of abilities and from a range of ethnic and social backgrounds. It is important that the coach gives everyone the same opportunities to develop and improve their performance – this is what equal opportunities is about. A sports coach should ensure that they demonstrate **equality** at all times. Sports coaches should coach sports sessions without any **inequality** or **prejudice** and must ensure that all participants are treated equally and included in all of their sessions.

Key terms

Equality – treating everyone equally.

Inequality – social disparity, e.g. inequality between the pay of men and women in sport.

Prejudice – intolerance or a dislike for people based on race, religion, sexual orientation, gender, age or disability.

Duty of care – a legal obligation imposed on an individual, requiring that they adhere to a standard of reasonable care while performing any acts that could possibly harm others.

Risk assessment of environment and activity

Sports coaches have a **duty of care** at all times to provide a safe environment for the athletes who participate in their sessions. Risk assessments reduce or remove the risk of harm or injury to players, spectators and coaches. Risk assessment requires the coach to examine all equipment and the facility/playing surface where the activity is taking place. Once a hazard has been identified, the coach must eliminate the hazard and/or reduce the risk. If the hazard can be eliminated then the session can proceed; if not, the coach must classify the degree of risk before continuing with the session and decide if the session can go ahead.

Discussion

As a group, plan a circuit session for a group of 17-year-olds and think about the risks associated with it. Then carry out the session. Individually, as the session takes place, look for any other health and safety considerations which you have missed and add these to your risk assessment. Discuss your findings with the rest of the group.

A coach also needs to be aware of all the **emergency procedures** for the facility and ensure they follow them. These will include fire drills and evacuation procedures, first aid procedures, location of telephones and the risk assessment procedures. Before a coaching session, the coach should carry out last minute health and safety checks to ensure the facility is prepared and safe for physical activity to commence.

Qualifications and CPD

Coaches must also look to continue their professional development (CPD). CPD can be set by the coach themselves, but a coach can also be directed towards CPD through a supervisor or mentor. CPD is mostly done through the attainment of recognised qualifications. NGBs have developed coaching and leadership awards to support a developing coach. Some academic qualifications also enhance coaching ability, such as relevant degrees or other BTEC courses.

Administration for coaching

Administration refers to the paperwork that becomes part of the role of coaching sports performers. Coaches now have a number of administrative tasks to carry out before, during and after delivering a session. All sessions should be planned in advance and a clear record kept of attendance through a register. Attendance records and any other records – such as payment – should be kept safe and secure and updated regularly.

Record keeping is also important to record consent from the performers to take part in the session. To gain informed consent you need to explain the purpose and nature of the session – and any risks – in advance. For minors, a parent or guardian must give consent.

You must have insurance cover to participate in and lead physical activities. If an athlete is injured during a session, the coach is liable (legally responsible) and could be considered negligent (at fault). Insurance companies may wish to see session plans and risk assessments – another reason for record keeping.

Pre-activity readiness questionnaires (PARQ) ask specific questions relating to past or current illnesses and identify any conditions that could worsen due to participation. The coach uses the questionnaire to judge whether the performer is at an appropriate level of health and fitness for the session(s).

Supporting the development of performers

To develop performance, sports performers need relevant, informative and positive feedback. This can come not only from the coach but also from other performers, spectators, officials and the performer themselves.

When providing feedback a coach should always make sure that it promotes learning and builds self-confidence and motivation. Too often feedback is negative, which has been proven to have a negative impact on development.

- ▶ **Hot and cold feedback** – when providing feedback, the coach needs to consider appropriate timing. Coaches may decide to deliver feedback to the sports performer during performance, straight after the performance or after the performer has reflected on their performance.

Key terms

Hot feedback – feedback provided to sports performers by coaches, as soon as the coaching session has finished or during the session when a skill, technique or tactic has been applied.

Cold feedback – feedback provided after the sports coaching session. This allows the coach to reflect on the performance of the performers in more detail, and then provide detailed feedback.

