



SLSGB

Coaching Course Level 1 Syllabus

SLSGB Surf Life Saving Sport Level 1 Coach

This programme is aimed at those wishing to further the personal and group performance of Surf Life Saving Sport participants in GB

Pre-requisites

- ▶ The candidate must be at least 16 years old on commencement of the course
- ▶ Candidates must undertake course registration through SLSGB

Introduction

The SLSGB level 1 Coaching Course is an introductory level course to SLS sport coaching. Its focus is on safety, communication and good practice. The coach is also provided with the background information to understand the SLS environment and basic skills required for the key ocean SLS disciplines (beach, surf swim, paddleboard and ski paddling events). Physical training components that affect performance and evaluation methods are also covered.

SLS Sports Level 1 Coach Role is to:

‘Assist more qualified coaches, delivering aspects of coaching sessions, normally under direct supervision of a level 2 qualified coach or above’

Format

The course will combine theory with practical activities. It is not essential for candidates to go in the water or undertake physical activity at this level, but it is preferred.

Length of Learning Programme

2 x 7 hour days, plus a practical assessment day. The course will usually run approximately 9am until 5pm each day with a 1 hour lunch break, but this should be checked with your coach educator.

NB. The delivery of the learning program is dependent on the coach educator and needs of the course participants. Flexibility in delivery is allowed to account for this, and courses may run over the time period, and on occasions may finish short of this time-frame.

Level of Qualification

The level and depth of knowledge required on this course is described in the SLS sport level 1 coach participant pack and additional resources which will be provided on the course.

Assessment

Candidates will be assessed by the coach educator who delivers the course through:

- individual and group oral activities in each module
- completion of a short answer written workbook
- a practical coaching assessment

Progression

Satisfactory completion of the award and subsequent log of 10hours supervised coaching enables the candidate to undertake discipline specific 'add on' modules and/or the SLSGB Level 2 Coaching Course.

Additional Learning Hours

The candidate is required to complete the course workbook; time is allocated on the course for guidance on this process. Completion of this workbook may require an additional 4 – 10 hours beyond the designated course hours.

The coach is required to undertake supervised coaching hours (approximately 10 – 20 hours that will allow them to progress participants through the skill award log book system to level 2 swim and level 2 board or ski).

Administration

A host is required to register their venue for a course with SLSGB. Individual candidates wishing to attend this course may register via the host or direct with SLSGB. Further information regarding hosting a coaching course can be gained by requesting a 'Hosting an SLSGB Sport Coaching Course' – information pack' from SLSGB.

Human Resources

The course must be delivered by a delegated SLSGB coach educator organised through SLSGB.

SLS Sports Coach – Summary of Level 1 Learning Outcomes

- Prepare for activities, taking into account participants' needs and motives
- Establish a safe working environment
- Establish working relationships with the participants and others
- Prepare participants for the coaching activities
- Support participants' behaviour
- Deliver prepared activities
- Conclude the activities
- Review the activities
- Contribute to the evaluation of participants
- Continuously develop personal practice

SLS Sports Coach Level 1 UKCC Assessment Criteria and Module Content

Unit 1 - Introduction to SLS Coaching and Coach Roles

Participants must be able to show that they can identify:

1. the roles and responsibilities of a coach
2. the importance of evaluation for both the coach and the participants

Assessment mode: oral assessment during the module and a short answer worksheet.

Module content:

Coaching philosophy and the role of a coach: Responsibilities of coach including open access and inclusion, participant centred, codes of practice, punctuality and good time-keeping;

Customer service: meeting, greeting, politeness, helpfulness, individual appearance, maintaining support and goodwill;

Evaluation: importance of – for participant development, shape future development, influence the coaching activities, develop new skills and techniques.

Unit 2 - Environment, Safety and Gathering Information

Participants must be able to show that they can:

1. Identify and collect relevant information about the participants and the selected activities
2. Check with others that the planned use of the coaching environment is in line with good practice
3. Identify potential risks within the coaching environment
4. Identify relevant information for participants and others on health, safety and emergency issues and procedures related to the coaching environment
5. Check participants' readiness to participate in the activities
6. Identify procedures for dealing with minor injuries, illness and accidents in line with the health and safety guidelines

Assessment mode: short answer worksheets, hazard identification + participant profile, PARQ sheets - oral assessment.

Module Content:

Health and Safety: dealing with injuries and illness, guidelines and requirements, related legislation as appropriate, normal operating procedures;

Emergency procedures: emergency exits, fire drills, assembly points;

Potential risks hazards: beach, ocean, heating and lighting, venue, surfaces, performance area, equipment, participants and others, dress and clothing;

Coaching environment venue: facilities, sport-specific and technical equipment, human resources, environmental conditions;

Participants': age, gender, ability level, medical conditions, stage of development and previous experience;

Methods to collect information: question and answer, written questions/form, discussion.

Unit 3 - Human Body and Fitness

Participants must be able to show that they can:

1. Identify principle physiological systems and their significance to surf life saving sports performance
2. Understand the components of fitness
3. Understand the principles of training
4. Understand training session's structure

Assessment mode: short answer worksheets.

Module Content:

Human body: skeletal system – bones, joints, movement and motion / muscular system - heart and circulatory system / respiratory system;

Physical fitness: speed, strength, endurance, flexibility, power

Unit 4 - Communication and Skill Acquisition

Participants must be able to show that they can:

1. Identify and use appropriate communication methods
2. Encourage and reward positive behaviour
3. Identify and encourage opportunities for feedback appropriate for the activities and needs of the participants

Assessment mode: short answer worksheets - practical assessment.

