unitC1

BTEC Level 3 Nationals in Sports Coaching and Development (2019 Specification)

180 Guided Learning Hours  
26 Lessons

this resource covers:

Unit C1: Developing Coaching Skills

Links to other units:

**Unit A:** Careers in the Sport and Active Leisure Industry

**Unit B:** Health, Wellbeing and Sport

**Unit D3:** Applied Anatomy and Physiology for Professional Performance

**Unit 10:** Technical and Tactical Skills in Sport

**Unit 11:** Rules, Regulations and Officiating in Sport

**Unit 12:** Practical Sports Application

Developing Coaching Skills and Tennis

**The LTA’s vision is to see “Tennis Opened Up” and our mission is to grow tennis by making it relevant,   
accessible, welcoming and enjoyable. Coaches are at the very heart of tennis in Britain. They are often responsible   
for the very first experience people have when they step on court and play a vital role in growing our sport and developing players that compete on the world stage.**

The tennis qualification pathway prepares coaches for a specific jobs and roles that exist within the tennis industry.   
The vast majority of professional coaches work at grassroots level. Ongoing continuous professional development courses   
and LTA Coach Accreditation ensures that coaches are supported in their career and businesses, and are safe to practice.   
The LTA are clear that nothing is more important than safeguarding those who play our sport from harm.

Centres do not need tennis courts to deliver practical sessions; tennis can be played on red courts (i.e. badminton court size) with red felt or sponge balls which makes the activity accessible for all. Alternatively, centres can link with a local tennis venue   
to utilise their courts and link with their coach / coaching team. Find your local venue and coach here: <https://www.lta.org.uk/play-compete/get-on-court/>

There are a range of resources that include drills, practices and games on the Further Education page on the LTA website.

Information on the LTA Assistant qualification is available at: <https://www.lta.org.uk/workforce-venues/coach-teach/tennis-coach-qualifications/>

Centres can host their own LTA Assistant course working directly with their local Coach Development Centre or direct students to independently book on a course.

