

Non-Examined Assessment

Band 2 Exemplar Learner Response

**NCFE Level 1/2 Technical Award in
Sports Studies (603/7010/5)**

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Introduction

The following are sample learner responses for each task within an assignment alongside examiner commentary for each assignment. They show how learners might respond and can help assessors in making their overall marking decisions.

Learner responses

Each learner response should demonstrate what a **mark band two / third band** response looks like alongside any evidence that is required to be completed. All responses use content from the mark schemes and align with the standards in the mark band descriptors and indicative content.

Assessor commentary

The assessor commentary demonstrates why the responses given throughout the assignment meet the criteria for the mark band they have been awarded. The assessor commentary will be linked to, and supported by, the descriptors in the mark scheme.

Task 2 (a) - Development of a series of 5 coaching plans		
Band	Marks	Descriptors
4	10–12	<p>AO4 - Excellent demonstration of the components of a sports coaching session plan that is comprehensive and highly detailed, to create x5 sports coaching sessions. Supported by highly relevant examples of sports injury prevention methods and coaching techniques to develop and measure skills that is comprehensive and highly detailed.</p> <p>AO2 - Excellent application of knowledge and understanding of the components of a sports coaching session plan to develop x5 sports coaching sessions. References to skills classification are highly detailed and highly relevant to the requirements of the brief.</p>
3	7–9	<p>AO4 - Good demonstration of the components of a sports coaching session plan that is comprehensive and mostly detailed, to create x5 sports coaching sessions. Supported by mostly relevant examples of sports injury prevention methods and coaching techniques to develop and measure skills that is comprehensive and mostly detailed.</p> <p>AO2 - Good application of knowledge and understanding of the requirements of a sports coaching session plan to develop x5 sports coaching sessions. References to skills classification are mostly detailed and mostly relevant to the requirements of the brief.</p>
2	4–6	<p>AO4 - Reasonable demonstration of the components of a sports coaching session plan that is comprehensive and mostly detailed, to create x5 sports coaching sessions. Supported by examples that have some detail of sports injury prevention methods and coaching techniques to develop and measure skills that has some detail and some relevance to the brief, though may be underdeveloped.</p> <p>AO2 - Reasonable application of knowledge and understanding of the components of a sports coaching session plan to develop x5 sports coaching sessions. References to skills classification have some detail and some relevance to the requirements of the brief, though may be underdeveloped.</p>
1	1–3	<p>AO4 - Limited demonstration of the components of a sports coaching session plan that is comprehensive and mostly detailed, to create x5 sports coaching sessions. Supported by examples that have minimal detail of sports injury prevention methods and coaching techniques to develop and measure skills that has minimal detail and minimal relevance to the brief, mostly superficial.</p> <p>AO2 - Limited application of knowledge and understanding of the components of a sports coaching session plan to develop x5 sports coaching sessions. References to skills classification have limited detail and limited relevance to the requirements of the brief and is mostly superficial.</p>
0	0	No rewardable material

Project brief

Setting

You are working for your local authority as a community activator coach apprentice.

Participants

Within your role, you are helping with the delivery of sports coaching sessions to a wide range of groups. The group that you will be working with are learners who are teens / young adults based in a local secondary school. This consists of the delivery of a wide range of sports within lessons in which learners take part and develop their skills and techniques. The group will have a minimum participant size of eight.

Each sport is delivered over a six-week period during a half term, and there is a clear and structured plan for the development of skills and techniques within this time.

When planning for the delivery of the sports coaching sessions, a wide range of elements will need to be considered by the coach. This includes information in relation to their PE (physical education) curriculum, sports injuries to make sure activities are safe, information relating to leadership styles, roles and responsibilities of a coach, motivation of participants, skill classification and physical factors that can affect performance.

Scenario

You have been asked by the PE teacher at a local secondary school to develop and deliver a series of sports coaching sessions over a half term period leading to a competition in the form of a tournament / round robin during the final week of term. This should all be focussed on one sport and show progression over time in relation to the skills and techniques being developed within the coaching sessions. In total, you should plan a minimum of five coaching sessions covering weeks one to five, (each for a minimum of 60 minutes) and allow the final week (week six) for the competition, which would be suitable for a minimum of half a day.

Each session should have a clear session plan, outlining the skills and techniques to be developed and the approaches you will use to do this.

You will deliver the first coaching session, demonstrating some of the coaching techniques that have been developed across the duration of this course. Following this session, you will review your strengths and weaknesses and make revisions of the next 4 sessions where appropriate.

You will develop a sports competition plan although you are not expected to demonstrate or review this.

As part of your own personal development as a community activator coach apprentice, it is important that you can evaluate your own performance. You should evaluate the process you have been through from start to finish using completed learner logs, and refer to these where appropriate when completing an evaluation. Your evaluation should make clear links to your leadership styles demonstrated when undertaking the different elements of your roles as well as a review of the roles and responsibilities that you took on when leading the session.

Task 1: research and development

Evidence:

A written/word processed document:

- booklet containing all task requirements
- a copy of your internet browsing history for websites used in your research.

Within this role of a community activator coach, you will work with lots of different clients and individuals. You will need lots of different skills and knowledge to be able to do this well. In this booklet, I am going to explain the following:

- different leadership styles coaches could use
- the roles and responsibilities of a coach, with supporting examples
- overview of skills classification
- outline of the key components of a sports coaching session
- an overview of the common causes of sport injuries and preventions methods
- examples of different solutions to barriers that may affect participation in sport.

Leadership styles

There are 3 main types of leadership styles that a coach could use when leading sports coaching sessions. These are:

- democratic
- autocratic
- laissez faire.

A democratic leadership style is where the coach/leader allows the group to make decisions together. Coaches may involve players in decision making. This might be good to build team spirit.

An autocratic leadership style is where the coach/leader makes all the decisions and doesn't take input from the group. Coaches don't let players get involved. This could be good and bad.

A laissez faire leadership style is where the coach/leader gives the group a lot of freedom and doesn't provide much guidance. Coaches will let players take the lead a lot of the time. Again, this could be good and bad.

