



NATIONAL COACH AWARD

Based on National Occupational Standards for Sport & Recreation

**RECOGNISED BY THE UK TAE KWON DO COMMISSION AS AN
EQUIVALENT TO A UKCC**

LEVEL 1 - ASSISTANT COACH

UK TAE KWON DO COMMISSION – NATIONAL COACH AWARD
COACHING LOG - UNIT EVIDENCE RECORD



This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

C. 11 Help to provide equipment for activities		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
Performance Criteria						
	<i>The coach must be able to:</i>					
C11.1	Set up and take down equipment					
1	Choose equipment and lay it out in a way which is right for the activity					
2	Follow the relevant organisational guidelines when setting up and taking down the equipment					
3	Set up and leave the equipment in safe an secure surroundings					
4	Handle the equipment in a way which prevents damage to the equipment , the surroundings and injury to self and others					
5	Deal with worn, damaged and lost equipment according to the organisation's guidelines					
6	Take down equipment safely and securely and return it to the correct storage area.					

Range

*This element covers the following types of **equipment**:*

- Small items requiring only one person to set up and take down
- Large items needing co-operation with other staff

Coverage of Range for Assessment

Evidence of what the candidate does

Candidates must show they can meet all of the performance criteria covering as a minimum: Both types of **equipment**

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 from a real working environment.

C. 11 Help to provide equipment for activities		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
Performance Criteria						
	<i>The coach must be able to:</i>					
C11.2	Issue and check in equipment for participants' personal use					
1	Issue the equipment which is right for the activity and the participants					
2	Only issue equipment which is in a safe and serviceable condition					
3	Correctly identify missing, worn and damaged equipment when issuing it and checking it back in					
4	Correctly follow organisational procedures for dealing with missing, worn and damaged equipment					
5	Take returned equipment back to the correct storage area					

Range

*This element covers the following types of **equipment** :*

- a. Clothing
- b. Activity equipment

Coverage of Range for Assessment

Evidence of what the candidate does

Candidates must show they can meet all of the performance criteria covering as a minimum: Both types of **equipment**

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What Key Skills Could the Candidate Cover?

If a candidate successfully completes this unit, they could provide evidence for the following key skills:

Communications

Element 1.1 Take part in discussions

Element 1.4 Read and respond to written materials

Application of number

Element 1.1 Collect and record data

Element 1.2 Tackle problems

Working with others

Element 2.1 Identify collective goals and responsibilities

Element 2.2 Work to collective goals

Improving own learning and performance

Element 2.1 Identify targets

Element 2.2 Follow schedule to meet targets

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C. 21 Help to maintain facility areas Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
C21.1	Check areas for problems					
1	Check the areas carefully, always looking for possible problems					
2	Correctly identify any possible problems					
3	Take action to deal with these problems correctly and in line with their own level of responsibility					
4	Report these problems and the action they have taken clearly, accurately and promptly to a responsible colleague					
5	Make sure that all their work in checking the areas and dealing with these problems follows organisational guidelines					

Range

This element covers the following types of

areas:

- a. Activity areas
- b. Indoor areas
- c. Outdoor areas
- d. Public areas
- e. Non public areas

Problem

- a. Health & safety hazards
- b. Equip't not working
- c. Damage
- d. Dirt & untidiness
- e. Security hazards

action:

- a. Dealing with problem personally
- b. Reporting the problem

reports:

- a. Spoken
- b. Written

Coverage of Range for Assessment

Evidence of what the candidate does

Candidates must show they can meet all of the performance criteria covering as a minimum:

- Three types of **areas**;
- Two types of **problem**, one of which must be health and safety;
- Both types of **action**;
- Both types of **reports**

Additional assessment

any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments

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from a real working environment.

C. 21 Help to maintain facility areas Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
C21.2	Clean facility areas					
1	Cause as little disruption as possible to the activities in the area					
2	Wear clothing which is suitable for the type of cleaning being used					
3	Set up clear and suitable warning notices					
4	Use the equipment and materials they have been told to use for the area being cleaned					
5	Use the equipment and materials safely, efficiently and correctly					
6	Achieve standards of cleaning acceptable to the organisation					
7	Leave the equipment and materials in a condition suitable for future use and return them to the correct storage area					

Range

This element covers the following types of

areas:

- Activity areas
- Public areas
- Non public areas

equipment & materials:

- all types of **areas**
- all types of **equipment & materials**

Coverage of Range for Assessment

Evidence of what the candidate does

Candidates must show they can meet all of the performance criteria covering as a minimum:

- all types of **areas** ;
- all types of **equipment and materials**.

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C. 21 Help to maintain facility areas Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
C21.3	Tidy facility areas					
1	Deal with waste and rubbish without delay, following organisational guidelines					
2	Correctly identify and promptly report any hazardous waste and rubbish to a responsible colleague					
3	Dispose of the waste and rubbish safely and hygienically					
4	Leave the areas in a safe and tidy condition					
5	Deal with any lost and unsupervised customer property honestly and according to organisational guidelines					

Range

<i>This element covers the following types of areas:</i> a. Activity areas b. Indoor areas c. Outdoor areas d. Public areas e. Non public areas Customer property: a. Clothing b. Valuables c. Suspicious objects	Coverage of Range for Assessment <i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • three types of areas ; • all types of customer property. Realistic simulations may be used to cover hazardous waste and customer property <i>Additional assessment</i> Any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments.
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What Key Skills Could the Candidate Cover?

If a candidate successfully completes this unit, they could provide evidence for the following key skills:

Communications

Element 1.1 Take part in discussions

Element 1.2 Produce written material

Element 1.4 Read and respond to written materials

Application of number

Element 1.1 Collect and record data

Element 1.2 Tackle problems

Element 1.3 Interpret and present data

Working with others

Element 2.1 Identify collective goals and responsibilities

Element 2.2 Work to collective goals

Improving own learning and performance

Element 2.1 Identify targets

Element 2.2 Follow schedule to meet targets

Problem solving

Element 2.1 Use established procedures to clarify routine problems

Element 2.2 Select standard solutions to routine problems

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

C. 35 Deal with accidents and emergencies Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
C35.1	<i>Deal with injuries and signs of illness</i>					
1	Quickly and safely protect the casualty and other people involved from further risk					
2	Quickly call for the type of qualified assistance which is appropriate to injury and illness					
3	Provide appropriate reassurance and comfort to all those involved					
4	Give the qualified assistance clear and accurate information about what has happened					
5	Remain calm and follow organisational procedures throughout					
6	Following the incident, make clear and accurate reports which meet organisational and legal requirements					

Range

Coverage of Range for Assessment

<i>This element covers the following types of</i> casualty: a. Adults b. Children and young people c. People with particular needs qualified assistance: a. On-site first aider b. Emergency services Injury and illness: a. Minor which can be treated on site b. Major requiring outside medical attention			<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • one type of casualty • both types of qualified assistance • both types of injury and illness Realistic simulations may be used. <i>Additional assessment</i> The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
from a real working environment.

C. 35 Deal with accidents and emergencies Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
C35.2	Follow emergency procedures					
1	Clearly inform the people involved about the correct emergency procedures					
2	Follow the emergency procedures correctly, calmly and safely					
3	Maintain the safety of the people involved throughout the emergency					
4	Make clear and accurate reports about the emergency in a way which meets organisational and legal requirements					
5	Quickly and clearly report any problems with the emergency procedures to the responsible colleague					

Range

<i>This element covers the following types of</i> emergency: a. Fires b. Security incidents c. Missing Persons people involved: a. Adults b. Children c. People with particular needs reports: a. Spoken b. Written			Coverage of Range for Assessment <i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum:</u> • one type of emergency • all types of people involved • both types of reports Realistic simulations may be used. <i>Additional assessment</i> The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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What Key Skills Could the Candidate Cover?

If a candidate successfully completes this unit, they could provide evidence for the following key skills:

Communications

Element 2.1 Take part in discussions

Element 2.2 Produce written material

Element 2.4 Read and respond to written materials

Working with others

Element 2.1 Identify collective goals and responsibilities

Element 2.2 Work to collective goals

Improving own learning and performance

Element 2.1 Identify targets

Element 2.2 Follow schedule to meet targets

Problem solving

Element 2.1 Select procedures to clarify problems with a range of possible solutions

Element 2.2 Identify alternative solutions and select solutions to problems

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The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
from a real working environment.

D. 11 Help to maintain good working relationships		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
Performance Criteria						
	<i>The coach must be able to:</i>					
D11.1	Maintain good working relationship with participants and customers					
1	Make sure relationships with participants and customers are always in line with good practice					
2	Communicate with participants and customers clearly and accurately					
3	Provide participants and customers with the information they need					
4	When they do not have the necessary information, refer participants and customers to the responsible colleague					
5	Work with participants and customers in a way which is enthusiastic and encouraging					
6	Sort out any disagreements with participants and customers promptly					
7	Seek help from a responsible colleague when disagreements with participants and customers cannot be dealt with personally					

Range

Coverage of Range for Assessment

<i>This element covers the following types of</i> participants and customers: a. Adults b. Children and young people c. People with particular needs communications: a. Spoken b. Written		<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • two types of participants ; • both types of communications. Realistic simulations may be used to cover written communications and performance criteria 6 and 7 <i>Additional assessment</i> Any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments.
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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
from a real working environment.

D. 11 Help to maintain good working relationships		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
Performance Criteria						
	<i>The coach must be able to:</i>					
D11.2	Support the work of a team					
1	Communicate with their colleagues clearly and effectively					
2	Ask for help from the responsible colleague when necessary					
3	Provide necessary help to their colleagues within the limits of their job role					
4	Carry out promises to their colleagues as agreed					
5	Make sure that their relationships with their colleagues helps the team to work effectively					
6	Sort out any problems with their colleagues promptly or refer them to a responsible colleague					
7	Identify ways in which the team's work could be improved and pass these on to the responsible colleague					

Range

<i>This element covers the following types of communication:</i> colleagues: a. Spoken b. Written		<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • two types of communications • both types of colleagues. Realistic simulations may be used for performance criterion 6
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What Key Skills Could the Candidate Cover?