- ▶ **Feedback to groups** – a coach may choose to provide feedback to a group of performers at one time. This can promote team development. The focus should remain positive. The feedback should be clear and concise, with any information kept simple and specific to make sure all performers can follow it. The focus should be on areas for development and strengths as a team, and should be planned in advance.
- ▶ **Feedback to individuals** – coaches often speak to performers to provide them with feedback. During one-to-one feedback sessions the coach can highlight individual areas for development and consider how to develop the performer over the next few sessions. When giving feedback to individual performers, coaches should plan what they are going to say in advance.

- ▶ **Feedback based on performance** – feedback should be linked to specific sporting areas, such as technical and tactical performance, fitness, effort and intensity, including highlighting areas for development. Coaches should ensure that solutions are provided to the performers, rather than just outlining areas where performance is not meeting its full potential.

Goal setting

Having goals is a key part of the planning process – when coaches do not set goals or set imprecise goals, their coaching plans can lack focus and performers can fail to develop. Goals should provide clear direction for the coach and performer, and motivate both to achieve. Goals should be SMART (specific, measurable, achievable, realistic and time-related). As a coach you will need several types of goals such as those outlined below.

- ▶ **Primary and secondary goals** – primary goals are the end goals that are the ultimate focus for the performer. Secondary goals occur as the performer works towards the primary goal.
- ▶ **Outcome/competition goals** – a coach may set performer goals that focus on the end of a competitive situation, for example, 'we will win this football match by two goals'.
- ▶ **During the session/training** – a coach may set performers goals to achieve during a coaching session. Goals like this can be used to further motivate the performer or team.
- ▶ **Process goals** – the coach may challenge a performer to master a specific technique or skill by a certain date or event.
- ▶ **Short-term goals** – set to be achieved between a day and a month, these goals could be a target that a sports coach wishes to be achieved after the next training session or in the next competitive situation.
- ▶ **Long-term/seasonal goals** – set to help performers and teams determine where they want to go, what they want to achieve and the best way of getting there, these goals should shape coaching schedules. In sports that have seasons, coaches may set long-term goals for the season.
- ▶ **Future development goals** – a coach may consider developing a performer's technique or tactical application to make an overall improvement to their performance. For example, a 400-metre runner may set the goal to improve their first 100-metre split by 0.5 of a second.

Technology and sports professionals

Over the last decade a range of technologies have been introduced to support coaching and the analysis of sports performers. Similarly, there are now several different professionals in the sporting industry that can support the coach to develop specific areas of an athlete's performance. See Tables 6.2 and 6.3 for more information.

For all of these technologies and professionals, coaches need to consider whether the support supplied for the desired goal justifies any cost involved. Coaches should also consider the practicality of accessing any additional support and how relevant it might be to helping the athlete develop.

LISTEN, WATCH, READ, STUDY

 Complete this MOOC. Football: more than a game University of Edinburgh This course is open now!	 Listen to this radio programme from the BBC World service. Sports Hour is a live Saturday morning sports show with reports, debate and humour. There are over 280 shows available covering all world sport. BBC World Service: Sports hour BBC Programmes	 Read this article which explores the science behind wearing a helmet in sporting activities and how helmets are there to stop brain fracture and not concussion. Football helmets don't protect against concussion - and we're not sure what does Ideas TED	 Watch this TED talk which explores how racial stereotypes have infiltrated the language we use to discuss athletes. Shouldn't sports be colour-blind TED Talks – Patrick Ferrucci	 Complete this course. Exercise prescription for the prevention and treatment of disease Future Learn Available now or 4th May 2020
 Listen to this radio programme. This is a daily podcast bringing you the latest from the Premier League, EFL, European football and more. BBC Radio 5 Live BBC Programmes	 Read this article which explores some of the key gender issues in sports. Sports are designed around men – and that needs to change Ideas TED	 Watch this TED talk. Are athletes really getting faster, better, stronger? TED Talks – David Epstein	 Listen to this podcast in which Calum and Buncey react to KSI's split-decision victory over Logan Paul in Los Angeles. KSI vs Logan Paul II BBC Sounds	 Watch this TED talk. My 12 pairs of legs TED Talks – Aimee Mullins