| **Lesson** | **Topic** | **Activities** | **Resources** |
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| **Learning Aim A:** Explore the responsibilities of an assistant coach | | | |
| 1 | **A1 Assistant  coaching roles**   * **Organisational structure** | Introduce learners to the unit, its aims and assessments.  Lead a class discussion about coaching requirements and  how an assistant tennis coach puts skills into practice. Explain how learners will explore the skills, roles and responsibilities  of an assistant coach and how industry legislation and guidelines relate to assistant coaching practice. During the unit learners  will plan and prepare a coaching session, which they will deliver under the supervision of a qualified coach. They will then reflect and evaluate the effectiveness of their delivery, to produce a development plan for future practice. Learners will use their development plans to prepare, plan and deliver a series of coaching sessions under the supervision of a qualified coach.  Explain how an organisation is structured:   * organisational aims and objectives * vision, mission and goals * products on offer * impact of coaching on participants and communities * roles and responsibilities of colleagues   Individually or in pairs, ask learners to research the structure of the LTA. Learners should consider the bullets above and produce information which describes these with examples and including the role of assistant coaches. Learners should present their information to the class, sharing common themes and identifying any differences they may have found. | * Slides 1,2,3 * Internet access and computers |
| 2 | **A1 Assistant  coaching roles**   * **Role in organisation** | Introduce learners to the concept of the coaching team (head coach and assistant coaches). Lead a class discussion about coaching experiences and ask learners to identify their own coaching level of knowledge.  Following on from the previous lesson ask learners to identify the role of an assistant tennis coach. Learners should provide relevant tennis examples to help explain their description of the assistant coach role.  Learners could produce an annotated poster or flyer which includes information about the role of an assistant tennis coach. Learners must consider the following:   * personal responsibilities and contribution * role as part of the wider coaching team * codes of conduct * personal goals and motivation * supervision * lines of reporting and recording information * impact of role on participant experience   Learners should use the LTA website to research information  and use experiences from their own tennis coaching sessions  (as a coach or being coached). | * Slide 4 * Internet access and computers |
| 3 | **A1 Assistant  coaching roles**   * **Role in organisation** | You could arrange for a guest speaker to talk to the class about coaching experiences, the role of a coach and assistant coach and their role within the organisation. The guest speaker should be an LTA accredited tennis coach (<https://www.lta.org.uk/play-compete/get-on-court/find-a-tennis-coach/>)  It would be beneficial if the guest speaker could talk about their job and the skills, qualities, knowledge and qualifications needed to fulfil their role.  Learners should be encouraged to ask questions and should consider how the coach delivers a coaching session based on performance, technical, tactical or specific fitness. | * Guest speaker |
| 4 | **A2 Assistant coaching responsibilities**   * **Responsibilities in a coaching team  and the impact on participants and community** | Lead a class discussion about the responsibilities of an assistant  coach; learners need to be aware of the difference between a role and a responsibility.  Ask learners to work in pairs and to research the responsibilities of an assistant coach, how does the role impact upon the LTA. Learners should identify examples of the following: customer service standards and knowledge of participants. Learners should understand the responsibilities in a coaching team and the impact this has on participants and community, e.g. professional presentation shows a positive image, it lets people know that you are ready, organised and a role model. Being approachable makes those around you feel comfortable and that they will be treated fairly. These two examples should then be developed with a tennis example to explain how the coaches’ responsibilities impact participants and the community. For example, professional presentation – LTA coaches wear badged kit, this allows them to be easily recognisable as a coach and as a representative of the LTA. Promoting a positive image of the LTA gives the LTA a positive reputation in the community and allows the organisation to foster community links.  Ask learners to produce a presentation about responsibilities and the impact on participants and wider community.  Online interactive learning content is available outlining the roles and responsibilities of assistant coaches. This content has been adapted from pre-course learning for the LTA Assistant course. The content will take approximately 15 minutes to work through and is available here: <https://rise.articulate.com/share/pZGZ67Ixku5u5pmcMk3IcG7WbS2i9yqF> | * Slide 5, 6, 7 and 8 * Link to interactive online content * Internet access and computers |
| 5 | **A2 Assistant coaching responsibilities**   * **Responsibilities in a coaching team and the impact on participants  and community** | Learners take part in a practical session where they can implement the roles and responsibilities of an assistant coach. Learners work in small groups to lead a short practical activity,  for example a skills session on serving. Learners should take turns, so that they take on the role of the coach and assistant coach whilst the other learners are participants. Learners should try to demonstrate the key roles and responsibilities of an assistant. It may be useful for the teacher or members of the group to provide positive feedback on their use of coaching responsibilities. Lead a class discussion where learners identify how they were able to implement the roles and responsibilities of an assistant coach within their practical activity. | * Slide 9 * Access to tennis equipment and courts |