If a candidate successfully completes this unit, they could provide evidence for the following key skills:

Communications

Element 1.1 Take part in discussions

Element 1.2 Produce written material

Element 1.4 Read and respond to written materials

Working with others

Element 2.1 Identify collective goals and responsibilities

Element 2.2 Work to collective goals

Problem solving

Element 2.1 Select procedures to clarify problems with a range of possible solutions

Element 2.2 Identify alternative solutions and select solutions to problems

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from a real working environment.

D. 41 Prepare activities within a session Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D41.2	<i>Plan activities within a session</i>					
1	Make sure the information they collect is sufficient to plan the activity					
2	Check any information which is unclear with the responsible colleague					
3	Handle confidential information correctly					
4	Have a plan for the activities which takes in to account what has happened in previous sessions					
5	Make sure the plan meets the overall aims of the session					
6	Make sure the plan satisfies health and safety requirements for the activity					
7	Make sure the plan makes best use of available resources and time					
8	Get the plan checked and approved by the responsible colleague					

Range

Coverage of Range for Assessment

<i>This element covers the following types of</i> information: a. Spoken b. Written activities: a. For individuals b. For groups		<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • both types of information • one type of activities. <i>Additional assessment</i> Any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
from a real working environment.

D. 41 Prepare activities within a session Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D41.3	Organise activities within a session					
1	Make sure that the arrangements for the activity follow the agreed plan					
2	Make sure the arrangements for the activity meet all health and safety requirements					
3	Carry out the arrangements for the activity in good time					
4	Refer any problems which are beyond their level of personal responsibility to the responsible colleague					
5	Deal with other people when organising the activity in a way that will maintain their goodwill and support					

Range

Coverage of Range for Assessment

<i>This element covers the following types of</i> arrangements: a. Obtaining and setting out equipment b. Getting access to facilities c. Providing information to participants activities: a. For individuals b. For groups other people: a. Colleague responsible for the activity b. Those providing the equipment c. Those providing facilities			<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • all types of arrangement • one type of activity • all types of other people <i>Additional assessment</i> The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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What Key Skills Could the Candidate Cover?

If a candidate successfully completes this unit, they could provide evidence for the following key skills:

Communications

Element 1.1 Take part in discussions

Element 1.2 Produce written material

Element 1.3 Use images

Element 1.4 Read and respond to written materials

Application of number

Element 1.1 Collect and record data

Element 1.2 Tackle problems

Element 1.3 Interpret and present data

Working with others

Element 2.1 Identify collective goals and responsibilities

Element 2.2 Work to collective goals

Improving own learning and performance

Element 2.1 Identify targets

Element 2.2 Follow schedule to meet targets

Problem solving

Element 2.1 Use established procedures to clarify routine problems

Element 2.2 Select standard solutions to routine problems

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
from a real working environment.

D. 42 Lead activities within a session Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D42.1	<i>Help participants prepare for the activity</i>					
1	Establish a good working relationship with the participants					
2	Make sure the participants' dress and equipment are safe and appropriate for the activity					
3	Give clear, accurate and safe explanations and demonstrations which meet the participants' needs					
4	Give clear and accurate answers to participants' questions					
5	Use warm up exercises which are safe and appropriate to both the participants and the activity					
6	Use effective but ethical methods of motivating the participants to take part in the activity					
7	Refer any problems which are beyond their level of personal responsibility to the responsible colleague					

Range

Coverage of Range for Assessment

<i>This element covers the following types of participants :</i> a. Individuals b. Groups	<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: One type of participant <i>Additional assessment</i> The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
from a real working environment.

D. 42 Lead activities within a session Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D42.2	Observe activities and give feedback to participants					
1	Observe the participants carefully and continuously					
2	Pay attention to the needs of all those taking part					
3	Provide clear, accurate and encouraging feedback to the participants at appropriate points in the activity					
4	Give feedback to the participants which highlights where performance is good and areas where the participant needs to improve					
5	Make sure that the health and safety of participants is maintained throughout the activity					
6	Refer any problems which are beyond their level of personal responsibility to the responsible colleague					

Range

Coverage of Range for Assessment

<i>This element covers the following types of</i> participants: a. Individuals b. Groups feedback: a. Health and Safety b. Rules and Codes c. Skills d. Techniques e. Participant behaviour	<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • one type of information • three types feedback. <i>Additional assessment</i> Any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
 from a real working environment.

D. 42 Lead activities within a session Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D42.3	<i>Bring activities to an end</i>					
1	Allow enough time to finish the activity					
2	Use cool down exercises which are safe and appropriate for the activity and the participants					
3	Provide final feedback to the participants which accurately sums up what they have achieved					
4	Actively encourage the participants to give their own views on the session					
5	Deal with worn, damaged and missing equipment according to organisational procedures					
6	Return the area where the activity has taken place to a condition fit for future use					
7	Refer any problems which are beyond their level of personal responsibility to the responsible colleague					

Range

*This element covers the following types of **participants** :*

- a. Individuals
- b. Groups

Coverage of Range for Assessment

Evidence of what the candidate does

Candidates must show they can meet all of the performance criteria covering as a minimum: One type of **participant**

Additional assessment

The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

D. 42 Lead activities within a session Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D42.4	<i>Help to evaluate activities within a session</i>					
1	Carry out the evaluation with a responsible colleague					
2	Make sure their own contribution to the evaluation is positive and constructive					
3	Make sure their own contribution compares what happened during the activity to what was planned					
4	Take account of the participants' progress and the views of participants and colleagues in making their own contribution					
5	Point out where planning arrangements and their own performance could be improved					
6	Note the results of the evaluation correctly for use in future activities and to improve own performance					

Range

Coverage of Range for Assessment

<i>This element covers the following types of</i> own contribution: a. Spoken b. In writing activity: a. For individuals b. For groups	<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • Both types of own contribution • One type of feedback. <i>Additional assessment</i> Any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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What Key Skills Could the Candidate Cover?

If a candidate successfully completes this unit, they could provide evidence for the following key skills:

Communications

Element 2.1 Take part in discussions
Element 1.2 Produce written materials
Element 2.3 Use images

Application of number

Element 1.1 Collect and record data
Element 1.2 Tackle problems
Element 1.3 Interpret and present data

Working with others

Element 2.1 Identify collective goals and responsibilities
Element 2.2 Work to collective goals

Improving own learning and performance

Element 2.1 Identify targets
Element 2.2 Follow schedule to meet targets

Problem solving

Element 2.1 Use established procedures to clarify routine problems
Element 2.2 Select standard solutions to routine problems



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EQUIVALENT TO A UKCC**

LEVEL 2 - CLUB COACH

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

D. 43 Prepare for coaching sessions Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D43.1	Collect and analyse information to plan sessions					
1	Ensure information is as up to date and as comprehensive as sources will allow					
2	Utilise information from their evaluation and action plans from previous sessions					
3	Make sure that conflicting information is resolved by seeking confirmation from reliable sources					
4	Confirm that the needs of participants are accurately identified					
5	Make sure that identified needs are consistent with collected information					
6	Correctly handle information on participants which should be treated confidentially					

Range

This element covers the following types of

information:

- a. Recorded
- b. Spoken

participants:

- a. Individuals
- b. Groups
- c. With particular needs as defined by the Technical Definition of the Sport/Activity

Coverage of Range for Assessment

Evidence of what the candidate does

Candidates must show they can meet all of the performance criteria covering as a minimum:

- both types of **information**
- all types **participants**.

Additional assessment

Any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

D. 43 Prepare for coaching sessions Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D43.2	Produce coaching plans to meet participants needs					
1	Produce plans which accurately summarise collected information					
2	Include aims relevant to identified needs in plans					
3	Make sure that their plans include suitable activities to meet needs of participants, the sport/activity and resources available					
4	Confirm that their plans conform to health and safety requirements and accepted good practice in the sport/activity					
5	Make sure their plans include activities which build on evaluations and action plans of previous sessions					
6	Make sure their plans enable all participants to take part to the best of their ability					
7	Make sure that the sequencing and timing of activities are realistic					
8	Identify medical conditions of participants likely to endanger self or others, and check these with an appropriate authority					

Range

This element covers the following types of

plans for:

- Introductory participants
- Participants with some experience
- A mixed ability group

activities:

- Individuals
- Groups

Coverage of Range for Assessment

Evidence of what the candidate does

Candidates must show they can meet all of the performance criteria covering as a minimum:

- two items from the range of **plans**
- all items from the range of **participants**

Additional assessment

Any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

D. 43 Prepare for coaching sessions Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D43.3	Make arrangements for coaching sessions					
1	Confirm that arrangements enable the aims of plans to be met					
2	Ensure that arrangements conform to health, safety and security requirements, and accepted good practice in the sport/activity					
3	Make sure arrangements enable all participants to become involved					
4	Ensure that arrangements enable those with particular requirements which the coach is unable to meet are referred to a competent person/agency					
5	Clearly inform participants of all the necessary information about arrangements					
6	Make sure there is sufficient space for the activity					

Range

Coverage of Range for Assessment

<i>This element covers the following range of</i> arrangements for a. Equipment and facilities b. Assistance plans for: a. Equipment and facilities b. Assistance participants: a. Senior colleague b. External agency			<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • Individuals • Groups • With particular needs as defined by the Technical Definition of the Sport/Activity <i>Additional assessment</i> Any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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What Key Skills Could the Candidate Cover?

