Synoptic connections

NCFE Active IQ Level 1/2 Technical Award in Sports Studies
QN: 603/7010/5

Synoptic connections

Synoptic assessment requires learners to combine elements of their learning and show accumulated knowledge and understanding across the qualification content. It enables learners to evidence their capability to integrate and apply knowledge, understanding and skills gained with breadth and depth in context.

It is therefore essential when planning for teaching and throughout delivery that the interdependencies and links build across the content of the qualification and are highlighted and reinforced.

The qualification comprises 10 mandatory content areas. All content is mandatory and must be taught.

The teaching content does not have to be delivered in a linear way; content areas are **interdependent** in knowledge, skills and concepts.

Teachers may take a synoptic approach across the qualification. This will enable learners to be able to apply theories and concepts from across the qualification specification in context to skills-based situations. Through combining content and developing holistic connections, learners will be able to demonstrate and evidence their full knowledge and understanding of the subject area and sports sector.

Learners will have the opportunity to identify relevant study skills and reflect upon their preferred learning style throughout the qualification.

Content area 1: Participation in sport

Content area 1.1: Understanding participation in sport

An understanding of participation in sport will help the learners to appreciate the factors and the associated barriers to participation. Knowing the benefits that participation in sport can provide, learners will be able to consider and apply solutions to these barriers and improve participation.

Content areas that link synoptically up to 1.1:

- 3.1 - Learners will understand the influence that sponsorship has on sport and participation at grass roots level
- 3.2 - Understanding the types of media will allow the learners to understand the potential of the media to help promote awareness of inequality and barriers to participation
- 3.3 - Learners will understand the factors affecting participation in sport which could be improved by the promotion of sport through marketing
- 5.1 - Learners will get a deeper understanding of the roles and responsibilities of those involved in planning a sports competition, where wider participation could be encouraged
- 7.1 - Learners will understand the factors and barriers affecting participation in sport, such as lack of esteem, lack of confidence, gender and racial inequalities, where wider participation could be encouraged through motivation
- 7.2 - By the learners understanding the factors and barriers affecting participation in sport, they will know that developing self-confidence can have a positive effect on participation levels in sport
- 8.1 - Learners will understand the roles and responsibilities of a sports leader with equality as a key responsibility
- 8.2 - Learners will understand the roles and responsibilities of a sports coach where key elements such as motivator, communicator and providing a safe environment are listed, which can contribute to improved participation

Content area 1.2: Performance status

An understanding of performance status will help the learners to understand the difference between amateur and professional sports performers.

Content areas that link synoptically up to 1.2:

- 2.1 - This provides the learners with an understanding of ethics in sport, which will allow learners to reflect on how this impacts professional and amateur sport

Content area 2: Ethics in Sport

Content area 2.1: Gamesmanship and sportsmanship

Learners will understand ethics in sport, in terms of the difference between sportsmanship and gamesmanship and the effects these can have on the outcome of games or matches. It will help the learners to provide examples and consider the impact these can have on both the outcome of an event in a sporting context and the enjoyment experienced by spectators

Content areas that link synoptically up to 2.1:

- 1.2 - Learners will be able to apply their knowledge of statuses to understand how each status is impacted differently by ethics in sport
- 3.2 - Learners will understand the impact that the sports media has on sports coverage which may impact on performers in terms of gamesmanship
- 4.1 - This provides the learners with a deeper understanding of the effects of technology and how examples of gamesmanship and sportsmanship can be detected and dealt with by match officials
- 7.1 - Learners will have a deeper understanding of the personal psychology of performers which may explain gamesmanship and sportsmanship
- 8.1 - By understanding leadership styles, learners may consider that certain leadership styles could encourage performers to seek an advantage by gamesmanship

Content area 2.2: Performance-enhancing drugs (PEDs)

An understanding of the various types of performance enhancing drugs (PEDs) and their affects will help the learners to understand the reasons and motivation of performers to use illegal substances in order to gain an unfair advantage, whilst knowing the health risks to the individual and consequences of positive testing.

Content areas that link synoptically up to 2.2:

- 3.2 - Learners will understand the pressure which can result from heightened expectations created by sports media, which could lead to the use of PEDs
- 4.1 - This section provides the learners with a deeper understanding of the advances of technology in sport, especially health screening and drug testing
- 7.3 - Learners will understand the effects of anxiety and stress which could lead to a performer relying on PEDs
- 8.1 - Learners, having an understanding of performance enhancing drugs, will recognise the role of the sports leader in promoting the rules, regulations, ethics and values of sport
- 8.2 - Learners, having an understanding of performance-enhancing drugs, will recognise the role of the sports coach in promoting the rules, regulations, ethics and values of sport

Content area 2.3: Illegal performance-enhancing techniques

An understanding of the various types of illegal performance-enhancing techniques will help the learners to understand the reasons and motivation of performers to use illegal techniques in order to gain an unfair advantage, whilst knowing the health risks to the individual and consequences of positive testing.

