



Workshop Programme

Learning Coach Personal Needs Analysis (Workshop Descriptors)

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| LEARNING COACH SCUK Workshop Coach Personal Needs Analysis Descriptors | |
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| Workshop | Descriptor |
| SCUK Physiology Learning Coach and Developing Coaches L1-2 | |
| Coaching Disabled People in Sport | <p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Determine how to include disabled people in sport • Select appropriate coaching activities • Create effective coaching environments |
| Improving Practice and Skill | <p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Explain how technique can be executed and improved by using all the information available to the performer • Identify how skill can be broken into phases and how each phase can be improved • Explain and use different ways of presenting techniques, appropriate for the level of performer • Structure progressive practices in their sport to maximise learning and develop skilful performance |

| SCUK Psychology Learning Coach and Developing Coaches at L1-2 | |
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| What is Sports Coaching? | <p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Describe the coaching process • Identify the roles and responsibilities of a coach • Describe the competencies of a coach • Identify good coaching practices |
| Analysing your Coaching | <p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Analyse your own performance against a checklist to identify areas of strength and weaknesses • Recognise the different behaviours you exhibit in your coaching • Devise and implement an action plan to change aspects of your own coaching behaviour where required • Monitor any improvements in your coaching practice |

| SCUK Ethics - Learning Coach | |
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| How to Coach Sports Safely | <p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Establish a safe environment for coaching • Identify appropriate safety provision within the coaching environment • Provide safe coaching sessions for participants |
| Safeguarding & Protecting Children | <p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Identify coaching practice and sport situations that might constitute poor practice and/or abuse • Recognise key principles of a code of conduct • Recognise truths and myths surrounding child abuse • Identify ways of dealing with their own feelings about child abuse • Describe what constitutes abuse and identify the indicators • Recognise signs and symptoms • Identify appropriate action if a child discloses he/she has been abused • Identify appropriate action if concerned about the behaviour of another coach or colleague • Identify appropriate action if concerned about the behaviour of a parent/carer (i.e. outside of the sport arena) • Review practice that reduces wrongful allegations of abuse occurring |
| Children 1st – In Safe Hands | <p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Help clubs to put child protection policies into practice. • Recognise legal duties, roles and responsibilities, practical procedures (including the safe recruitment and selection of those who have contact with children in sports) • Appropriately manage concerns. |
| Coaching Children & Young People | <p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Identify why children and young people are a special case • Explain why children and young players take part in sport • Identify why children and young people take part in sport and how to plan and deliver sessions to meet their needs • Match their coaching to meet the developmental stage of children and young people • Plan and deliver coaching sessions to maximise learning and enjoyment • Follow good practice when coaching children and young people |

| SCUK Planning - Learning Coach | |
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| A Guide to Planning/Goal Setting | <p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Describe the processes involved in effective planning • Generate appropriate information on the demands of their sport and training needs of their performance • Explain and apply the adaptation process • Divide the year into training phases of different emphasis • Integrate all elements of performance into individual training programmes • Explain the importance of monitoring and evaluating performance in the context of an overall plan |

SCUK Nutrition/Hydration - Learning Coach

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| Fuelling Performers | <p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Describe how an athlete's diet can effect performance • Identify appropriate food and fluid intake prior to, during and after training or competition • Explain the difference between nutritional supplementation and ergogenic • Be aware of issues relating to travelling, eating disorders and weight |
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SCUK Long Term Athlete Development - Learning Coach

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| An Introduction to LTAD | <p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Identify and recognise the reasons for adopting LTAD • Identify and recognise the concepts and key principles of LTAD • Recognise and respond to the implication for coaches and coaching • Identify appropriate action to integrate LTAD into their coaching |
| An Introduction to FUNdamentals | <p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Agility – dynamics stability, starting and stopping, momentum, acceleration, rhythm • Balance – establishing a stable core, static stability, exploring centre gravity and base of support • Co-ordination – related to disassociating body parts and the co-ordination of explosive actions including: jumping, throwing, striking and kicking |

SportTayside & Fife Physiology CoachingZone

Designed to complement SCUK workshops for Developing/Advanced level coaches at L2-3. To help us find out what you would like to see within an Education Programme, we would be grateful for a few minutes of your time to complete the following questionnaire. Please mark your preference for 1 being very relevant up to 4 not being relevant.

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| Heart Rate Monitoring | <p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Use a Heart Rate Monitor effectively |
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SportTayside & Fife Ethics CoachingZone

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| 100%ME ST&F Annual Update | <p>By the end of the session coaches will be able to:</p> <ul style="list-style-type: none"> • Identify prohibited classes of substances and permitted medication in sport, as set out by the World Anti-Doping Agency • Take responsibility to check the status of all medications |
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SportTayside & Fife Planning/Periodisation/Life Skills CoachingZone

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| Travel & Health Guidelines for Coaches and Athletes | <p>By the end of the session coaches should be able to:</p> <ul style="list-style-type: none"> • Identify key factors unique to travelling and health including: Environment, Time Zone changes, Sleep Disturbance and Deprivation, Heat and Humidity • Plan for changes in availability of accustomed types of food and drink • Ensure Team or individual dynamics are maintained during travel |
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SportTayside & Fife Generic CoachingZone First Aid

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| First Aid for Sport | 4 Hours – Certificate of Attendance |
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