| 6 | **A2 Assistant coaching responsibilities**   * **Responsibilities in a coaching team and the impact on participants  and community** | Introduce learners to professional conduct: what it is and why  it is important for all coaches. Ask learners to identify what  they think should be included in a code of conduct for an assistant coach.  Working individually, learners could produce a checklist for an  assistant coach which provides information about their key roles and responsibilities. Learners should consider the following:   * participant focus * respectful of participants and others * positive and empowering * role model * honesty and integrity * equality and diversity * duty of care * working within the scope of practice and responsibilities * develop skills and techniques * work in line with organisational policies and procedures * continuing professional development (CPD)   Learners expand their work by including examples from tennis. Learners then also investigate the impact of professional conduct and analyse the potential positive and negative effects  it may have on the coach and the organisation (LTA). | * Slide 10 |
| 7 | **A2 Assistant coaching responsibilities**   * **Responsibilities in a coaching team and the impact on participants  and community** | Arrange for a guest speaker to talk to the class about how they implement their roles and responsibilities as well as touching on other aspects of their role e.g. professional conduct, utilising legislation and policies and procedures (in preparation for the next lesson and topic). The guest speaker should be an LTA accredited coach or assistant coach. Learners should be encouraged to take notes and ask questions during the talk. | * Guest speaker |
| 8 | **A3 Legislation  and guidelines**   * **Sport England guidelines** * **Disclosure and Barring Service checks** * **Data protection legislation** * **Equality legislation** * **Legislation regarding children and families** * **Care legislation** * **Mental capacity legislation** * **Prevent duty guidance and radicalisation** * **Reporting  of injuries, diseases and dangerous occurrences regulations** * **First aid regulations** * **Guidelines  of National Governing Bodies or employer** * **Health  and Safety Executive** | Lead a class discussion about legislation, what they are and  how they are implemented. You should explain how these legislation and guidelines relate to tennis coaching and the LTA.  In pairs ask learners to research two areas of legislation or guidelines from the bullets below (these should be allocated  by the teacher to ensure that all legislation and guidelines  are distributed amongst the class). Ask learners to collect information which links the key features of the legislation / guidance to how it impacts delivery of tennis coaching,  the assistant coach, participants and the LTA.   * Sport England guidelines (including Child Protection in  Sport Unit) * Disclosure and Barring Service (DBS) checks * Data protection legislation * Equality legislation * Legislation regarding children and families * Care legislation * Mental capacity legislation * Prevent duty guidance and radicalisation * Reporting of injuries, diseases and dangerous occurrences regulations (RIDDOR) * First aid regulations * Guidelines of National Governing Bodies (NGBs) or employer * Health and Safety Executive (HSE guidelines)   Learners use their research information to produce a short report on their two legislation / guidelines. These reports can then be shared amongst the class so that everyone has information about all of the relevant legislation and guidelines. | * Slide 11 * Internet access and computers |
| 9 | **A4 Policies and procedures**   * **Policies and procedures** * **Organisational policies and procedures** | Introduce learners to the purpose of policies and procedures within the LTA. It would be very useful to provide and share examples of what each of these may look like focusing on  key pieces of information that must be included in each policy/procedure, for example a risk assessment and  emergency action plan.  The LTA’s policies and procedures can be found here:  <https://www.lta.org.uk/about-us/what-we-do/governance-and-structure/policies-and-rules/>  <https://www.lta.org.uk/about-us/what-we-do/governance-and-structure/rules-regulations/>  <https://www.lta.org.uk/workforce-venues/tennis-venue-support/resource-library/>  Ask learners to work in pairs and to produce their own policy. You should distribute the following policy titles to pairs, ensuring that they are all covered:   * risk assessment and risk management * admissions policy * equality and diversity * dismantling, storage and ensuring the safety of equipment  (servicing and maintenance) * manual handling * personal protective equipment (PPE) * normal operating plan (NOP) * emergency action plan (EAP)   Learners should use LTA examples to help them to produce their own policy, they could also use the internet to research what other organisations, both locally and nationally, produce. | * Slide 12 * Internet access and computers * Examples  of LTA policies and procedure, risk assessments and template, risk assessments and emergency action plans can be found on the weblinks. |