If a candidate successfully completes this unit, they could provide evidence for the following key skills:

Communications

Element 2.1 Take part in discussions

Element 2.2 Produce written material

Element 2.3 Use images

Element 2.4 Read and respond to written material

Application of number

Element 1.1 Collect and record data

Element 1.2 Tackle problems

Element 1.3 Interpret and present data

Working with others

Element 3.1 Identify collective goals and responsibilities

Element 3.2 Work to collective goals

Improving own learning and performance

Element 3.1 Identify targets

Element 3.2 Follow schedule to meet targets

Problem solving

Element 3.1 Use established procedures to clarify routine problems

Element 3.2 Select standard solutions to routine problems

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

D. 44 Conduct coaching sessions Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D44.1	<i>Prepare participants for coaching sessions</i>					
1	Meet the participants punctually and make them feel welcome and at ease					
2	Based on information available, advise the participants of any reasons why they should not participate in the sport/activity					
3	Check that the dress and equipment being used are safe and appropriate for the sport/activity					
4	Make the participants aware of all necessary information					
5	Prepare the participants physically and mentally to participate					
6	Check the participants' level of experience and use it as a starting point for the rest of the session					

Range

Coverage of Range for Assessment

<i>This element covers the following types of</i> participants: a. Individuals b. Groups c. With particular needs as defined by the Technical Definition of the Sport/Activity experience: a. Introductory participants b. Participants with some experience c. Mixed ability group dress & equipment: a. For the coach b. For the participants Necessary information: a. Aims of a session b. Rules of the Sport/Activity c. Code of conduct the Sport/Activity				Evidence of what the candidate does Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: - all types of participants - two types of level of experience - both types of dress and equipment - two types of necessary information <i>Additional assessment</i> <i>any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments</i>
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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
from a real working environment.

D. 44 Conduct coaching sessions Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D44.2	Instruct participants					
1	Give instructions which are clear and consistent with the plans, the identified needs of the participants' and their level of experience					
2	Give clear explanations and demonstrations, which are technically correct and appropriate to the participants' needs and level of experience					
3	Check the participants' understanding of instructions and give them the opportunity to ask questions					
4	Make sure that the session achieves a balance between activity and instruction according to participants' needs					
5	Maintain a safe working environment					
6	Keep to the planned timings for the session					

Range

<i>This element covers the following range of</i>			<i>Evidence of what the candidate does</i>		
participants:	experience:	needs:	Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u> :		
a. Individuals	a. Introductory participants	a. Individual	• All items of the range of participants		
b. Groups		b. Group	• Two items from the range of level of experience		
c. With particular needs as defined by the Technical Definition of the Sport/Activity	b. Participants with some experience		• One item from the range of needs		
	c. Mixed ability group		<i>Additional assessment</i>		
			Any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments		

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

D. 44 Conduct coaching sessions		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
Performance Criteria						
	<i>The coach must be able to:</i>					
D44.3	<i>Coach participants to improve performance</i>					
1	Allow sufficient time to end the session according to the participants' level of experience					
2	End the session using activities which are safe and effective					
3	Give the participants sufficient opportunity to provide feedback and identify their further needs					
4	Inform the participants correctly of the time, location and content of further sessions					
5	Advise the participants of any preparation needed for further sessions					
6	Give the participants an accurate summary of their own feedback on the session					
7	Supervise the participants' departure in a manner appropriate to the situation and with due regard to their safety					
8	Dismantle and put away the equipment they have used safely and in line with good practice, reporting any damage to the appropriate authority					
9	Leave the environment in a condition acceptable for future use					

Range

<i>This element covers the following types of</i>		
participants:	experience:	needs:
a. Individuals	a. Introductory	a. Individual
b. Groups	participants	b. Group
c. With particular	b. Participants with	
needs as defined	some experience	
by the Technical	c. Mixed ability group	
Definition of the		
Sport/Activity		

Coverage of Range for Assessment

<i>Evidence of what the candidate does</i>
Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u> :
• All types of participants • Two types of level of experience • One type of needs
<i>Additional assessment</i>
Any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

D. 44 Conduct coaching sessions Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D44.4	Review the effectiveness of coaching sessions					
1	Conduct a review which accurately reflects the progress made during the session					
2	Take full account of the views of the participants and others involved					
3	Take full account of the conclusions drawn from the review of previous sessions					
4	Produce an action plan which accurately identifies where improvements are needed					

Range

<i>This element covers the following types of</i>			<i>Evidence of what the candidate does</i>		
review:	areas cover by review:	needs:	Candidates must show they can meet all of the performance criteria covering <u>as a minimum:</u>		
a. Recorded	a. Original aims and objectives	a. Individual	a. Both items of the range of review		
b. Spoken	b. Arrangements	b. Group	b. Five items of the range covered by the review		
c. Assistance	c. Coach's performance		c. One item of the range of action plan		
	d. Participants' progress		<i>Additional assessment</i>		
	e. Health and safety		Any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments		
	f. Content				
	g. Organisation				

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What Key Skills Could the Candidate Cover?

If a candidate successfully completes this unit, they could provide evidence for the following key skills:

Communications

Element 2.1 Take part in discussions

Element 2.2 Produce written material

Element 2.4 Read and respond to written material

Element 3.1 Take part in discussions

Application of number

Element 1.1 Collect and record data

Working with others

Element 3.2 Work to collective goals

Improving own learning and performance

Element 3.1 Identify targets

Element 3.2 Follow schedule to meet targets

Problem solving

Element 3.1 Use established procedures to clarify routine problems

Element 3.2 Select standard solutions to routine problems

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

C. 35 Deal with accidents and emergencies Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
C35.1	<i>Deal with injuries and signs of illness</i>					
1	Quickly and safely protect the casualty and other people involved from further risk					
2	Quickly call for the type of qualified assistance which is appropriate to injury and illness					
3	Provide appropriate reassurance and comfort to all those involved					
4	Give the qualified assistance clear and accurate information about what has happened					
5	Remain calm and follow organisational procedures throughout					
6	Following the incident, make clear and accurate reports which meet organisational and legal requirements					

Range

This element covers the following types of

casualty:

- a. Adults
- b. Children and young people
- c. People with particular needs

qualified assistance:

- a. On-site first aider
- b. Emergency services

Injury and illness:

- a. Minor which can be treated on site
- b. Major requiring outside medical attention

Coverage of Range for Assessment

Evidence of what the candidate does

Candidates must show they can meet all of the performance criteria covering as a minimum:

- one type of **casualty**
- both types of **qualified assistance**
- both types of **injury and illness**

Realistic simulations may be used.

Additional assessment

The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

C. 35 Deal with accidents and emergencies Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
C35.2	Follow emergency procedures					
1	Clearly inform the people involved about the correct emergency procedures					
2	Follow the emergency procedures correctly, calmly and safely					
3	Maintain the safety of the people involved throughout the emergency					
4	Make clear and accurate reports about the emergency in a way which meets organisational and legal requirements					
5	Quickly and clearly report any problems with the emergency procedures to the responsible colleague					

Range

<i>This element covers the following types of</i> emergency: a. Fires b. Security incidents c. Missing Persons people involved: a. Adults b. Children c. People with particular needs reports: a. Spoken b. Written			Coverage of Range for Assessment <i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum:</u> • one type of emergency • all types of people involved • both types of reports Realistic simulations may be used. <i>Additional assessment</i> The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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ASSESSOR.....

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What Key Skills Could the Candidate Cover?

If a candidate successfully completes this unit, they could provide evidence for the following key skills:

Communications

Element 2.1 Take part in discussions

Element 2.2 Produce written material

Element 2.4 Read and respond to written materials

Working with others

Element 2.1 Identify collective goals and responsibilities

Element 2.2 Work to collective goals

Improving own learning and performance

Element 2.1 Identify targets

Element 2.2 Follow schedule to meet targets

Problem solving

Element 2.1 Select procedures to clarify problems with a range of possible solutions

Element 2.2 Identify alternative solutions and select solutions to problems

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

B.11 Support the development of the Sport/Activity Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
B11.1	<i>Promote the Sport/Activity and opportunities to take part</i>					
1	Proactively provide potential participants with information on the sport/activity and opportunities to participate					
2	Emphasise the benefits of taking part					
3	Deal with enquiries about opportunities to participate in a positive manner					
4	Provide information to participants which promotes access to further opportunities to take part, appropriate to their ability and potential					
5	Ensure information is accurate and up- to-date					
6	Refer enquiries which they cannot deal with personally to a source which is likely to provide a satisfactory answer					

Range

This element covers the following range of
enquiries:
a. Recorded
b. Spoken
information on:
a. Future sessions
b. Other sessions
c. Equipment
d. Publications on the Sport/Activity

Coverage of Range for Assessment

Evidence of what the candidate does
Candidates must show they can meet all of the performance criteria covering as a minimum:

- one type of **enquiry**
- two types **information**.

Additional assessment
Any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

B.11 Support the development of the Sport/Activity Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
B11.2	Respond to complaints and suggestions about products and services offered by the Sport/Activity					
1	Respond to complaints and suggestions promptly and politely, maintaining privacy and confidentiality where appropriate					
2	Promptly sort out the complaints and suggestions which they can handle personally					
3	Clearly explain any further action to be taken concerning the complaints or suggestions and the relevant authority informed					
4	Match information about services and products to the individual's request					
5	Refer requests for information outside the candidate's knowledge and area of responsibility, to an appropriate person or agency					

Range

<i>This element covers the following range of</i> complaints & suggestions: a. Aspects of delivery within the candidate's area of responsibility b. Aspects of delivery outside the candidate's area of responsibility services & products: a. Candidate's services b. Services of the Sport/Activity individuals: a. Participants b. Non-participants			Coverage of Range for Assessment <i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • both types of complaints and suggestions • two types of services and products • one type of individual <i>Additional assessment</i> The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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What Key Skills Could the Candidate Cover?