Module Content:

Communication: verbal methods - question and answer, listening and responding to questions, discussion / non-verbal methods - body language, activity cards, new technologies, use of other resources; clear instruction and technically correct demonstrations / feedback – timing, purpose, methods to be used, positive and constructive, informative;

Skill acquisition: techniques and skills relevant to the sport, movement, balance and stability, participants' stage of learning, practice methods, observation of practice, positive and constructive feedback;

Individual learning methods: kinesthetic, visual, auditory

Unit 5 - Policies and Procedures

Participants must be able to show that they can:

1. Identify the SLSGB organisational guidelines relating to the protection of children and vulnerable adults from abuse
2. Deal with problems when they arise and refer those that cannot be resolved to the person responsible
3. Deal with confidential information using appropriate guidelines

Assessment mode: informal oral assessment during delivery of module and short answer worksheets.

Module Content:

Dealing with information: data protection (personal details, medical history), disclosure of information and facts;

Protection of children and vulnerable adults from abuse: common signs and indicators of abuse – physical, emotional, sexual, neglect, bullying/policies and procedures of dealing with and reporting abuse / full or partial disclosure / relevant legislation

Dealing with injuries and illness: role of coach, behaviour of coach, identifying qualified assistance, offering comfort and reassurance, using correct organisational procedures, data protection and issues of confidentiality.

Unit 6 - Organising Participants and Delivery

Participants must be able to show that they can:

1. Identify responsibilities for arranging and delivering the activities
2. Identify the needs of a range of participants
3. Check that the activities meet different participants' needs
4. Identify a range of coaching styles to promote learning, motivation and enjoyment
5. Explain to participants and others their roles and contribution to the activities
6. Identify the methods that could be used to challenge inappropriate behaviour
7. Identify and communicate ground rules for acceptable behaviour during the activities

Assessment mode: informal oral assessment during delivery of module and coaching assessment.

Module Content:

Organising participant: within activities - timing of interactions, stopping participants, dispersing participants;

Managing behaviour: ground rules, sanctions, time outs, individual discussions, disagreements, positive reinforcement

Balance of coaching styles: coach led, participant led, individual and group work

Reviewing activities: methods - question and answer, group discussion, use of previous evaluations, use of standard forms to record information;

Sources to review: participants, coach, others;

Aspects to review: participants' performance, effectiveness of activities, coaching style, communication, use of equipment and facilities, preparation for activities.

Unit 7 - Equipment and Activities

Participants must be able to show that they can:

1. Check equipment used in the activity to ensure that it meets relevant health and safety standards
2. Check that participants 'and others' equipment and dress are suitable for the activities
3. Set up and lay out equipment for the activities safely and effectively
4. Report any problems with equipment to the responsible person
5. Follow the correct procedures for taking down and storing equipment
6. Check the coaching environment is suitable for future use
7. Create and maintain positive relationships with participants and others using agreed guidelines and codes of practice
8. Use appropriate coaching styles to meet participant's needs and to promote learning
9. Ensure that all participants are actively involved in appropriate activities to develop performance
10. Use realistic timings and sequencing to deliver activities
11. Provide technically correct explanations and demonstrations at appropriate times during the activities
12. Identify appropriate tasks to conclude the activities
13. Identify participant's strengths and weaknesses
14. Encourage participants and others to contribute to the review of activities
15. Identify and propose modifications for future activities
16. Identify participants' achievements and progress
17. Identify future coaching opportunities to improve participants' performance

Assessment mode: practical assessment where the coach must be assessed delivering aspects of his/her coaching sessions on one occasion; assessment can be within training environments (the aspects must be a minimum of 15 minutes duration)

Module Content:

Equipment and dress: sports-specific requirements, appropriate dress and equipment for the coach, participants and others, safety, comfort and practicality, specialist dress and equipment;

Storing equipment: use of operating instructions, health and safety, security, hygiene, storing participants' equipment safely and securely;

Coaching environment: sport-specific and technical equipment, guidelines for equipment, assembly/disassembly, safe manual lifting and handling procedures, reporting faults to a responsible person, adequate and safe storage;

Content of sessions: required resources, aims and objectives, structure and content, timing and sequencing of activities, technical content, activities and practices, support required for the delivery;

Activities- readiness for participation: physical, mental, emotional;

Safe and effective activities: for starting and concluding sessions, technical activities and practices, time, pace and sequence.

Unit 8 - Evaluation and CPD

Participants must be able to show that they can:

1. Identify methods to evaluate activities
2. Review the effectiveness of activities in relation to aims and objectives of the session
3. Use feedback from a variety of sources in order to review current coaching practice
4. Record feedback, identifying areas of strength and weakness in coaching practices
5. Prepare a personal action plan to develop current coaching practice
6. Review and update a personal action plan identifying the achievement of development activities

Assessment mode: combination of oral assessment and production of a recorded evaluation of the assessed coaching practice.

Module Content:

Evaluation methods: question and answer dialogue, group discussion, self-reflection, use of previous evaluations, evaluation forms;

Personal action plan: targets and objectives, appropriate timescales for personal development;

Development activities: support from coaches and others, observation of other coaches, acquisition of new skills and techniques, new qualifications, further training.