When working with teens and young adults in a secondary school, I think a mixture of autocratic and democratic leadership styles are the best way to go as a coach. This is to make the kids know who is the boss, but also to let them get involved and choose what activities they do.

Assessor comments:

This piece of writing has a good introduction, with all of the relevant information from the task requirements included.

All leadership styles as per the Qualification Specification have been identified with sufficient detail that demonstrates a reasonable level of recall knowledge.

Appropriate leadership styles have been selected, with a reasonable judgement being made as to which leadership style is most suitable.

Overall, this response shows a **reasonable** level of recall and application of knowledge (AO1 and AO2), although any judgements made are underdeveloped (AO3).

Roles and responsibilities of a coach

As a coach, you have many different roles and responsibilities when working with participants. A role is a part that you play.

Shown below are some of the roles that a coach can play:

- skills developer
- motivator
- communicator
- developing self confidence

A coach will be a **skills developer** for all of their players, especially when working with teens/young adults. This means that they will develop the skills of players and make them better.

All coaches should be good **motivators**. They will need to motivate players to take part and get better. They might do this by talking to them, setting targets and in their activities.

All coaches should be good **communicators**. Communication is important to explain to the players what they should and shouldn't be doing. Communication can also be used to help develop skills of players and motivate them.

Finally, coaches will have to be able to **develop self-confidence** of their participants. This is important so that players feel better about themselves.

Responsibilities of a coach depend on who they are working with and what their role is. Responsibility means things that you are in charge of, or things that you are expected to do. Shown below are some of the responsibilities that a coach should be aware of:

- knowledge and understanding of the sport
- developing specific skills
- creating a safe environment
- planning innovative skill development sessions
- monitoring sports performance:
 - performance analysis
- evaluating skill development.

It is really important that a coach has **knowledge and understanding of the sport** that they are in charge of. This is so that they can plan and lead coaching sessions with their participants. This links with **creating a safe environment**. To do this, the coach should be organised and make sure it is safe at all times. They should also communicate regularly to keep the environment safe.

It is the responsibility of any good coach to **plan innovative skill development sessions**. Being innovative means being creative.

It is important a coach plans creative sessions so players don't get bored.

The final responsibilities I am going to explain start with the important of **monitoring sports performance**. Coaches should always be watching players and helping them to improve.

Assessor comments:

Again, there is a reasonable level of information regarding the roles of a leader as identified in the spec. with the different responsibilities of a coach covered, with a reasonable amount of detail (AO1).

A good attempt at applying the roles and responsibilities of a coach to differing environments has been made, with a reasonable level of judgements as to why these are important (AO2 and AO3)

Overall, this response again shows a **reasonable** level of recall and application of knowledge (AO1 and AO2), with many valid judgements being made, although underdeveloped (AO3).

Skills classification

Skills classification is a way of grouping different types of skills based on their characteristics and how they are performed.

As a sports coach, environmental stimuli means the different factors in the environment that can affect the way a skill is performed. This could be playing inside or outside. If someone plays outside, they should practice outside.

As a sports coach, there are different types of skills classification that you can use to group and understand the different skills that your players need to learn and perform.

One type of classification is open skills and closed skills. Open skills are usually in a busy team game, whereas closed skills are usually in individual sports such as golf.

Another type of classification is gross motor skills and fine motor skills. Gross skills are big skills like a rugby tackle. Fine skills are little skills like a pool shot.

Knowing these types of classifications can help the coach to understand what type of skills the participants need to develop and how to train them accordingly.

Different types of practice are also used depending on the skill being learned. For example, for closed skills, repetitive practice is often used to perfect the skill. For open skills, randomised practice is used to help the performer adapt to different situations.

Overall, skills classification helps to understand and categorize the different types of skills and how to practice and improve them effectively.

Components of a sports coaching session

As a sports coach, when you plan a coaching session, there are several different components that you should consider in order to make the session effective and successful for your participants.

The first component you need to consider is the warm-up. Warm ups are important to help players get ready for sport and prepare their bodies. This should raise the heart rate and include loads of stretches.

The next component to think about is skill introduction and skill development. This is where we introduce new skills and develop these. This has lots of demonstrations then lots of practice and feedback.

A third component is the game or conditioned game. This is where you take part in a game, where you practice the specific skills developed.

The final component of a session is the cool-down. This is the opposite of a warm up, where you calm your heart rate down and do lots more stretches.

Overall, having a well-planned coaching session with a balance of these components will help your participants to develop their skills, improve their performance over time and stay safe when taking part in sport.

Assessor comments:

Several skills classifications have been identified with some good application of knowledge to specific examples (AO1 and AO2).

A reasonable level of analysis and evaluation has also been attempted demonstrating the ability to make valid judgements on the importance knowing how to apply to different practice types.

All components of a coaching session have also been identified with some detail of what and why they are needed.

Overall, this section again shows a **reasonable** level of recall and application of knowledge (AO1 and AO2), although any judgements made are underdeveloped (AO3).

Common causes of sports injuries and prevention methods

As a sports coach, it's important to know what can cause injuries so you can try to prevent them. Shown below are some common causes of sports injuries:

Overtraining: taking part in too much exercise can lead to you getting hurt. This is where your body has worked too hard and sometimes wear and tear may happen.

This could be prevented by having rest days in between training sessions.

Poor technique: doing the wrong technique leads to lots of injuries. This might be doing a rugby tackle wrongly, or other things.

This could be prevented by doing the right technique and coaches training players properly.

Lack of warm-up and cool-down: not doing a warm up will mean you aren't ready to take part. This could lead to muscle strains. Not doing a cool down might also led to injuries.

This could be prevented by coaches planning and leading clear and effective warm ups and cool downs.

There are also some external factors than can potentially lead to injuries:

Equipment: using the wrong or broken equipment might lead to injury as this could danger the player, or their opponent.

This could be prevented by coaches checking all equipment at the start and during training.

Environmental factors: When it is too hot, too cold or too snowy it may lead to injury. We need to be safe and make sure the environment is safe to take part in.

This could be prevented by coaches making sure all pitches are safe prior to participation in sport.