If a candidate successfully completes this unit, they could provide evidence for the following key skills:

Communications

Element 1.1 Take part in discussions

Element 1.2 Produce written material

Element 1.4 Read and respond to written materials

Working with others

Element 2.1 Identify collective goals and responsibilities

Element 2.2 Work to collective goals

Problem solving

Element 2.1 Use established procedures to clarify routine problems

Element 2.2 Select standard solutions to routine problems

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

D. 13 Establish and maintain relationships which support the coaching process		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
Performance Criteria						
	<i>The coach must be able to:</i>					
D13.1	Establish and maintain effective working relationships with participants					
1	Make sure relationships are in line with recognised good practice and relevant ethical codes					
2	Communicate with participants clearly, accurately, providing them with relevant information					
3	Relate to participants and others in a positive and encouraging way					
4	Encourage communications between participants , and between participants and themselves, in ways that support safety, effectiveness and enjoyment of the session					
5	Handle and resolve arguments and disagreements promptly so that the session can continue					

Range

Coverage of Range for Assessment

<i>This element covers the following types of</i> communicate: a. Spoken b. In writing participants: a. Individuals b. Groups	<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • Both items for the range of communications • One from the range of participants. <i>Additional assessment</i> Any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
from a real working environment.

D. 13 Establish and maintain relationships which support the coaching process		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
Performance Criteria						
	<i>The coach must be able to:</i>					
D13.2	Establish and maintain links with others involved in sport/activity coaching					
1	Identify others that have the potential to contribute to or benefit from the work of the coach and links established					
2	Ensure approaches and responses to approaches from others are constructive					
3	Handle contacts with others in a way which is likely to sustain a lasting relationship					
4	Display positive attitudes towards others involved in sport/activity					

Range

*This element covers the following types of **others** :*

- a. National Governing Bodies
- b. Schools
- c. Local authorities
- d. Sport/activity clubs
- e. National Coaches Association

Coverage of Range for Assessment

Evidence of what the candidate does

Candidates must show they can meet all of the performance criteria covering as a minimum: Two types of **others**

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

D. 13 Establish and maintain relationships which support the coaching process. Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D13.3	Identify and respond to possible abuse					
1	Ensure that their observation of the participant's physical condition and behaviour takes place only as a part of normal activities					
2	Accurately note any signs and indicators of possible abuse					
3	Respond calmly to any disclosures of abuse by the participant, at the participant's pace, without exerting pressure					
4	Immediately tell a participant disclosing abuse that an appropriate person must be informed					
5	Promptly pass on to an appropriate person all information concerning possible abuse					
6	Provide information on possible abuse only to an appropriate person					

Range

This element covers the following types of

Signs and indicators of abuse:

- a. Physical
- b. Behavioural

abuse:

- a. Physical
- b. Neglect
- c. Emotional
- d. Sexual

Appropriate person:

- a. Senior colleague
- b. External agency

Coverage of Range for Assessment

Evidence of what the candidate does

Candidates must show they can meet all of the performance criteria covering as a minimum:

- one item of the range of **signs of indicators**
- Two items of **abuse**
- one item of the range of **appropriate person**

Realistic simulations may be used.

Additional assessment

The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments

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What Key Skills Could the Candidate Cover?

If a candidate successfully completes this unit, they could provide evidence for the following key skills:

Communications

Element 3.1 Take part in discussions

Element 2.2 Produce written material

Element 2.3 Use images

Element 2.4 Read and respond to written materials

Working with others

Element 3.1 Identify collective goals and responsibilities

Element 3.2 Work to collective goals

Problem solving

Element 3.1 Use established procedures to clarify routine problems

Element 3.2 Select standard solutions to routine problems

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
from a real working environment.

C.36 Support the protection of children from abuse Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
C36.1	Report signs of possible abuse					
1	Make sure their observation of the child's physical condition and behaviour is sensitive to the child and the circumstances					
2	Accurately note any signs and indicators of possible abuse					
3	Consider any signs and indicators of possible abuse in the light of other information about the child					
4	Promptly and accurately report concerns about abuse to people appropriate to the situation					
5	Make clear in the report the difference between directly observed signs and indicators , information from other sources and opinion					
6	Make sure that the information on possible abuse only goes to people appropriate to the situation					

Range

This element covers the following types of
Signs and indicators of abuse:
a. Physical
b. Behavioural
abuse:
a. Physical
b. Neglect
c. Emotional
d. Sexual
Appropriate person:
a. Senior colleague
b. External agency

Coverage of Range for Assessment

Evidence of what the candidate does
Candidates must show they can meet all of the performance criteria covering as a minimum:

- All type of **signs of indicators**
- Two types of **abuse**
- All types of **people appropriate to the situation**

Realistic simulations may be used.
Additional assessment
The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

C.36 Support the protection of children from abuse Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
C36.2	Respond to a child's disclosure of abuse					
1	Respond promptly and calmly to the child's disclosure of abuse					
2	Make it clear to the child that other people appropriate to the situation will have to be informed					
3	Give the child appropriate reassurance and support					
4	Communicate at the child's pace, without exerting pressure to reveal more than the child wishes to					
5	Record information on the disclosure accurately as soon after the disclosure as possible					
6	Inform people appropriate to the situation as quickly as possible					
7	Provide information on the disclosure only to people appropriate to the situation					

Range

Coverage of Range for Assessment

<i>This element covers the following types of disclosure</i> disclosure a. Full b. Partial abuse: a. Physical b. Neglect c. Emotional d. Sexual Appropriate person: a. Senior colleague b. External agency			<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • Both types of signs of disclosure • All types of abuse • Both types of people appropriate to the situation Realistic simulations may be used. <i>Additional assessment</i> The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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What Key Skills Could the Candidate Cover?

If a candidate successfully completes this unit, they could provide evidence for the following key skills:

Communications

Element 2.1 Take part in discussions

Element 2.2 Produce written material

Element 2.3 Use images

Element 2.4 Read and respond to written materials

Working with others

Element 2.1 Identify collective goals and responsibilities

Element 2.2 Work to collective goals

Improving own learning and performance

Element 2.1 Identify targets

Element 2.2 Follow schedule to meet targets

Problem solving

Element 2.1 Use established procedures to clarify routine problems

Element 2.2 Select standard solutions to routine problems



NATIONAL COACH AWARD

Based on National Occupational Standards for Sport & Recreation

**RECOGNISED BY THE UK TAE KWON DO COMMISSION AS AN
EQUIVALENT TO A UKCC**

LEVEL 3 - SENIOR COACH

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
from a real working environment.

B.27 Analyse information and identify goals Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
B27.1	Collect information on current and past performance					
1	Identify the information to be collected ensuring that it is relevant to the sport/activity and participants					
2	Ensure the methods chosen to collect the information are appropriate to the information being collected, the participants , the sport/activity, and the resources available					
3	Ensure the information collected is up to date and accurate					
4	Resolve any contradictions or gaps in the information					
5	Ensure participants are aware of the information collected about them and the methods of collection					
6	Manage collected information confidentially					

Range

Coverage of Range for Assessment

<i>This element covers the following types of information</i> information a. Physical b. Physiological c. Technical d. Tactical e. Medical f. Lifestyle participants: a. Individuals b. Groups c. With particular needs as defined by the Technical Definition for the Sport/Activity Methods: a. Consultation b. Assessments c. Observation d. Published information			<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • Three types of information • Two types of participants • Two types of methods <i>Additional assessment</i> The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
 from a real working environment.

B.27 Analyse information and identify goals		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
Performance Criteria						
	<i>The coach must be able to:</i>					
B27.2	Evaluate current performance					
1	Record the collected information in a way which aids analysis					
2	Analyse the information collected					
3	Interpret the analysis in the context of the sport/activity and the participants					
4	Test the accuracy and validity of the original collection and analysis methods					
5	Use the final interpretations as a basis for setting goals					

Range

<i>This element covers the following types of</i> information a. Physical b. Physiological c. Technical d. Tactical e. Medical f. Lifestyle participants: a. Individuals b. Groups c. With particular needs as defined by the Technical Definition for the Sport/Activity Methods: a. Consultation b. Assessments c. Observation d. Published information			Coverage of Range for Assessment <i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • Three types of information • Two types of participants • Two types of methods <i>Additional assessment</i> The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

B.27 Analyse information and identify goals		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
Performance Criteria						
	<i>The coach must be able to:</i>					
B27.3	<i>Set and agree medium and long term goals</i>					
1	Identify medium and long term goals which are consistent with the final analysis of information collected					
2	Ensure the medium and long term goals are consistent with the participants' needs and potential					
3	Ensure goals are recorded in a manner in which they can be easily shared with others					
4	Ensure negotiations to agree the medium and long term goals are ethical					
5	Involve others in the agreement of medium and long term goals where appropriate					

Range

<i>This element covers the following types of information</i> information a. Physical b. Physiological c. Technical d. Tactical e. Medical f. Lifestyle participants: a. Individuals b. Groups c. With particular needs as defined by the Technical Definition for the Sport/Activity others: a. Parents/Guardians b. other coaches, teachers, instructors working with the participants c. Support personnel d. Participants			Coverage of Range for Assessment <i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • Three types of information • Two types of participants • Two types of others <i>Additional assessment</i> The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

B.27 Analyse information and identify goals		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
Performance Criteria						
	<i>The coach must be able to:</i>					
B27.4	Set and agree detailed short term goals					
1	Identify short term goals which are consistent with the final analysis of information collected					
2	Ensure goals will contribute to the achievement of the medium and long term goals					
3	Ensure the short term goals are consistent with the participants' needs and potential					
4	Ensure short term goals are recorded in a manner in which they can be easily shared with others					
5	Ensure negotiations to agree short term goals are ethical					
6	Involve others in the agreement of short term goals where appropriate					

Range

This element covers the following types of

information	participants:	others:
a. Physical	a. Individuals	a. Parents/Guardians
b. Physiological	b. Groups	b. other coaches, teachers, instructors working with the participants
c. Technical	c. With particular needs as defined by the Technical Definition for the Sport/Activity	c. Support personnel
d. Tactical		d. Participants
e. Medical		
f. Lifestyle		

Coverage of Range for Assessment

Evidence of what the candidate does
Candidates must show they can meet all of the performance criteria covering as a minimum:

- Three types of **information**
- Two types of **participants**
- Two types of **others**

Additional assessment
The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments

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What Key Skills Could the Candidate Cover?