| 10 | **A4 Policies and procedures**   * **Policies and procedures** * **Organisational policies and procedures** | Lead a class discussion about the role of risk assessments and emergency actions plans. Ask learners for examples of what should be included in these plans.  The LTA risk assessment guidance and a template form  can be found under the “Club Management section” at <https://www.lta.org.uk/workforce-venues/tennis-venue-support/resource-library/>  You could arrange for learners to visit a sports environment, such as a sports hall, tennis courts or gym. In small groups, ask learners to explore the environment and identify potential risks and hazards. Learners should use this information to produce a risk assessment and emergency action plan for an assistant coach delivering a tennis session in the environment.  Lead a class discussion about the risk assessments and emergency action plans. Is there any information that groups had missed, or any information learners would need to fully complete their risk assessment and emergency action plan such as a caretaker’s contact number, the hours of opening / work, what to do outside of normal hours etc? | * Slide 13 * Examples  of LTA risk assessments and emergency action plans * Visit to a sports environment e.g. sports hall, tennis courts, gym |
| 11 | **All of Learning Aim A** | Assessment Learning Activity A: time allocated for learners to write notes and to prepare for Assignment 1. (Assignment 1 covers Learning Aim A).  Recommended assessment approach - a training booklet for potential assistant coaches. | * Internet access and computers, textbooks  and journals. |
| **Learning Aim B:** Prepare sport and activity sessions | | | |
| 12 | **B1 Theories of coaching and learning**   * **Participant journey** | Introduce learners to the concept of the participant journey.  The importance of creating a safer environment to enable participants to develop and succeed. Ask learners to recall coaching sessions where they have been the participant or  the coach (assistant coach) and how the ‘participant journey’  has promoted or prevented skills being learned/developed.  Ask learners to prepare a checklist for the perfect participant journey in a tennis coaching session for a chosen skill.  Learners should consider the following:   * the coach’s experience * session planning * aims * the environment where the session is taking place * participant safety * weather issues * availability of equipment   Ask learners to share their checklists amongst the class.  Learners should identify and discuss common similarities  and any differences. | * Slide 14 |
| 13 | **B1 Theories of coaching and learning**   * **Leadership styles** | Lead a class discussion to introduce the different leadership styles that can be used in coaching tennis.  Split the class into three groups and allocate each group a coaching style: autocratic, democratic, and laissez-faire.  Ask learners to produce a list of positives and negatives  related to the leadership style and how it relates to different tennis scenarios (when working with children, adults, large groups, individuals etc). Ask the groups to share their findings and discuss the key attributes of the style of coaching they  were allocated.  In small groups ask learners to carry out tennis coaching sessions using the three different leadership styles: autocratic, democratic, laissez-faire. Learners should take turns being the coach, assistant coach and participants. For example, learners could coach a session on the serving using an autocratic style, then replicate the same session using a democratic and laissez-faire style.  Ask learners to discuss their experiences. Was it easier to deliver the session as a coach with one of the styles, were any of the styles better suited to a specific skill, size of group, ability level? Ask learners to identify examples of when the different styles are best used. | * Slide 15 * Access to  tennis equipment and courts |
| 14 | **B1 Theories of coaching and learning**   * **Coaching  and learning theories** | Lead a class discussion about the different coaching and  learning theories: classical conditioning, operant conditioning, observational learning, Thorndike’s law  Ask learners to work individually to produce a report about the four main theories of coaching and learning. Learners should use textbooks to research information about the theories. Learners should include tennis examples to help demonstrate their knowledge and understanding of the theories. Learners should provide as much information as possible around their own experiences of coaching and being coached, and how they tell which coaching and learning theory has been used or works.  Useful textbooks include:  Brown J and Rea S, BTEC National for Sport and Exercise sciences (Third Edition), Hodder Education 010 ISBN 9781444111989  Gill, A.J.G (ed) – Foundations of Sports Coaching: Applying Theory to Practice (Routledge; 3rd edition 2021) ISBN 978-0367746971  BTEC Nationals Sport Student Book 1 (BTEC Nationals Sport 2016) by Adam Gledhill, Richard Taylor, et al. | * Slide 16 * Textbooks |
| 15 | **B1 Theories of coaching and learning**   * **Methods to assess progress** | Lead a Q+A session about the different methods which can be used to assess progress. Learners should discuss their own experiences as a coach and a participant. Ensure that learners have identified and discussed the following methods:   * coach assessment * self-assessment * peer assessment * observation * performance profiling * statistical performance analysis   Ask learners to produce their own template for a method used  to assess progress; ensure that all the different methods have been distributed amongst the class.  Lead a tennis coaching session for the group, asking learners  to use their method to assess progress. This can be done  during and after the session to allow learners to fully complete their assessment.  Lead a class discussion about the methods to assess progress. Which methods were most and least successful and why? | * Slide 17 * Access to  tennis equipment and courts |