Inappropriate clothing and footwear: wearing the wrong clothes or bad footwear might lead to injury for participants.

Footwear needs to be right as you might slip and fall over or cause yourself some injury.

This could be prevented by coaches making sure that participants are appropriately dressed before they take part in exercise.

It's important to be aware of these causes and take steps to prevent injuries as a coach.

Assessor comments:

Most common causes of injury and prevention methods have been highlighted with some relevant detail (AO1).

The application of relevant prevention methods have been presented for potential sports injury, however, are underdeveloped and lacking detail (AO2).

A reasonable level of appropriate judgment has been made in relation to the correct prevention methods for each type of injury (AO3).

Overall, this section continues to show a **reasonable** level of recall and application of knowledge (AO1 and AO2), although any judgements made are underdeveloped (AO3).

Barriers that can affect participation in sport and their solutions

When working with teens and young adults, there are a range of barriers that may impact on their ability to participate in sport. These are shown below along with some potential solutions:

- Growth spurts affecting physical dexterity

When working with teens/young adults, they will all be developing at different speeds and will look differently. Coaches need to be careful when matching players together.

- Lack of confidence

When working with teens/young adults who are suffering from a lack of confidence, there are a range of solutions that may help. Coaches can give lots of feedback and help players improve their confidence.

- Self esteem

When working with teens/young adults who are suffering from low self esteem, role models could be used to try and help motivate the participant.

- Body image

When working with teens/young adults who are suffering from confidence issues relating to their body image, again role models could be used to try and help motivate the participant and boost their self esteem.

- Peer pressure

When working with teens/young adults, peer pressure is a common issue. Teens/young adults may not want to participate because their peers do not like that sport or activity.

Assessor comments:

All barriers that can affect participation in sport have been identified with some relevant detail as to their solutions (AO1 and AO2)

Solutions to overcoming the different barriers have been presented, however, only with a reasonable level of explanation and rationale (AO3).

Overall, this section continues to show a **reasonable** level of recall and application of knowledge (AO1 and AO2), although any judgements made are underdeveloped (AO3).

Task 2 (a): development of a series of five coaching plans

To complete this task, I have developed 5 sports coaching session plans for the sport of badminton.

Coach name:	Learner A	Date and venue:	School A
Aim of session:	Badminton – basic shots	Duration:	60 minutes
Equipment required:	2 x courts (or 4 x courts if possible), rackets, shuttles, cones	Number of participants:	10-12 (Teens/young adults)
Potential hazards:	Damaged rackets, wet/slippery floor, inappropriate dress/footwear, food and drink	Info on participants (medical etc)	N/A

SESSION PLAN 1

Aim/Activity	Organisation / Equipment
<p>Warm-up (10 minutes): light jog around the court. 5 minutes stretches; upper and lower body. Skills development (25 minutes): Divide the group into pairs and provide them with a racket and shuttlecock. Practice forehand net shot and backhand net shots. Coaching points: Forehand net shot:</p> <ul style="list-style-type: none"> • Basic grip • Racket arm out as non racket leg pushes off • Hand on playing arm relaxed <p>Backhand net shot:</p> <ul style="list-style-type: none"> • Backhand grip • Reach across the body in front of body • Racket arm out as non racket leg pushes off • Hand on playing arm relaxed <p>Games (20 minutes): Once the players have a basic understanding of the skills, divide the group into sets of doubles and play games, first to 11 match. Players not playing will officiate. Cool down (5 minutes): light jogging around the court followed by stretches, both upper and lower body. Feedback incorporated into cool down: Conclude the session by providing feedback and tips for improvement. Encourage the players to continue practicing and remind them of the next session.</p>	<p>2 x courts (or 4 x courts if possible), rackets, shuttles</p> <p>2 x courts (or 4 x courts if possible), rackets, shuttles</p>

Evidence:

- 5 x sports coaching session plans, each lasting a minimum of 60 minutes.

Assessor comments:

The five coaching session plans all demonstrate a reasonable level of application of the different components of a lesson plan, although many of the requirements of the brief are underdeveloped (AO2).

There is also a reasonable demonstration of the components of a session plan as applied to badminton, with only a minimal level of detail given for certain elements of the task brief (AO4).

Overall, the response has demonstrated and applied relevant technical skills, techniques and processes to the components of a sports coaching session plan with some information on sports injury prevention methods and coaching techniques to develop and measure skills, but many areas of the task brief are underdeveloped (AO2 and AO4).

Coach name:	Learner A	Date and venue:	School A
Aim of session:	Badminton – types of serve and their importance	Duration:	60 minutes
Equipment required:	2 x courts (or 4 x courts if possible), rackets, shuttles, cones, hoops	Number of participants:	10-12 (Teens/young adults)
Potential hazards:	Damaged rackets, wet/slippery floor, inappropriate dress/footwear, food and drink	Info on participants (medical etc)	N/A

SESSION PLAN 2

Aim/Activity	Organisation / Equipment
<p>Warm-up (10 minutes): light jog around the court. 5 minutes of stretches; upper and lower body.</p> <p>Skills development (20 minutes): Divide the group into pairs and provide them with a racket and shuttlecock. Introduce the short serve. Have the players practice these serves with their partner, and take turns in doing so. Repeat with the long serve, learners to then practice aiming into hula hoops at the front and back of the court.</p> <p>Coaching points:</p> <p>Short serve:</p> <ul style="list-style-type: none"> • BH/FH grip as appropriate • Hold shuttle by one feather • Non racket arm straight out • Racket comes out to meet shuttle • Racket moves back and comes forwards to hit shuttle out of the hand – disguise is key. <p>Long serve</p> <ul style="list-style-type: none"> • BH/FH grip as appropriate • Hold shuttle by one feather • Non racket arm straight out • Racket comes out to meet shuttle • Step in a you make forward contact with shuttle to generate power • Racket moves back and comes forwards to hit shuttle out of the hand – disguise is key. 	<p>2 x courts (or 4 x courts if possible), rackets, shuttles Hula hoops/cones</p> <p>2 x courts (or 4 x courts if possible), rackets, shuttles</p>