If a candidate successfully completes this unit, they could provide evidence for the following key skills:

Communications

Element 3.1 Take part in discussions

Element 3.2 Produce written material

Element 3.3 Use images

Element 3.4 Read and respond to written materials

Application of Number

Element 2.1 Collect and record data

Element 2.2 Tackle problems

Working with others

Element 4.1 Identify collective goals and responsibilities

Element 4.2 Work to collective goals

Problem solving

Element 3.1 Select procedures to clarify problems with a range of possible solutions

Element 3.2 Identify alternative solutions and select solutions to problems

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

B.28 Plan a programme to achieve goals Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
B28.1	<i>Plan a programme to achieve long and medium term goals</i>					
1	Identify fixed points in the programme					
2	Identify training cycles within the programme					
3	Identify the focus of each component within each training cycle					
4	Identify the priority of each component within each training cycle					
5	Ensure the principles of training are applied to the plan					
6	Agree the programme with others					
7	Document the agreed programme					

Range

This element covers the following types of components:

components: a. Physical b. Physiological c. Technical d. Tactical e. Medical f. Lifestyle	others: a. Parents/Guardians b. other coaches, teachers, instructors working with the participants c. Support personnel d. Participants
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Coverage of Range for Assessment

Evidence of what the candidate does
Candidates must show they can meet all of the performance criteria covering as a minimum:

- Three types of **components**
- Two types of **others**

Additional assessment
The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

B.28 Plan a programme to achieve goals Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
B28.2	Plan training cycles to achieve medium term goals					
1	Identify the fixed points in the training cycle					
2	Identify the training and performance necessary to develop the identified focus of each component					
3	Ensure planned development of each component matches its priority					
4	Ensure the programme is developed with due consideration for the identified fixed points					
5	Ensure the principles of training are applied					
6	Develop contingency plans for participants who do not achieve goals					
7	Agree the plan with others					
8	Document the agreed plan and contingencies for the training cycle					

Range

Coverage of Range for Assessment

<i>This element covers the following types of</i> components: a. Physical b. Physiological c. Technical d. Tactical e. Medical f. Lifestyle others: a. Parents/Guardians b. other coaches, teachers, instructors working with the participants c. Support personnel d. Participants		<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • Three types of components • Two types of others <i>Additional assessment</i> The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
from a real working environment.

B.28 Plan a programme to achieve goals Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
B28.3	Identify and access resources to achieve goals					
1	Identify the resources necessary to implement the planned programme					
2	Negotiate availability of resources with sources					
3	Ensure resources are within the program's budget					
4	Modify the plan to match resources and financial availability where necessary					
5	Document the planned resources for each training cycle of the programme					

Range

*This element covers the following types of **resources** :*

- Facilities
- Coaching staff
- Specialist staff
- Equipment
- Financial

Coverage of Range for Assessment

Evidence of what the candidate does

Candidates must show they can meet all of the performance criteria covering as a minimum: Three types of **equipment**

Additional assessment

The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

B.28 Plan a programme to achieve goals		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
Performance Criteria						
	<i>The coach must be able to:</i>					
B28.4	<i>Plan coaching sessions</i>					
1	Identify the short term goals that the session will contribute to					
2	Ensure the identified short term goals are consistent with the medium term goals					
3	Produce an outline plan for the session					
4	Ensure the plan will contribute to the identified short term goals					
5	Ensure the plan conforms to health and safety requirements					
6	Ensure the plan maximises the time and resources available					
7	Plan methods of delivery appropriate to the sport/activity, participants , and resources					
8	Develop contingency plans for participants who do not achieve goals					
9	Agree the plan with others					
10	Document the agreed plan and contingencies for the session					

Range

This element covers the following types of

participants:

- Individuals
- Groups
- With particular needs as defined by the Technical Definition of the Sport/Activity

resources:

- Facilities
- Coaching staff
- Specialist staff
- Equipment
- Financial

others:

- Parents/Guardians
- other coaches, teachers, instructors working with the participants
- Support personnel
- Participants

Coverage of Range for Assessment

Evidence of what the candidate does

Candidates must show they can meet all of the performance criteria covering as a minimum:

- Two types of **participants**
- Three types of **resources**
- Two types of **others**

Additional assessment

Any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments

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What Key Skills Could the Candidate Cover?

If a candidate successfully completes this unit, they could provide evidence for the following key skills:

Communications

Element 3.1 Take part in discussions

Element 3.2 Produce written material

Element 3.3 Use images

Element 3.4 Read and respond to written materials

Application of Number

Element 2.1 Collect and record data

Element 2.2 Tackle problems

Working with others

Element 4.1 Identify collective goals and responsibilities

Element 4.2 Work to collective goals

Problem solving

Element 3.1 Select procedures to clarify problems with a range of possible solutions

Element 3.2 Identify alternative solutions and select solutions to problems

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

B.29 Manage and evaluate a programme to achieve goals Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
B29.1	Implement a programme					
1	Ensure resources are adequate for the planned program and satisfy health and safety legislation and the requirements of the sport/activity					
2	Ensure resources are set up and arranged in a way which meets participants' needs and the goals of the programme					
3	Make sure access to the facility/area is safe and possible for all participants					
4	Co-ordinate and allocation resources so as to optimise their use by participants					
5	Brief other staff as to their responsibilities and contributions to the program.					

Range

*This element covers the following types of **resources** :*

resources:

- Facilities
- Coaching staff
- Specialist staff
- Equipment
- Financial

participants:

- Individuals
- Groups
- With particular needs as defined by the Technical Definition of the Sport/Activity

Coverage of Range for Assessment

Evidence of what the candidate does

Candidates must show they can meet all of the performance criteria covering as a minimum:

- Three types of **resources**
- Two types of **participants**

Additional assessment

The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

B.29 Manage and evaluate a programme to achieve goals. Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
B29.2	Monitor and adjust the programme to meet changing needs and circumstances					
1	Identify aspects of the programme which are not contributing to the achievement of the programme goals					
2	Make adjustments to activities/ opportunities which enable the programme to meet its goals					
3	Make adjustments to resources to ensure they continue to be adequate and safe throughout the programme					
4	Ensure resources are amended to ensure the effectiveness of the programme					
5	Ensure that the programme is regularly monitored and appropriate action taken to keep behaviour and activities within planned parameters					
6	Ensure feedback is obtained from participants and other staff involved					
7	The programme is adjusted to meet the participants' developing needs and capabilities					
8	That contingency plans are implemented when appropriate with a minimum of disruption					
9	Other staff involved are kept informed of changes to the programme					

Range

Coverage of Range for Assessment

<i>This element covers the following types of</i> resources: a. Facilities b. Coaching staff c. Specialist staff d. Equipment e. Financial participants: a. Individuals b. Groups c. With particular needs as defined by the Technical Definition of the Sport/Activity Contingency plans for: a. Participant injury/ill health b. Resource unavailability c. Prior short term goals not met d. Participants unavailability e. drop-out/relapse			Evidence of what the candidate does Candidates must show they can meet all of the performance criteria covering <u>as a minimum:</u> • Three types of resources • Two types of participants • Three types of contingency plans Additional assessment Any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
 from a real working environment.

B.29 Manage and evaluate a programme to achieve goals. Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
B29.3	Communicate programme information					
1	Ensure the aims and demands of the programme are explained to participants and other staff					
2	Explain to participants and other staff information regarding current accepted practices					
3	Brief other staff as to the extent and limitations of their responsibilities					
4	Clearly explain to other staff expectations regarding behaviour towards participants					
5	Communicate amendments to the programme, which affect participants and other staff					
6	Ensure written information is accurate and legible					

Range

Coverage of Range for Assessment

<i>This element covers the following types of demands of the programme :</i> a. Physical b. Physiological c. Technical d. Tactical e. Lifestyle f. Safety	<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: Three types of demands of the programme <i>Additional assessment</i> The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
 from a real working environment.

B.29 Manage and evaluate a programme to achieve goals. Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
B29.4	Conclude the programme					
1	Conclude the programme in line with programme plan					
2	Ensure any arrangements relating to resources are concluded to the satisfaction of those concerned					
3	Seek feedback from other staff on the programme					
4	Inform participants of opportunities and future programmes which would improve their performance					

Range

Coverage of Range for Assessment

<i>This element covers the following types of resources :</i> resources: a. Facilities b. Coaching staff c. Specialist staff d. Equipment	participants: a. Individuals b. Groups c. With particular needs as defined by the Technical Definition of the Sport/Activity	<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • Three types of resources • Two types of participants <i>Additional assessment</i> The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
 from a real working environment.

B.29 Manage and evaluate a programme to achieve goals. Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
B29.5	Evaluate the programme					
1	Evaluate whether the programme has met its goals					
2	Evaluate the content, structure, balance and processes of the programme					
3	Evaluate the availability and allocation of resources					
4	Evaluate own performance and ethical behaviour in relation to the expectations of participants and the sport/activity					
5	Evaluate the contribution of other staff					
6	Evaluate feedback from participants and other staff on the programme					
7	Treat positively the views of all those involved					
8	Compare the outcomes of the programme against the planned long and medium term goals					
9	Record recommendations for improvements to future programmes					

Range

*This element covers the following types of **resources** :*

resources:

- Facilities
- Coaching staff
- Specialist staff
- Equipment

participants:

- Individuals
- Groups
- With particular needs as defined by the Technical Definition of the Sport/Activity

Coverage of Range for Assessment

Evidence of what the candidate does

Candidates must show they can meet all of the performance criteria covering as a minimum:

- Three types of **resources**
- Two types of **participants**

Additional assessment

The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments

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What Key Skills Could the Candidate Cover?

