



Coaching Course – Unit 4

Unit 4 – Inclusive Sports Coaching:

Supporting Participants with Disabilities to take part in sport–

This unit enables candidates to work inclusively with participants with physical, sensory, and intellectual impairment and plan, deliver and review training plans for participants with specific additional needs. They will develop and reflect upon coaching inclusively and demonstrate the ability to work with participants with impairment(s) which is participant-centred and challenges improvement/development through modification, adaptation, and progression.

This unit builds on the knowledge gained in Units 1, 2 and 3 of the Sports Coaching: Inclusive Skating course which incorporate the Leader Course, the Skating Skills course, the Principles of Training and Coaching (Endurance, Speed and Power) and the Exercise and Mental Health courses. The candidate may take Unit 4 as a stand-alone unit if they have recognised prior learning of units 1, 2 and 3. Otherwise, units 1, 2 and 3 must be taken with or before commencement of this unit.

Key Learning Outcomes:

- 1. Plan activities that provide inclusivity reflecting also the principles of the Activity Inclusion Model (AIM) and the Space Time Equipment People (STEP) model which focus on the participant.**
- 2. Work with participants with impairment(s) that is participant-centred and provides improvement/development opportunities through modification, adaptation and progression.**
- 3. Review training plans for participants with a range of additional needs.**

Assessment

Candidate's performance is assessed primarily by completion of Unit 4 of the portfolio workbook and the coaching activity assessment.

Therefore, assessment will be provided by a combination of:

- Assessment of occupational competence 'on the-job' / 'at work'.
- Assessment will include oral/written and observation evidence based on activities; individual tasks and assignments; and observation during delivery of coached activity.
- Outcomes may be assessed holistically where appropriate / possible.

Assessment evidence will include as a minimum:

- Portfolio Coaching Workbook Unit 4 activities
- one individual risk assessment/ skater profile with personal statement
- one group activity risk assessment with personal statement
- Records of mentored coaching (if any) and Portfolio Workbook Skill checklist passed to a satisfactory standard.
- One Coaching Activities – with 'real clients/participants' which should be videoed and supported by relevant plans and personal statements.
- Each candidate will be required to; prepare, deliver and review a session in order to complete the coaching process. The instrument of assessment will be a practical exercise. The practical exercise will be used to allow candidates to demonstrate their practical competence in delivering a coaching activity session. For assessment purposes the candidate should prepare and deliver a session for a minimum duration of 15 minutes. The session will be reviewed following the delivery phase.
- reflections on their coached activities with session plans, any adaptations made, what went well and what could be improved.
- reflections on their own coaching practice, this may be informed from peer and mentor review and records of discussions during zoom sessions.

The candidate must declare that the portfolio of their work, activities and coaching log is authentic and their own work and relates to their skating activities.

At least 70% of activities and skills must be passed to a satisfactory pass standard.

- ***Where necessary, any reasonable adjustments may be used to support candidates for an assessment (this may be reviewed by our Awarding Organisation, the Scottish Qualifications Authority where necessary).***

Unit 4 may be taken as a separate unit by candidates who have recognised prior learning and knowledge. Candidates taking Unit 4 as a separate Unit must pass all 3 parts of the assessment: Portfolio Workbook Unit 4, the Skills Checklist and the Practical Coaching Assessment Unit 4 to pass Unit 4.

At least 70% of activities and skills must be passed to a satisfactory pass standard.

There are robust systems in place to support quality control of assessment and suitably qualified external verifiers, tutors, assessors, and internal verifiers will be engaged in delivery of the course. Applicable policies are available to download from the Inclusive Skating website. Relevant policies for this purpose are included in the Legal Section Terms and Conditions but all the Inclusive Skating Policies have relevance and must be followed. Verification will be sought to ensure national standards are being met. Consequently, tasks and activities will be included to meet all relevant standards including those of CIMSPA.

Internal verification:

As part of our commitment to standards in education at Inclusive Skating, our internal verification system will support learners, the organisation, tutors, and assessors. This will generally be by sampling elements of the training courses that we deliver. This can include but not be limited to, carrying out audits, reviewing the standards of submitted coursework, mentoring and upskilling personnel, observing practical sessions (e.g., so there may be more than one person observing your sessions), conducting standardisation sessions, and interviewing learners. This is to safeguard the quality of our provision in order to meet the National Standards as well as our commitment to providing an outstanding learner experience for our learners.

External verification:

As part of being a Customised Award recognised through the Scottish Qualifications Authority (SQA), we will be subject to their external verification process. This will include looking at the standards of evidence, reviewing our internal systems and speaking to learners on their experiences.

Contents

The key topics are:

1. Understanding your participant
2. Creating an inclusive environment and culture
3. Legislation and guidance
4. Plan, deliver, evaluate activity sessions including disabled people
5. Effective communication.

1. Understanding your participant

- a. Assessment of participant; including, balance, sensory, physical, intellectual skills and readiness for activity
- b. Understanding the scope of available activities and what activity needs to be adapted or changed to engage, motivate or develop the participant
- c. Understanding factors that may affect the ability of participants to acquire relevant skills

2. Creating an inclusive environment and culture

- a. Adjust activities to accommodate the acquisition of skills – STEP and AIM models
- b. Apply the Inclusive Skating, Inclusive Paralympic and Special Olympics technical programs.
- c. Apply the Inclusive Skating Classification System
- d. Apply the Inclusive Skating Unified Program
- e. Apply the programs to wheelchair users, persons with mental and behavioural problems and diverse communities etc

3. Legislation and guidance

- a. Legislation relating to inclusion and disabled people, Equality Act 2010 and UNESCO Rights of a child etc
- b. Policies and procedures relating to Inclusion and Disabled people. Equity, Equality, Diversity, Social Services, Adults at risk. Best Practice and Guidance
- c. Review of application of Inclusive Skating Safety Policy to participants with disabilities Candidates will have taken the basic safety course as part of their planning your programme unit. This section of the course will consider the specific policies contained within the Safety Policy in more detail with application to persons with disabilities.
- d. Understand the scope of 'reasonable adjustments' and application to activities covered by other providers, e.g. ISU/ ISU members/ ISAI/ Planet Ice etc

- e. Understand the mission of Inclusive Skating to achieve Inclusion of all and contrast that with other governing bodies of sport/ disability specific sport organisations/ Olympics and Paralympic pathways. Understand the difference between inclusion and fairness and between inclusion and equitable.

4. Plan, deliver, evaluate activity sessions including disabled people that

- a. accommodate the acquisition of skills
- b. accommodate physical challenges
- c. accommodate intellectual challenges
- d. accommodate sensory challenges
- e. accommodate multiple syndromic challenges

5. Effective communication to participants with sensory, physical and intellectual that

- a. Provides effective demonstrations and application of coaching tools
- b. Adjusts to suit individual participant needs
- c. Checks and challenges understanding
- d. Applies respectful language and terminology, eg. Person centred
- e. Builds rapport with all participants and positively manage participant behaviour even when challenging or difficult