Aim/Activity	Organisation / Equipment
<p>Serving game (10 minutes): Target game. Learners to practice serving into hula hoops. Make it competitive.</p> <p>Games (15 minutes): Once the players have a basic understanding of the skills, divide the group into sets of doubles and play games, first to 11 match. Double points for an serve that isn't returned.</p> <p>Cool down (5 minutes): light jogging around the court followed by stretches, both upper and lower body. Feedback on the session and look ahead to next week.</p>	

Coach name:	Learner A	Date and venue:	School A
Aim of session:	Badminton – overhead clear and smash	Duration:	60 minutes
Equipment required:	2 x courts (or 4 x courts if possible), rackets, shuttles, cones, hoops	Number of participants:	10-12 (Teens/young adults)
Potential hazards:	Damaged rackets, wet/slippery floor, inappropriate dress/footwear, food & drink	Info on participants (medical etc)	N/A

SESSION PLAN 3

Aim/Activity	Organisation / Equipment
<p>Warm-up (10 minutes): light jog around the court. 5 minutes of stretches; upper and lower body.</p> <p>Skills development (20 minutes): Divide the group into pairs and provide them with a racket and shuttlecock. Introduce the overhead clear and smash. Have the players practice these shots with their partner, providing feedback and guidance as needed. Learners to have mini rallies, and complete 5 smash shots.</p> <p>Coaching points:</p> <p>Overhead clear:</p> <ul style="list-style-type: none"> • BH/FH grip as appropriate • Usain bolt pose, racket strings towards partner • Body weight behind shuttle • Point at shuttle with non racket hand • Racket follows through towards where the shuttle is aimed. <p>Overhead smash</p> <ul style="list-style-type: none"> • BH/FH grip as appropriate • Usain bolt pose, racket strings towards partner • Body weight behind shuttle • Point at shuttle with non racket hand • Step into the shot • Bring racket leg forwards to generate power. 	<p>2 x courts (or 4 x courts if possible), rackets, shuttles Hula hoops/cones</p> <p>2 x courts (or 4 x courts if possible), rackets, shuttles</p>

Aim/Activity	Organisation / Equipment
<p>Technique test (10 minutes): Target game. Learners to practice aiming into hula hoops. Make it competitive. This to be repeated with the smash, focussing on the location where this lands.</p> <p>Games (15 minutes): Once the players have a basic understanding of the skills, divide the group into sets of doubles and play games, first to 11 match. Double points for a great smash shot that isn't returned.</p> <p>Cool down (5 minutes): light jogging around the court followed by stretches, both upper and lower body. Feedback on the session and look ahead to next week.</p>	

Coach name:	Learner A	Date and venue:	School A
Aim of session:	Badminton – drop shot and net clear	Duration:	60 minutes
Equipment required:	2 x courts (or 4 x courts if possible), rackets, shuttles, cones, hoops	Number of participants:	10-12 (Teens/young adults)
Potential hazards:	Damaged rackets, wet/slippy floor, inappropriate dress/footwear, food and drink	Info on participants (medical etc)	N/A

SESSION PLAN 4

Aim/Activity	Organisation / Equipment
<p>Warm-up (10 minutes): light jog around the court. 5 minutes of stretches; upper and lower body.</p> <p>Skills development (20 minutes): Divide the group into pairs and provide them with a racket and shuttlecock. Introduce the drop shot and net clear. Have the players practice these shots with their partner, providing feedback and guidance as needed. Learners to then engage in mini rallies, complete 5 drop shots, with a focus on disguise.</p> <p>Coaching points:</p> <p>Drop shot:</p> <ul style="list-style-type: none"> • BH/FH grip as appropriate • Usain bolt pose, racket strings towards partner • Body weight behind shuttle • Point at shuttle with non racket hand • Racket follows through towards where the shuttle is aimed then down to non racket side – important to make contact, and not just tap the shuttle. <p>Net lift</p> <ul style="list-style-type: none"> • BH/FH grip as appropriate • Bend racket leg • Step in on contact • Minimal back swing • Follow through to where you want the shuttle to go. 	<p>2 x courts (or 4 x courts if possible), rackets, shuttles Hula hoops/cones</p> <p>2 x courts (or 4 x courts if possible), rackets, shuttles</p>

Aim/Activity	Organisation / Equipment
<p>Technique test (10 minutes): Target game. Learners to practice aiming into hula hoops. Make it competitive.</p> <p>Games (15 minutes): Once the players have a basic understanding of the skills, divide the group into sets of doubles and play games, first to 11 match. Double points for a great drop shot that isn't returned.</p> <p>Cool down (5 minutes): light jogging around the court followed by stretches, both upper and lower body. Feedback on the session and look ahead to next week.</p>	

Coach name:	Learner A	Date and venue:	School A
Aim of session:	Badminton – tactics in badminton (push, side to side, defensive T)	Duration:	60 minutes
Equipment required:	2 x courts (or 4 x courts if possible), rackets, shuttles, cones, hoops	Number of participants:	10-12 (Teens/young adults)
Potential hazards:	Damaged rackets, wet/slippy floor, inappropriate dress/footwear, food and drink	Info on participants (medical etc)	N/A

SESSION PLAN 5

Aim/Activity	Organisation/Equipment
<p>Warm-up (10 minutes): light jog around the court. 5 minutes of stretches; upper and lower body.</p> <p>Skills development (20 minutes): Divide the group into pairs and provide them with a racket and shuttlecock. Introduce the idea of tactics to the group, and focus on 3 key tactics - push, side to side, defensive T.</p> <p>Push – forcing opponent to the back of the court with overhead clear shots and either catch them out or lure them forward with a smash/drop shot.</p> <p>Side to side – often shots focus on the centre of the court, move the opponent around to tire them out, and also to test their forehand and backhand.</p> <p>Defensive T – once a shot has been played, return to the centre of the court with the ‘T’ of the line markings in front of you. This will allow you be in the best possible position to return any shot.</p> <p>Learners to then engage in mini rallies, attempting the different tactics as part of their play.</p> <p>Games (25 minutes): Once the players have a basic understanding of the skills, divide the group into sets of doubles and play games, first to 11 match. Use the tactics in games.</p> <p>Cool down (5 minutes): light jogging around the court followed by stretches, both upper and lower body. Feedback on the session and look ahead to next week.</p>	<p>2 x courts (or 4 x courts if possible), rackets, shuttles</p> <p>2 x courts (or 4 x courts if possible), rackets, shuttles</p>

Health and safety justification

The health and safety measures listed above are important when helping to prevent injuries during a badminton coaching session.