If a candidate successfully completes this unit, they could provide evidence for the following key skills:

Element 3.1 Take part in discussions
Element 3.2 Produce written material
Element 3.3 Use images
Element 3.4 Read and respond to written materials

Application of Number

Element 2.1 Collect and record data
Element 2.2 Tackle problems

Working with others

Element 4.1 Identify collective goals and responsibilities
Element 4.2 Work to collective goals

Improving Own Learning and Performance

Element 4.1 Identify targets
Element 4.2 Follow schedule to meet targets

Problem solving

Element 3.1 Select procedures to clarify problems with a range of possible solutions
Element 3.2 Identify alternative solutions and select solutions to problems

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

D.45 Coach sessions to enable participants to achieve seasonal goals. Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D45.1	Introduce the participants to sessions					
1	Welcome the participants to the session					
2	Ensure the participants and own dress is safe and appropriate to the session					
3	Clearly explain and discuss the planned session goals with the participants					
4	Make sure the session is amended to reflect any necessary changes in session goals					
5	Make sure the participants understand and agree to comply with safety considerations, rules, codes and organisational requirements					
6	Ensure the participants have the necessary resources to achieve the session goals					

Range

<i>This element covers the following types of</i> participants: a. Individuals b. Groups c. With particular needs as defined by the Technical Definition of the Sport/Activity safety considerations, rules, codes & organisational requirements: a. Sport/Activity governing bodies b. Facility and equipment c. Health and safety d. values underpinning competent and ethical coaching resources: a. Facilities b. Coaching staff c. Specialist staff d. Equipment e. Financial			Coverage of Range for Assessment <i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: a. Two types of participants b. Three types of safety considerations, rules, codes & organisational requirements c. Three types of resources <i>Additional assessment</i> Any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
from a real working environment.

D.45 Coach sessions to enable participants to achieve seasonal goals. Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D45.2	Warm up participants					
1	Explain to the participants the reasons for the content of the warm up					
2	Ensure the warm up meets the participants' needs and the session goals					
3	Ensure the participants perform the warm up safely and effectively					

Range

Coverage of Range for Assessment

<i>This element covers the following types of resources :</i> participants: a. Individuals b. Groups c. With particular needs as defined by the Technical Definition of the Sport/Activity participants needs: a. Physical b. Physiological c. Technical d. Tactical e. Lifestyle		<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum:</u> • Two types of participants • Three types of participants' needs <i>Additional assessment</i> The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

D.45 Coach sessions to enable participants to achieve seasonal goals. Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D45.3	Deliver components within sessions					
1	Apply the principles of training					
2	Explain and emphasise the key coaching points at the most effective times during the sessions					
3	Use methods of communication appropriate to the participants and session components					
4	Ensure the coaching points are technically correct and appropriate to the participants					
5	Give the participants the opportunity to ask questions					

Range

<i>This element covers the following types of participants:</i> a. Individuals b. Groups c. With particular needs as defined by the Technical Definition of the Sport/Activity			<i>Session components:</i> a. Physical b. Physiological c. Technical d. Tactical e. Lifestyle			<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: d. Two types of participants e. Three types of methods of communication f. Three types of session components		
						<i>Additional assessment</i> Any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments		

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
from a real working environment.

D.45 Coach sessions to enable participants to achieve seasonal goals. Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D45.4	Monitor and improve the participants' performance					
1	Motivate the participants throughout the sessions in an appropriate manner					
2	Use methods of communication appropriate to the participants					
3	Encourage the participants to monitor their own performance relative to planned goals					
4	Encourage the participants to make decisions during their performance					
5	Continually monitor the participants' performance and check their understanding					
6	Correct the participants' performance and understanding at the earliest opportunity					
7	Reinforce aspects of the sport/activity identified as needing further attention					
8	Modify the session appropriate to the participants and environment					
9	Ensure participants safety throughout the session					

Range

Coverage of Range for Assessment

<i>This element covers the following types of resources :</i> participants: a. Individuals b. Groups c. With particular needs as defined by the Technical Definition of the Sport/Activity methods of communication a. Explanatory b. Demonstration c. Question and answer d. Participatory		<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • Two types of participants • Three types of methods of communication <i>Additional assessment</i> The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

D.45 Coach sessions to enable participants to achieve seasonal goals. Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D45.5	Provide feedback to the participants					
1	Observe and analyse the participants' performance against criteria appropriate to the session					
2	Identify the participants' strengths and weaknesses					
3	Prioritise the order in which faults should be corrected					
4	Give participants clear feedback necessary to correct each fault at a time and in a manner appropriate to the participants and the situation					
5	Highlight performance improvements and encourage further development					
6	Continually monitor the participants' progress					

Range

Coverage of Range for Assessment

<i>This element covers the following types of resources :</i> participants: a. Individuals b. Groups c. With particular needs as defined by the Technical Definition of the Sport/Activity Strengths and weaknesses a. Physical b. Physiological c. Technical d. Tactical e. Social		<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • Two types of participants • Three types of strengths and weaknesses <i>Additional assessment</i> The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

D.45 Coach sessions to enable participants to achieve seasonal goals. Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D45.6	Cool down the participants					
1	Allow sufficient time for the cool down					
2	Explain to the participants the reasons for the content of the cool down					
3	Ensure the cool down meets the participants' needs and is appropriate to the session delivered					
4	Ensure the participants perform the cool down safely and effectively					

Range

Coverage of Range for Assessment

<i>This element covers the following types of resources :</i> participants: a. Individuals b. Groups c. With particular needs as defined by the Technical Definition of the Sport/Activity participants needs: a. Physical b. Physiological c. Technical d. Tactical e. Lifestyle		<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • Two types of participants • Three types of participants needs <i>Additional assessment</i> The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
from a real working environment.

D.45 Coach sessions to enable participants to achieve seasonal goals. Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D45.7	End the session					
1	Allow sufficient time to end the session					
2	Clearly explain and discuss planned goals for future sessions with the participants					
3	Seek feedback on the session from participants and other staff					
4	Clearly explain the time, location and content of future sessions					
5	Supervise the participants' departure					
6	Secure resources as appropriate					

Range

Coverage of Range for Assessment

<i>This element covers the following types of resources :</i> participants: a. Individuals b. Groups c. With particular needs as defined by the Technical Definition of the Sport/Activity Resources; a. Facilities b. Equipment c. Financial	<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • Two types of participants • One type of resource <i>Additional assessment</i> The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

D.45 Coach sessions to enable participants to achieve seasonal goals. Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D45.8	Evaluate the session					
1	Evaluate whether the session has met its goals					
2	Evaluate the content, structure, balance and processes of the session					
3	Evaluate the availability, suitability and allocation of resources					
4	Evaluate own performance					
5	Evaluate the contribution of any other staff involved in the delivery of the session					
6	Evaluate feedback from the participants and any other staff involved in the delivery of the session					
7	Treat positively the views of all those involved					
8	Record the recommendations for improvements to future sessions					
9	Develop a action plan for personal development in light of evaluation					

Range

*This element covers the following types of **resources** :*

participants:

- Individuals
- Groups
- With particular needs as defined by the Technical Definition of the Sport/Activity

Resources;

- Facilities
- Coaching staff
- Specialist staff
- Equipment
- Financial

Coverage of Range for Assessment

Evidence of what the candidate does

Candidates must show they can meet all of the performance criteria covering as a minimum:

- Two types of **participants**
- Three types of **resources**

Additional assessment

The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments

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What Key Skills Could the Candidate Cover?

If a candidate successfully completes this unit, they could provide evidence for the following key skills:

Communications

Element 3.1 Take part in discussions

Working with others

Element 4.1 Identify collective goals and responsibilities

Element 4.2 Work to collective goals

Improving Own Learning and Performance

Element 4.1 Identify targets

Element 4.2 Follow schedule to meet targets

Problem solving

Element 3.1 Select procedures to clarify problems with a range of possible solutions

Element 3.2 Identify alternative solutions and select solutions to problems

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The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

D. 13 Establish and maintain relationships which support the coaching process		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
Performance Criteria						
	The coach must be able to:					
D13.1	Establish and maintain effective working relationships with participants					
1	Make sure relationships are in line with recognised good practice and relevant ethical codes					
2	Communicate with participants clearly, accurately, providing them with relevant information					
3	Relate to participants and others in a positive and encouraging way					
4	Encourage communications between participants , and between participants and themselves, in ways that support safety, effectiveness and enjoyment of the session					
5	Handle and resolve arguments and disagreements promptly so that the session can continue					

Range

Coverage of Range for Assessment

<i>This element covers the following types of</i> communicate: a. Spoken b. In writing participants: a. Individuals b. Groups	<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • Both items for the range of communications • One from the range of participants. <i>Additional assessment</i> Any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
from a real working environment.

D. 13 Establish and maintain relationships which support the coaching process		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
Performance Criteria						
	<i>The coach must be able to:</i>					
D13.2	Establish and maintain links with others involved in sport/activity coaching					
1	Identify others that have the potential to contribute to or benefit from the work of the coach and links established					
2	Ensure approaches and responses to approaches from others are constructive					
3	Handle contacts with others in a way which is likely to sustain a lasting relationship					
4	Display positive attitudes towards others involved in sport/activity					

Range

*This element covers the following types of **others** :*

- f. National Governing Bodies
- g. Schools
- h. Local authorities
- i. Sport/activity clubs
- j. National Coaches Association

Coverage of Range for Assessment

Evidence of what the candidate does

Candidates must show they can meet all of the performance criteria covering as a minimum: Two types of **others**

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
from a real working environment.