 Watch this TED talk in which Valorie Kondos Field, long-time coach of the UCLA women's gymnastics team, shares the secret to her success. Hint: it has nothing to do with "winning." <u>Why Winning doesn't always equal success</u> TED Talk – Valorie Kondos	 Watch this TED talk in which Christopher McDougall explores the mysteries of the human desire to run. <u>Are we born to run?</u> TED Talk – Christopher McDougall	 Watch this TED talk. How much do you know about intellectual disabilities? <u>Special Olympics let me be myself – a champion</u> TED Talk – Matthews Williams	 Watch this TED talk. Amazing, inspiring feats of daring and determination that will bring you everywhere from the high skies to the deep sea. (Playlist of eight talks). <u>Extreme sports</u> TED Talks	 Listen to this podcast from the British Journal of Sports Medicine. It covers all sorts of aspects of Sports Medicine, from the science behind running shoes to the power of sleep. <u>BJSM Podcast</u> Also available on other podcast providers – search 'BJSM'
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READING LIST

British Olympic Association <http://www.olympics.org.uk/>

Department of Culture, Media and Sport <http://www.culture.gov.uk>

Sports Coach UK <http://www.sportscoachuk.org.uk>

Sport England <http://www.sportengland.org>

Inner Body <http://innerbody.com>

Peak Performance <http://www.pponline.co.uk>

Psychology Lab <http://www.geocities.com/lazaridous/>

Training Programmes/Principles <http://www.brianmac.demon.co.uk/>

UK Sport <http://www.uksport.gov.uk>

Sport Injury Journals <http://www.physsportsmed.com/>

National Library of Medicine www.ncbi.nlm.nih.gov/entrez/query.fcgi

Below are a list of useful websites that can give advice to students about coursework:

www.courseworkbank.co.uk
www.courseworkhelp.co.uk
www.coursework.info
www.essaybank.co.uk
www.freestudentstuff.co.uk
www.maths-help.co.uk
www.projectgcse.co.uk
www.revision-notes.co.uk
www.sci-journal.org.uk
www.studentcentral.co.uk
www.studyzones.com
www.topcourseworksites.co.uk
www.uk-learning.net
www.essaysdone4u.com

KEY TERMS FOR ASSIGNMENTS & EXAMS

Key Terms	
KEY WORDS	DESCRIPTION
Complete...	Complete a form, diagram or drawing.
Demonstrate...	Show that you can do a particular activity.
Describe...	Give a clear, straightforward description which includes all the main points.
Identify...	Give all the basic facts which relate to a certain topic.
List...	Write a list of the main items (not sentences).
Name...	State the proper terms related to a drawing or diagram.
Outline...	Give all the main points, but without going into too much detail.
State...	Point out or list the main features.
Comment on...	Give your own opinions or views.
Compare...	Identify the main factors relating to two or more items and point out their similarities and differences.
Contrast...	
Competently use...	Take full account of information and feedback you have obtained to review or improve an activity.
Demonstrate...	Prove you can carry out a more complex activity.
Describe...	Give a full description, including details of all the relevant features.
Explain...	Give logical reasons to support your views.
Justify...	Give reasons for the points you are making so that the reader knows what you are thinking.
Suggest...	Give you own ideas or thoughts.
Analyse...	Identify several factors, show how they are linked, and explain the importance of each.
Compare...	Identify the main factors in two or more situations, then explain the similarities and differences, and in some cases adapt your original ideas.
Contrast...	
Demonstrate...	Prove that you can carry out a complex activity, taking into account information you have obtained or received to adapt your original ideas.
Describe...	Give a comprehensive description which tells a story to the reader and shows that you can apply your knowledge and information correctly.
Evaluate...	Bring together all your information and make a judgement on the importance or success of something.
Explain...	Provide full details and reasons to support the arguments you are making.
Justify...	Give full reasons or evidence to support your opinion.
Recommend...	Weigh up all the evidence to come to a conclusion, with reasons, about what would be best.