| 16 | **B1 Theories of coaching and learning**   * **Classification  of practice to improve  skills and techniques** | Introduce learners to the classification of practice to improve skills and techniques. Learners need to be aware of the key features of each classification:   * Open / closed * Gross / fine * Simple / complex * Discrete / serial / continuous   Give learners an outline of the classification of the different skills focused on in the tennis coaching session and allow the class  to discuss why each of these skills falls into each classification. For example, during a coaching session about serving learners should identify whether the skill is gross or fine, simple or complex, discrete, serial or continuous.  Lead a discussion about what influences the classification of a skill. The environment, practice/competition, ability level.  Lead tennis coaching sessions where learners can focus on the methods to assess progress. Learners should use the templates they produced in the previous session; this will enable them to assess their own and their peers’ performances. Learners could also share templates so that they are using different methods and not just their own selected method. | * Slide 18 * Access to tennis equipment and courts |
| 17 | **B2 Planning for participation**   * **Sources of  and types of information  to inform planning and preparation** * **Review participant and group needs** | Introduce learners to planning for participation. Explain the importance of planning and how this can also be adjusted in session if necessary. Learners should discuss what goes into session plans and how they should be produced.  As a class decide what should be in a session plan template. Consider aims / objectives, number of participants, group needs, equipment, age, gender, level of ability, previous experience, level of fitness, medical history and welfare needs and any disability. You should distribute the template so that learners  can use this to produce their own session plan.  Learners work in pairs to produce a 20-minute tennis session using the session plan template.  Lead a class discussion about the need for contingency plans and risk assessments. Learners can then produce a contingency plan and risk assessment for their tennis coaching session. | * Slide 19 * Internet access and computers |
| 18 | **B2 Planning for participation**   * **Interpret and understand  the content  of coaching session plans to inform session delivery** | Lead a class discussion about the importance of planning. Ask learners to identify the range and types of information they need to consider when planning a coaching session. As a class produce a list of content which learners need to complete when preparing a session plan. Learners should be encouraged to discuss and use the following in their session plan templates:   * aims and objectives * progressive SMART (specific, measurable, achievable, realistic, time-bound) targets linked to overall aims and objectives * activities (timings / sequences / durations / intensities)  related to participant / group needs * resources / equipment requirements * differentiation and stretch and challenge * coaching methods to develop participant performance: connection, confidence, concentration, motivation,  emotional control, cohesion * opportunities to build social support and inclusion  within the session * contingency plans, based on risk assessments * opportunities to refer participants where needs cannot be met   Learners should compare the session plan templates they have produced and could make a standardised one which the class can use.  In pairs ask learners to produce, complete, a session plan for a 20-minute tennis coaching session. Learners should consider the following when planning their session:   * the coach and their assistants need to be fully prepared * they should all know what they are doing and their roles  in the session * the sessions should follow a similar format * each session should meet the needs of individual participants and those of the group   Lead a class discussion for learners to describe the content  of their session and how they have met the needs of the participants. | * Slide 20 * Internet access and computers |
| 19 | **B3 Preparing the environment and participants**   * **Environment  & equipment** | Describe to learners how to prepare the environment and participants for a tennis session. Ask learners to consider what  a coaching team must work through to ensure a safe and productive coaching session. Including:   * preparing effectively for activity sessions * delivering under supervision and supporting coach  and services * dismantling, storing and maintaining equipment * maintaining health and safety * legal obligations: child protection, safeguarding,  and insurance * space clearly identified * appropriate space * facility check, e.g. clean surfaces, tidy area, fire exits clear * types of equipment, e.g. simple, complex, powered * environment is checked and safe   Using the information identified in the discussion ask learners to create a checklist of how they can fully prepare the environment, equipment, and participants for a tennis coaching session.  Allow learners the opportunity to use their checklist by visiting different sporting environments, tennis courts, sports hall, gym. Using their knowledge of the sports environment learners should ensure that they have their checklist, session plan, risk assessment and contingency plan fully completed and ready  for a practice coaching delivery session. | * Slide 21 * Access to different sports environments (tennis courts, sports hall, gym) |
| 20 | **B3 Preparing the environment and participants**   * **Preparing participants** | Lead a Q+A session about the importance of preparing participants. As a class produce a procedure for preparing participants; it should include the following:   * welcome * punctuality and attendance * aims / goals * check readiness * ensure participants have the correct clothing * establish rules * ensure welfare needs are met   Split the class into small groups and ask then to carry out role plays where they take it in turns being the coach, assistant coach and participants. The coach and assistant coach should use the preparing participants procedures to ensure they are ready for a tennis coaching session. You could give the groups scenarios, such as working with a group of young children, older people, a young adult with hearing loss, and ask them to adapt to the group’s needs. | * Slide 22 |