Checking equipment: Ensuring that the equipment is in good condition, such as the rackets and shuttlecocks, is crucial in preventing injuries.

Checking the equipment before the session (and keeping an eye on this throughout the session) ensures that any issues can be fixed

Removing food and drink: Food and drink should not be allowed in the sports hall / courts, as they can cause slips, trips and falls.

Correct clothing and footwear: Players should wear appropriate clothing and footwear for badminton such as shorts and t shirt, or even sports leggings. Clothing should be comfortable and allow for free movement.

Ensuring courts are safe: The playing area should be free from hazards, such as loose flooring, wet or slippery surfaces, and obstacles that could cause players to trip or fall. You should check the court before the session as well as through the session.

By implementing these health and safety measures, coaches can help to prevent injuries during a badminton coaching session and keep everyone safe.

Task 2 (b): development of a sports competition plan

Evidence:

- completed sports competition plan.

Competition plan for tournament/round robin

Shown below is my plan for a tournament/round robin for my participants. Before taking part in the competition, my participants have taken part in 5 training sessions which have developed their skills, knowledge and understanding of this sport. I have based my plans around having 10-15 participants. If participants numbers increase/decrease, I will amend the number of people in each group:

Group A

- Player 1
- Player 2
- Player 3
- Player 4
-

Group B

- Player 1
- Player 2
- Player 3
-

Group C

- Player 1
- Player 2
- Player 3
- Player 4
-

Group D

- Player 1
- Player 2
- Player 3

Assessor comments:

The response starts with a brief introduction to the sports competition plan, although lacks significant detail, explanation and justification.

The overview of the plan itself demonstrates a reasonable level of knowledge and understanding of the components of a sports competition plan, although certain details are lacking (AO1).

The competition plan is relevant to the sport and meets the demands of the brief, demonstrating a reasonable level of application.

Fixtures (first to 11, best of 3 sets)

Player 1 v Player 2
Player 2 v Player 3
Player 1 v Player 3

And so on....

Winner of each fixture receives 2 points. The winner of each group will go into a group with winners from other groups, 2nd in each group will go into a group each other and so on.

Timings for the event will be from 9am – 12.30pm. Players will play in the first set of groups, and will then play in a second set of groups. Each game will be the first to 11 points, best of 3 sets.

The plan above will help the participants to play lots of games of badminton, following the rules that we have been working on for weeks. Once all group games have been played, they will play people from other groups and this will mean better players play against each other.

**Assessor
comments:**

Detail and justification is lacking as to why this competition format was chosen over others (AO2 and AO3).

An attempt has been made to explain the reasoning for choosing this competition plan, although detail is lacking (AO3).

Task 3 (a): delivery of a sports coaching session

Evidence:

- video recording of the delivery of 1 sports coaching session
- completed supporting record of learner observation report (tutor) (template provided).

Record of learner observation			
Qualification	NCFE Level 1/2 Technical Award in Sports Studies (603/7010/5)	Learner name	Learner A
Date and time of observation	10 th February 2023	Assessor name	Teacher 1
Description of the learner’s activity. Please include:			Assessment objective met
<ul style="list-style-type: none"> • people present • what was observed • what the learner did. 			

Learner A independently planned their sports coaching session using the sport of badminton. The learner arrived early to the session, prepared all of the necessary equipment required for the session with tutor support and made sure that the environment was safe to the session to take place.

The warm up was well organised and well delivered. Participants were engaged from the very start of the session, taking part in a suitable warm up which consisted of appropriate pulse raise activities and stretches. Communication was quiet but the session plan helped the coach lead this well.

Moving onto the main activities, these were organised reasonably well. Advice and guidance was provided at times to help the coach be fully confident.

Assessor comments:

The sports coaching session, as evidenced by the learner observation record, demonstrates a reasonable level of sports coaching knowledge and application. Although underdeveloped at times, the core elements of a session are all evident with a reasonable level of effectiveness (AO4).

The session was safe and the quality of the activities planned would partially contribute to the improvement of the learners skills (AO4).

The learner led these reasonably well, providing a clear overview to the group about what activity was being done, why this was needed in the sport and how it was to be done. Demonstrations could have been improved, feedback was given at times and participants participated well throughout the session. At times, the odd number of participants did lead to the coach being a bit unsure as to what to do with the participant who was part of the group of 3. As well as this, some of the activities were completed quicker than the coach had planned, and this led to some participants becoming a bit bored. Some skills were developed, but more skills could have been developed further if planned better.

Conditioned games were introduced and learners were split into ability groups and they were well matched. This helped the participants to stay engaged. The coach led this activity well, circulating around all groups and providing regular feedback.

The cool down was also administered well. Timing of this was appropriate, keeping participants engaged and leading to an appropriate cool down to take place.

Overall, a good session which was well organised, well lead with tutor support and helped to develop the skills, knowledge and technique of participants reasonably well.

Assessor signature	Teacher 1	Date	10 th February 2023
Learner signature	Learner B	Date	10 th February 2023

Assessor comments:

There is clear evidence of different leadership skills being present throughout, showing some effectiveness, although, again, underdeveloped (AO4).

Task 3 (b): review of a sports coaching session

Evidence:

- self-assessment of the coaching session and effectiveness as a coach, with a clear focus on:
 - leadership style
 - skills and qualities as a coach
 - responsibilities as a coach
 - motivation techniques.

Following my coaching session, I am now going to provide a self evaluation of my effectiveness as a coach.

Leadership style

I believe that I had a mainly autocratic leadership style within my coaching session. This was because I was in charge of a group of teens/young adults and it was my first coaching session so I wanted to be in charge as I was a bit nervous. I did need some advice from my teacher at times to help me stay in control and give me confidence but I did well. In future sessions, I think I will be more democratic to give me participants more input where needed.