D. 13 Establish and maintain relationships which support the coaching process. Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D13.3	Identify and respond to possible abuse					
1	Ensure that their observation of the participant's physical condition and behaviour takes place only as a part of normal activities					
2	Accurately note any signs and indicators of possible abuse					
3	Respond calmly to any disclosures of abuse by the participant, at the participant's pace, without exerting pressure					
4	Immediately tell a participant disclosing abuse that an appropriate person must be informed					
5	Promptly pass on to an appropriate person all information concerning possible abuse					
6	Provide information on possible abuse only to an appropriate person					

Range

Coverage of Range for Assessment

<i>This element covers the following types of</i> Signs and indicators of abuse: a. Physical b. Behavioural abuse: a. Physical b. Neglect c. Emotional d. Sexual Appropriate person: a. Senior colleague b. External agency			<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • one item of the range of signs of indicators • Two items of abuse • one item of the range of appropriate person Realistic simulations may be used. <i>Additional assessment</i> The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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What Key Skills Could the Candidate Cover?

If a candidate successfully completes this unit, they could provide evidence for the following key skills:

Communications

Element 3.1 Take part in discussions

Element 2.2 Produce written material

Element 2.3 Use images

Element 2.4 Read and respond to written materials

Working with others

Element 3.1 Identify collective goals and responsibilities

Element 3.2 Work to collective goals

Problem solving

Element 3.1 Use established procedures to clarify routine problems

Element 3.2 Select standard solutions to routine problems

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

C. 35 Deal with accidents and emergencies Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
C35.1	<i>Deal with injuries and signs of illness</i>					
1	Quickly and safely protect the casualty and other people involved from further risk					
2	Quickly call for the type of qualified assistance which is appropriate to injury and illness					
3	Provide appropriate reassurance and comfort to all those involved					
4	Give the qualified assistance clear and accurate information about what has happened					
5	Remain calm and follow organisational procedures throughout					
6	Following the incident, make clear and accurate reports which meet organisational and legal requirements					

Range

Coverage of Range for Assessment

<i>This element covers the following types of</i> casualty: a. Adults b. Children and young people c. People with particular needs qualified assistance: a. On-site first aider b. Emergency services Injury and illness: a. Minor which can be treated on site b. Major requiring outside medical attention			<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • one type of casualty • both types of qualified assistance • both types of injury and illness Realistic simulations may be used. <i>Additional assessment</i> The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

C. 35 Deal with accidents and emergencies Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
C35.2	Follow emergency procedures					
1	Clearly inform the people involved about the correct emergency procedures					
2	Follow the emergency procedures correctly, calmly and safely					
3	Maintain the safety of the people involved throughout the emergency					
4	Make clear and accurate reports about the emergency in a way which meets organisational and legal requirements					
5	Quickly and clearly report any problems with the emergency procedures to the responsible colleague					

Range

<i>This element covers the following types of</i> emergency: a. Fires b. Security incidents c. Missing Persons people involved: a. Adults b. Children c. People with particular needs reports: a. Spoken b. Written			Coverage of Range for Assessment <i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum:</u> • one type of emergency • all types of people involved • both types of reports Realistic simulations may be used. <i>Additional assessment</i> The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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What Key Skills Could the Candidate Cover?

If a candidate successfully completes this unit, they could provide evidence for the following key skills:

Communications

Element 2.1 Take part in discussions

Element 2.2 Produce written material

Element 2.4 Read and respond to written materials

Working with others

Element 2.1 Identify collective goals and responsibilities

Element 2.2 Work to collective goals

Improving own learning and performance

Element 2.1 Identify targets

Element 2.2 Follow schedule to meet targets

Problem solving

Element 2.1 Select procedures to clarify problems with a range of possible solutions

Element 2.2 Identify alternative solutions and select solutions to problems

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
from a real working environment.

A.34 Contribute to the development of teams and individuals Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
A34.1	Contribute to the identification of development needs					
1	Give opportunities to team members to help identify their own development needs					
2	Identify their development needs accurately and use sufficient reliable and valid information					
3	Identify development needs that are consistent with team objectives and organisational values					
4	Present information on development needs to authorised people only, in the required format and to agreed deadlines					

Range

This element covers the following types of development needs:

- a. To meet team objectives
- b. To meet individual aspirations

authorised people:

- a. Team members
- b. Colleagues working at the same level
- c. Higher level managers or sponsors
- d. Specialists

Coverage of Range for Assessment

Evidence of what the candidate does

Candidates must show they can meet all of the performance criteria covering as a minimum:

- Both types of **development needs**
- Two types of **authorised people**.

Additional assessment

Any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

A.34 Contribute to the development of teams and individuals Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
A34.2	Contribute to planning the development of teams and individuals					
1	Make contributions to the planning process that reflect the identified development needs of all those they are responsible for					
2	Make contributions that are clear, relevant, realistic and take account of team and organisational constraints					
3	Agree their ideas with individual team members, taking account of their work activities, learning abilities and personal circumstances					
4	Present their contributions to authorised people only, in the required format and to agreed deadlines					

Range

<i>This element covers the following types of</i> development needs: a. To meet team organisational objectives b. To meet individual aspirations authorised people: a. Team members b. Colleagues working at the same level c. Higher level managers or sponsors d. Specialists		Coverage of Range for Assessment <i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • Both types of development needs • Two types of authorised people. <i>Additional assessment</i> Any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
 from a real working environment.

A.34 Contribute to the development of teams and individuals Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
A34.3	Contribute to development activities					
1	Make contributions to development activities that support the team's objectives and plans					
2	Make contributions that meet the agreed objectives of the development activity					
3	Make contributions that take into account the work activities, learning abilities and personal circumstances of the individual team members					
4	Encourage and use feedback from those taking part in the activities to improve their own future contributions to development activities					

Range

Coverage of Range for Assessment

<i>This element covers the following types of contributions :</i> a. Providing information to team members b. Instructing team members in aspects of their work c. Skills training d. Providing learning opportunities as work e. Providing feedback on their work	<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: Three types of contributions <i>Additional assessment</i> Any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

A.34 Contribute to the development of teams and individuals Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
A34.4	Contribute to the assessment of people against development objectives					
1	Agree the purpose of the assessment and their role in it with relevant people					
2	Give opportunities to team members to contribute to their own assessments					
3	Give equal access to all team members to be assessed against development objectives					
4	Carry out their role in the assessments objectively against clear, agreed criteria					
5	Base their assessments on sufficient, valid and reliable information					
6	Provide information about assessments to authorised people only, in the required format and to agreed deadlines					

Range

Coverage of Range for Assessment

<i>This element covers the following types of</i> purposes: a. Identification of further training and development needs b. Evaluation of the effectiveness of the training and development process c. Appraisal of performance d. Recognition of knowledge, skills and competence at work assessments: a. Testing of knowledge and skills b. Observation and performance at work c. Appraisal discussions Provision of information to: a. Teams and individuals being assessed b. Higher level managers or sponsors c. Colleagues working at the same level d. Specialists			<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • Two types of purpose • Two types of assessments • Two types of provision of information to <i>Additional assessment</i> The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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What Key Skills Could the Candidate Cover?

If a candidate successfully completes this unit, they could provide evidence for the following key skills:

Communications

Element 3.1 Take part in discussions

Element 3.2 Produce written material

Element 3.3 Use images

Element 3.4 Read and respond to written materials

Working with others

Element 4.1 Identify collective goals and responsibilities

Element 4.2 Work to collective goals

Problem solving

Element 3.1 Select procedures to clarify problems with a range of possible solutions

Element 3.2 Identify alternative solutions and select solutions to problems

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

B.13 Promote active living and healthy eating Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
B13.1	Identify the participants' knowledge about active living and healthy eating and share information					
1	Collect information from the participants about current knowledge					
2	Ensure the methods chosen to collect information are ethical					
3	Exchange information when requested and where there are gaps in the participants' knowledge					
4	Ensure the methods of information sharing are ethical					
5	Check the participants' understanding of the information provided					
6	Ensure the information collected is treated confidentially					

Range

This element covers the following types of

information:

- a. Healthy eating
- b. Active living

participants:

- a. Individuals
- b. Groups

methods:

- a. Verbal
- b. Written

Coverage of Range for Assessment

Evidence of what the candidate does

Candidates must show they can meet all of the performance criteria covering as a minimum:

- Both types of **information**
- One type of **participant**
- Both types of **methods**

Additional assessment

The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
from a real working environment.

B.13 Promote active living and healthy eating Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
<i>The coach must be able to:</i>						
B13.2	Identify the participant's wants and needs and discuss options for active living & healthy eating					
1	Establish what the participants see as the benefits of active living and healthy eating					
2	Establish what the participants see as the obstacles to active living and healthy eating					
3	Establish the participants' assessment of the need to change					
4	Assess their intention to change					
5	Explore the options for change to achieve identified benefits and agree changes					
6	Refer the participants whose wants and needs are beyond the candidate's capability					
7	Establish a plan of action for implementing the agreed changes					
8	Document the agreed plans					

Range

This element covers the following types of

benefits:

- a. Physiological
- b. Psychosocial
- c. Health

obstacles:

- a. Finance
- b. Access
- c. Psychosocial factors
- d. Medical factors

participants:

- a. Individuals
- b. Groups

Coverage of Range for Assessment

Evidence of what the candidate does

Candidates must show they can meet all of the performance criteria covering as a minimum:

- Two types of **benefits**
- Three types of **obstacles**
- One type of **participant**

Realistic simulation may be used for performance criterion 6.

Additional assessment

The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
from a real working environment.

B.13 Promote active living and healthy eating Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
B13.3	Review the participants' progress					
1	Obtain the participants' views of the benefits they have obtained					
2	Obtain the participants' views of the obstacles they have encountered					
3	Evaluate the achievement of the action plan					
4	Exchange any additional information which might help the participants' understanding and commitment					
5	Discuss further options with the participants					
6	Negotiate and agree a revised plan in the light of these discussions					

Range

*This element covers the following types of **participants** :*

- a. Individuals
- b. Groups

Coverage of Range for Assessment

Evidence of what the candidate does

Candidates must show they can meet all of the performance criteria covering as a minimum: One type of **participant**

Realistic simulation may be used for performance criterion 4.