| 21 | **B3 Preparing the environment and participants**   * **Ensuring environment is in line with organisational and legislative policies and procedures** | Lead a class discussion about the importance of ensuring the environment is in line with all organisational and legislative policies and procedures.  It would be useful to arrange a centre visit to a tennis venue or leisure centre. Learners would benefit from being able to observe an organisations policies and procedures in place and how the organisation, staff and visitors / participants follow them. Learners need to be aware of:   * the correct use of personal protective equipment (PPE) * normal operating plans (NOP) * emergency action plans (EAPs) * risk assessment * safeguarding policies and procedures | * Slide 23 * Centre visit |
| 22 | **B3 Preparing the environment and participants**   * **Environment  & equipment** * **Preparing participants** | Ask the learners to practise delivering tennis coaching sessions. Split the class into small groups and ask learners to take turns being the coach and participants. Learners should be given time to prepare the environment before their session and time to adapt the session plan if needed. Learners should use the session plan templates they produced in the previous lesson, alongside the risk assessment and contingency plan. At the end of each session the participants provide feedback to the coach. | * Access to tennis equipment  and courts |
| 23 | **All of Learning  Aim B** | Assessment Learning Aim B and C time allocated for learners to write notes and to prepare for Assignment 2. (Assignment 2 covers Learning Aims B and C).  Recommended assessment approach - a rationale for, and records of, preparation and management of facilities and equipment, along with records of delivery of a series of assistant coaching sessions, supported by video recordings. | * Internet access, computers, textbooks  and journals |
| **Learning Aim C:** Explore and develop assistant coaching skills | | | |
| 24 | **C1 Assistant coaching skills**   * **Communication** | Talk to the learners about communication skills and how coaches adapt their communication to meet the needs of different individuals and groups.  Show the Communication tutorial video from the LTA Instructor qualification <https://vimeo.com/772092200/b6f4d08fb3>  A guest speaker could be arranged e.g. an LTA tennis coach from a local club. You could ask the speaker to discuss the importance of their coaching assistants and the planning and delivery aspects of tennis sessions.  Encourage learners to make notes and ask questions about communication, considering the following:   * observation / non-verbal techniques / body language * open / closed questioning * active listening * adapting to meet participant needs e.g. culture, background, experience level, age. | * Slide 24 * Guest speaker |
| 25 | **C1 Assistant coaching skills**   * **Rapport building** * **Time management** * **Teamwork** * **Organisation** * **Analysis and interpretation of information** * **Planning and preparation  of activity sessions** * **Ensure participant enjoyment and retention** * **Manage participant behaviour  and conflict** * **Give effective feedback using the feedback cycle** * **Obtain feedback from participants** | Introduce learners to the coaching skills needed for an assistant coach to deliver a tennis session. Ask learners to identify these skills and explain why they are important to the assistant coach. For example, rapport building is important to make the participants feel valued, safe and keen to join in.  Using the list of assistant coaching skills ask learners to work in pairs and identify which skills they have and which they need to improve. Ask learners to give an example of how they would apply the skill and its importance in a tennis session   * rapport building * time management * teamwork * organisation * analysis and interpretation of information * planning and preparation of activity sessions * ensure participant enjoyment and retention * manage participant behaviour and conflict * give effective feedback using the feedback cycle * obtain feedback from participants   As a class go through the list of assistant coach skills and  discuss the learner’s tennis examples and their thoughts about the importance of each skill. Discuss how they gained and developed skills they identified as strengths, and how they aim  to improve skills they identified as needing to improve. | * Slide 25 |
| 20 | **C2 Delivering  sport and activity sessions under supervision**   * **Delivery** | Lead a class discussion which recaps the importance of  coaching session planning covered earlier in the unit.  Discuss the importance of different elements to a successful session and the importance of the assistant coach’s role in the  planning process.  Ask learners to produce a coaching plan as the assistant coach. They should ensure that they create risk assessments and contingency plans for each. These can be the plans or developed plans of the versions from previous lessons.  Learners should consider the following in their plans:   * revise existing plan(s), if appropriate * prepare equipment and the environment * warm-up, pulse raiser, mobility, dynamic movement,  stretching and skill rehearsal * main content, skills and technical development * effective demonstrations * revisiting goals with participants to check progress * ensure inclusivity and adapt sessions to meet individual participant needs * observe and analyse participants’ performance * cool down * give advice on future sessions * dismantle and remove equipment   Learners should be given lots of opportunities to deliver their coaching sessions. They might start with a small group and then progress to a larger one. Learners should take turns delivering their sessions to their peers. At the end of each session, feedback should be provided by the group. Learners should  use this feedback to help them adapt their next session.  Lead a class discussion which recaps key coaching skills and how these should look when delivering future coaching sessions. Allow learners time to adapt and change their session plans having taken on board any feedback. | * Slide 26 * Access  to tennis equipment and courts |