Motivation techniques

I think that I motivated all participants well throughout this session. I talked to them lots, gave lots of feedback and they were always smiling and happy. I was always watching them and setting targets to give them a challenge to achieve. The feedback I received from participants was really positive so I think that I motivated them all reasonably well within this session.

- Feedback – I gave lots of good feedback to players, helping them get better and know what we were doing next in the session.
- Knowledge – My knowledge was good but it could be a lot better. My teacher gave me some pointers at times and I struggled to give new ideas to my players some of the time too.

Assessor comments:

All pointers have been covered as per brief with mostly relevant subject terminology.

There is clear identification of an appropriate leadership style, with a link to future development.

Appropriate examples have been provided as to how the coach kept the participants motivated.

A reasonable level of evidence has also been given to back up each skill/quality shown.

Overall, there is a reasonable level of analysis and evaluation (AO5).

Skills and qualities shown

I think I demonstrated a lot of skills and qualities in this session. I have listed these below and described how I used these:

- communication – I think I communicated well in this session. I used verbal communication to explain the task and give loads of feedback. I used non verbal feedback as part of my demonstrations and when clapping my participants. This was good as it helped them improve.
- organisation – I think that I demonstrated good organisation skills throughout the session. I was early, prepared, checked all of the equipment and had my session plan. This helped me in the session as I always knew what I was doing next.
- Feedback – I gave lots of good feedback to players, helping them get better and know what we were doing next in the session.
- Knowledge – My knowledge was good but it could be a lot better. My teacher gave me some pointers at times and I struggled to give new ideas to my players some of the time too.

Responsibilities as a coach

- Safe practice – the session was really safe throughout. I checked equipment at the start and explained the rules and regulations to my participants throughout. I kept watching my players and made sure they were following these at all times.
- Equality – I treated everyone the same within the session.
- Promoting rules and regulations – my session was safe. We followed the rules at all times and I explained these throughout to keep my players safe.

Coach name:	Learner A	Date and venue:	School A
Aim of session:	Badminton – types of serve and their importance	Duration:	60 minutes
Equipment required:	2 x courts (or 4 x courts if possible), rackets, shuttles, cones, hoops	Number of participants:	10-12 (Teens/young adults)
Potential hazards:	Damaged rackets, wet/slippery floor, inappropriate dress/footwear, food and drink	Info on participants (medical etc)	N/A

SESSION PLAN 2

Aim/Activity	Organisation/Equipment
<p>Warm-up (10 minutes): light jog around the court. 5 minutes stretches; upper and lower body.</p> <p>Skills development (20 minutes): Divide the group into pairs and provide them with a racket and shuttlecock. Introduce the short serve. Have the players practice these serves with their partner, and take turns in doing so.</p> <p>Repeat with the long serve, learners to then practice aiming into hula hoops at the front and back of the court.</p> <p>Coaching points:</p> <p>Short serve:</p> <ul style="list-style-type: none"> • BH/FH grip as appropriate • Hold shuttle by one feather • Non racket arm straight out • Racket comes out to meet shuttle • Racket moves back and comes forwards to hit shuttle out of the hand – disguise is key. <p>Long serve</p> <ul style="list-style-type: none"> • BH/FH grip as appropriate • Hold shuttle by one feather • Non racket arm straight out • Racket comes out to meet shuttle • Step in a you make forward contact with shuttle to generate power <p>Additional activity (if needed) – firstly aim for bigger targets, then make the targets smaller. Next, move the targets to different parts of the court.</p> <p>Serving game (10 minutes): Target game. Learners to practice serving into hula hoops. Make it competitive.</p> <p>Additional activity (if needed) – Make it competitive – first to 5 or 10 accurate serves</p> <p>Games (15 minutes): Once the players have a basic understanding of the skills, divide the group into sets of doubles and play games, first to 11 match. Double points for an serve that isn't returned.</p> <p>Cool down (5 minutes): light jogging around the court followed by stretches, both upper and lower body. Feedback on the session and look ahead to next week.</p>	<p>2 x courts (or 4 x courts if possible), rackets, shuttles Hula hoops/cones</p> <p>2 x courts (or 4 x courts if possible), rackets, shuttles</p>

Coach name:	Learner A	Date and venue:	School A
Aim of session:	Badminton – overhead clear and smash	Duration:	60 minutes
Equipment required:	2 x courts (or 4 x courts if possible), rackets, shuttles, cones, hoops	Number of participants:	10-12 (Teens/young adults)
Potential hazards:	Damaged rackets, wet/slippy floor, inappropriate dress/footwear, food and drink	Info on participants (medical etc)	N/A

SESSION PLAN 3

Aim/Activity	Organisation/Equipment
<p>Warm-up (10 minutes): light jog around the court. 5 minutes stretches; upper and lower body.</p> <p>Skills development (20 minutes): Divide the group into pairs and provide them with a racket and shuttlecock. Introduce the overhead clear and smash. Have the players practice these shots with their partner, providing feedback and guidance as needed.</p> <p>Learners to have mini rallies, and complete 5 smash shots.</p> <p>Overhead clear:</p> <ul style="list-style-type: none"> • BH/FH grip as appropriate • Usain bolt pose, racket strings towards partner • Body weight behind shuttle • Point at shuttle with non racket hand • Racket follows through towards where the shuttle is aimed. <p>Overhead smash</p> <ul style="list-style-type: none"> • BH/FH grip as appropriate • Usain bolt pose, racket strings towards partner • Body weight behind shuttle • Point at shuttle with non racket hand • Step into the shot • Bring racket leg forwards to generate power. <p>Additional activity (if needed) – don't set the opponent up for smash shots – let it happen naturally in a mini rally.</p> <p>Technique test (10 minutes): Target game. Learners to practice aiming into hula hoops. Make it competitive. This to be repeated with the smash, focussing on the location where this lands.</p> <p>Additional activity (if needed) – firstly aim for bigger targets, then make the targets smaller. Next, move the targets to different parts of the court.</p>	<p>2 x courts (or 4 x courts if possible), rackets, shuttles Hula hoops/cones</p> <p>2 x courts (or 4 x courts if possible), rackets, shuttles</p>