Additional assessment

The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments.

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
from a real working environment.

B.13 Promote active living and healthy eating Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
B13.4	Establish and develop links with other supporting professionals					
1	Identify others who have the potential to contribute to the support of participants' needs					
2	Maintain contact with others in ways that enable a lasting relationship					
3	Provide the participants with access to information about others					

Range

Coverage of Range for Assessment

<i>This element covers the following types of</i> others: a. Medical professionals b. Health promotion unit c. Exercise and fitness organisations d. Local education authorities participants: a. Individuals b. Groups	<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • Two types of others • One type of participant. <i>Additional assessment</i> Any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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What Key Skills Could the Candidate Cover?

If a candidate successfully completes this unit, they could provide evidence for the following key skills:

Communications

Element 3.1 Take part in discussions

Element 3.2 Produce written material

Element 3.4 Read and respond to written materials

The Application of Number

Element 2.1 Collect and record data

Element 2.2 Tackle problems

Working with others

Element 4.1 Identify collective goals and responsibilities

Element 4.2 Work to collective goals

Problem solving

Element 3.1 Select procedures to clarify problems with a range of possible solutions

Element 3.2 Identify alternative solutions and select solutions to problems

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
from a real working environment.

D.28 Apply rules/regulations of the sport in a competitive environment Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D28.1	Manage the competitive environment					
1	Determine the scope of their control					
2	Check equipment and facilities prior to competition for safety and compliance with the rules of the sport/activity					
3	Confirm with participants the role of officials and the rules/regulations to be used					
4	Control conflicts within their jurisdiction					
5	Communicate results to appropriate persons using accepted protocols					
6	Contribute appropriately to appeal procedures/protests as required by the protocols the sport/activity					

Range

*This element covers the following types of **conflicts** between :*

- Participants
- Non-Participants
- Participants and other officials

Coverage of Range for Assessment

Evidence of what the candidate does

Candidates must show they can meet all of the performance criteria covering as a minimum: Two types of **conflicts**
Additional assessment
The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments.

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
from a real working environment.

D.28 Apply rules/regulations of the sport in a competitive environment Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D28.2	Apply rules and regulations during competition					
1	Make appropriate decision concerning the application of the rules/ regulations of the sport/activity					
2	Communicate decisions clearly to relevant personnel					
3	Select methods of communicating decisions appropriately					
4	Clarify decisions where relevant personnel do not understand initial communication					

Range

<i>This element covers the following types of personnel:</i> personnel: a. Participants b. Other officials c. Scorers/Table officials d. Spectators methods: a. Consultation b. Hand signals c. Spoken d. Equipment/Aids		Coverage of Range for Assessment <i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum:</u> • Two types of relevant personnel • Two types of methods <i>Additional assessment</i> Any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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What Key Skills Could the Candidate Cover?

If a candidate successfully completes this unit, they could provide evidence for the following key skills:

Communications

Element 3.1 Take part in discussions

Element 3.4 Read and respond to written materials

Working with others

Element 4.1 Identify collective goals and responsibilities

Element 4.2 Work to collective goals

Problem solving

Element 3.1 Select procedures to clarify problems with a range of possible solutions

Element 3.2 Identify alternative solutions and select solutions to problems

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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

D.29 Enable participants with physical limitations to take part in a programme of physical activity. Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
<i>The coach must be able to:</i>						
D29.1	Collect and analyse information on physical limitations					
1	Ensure information is as up to date and comprehensive as sources will allow					
2	Ensure methods chosen to collect information are ethical and appropriate to the needs of the participants					
3	Ensure information is accurate and resolve any gaps or conflicting information					
4	Screen participants and refer those whose needs are beyond the candidate's capability					
5	Manage information collected confidentially					

Range

<i>This element covers the following types of</i> information: a. Physical b. Psycho-social c. Medical d. Lifestyle participants: a. Older adults b. Anti-Natal and Post-Natal women c. Obese d. Low fitness e. Individuals/Groups methods: a. studying published information b. Consultation c. Written d. Observation e. Assessment			Coverage of Range for Assessment <i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: • Three types of information • Two types of participants • Three types of methods Realistic simulation may be used for performance criterion 4. <i>Additional assessment</i> The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments
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This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

D.29 Enable participants with physical limitations to take part in a programme of physical activity. Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D29.2	Agree a programme of physical activity to meet participants' needs					
1	Agree a plan for a programme that reflects the collected information					
2	Identify aims and objectives					
3	Identify points in the programme for participant feedback					
4	Ensure the programme is consistent with health and safety requirements					
5	Agree the plan with others					
6	Agree contingency plans for participants experiencing difficulty achieving aims and objectives					
7	Identify and access resources to support the achievement of aims and objectives					
8	Document the agreed plan					

Range

This element covers the following types of

information:	participants:	others:	resources:
a. Physical	a. Older adults	a. Partners	a. Equipment
b. Psycho-social	b. Anti-Natal and	b. Support personnel	b. Space
c. Medical	Post-Natal women	c. Participants	c. Finance
d. Lifestyle	c. Obese		d. Advice
	d. Low fitness		
	e. Individuals/Groups		

Coverage of Range for Assessment

Evidence of what the candidate does
Candidates must show they can meet all of the performance criteria covering as a minimum:

- Three types of **information**
- Two types of **participant**
- Two types of **others**
- two types of **resources**

Additional assessment
any remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments

ASSESSOR.....

DATE.....

UK TAE KWON DO COMMISSION – NATIONAL COACH AWARD
COACHING LOG - UNIT EVIDENCE RECORD



This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
from a real working environment.

D.29 Enable participants with physical limitations to take part in a programme of physical activity. Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
<i>The coach must be able to:</i>						
D29.3	Plan sessions incorporating adaptations to meet participants' needs					
1	Make a realistic assessment of participants ability in regard to the proposed activity					
2	Ensure arrangements for the sessions are ethical and conform to health and safety requirements					
3	Make recommendations regarding the temporary deferral of participation in physical activity					
4	Identify the adaptations required to ensure safe and effective participation					
5	Identify methods and strategies to maximise safe and effective participation					
6	Ensure session plans are consistent with the agreed aims and objectives of the programme					
7	Document the session plan					

Range

This element covers the following types of

participants:

- a. Older adults
- b. Anti-Natal and Post-Natal women
- c. Obese
- d. Low fitness
- e. Individuals/Groups

arrangements:

- a. Financial
- b. Organisational
- c. Environmental

adaptations:

- a. Physical
- b. Psycho-social
- c. Strategic

Coverage of Range for Assessment

Evidence of what the candidate does

Candidates must show they can meet all of the performance criteria covering as a minimum:

- Three types of **information**
- Two types of **participants**
- Three types of **methods**

Realistic simulation may be used for performance criterion 3.

Additional assessment

The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments

ASSESSOR.....

DATE.....

UK TAE KWON DO COMMISSION – NATIONAL COACH AWARD
COACHING LOG - UNIT EVIDENCE RECORD



This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion.
from a real working environment.

D.29 Enable participants with physical limitations to take part in a programme of physical activity. Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D29.4	Teach sessions incorporating adaptations to meet participants' needs					
1	Communicate with participants in ways appropriate to their needs					
2	Check the participants level of understanding throughout the session					
3	Identify the participants' strengths and weaknesses					
4	Adopt teaching strategies that are ethical and maximise safe and effective participation					
5	Provide feedback in a clear and positive manner					
6	Gain feedback from the participants on the extent to which the session met their needs					
7	Produce a written session evaluation					

Range

Coverage of Range for Assessment

<i>This element covers the following types of participants :</i> a. Older adults b. Anti-Natal and Post-Natal women c. Obese d. Low fitness e. Individuals/Groups	<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u>: Two types of participant <i>Additional assessment</i> The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments.
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ASSESSOR.....

DATE.....

UK TAE KWON DO COMMISSION – NATIONAL COACH AWARD
COACHING LOG - UNIT EVIDENCE RECORD



This section details the evidence used to record and demonstrate competence in each unit

The candidate has to prove that they can carry out all the elements, meeting all of the performance criteria on more than one occasion. from a real working environment.

D.29 Enable participants with physical limitations to take part in a programme of physical activity. Performance Criteria		Start Date	Evidenced	Reference Point	Completion Date	Signed Off
	<i>The coach must be able to:</i>					
D29.5	Evaluate sessions and programmes for participants with physical limitations					
1	Incorporate feedback from others into evaluation					
2	Ensure the evaluation accurately reflects the course of the programme					
3	Identify positive and negative factors in the achievement of agreed aims and objectives					
4	Make recommendations for future practice					
5	Document the evaluation					

Range

Coverage of Range for Assessment

<i>This element covers the following types of others :</i> a. Partners b. Support personnel c. Participants	<i>Evidence of what the candidate does</i> Candidates must show they can meet all of the performance criteria covering <u>as a minimum</u> : Two types of others <i>Additional assessment</i> The remaining types of range must be assessed by other means, for example 'what if scenarios', projects or assignments.
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ASSESSOR.....

DATE.....

What Key Skills Could the Candidate Cover?

If a candidate successfully completes this unit, they could provide evidence for the following key skills:

Communications

Element 3.1 Take part in discussions

Element 3.2 Produce written material

Element 3.3 Use images

Element 3.4 Read and respond to written materials

Application of Number

Element 2.1 Collect data

Element 2.2 Tackle problems

Working with others

Element 4.1 Identify collective goals and responsibilities

Element 4.2 Work to collective goals

Problem solving

Element 3.1 Select procedures to clarify problems with a range of possible solutions

Element 3.2 Identify alternative solutions and select solutions to problems