| 21 | **C2 Delivering  sport and activity sessions under supervision**   * **Assistant  coach role** | Lead a Q+A session about the role of an assistant tennis coach. Ask learners to use this information to produce an annotated diagram of the perfect coach - the coach they inspire to be. Leaners should include the following:   * professional behaviour * applying customer service skills * apply coaching styles and methods * applying learning theories to support personalised learning * managing pace * managing hazards and risks * using appropriate communication * complying with legal and organisational responsibilities * providing formative feedback to participants   To develop this activity further ask learners to share their diagrams with a partner and discuss similarities and differences. They could then identify which of these skills they already have and which they need to develop further. For example, the learner might have excellent customer service skills which they have learned in their part-time job in a shop, but they need to gain more confidence and experience in providing formative feedback to participants. | * Slide 27 |
| 22 | **All of Learning  Aim C** | Assessment Learning Aim B and C time allocated for learners  to write notes and to prepare for Assignment 2. (Assignment 2 covers Learning Aims B and C).  Recommended assessment approach - a rationale for, and records of, preparation and management of facilities and equipment along with records of delivery of a series of assistant coaching sessions, supported by video recordings. | * Internet access, computers, textbooks  and journals |
| **Learning Aim D:** Review sport and activity sessions as an assistant coach | | | |
| 23 | **D1 Personal development through review**   * **Sources of feedback** | Lead a class discussion about feedback and how it is used in reviewing and planning for future developments. Discuss the different types of feedback and share examples with learners, including participant, coach, peers, colleagues, self-review, questionnaires, comment cards and one-to-ones.  Ask learners to consider how they could receive feedback for a tennis coaching session that they delivered. Ensure learners are aware of the following regarding feedback:   * it can be offered and received in many ways * feedback from different sources and methods is valuable in different ways * it must be useful   It would be useful to provide the learners with video recordings  of some of their own practical coaching session delivery,  and that of their peers. This will enable them to collect and  record feedback using different methods (including questionnaires, comment cards, self-reviews and one-to-ones). Lead a class discussion about the different sources of feedback and whether some are more suited to certain situations.  Learners should consider who they coached, in which environment and when, and practice using their feedback documents (including questionnaires, comment cards,  self-reviews and one-to-ones) to obtain feedback.    Learners could analyse their feedback documents afterwards  for effectiveness etc. and suggest how they could improve these for future use.  This lesson could be repeated to allow learners to observe video footage of themselves, their peers and LTA coaches. Learners can then give feedback on what they observe and experiment using different sources of feedback. | * Slide 28 * Internet access and computers * Video footage  of learners leading coaching sessions |
| 24 | **D1 Personal development through review**   * **Review of session** | Lead a class discussion about how to review a session.  You should discuss what goes into a review and how an effective review is completed. It may be useful to revisit the importance of setting clear session aims and objectives in the planning phase.  Learners take part in a short practical session where they take note of what is good and what requires improvements. At the end of the session, learners make notes on the session that they were involved with and should consider the following:   * purpose, administration and information required for  valid review * factors impacting reflective practice * identifying strengths and areas for improvement   + practical delivery   + planning and preparation   + professionalism   + use of coaching styles and techniques   Ask learners to write a review of the session that they were involved in. They should focus on their strengths and areas for improvement. Lead a class discussion which allows learners to state the information collected and provide evidence of why they have made the comment(s).  This lesson can be repeated to allow learners to practice identifying strengths and areas for improvement in their coaching. | * Slide 29 * Access to  tennis equipment and courts * Video recording devices |
| 25 | **D1 Personal development through review**   * **Professional development** | Referring back to the previous lesson, lead learners in a class discussion about the session that they were involved in and identify their strengths and areas for improvement.  Learners should produce their own development plan  considering the following:   * development plan (intent, implementation and impact) * activities available for development * various levels of national governing body courses * mentor development * self-reflection   Learners should be given time to prepare their own  development plan. They should use notes made throughout  the unit and access to the internet and computers.  It may be useful for the teacher to have one-to-one sessions  with the learners to help them identify what to include in their development plan. | * Slide 30 * Internet access and computers |
| 26 | **All of Learning  Aim D** | Assessment Learning Aim D time allocated for learners to write notes and to prepare for Assignment 3. (Assignment 3 covers Learning Aim D.)  Recommended assessment approach - a reflective log,  with details of development and actions taken. | * Internet access, computers, textbooks  and journals |