Aim/Activity	Organisation/Equipment
<p>Games (15 minutes): Once the players have a basic understanding of the skills, divide the group into sets of doubles and play games, first to 11 match. Double points for a great smash shot that isn't returned.</p> <p>Cool down (5 minutes): light jogging around the court followed by stretches, both upper and lower body. Feedback on the session and look ahead to next week.</p>	

Coach name:	Learner A	Date and venue:	School A
Aim of session:	Badminton – drop shot and net clear	Duration:	60 minutes
Equipment required:	2 x courts (or 4 x courts if possible), rackets, shuttles, cones, hoops	Number of participants:	10-12 (Teens/young adults)
Potential hazards:	Damaged rackets, wet/slippy floor, inappropriate dress/footwear, food and drink	Info on participants (medical etc)	N/A

SESSION PLAN 4

Aim/Activity	Organisation/Equipment
<p>Warm-up (10 minutes): light jog around the court. 5 minutes stretches; upper and lower body.</p> <p>Skills development (20 minutes): Divide the group into pairs and provide them with a racket and shuttlecock. Introduce the drop shot and net lift. Have the players practice these shots with their partner, providing feedback and guidance as needed.</p> <p>Learners to then engage in mini rallies, complete 5 drop shots, with a focus on disguise.</p> <p>Coaching points:</p> <p>Drop shot:</p> <ul style="list-style-type: none"> • BH/FH grip as appropriate • Usain bolt pose, racket strings towards partner • Body weight behind shuttle • Point at shuttle with non racket hand • Racket follows through towards where the shuttle is aimed then down to non racket side – important to make contact, and not just tap the shuttle. <p>Net lift</p> <ul style="list-style-type: none"> • BH/FH grip as appropriate • Bend racket leg • Step in on contact • Minimal back swing • Follow through to where you want the shuttle to go <p>Additional activity (if needed) – don't set the opponent up for drop shots – let it happen naturally in a mini rally.</p> <p>Technique test (10 minutes): Target game. Learners to practice aiming into hula hoops. Make it competitive.</p> <p>Additional activity (if needed) – include the use of targets, initially bigger targets and then reducing in size once larger targets have been achieved.</p>	<p>2 x courts (or 4 x courts if possible), rackets, shuttles Hula hoops/cones</p> <p>2 x courts (or 4 x courts if possible), rackets, shuttles</p>

Aim/Activity	Organisation/Equipment
<p>Games (15 minutes): Once the players have a basic understanding of the skills, divide the group into sets of doubles and play games, first to 11 match. Double points for a great drop shot that isn't returned.</p> <p>Cool down (5 minutes): light jogging around the court followed by stretches, both upper and lower body. Feedback on the session and look ahead to next week.</p>	

Coach name:	Learner A	Date and venue:	School A
Aim of session:	Badminton – tactics in badminton (push, side to side, defensive T)	Duration:	60 minutes
Equipment required:	2 x courts (or 4 x courts if possible), rackets, shuttles, cones, hoops	Number of participants:	10-12 (Teens/young adults)
Potential hazards:	Damaged rackets, wet/slippy floor, inappropriate dress/footwear, food and drink	Info on participants (medical etc)	N/A

SESSION PLAN 5

Aim/Activity	Organisation/Equipment
<p>Warm-up (10 minutes): light jog around the court. 5 minutes stretches; upper and lower body.</p> <p>Skills development (20 minutes): Divide the group into pairs and provide them with a racket and shuttlecock. Introduce the idea of tactics to the group, and focus on 3 key tactics - push, side to side, defensive T.</p> <p>Push – forcing opponent to the back of the court with overhead clear shots and either catch them out or lure them forward with a smash/drop shot.</p> <p>Side to side – often shots focus on the centre of the court, move the opponent around to tire them out, and also to test their forehand and backhand.</p> <p>Defensive T – once a shot has been played, return to the centre of the court with the ‘T’ of the line markings in front of you. This will allow you be in the best possible position to return any shot. Learners to then engage in mini rallies, attempting the different tactics as part of their play.</p> <p>Additional activity (if needed) – participants have to pick a tactic, but not tell their partner. After the point / mini game, their partner has to guess which tactic was in place.</p> <p>Games (25 minutes): Once the players have a basic understanding of the skills, divide the group into sets of doubles and play games, first to 11 match. Use the tactics in games.</p> <p>Cool down (5 minutes): light jogging around the court followed by stretches, both upper and lower body. Feedback on the session and look ahead to next week.</p>	<p>2 x courts (or 4 x courts if possible), rackets, shuttles</p> <p>2 x courts (or 4 x courts if possible), rackets, shuttles</p>

Rationale for changes

Across sessions 2-5, I have made some changes to my session plans. The main thing to improve is to think of other activities/extension activities that I can use with my participants if they complete activities too quickly. Sometimes, I struggled to think of different ideas and activities that I could use.

In each of the session plans, I have introduced new activities that can be used to follow on from the main skills drills. In each session, these are focussed on practicing the skill further, in a mini game or competition with their partner/group. Following on from this, the next progression is for the participants to practice aiming their shots at targets, usually a hula hoop.

I will also do lots more demonstrations of the skills that I am introducing. If I cannot do them, I will ask one of the better players to demonstrate the skills. This will help all participants understand what the skills actually look like and how to do them.

The purpose of all of the above is that they are lots of different, smaller games that I can use in my sessions to help keep my participants motivated and engaged as they are doing lots of new activities and always moving around. I have decided to use lots of little games to make it competitive and so that these activities/games last of a short period of time. Each activity also gets harder which should challenge my participants.

Task 5: review and evaluation

Evidence:

- reflection, including specific strengths and areas for improvement (minimum 3 for each)
- action plan, containing future development needs for each of the 3 areas of improvement
- completion of learner log
- evaluation of own performance of project completion.

Following the planning of my coaching sessions, and my delivery of one of these sessions I think that my strengths and areas for improvement are shown below:

Strengths

- Communication – I think that my communication was good at times. When delivering my session, I explained things well and gave good demonstrations. This helped my players take part in the session and know what was going on.
- Health and safety / organisation – I was organised as a coach and this helped me to have good health and safety through my session. I knew what I needed to check and I checked it before and during the session. My session was organised and my plan helped me to stay on track.
- Motivation skills – I think that my motivation skills were good within this session. My participants were all enthused in the session – I gave them lots of feedback and helped them improve their skills throughout the session. This was done by lots of communication.

Areas for improvement

- Knowledge of the sport – my knowledge of the sport is good, but needs improved further. Sometimes I didn't quite know what to do as a coach and my teacher helped me. As well as this, sometimes I struggled to think of different ideas. This may help me to produce some better demonstrations too within my sessions, or have the confidence to ask other players to do these for me.

In order to help improve my knowledge, I will do a Level 1 coaching course in badminton. I will do this in the next 6 months.

- Planning skills – I need to improve my planning skills as a coach. I need to make sure I plan sessions which have lots of activities and lots of detail that I can follow when I get nervous.

Assessor comments:

The review provides a reasonable level of analysis with some evaluation of the learners' effectiveness as a coach.

The review includes some detail and relevance which includes specific areas for improvement though some sections and underdeveloped.

A reasonable action plan with some detail and some relevance is provided (AO5).

In order to help improve my planning skills, I will watch lots of different coaches. I will look at how they plan their sessions and use this to improve my planning.

- Confidence when working with different groups – the final area that I would like to improve is my confidence when working with different groups. I needed lots of teacher support to keep me on track and want to be more confident in myself.

In order to do this, I plan to take part in work experience, in which I work with coaches working with different groups of individuals. I will watch two different coaches and learn from them.

Learner Log and Action Plan				
Task Number	Preparation carried out:	Resources required:	Time needed:	Progress Log:
1	<p><i>Research different component parts that were required to complete the booklet.</i></p> <p><i>As well as this, I reviewed my notes from the lessons I had been in which covered some of the different topics.</i></p>	<p><i>Computers, textbooks, learner file/folder, VLE</i></p>	<p><i>4 hours</i></p>	<p><i>I used notes from my lessons and researched things when I needed to.</i></p> <p><i>Booklet was OK, but could have designed it better to make it look better.</i></p>
2a	<p><i>To help with this task, I researched lots of different sports and what coaching plans looked like for them.</i></p>	<p><i>Computers, textbooks, learner file/folder</i></p>	<p><i>3 hours</i></p>	<p><i>I used a consistent structure, and tried to add lots of different activities to my sessions.</i></p>
2b	<p><i>Understand different types of tournament / round robin, what these looked like and how these were put together.</i></p>	<p><i>Computers, learner file/folder</i></p>	<p><i>2 hours</i></p>	<p><i>This bit was pretty easy and good to do. I made 4 groups and designed a few fixtures.</i></p>
3a	<p><i>To help me prepare for this task I watched my teacher and my coach closely to help me prepare. I also printed off my coaching plan before the session to help me think about what I was going to say and when, and to help me practice the session in my head.</i></p>	<p><i>Coaching session plan, sports equipment.</i></p>	<p><i>3 hours</i></p>	<p><i>I was really organised for this task and I think that this really helped me to do well.</i></p>
3b	<p><i>Review of feedback from my teacher, as well as reflection on my own performance.</i></p>	<p><i>Coaching session plan, tutor feedback</i></p>	<p><i>3 hours</i></p>	<p><i>I used the feedback from my teacher to help my identify what I did well, and what I needed to improve. I enjoyed this task.</i></p>

4	<i>To help with this, I used the research from task 2a, along with my evaluation from task 3b to help me prepare my changes.</i>	<i>Computers, textbooks, learner file/folder</i>	<i>3 hours</i>	<i>Using the feedback from my teacher, I made the changes to my sessions that I hadn't yet delivered. I found this pretty straight forward and it was easy to do after I had led my first session.</i>
5	<i>I used all of the information available to me to help me reflect on my performance across the whole task.</i>	<i>Computers, textbooks, learner file/folder</i>	<i>2 hours</i>	<i>I thought this activity also went well, from the different activities I was able to think about what went well and what could be improved further.</i>

Project Review	
<p>What went well and why?</p>	<p><i>Throughout this project, I think lots of things went well.</i></p> <p><i>I used my notes and research to complete the tasks as best as I could do. Some bits I found pretty straight forward as I like this subject and planning coaching sessions was really interesting.</i></p> <p><i>I also enjoyed leading my coaching session, it was fun to lead and even though I was nervous at the start, I think it went well. I then found it easier to make changes to my other coaching plans as I had experience of leading a session.</i></p>
<p>What did not go well and why?</p>	<p><i>Some things didn't go as well as I would have hoped and I hope to improve these in future.</i></p> <p><i>I found the first task pretty boring. Whilst I had my research and the information to complete them, I think that I could have done better at the first task when I made my booklet. I could have made it more interesting and fun, and provided lots of images and examples.</i></p> <p><i>I think that some parts of my coaching session didn't go too well as I was a bit nervous. It was my first coaching session and even though I had a plan, I know if I was to lead it again it would be better.</i></p>
<p>What changes would you make and how would these changes improve the outcome of the project if you were to do it again?</p>	<p><i>If I was to do the project again, I would try and be a bit more organised with my timing. This would help me to plan things better, giving me more time to complete things, adding more detail and making things like my booklet more interesting.</i></p> <p><i>I would also have more confidence when leading my coaching session – I was a bit nervous the first time around and I would try and be more confident to lead the session better, and enjoy it more.</i></p>

Action Plan	
Area 1 – Knowledge of my sport	<i>Complete a level 1 coaching course in badminton in the next 6 months.</i>
Area 2 – Planning skills	<i>Watch a number of different coaches deliver their coaching sessions, and gain a copy of their session plans.</i>
Area 3 – Developing confidence when working with different groups	<i>Complete a work experience program, where I get to observe different coaches and how they conduct their sessions.</i>