Content areas that link synoptically up to 2.3:

- 3.2 - Learners will understand the pressure which can result from heightened expectations created by sports media, which could lead to the use of illegal performance-enhancing techniques

- 4.1 - This section provides the learners with a deeper understanding of the advances of technology in sport, including health screening and drug testing
- 7.3 - Learners will understand the effects of anxiety and stress which could lead to a performer relying on illegal performance-enhancing techniques
- 8.1 and 8.2 - Learners, having an understanding of illegal performance-enhancing techniques, will recognise the role of the sports leader in promoting the rules, regulations, ethics and values of sport

Content area 2.4: Corruption in sport

Learners will understand the many forms of corruption in sport and the potential consequences, which will help the learner to gain a broader appreciation of the levels of corruption which exist in sport worldwide. Being able to consider the various forms of corruption will assist them in understanding the reasons and motivation of performers and wider controlling bodies despite the impact that sanctions can bring.

Content areas that link synoptically up to 2.4:

- 4.1 - This will provide the learners with a deeper understanding of the technology which provides global coverage of sporting events and may consider that this opens avenues for corruption

Content area 3: Sponsorship, media and marketing in sport

Content area 3.1: Sponsorship

An understanding of sponsorship in sport will help the learners to appreciate the various types of sponsorship provided to individuals, teams, clubs, events and venues, both in terms of finance and the provision of amenities. They will understand the importance of sponsorship and the reliance placed upon it at both amateur and professional levels. Knowledge of sponsorship in its many forms will enable the learners to have a deeper understanding of the advantages and disadvantages that sponsorship provides to sport in general and to performers, spectators and the sponsors. The learners will also understand the laws and regulations which control sponsorship at sporting events in the UK.

Content areas that link synoptically up to 3.1:

- 1.1 - Learners will understand the factors affecting participation in sport and the impact that sponsorship could have in removing barriers and improving participation
- 4.1 - Learners will understand that the effects of technology on the spectator, which will enable learners to appreciate the greater broadcast coverage available to sponsors
- 5.1 - Learners will understand how the role of the marketing officer, and how sponsorship, can be vital to the success of a sports event. Learners will also recognise that sponsorship is one of the main aspects of a sports competition plan
- 8.1 - Learners will have an understanding of the importance of sponsorship in sport and will be able to recognise the role of a sports leader in securing sponsorship

Content area 3.2: Sports media

An understanding of the different types of sports media will help the learners to have a wider appreciation of media coverage of sport, together with the advantages and disadvantages in relation to sport in general, performers, spectators and sponsors.
Content areas that link synoptically up to 3.2:

- 1.1 - Learners, having an understanding of the factors affecting participation in sport and the associated barriers, will be able to consider the role of the sports media and reflect on the benefits they could bring to improved participation
- 2.1 - Learners will understand the impact that the sports media has on sports coverage, which may impact on performers in terms of gamesmanship
- 2.2 - Learners will understand the pressure which can result from heightened expectations created by sports media, which could lead to the use of PEDs
- 2.3 - Learners will understand the pressure which can result from heightened expectations created by sports media, which could lead to the use of illegal performance-enhancing techniques
- 4.1 - Learners will understand the effects that technology has on sports coverage, which will enable learners to appreciate the benefits this has brought to the sports media
- 5.1 - Learners will understand that the appointment of a media liaison officer is a key element of planning a sports competition
- 8.1 - Understanding the advantages and disadvantages that sports media bring to sport will enable the learners to appreciate how it can impact a sports leader's role

Content area 3.3: Sports marketing

Content areas that link synoptically up to 3.3:

- 1.1 - Learners will understand the factors affecting participation in sport which could be improved by the promotion of sport through marketing

- 5.1 - This section will provide the learners with an understanding of the role of the marketing officer when planning a sports event

Content area 4: The use of technology in sport

Content area 4.1: Technology in sport

An understanding of technology in sport will help the learners to understand how technology is widely used in all aspects of sport, including performance enhancement, equipment, facilities, clothing, game play enhancement and performance analysis. They will also understand the positive and negative effects that technology can have on the performer, officials and spectators.

Content areas that link synoptically up to 4.1:

- 2.1 - Learners will understand examples of gamesmanship and sportsmanship, which can be detected and dealt with by match officials through technology
- 2.2 and 2.3 - Learners will gain a deeper understanding of the advances of technology in sport, especially health screening and drug testing
- 2.4 - This section will provide the learners with a deeper understanding of the technology which provides global coverage of sporting events and may consider that this opens avenues for corruption
- 3.1 - Learners will understand the role that a sponsor can play in the provision of technology to be used in sport
- 3.2 - Learners will understand the role of sports media and the use of technology in providing in-depth coverage for the benefit of the spectator
- 5.1 - Learners will understand the use and effects of technology in aspects of sport and be able to develop this into the planning phase of a sports event
- 5.2 - Learners will understand the use of technology in all aspects of sport and will be able to recognise the technology required to effectively support delivery in all areas of a sports competition
- 6.3 - This section provides the learners with an understanding of sports injury prevention and the use of technology both in diagnosis and treatment
- 8.2 - Learners will understand the roles and responsibilities of a coach and the reliance placed by them on the use of technology in skills assessment, coaching and measuring development
- 9.2 -This section provides the learners with an understanding of methods and applications used for the analysis of technical and tactical performance which relies upon technology
- 10.1, 10.2 and 10.3 - Learners will understand the requirements of planning, delivering and reviewing a sports coaching session, where there will be the use of technology across many of the key elements

Content area 5: Planning, delivering and reviewing a sports competition

Content area 5.1: Planning sports competitions

Understanding the process of planning sports competitions will enable the learners to apply this knowledge to the requirements of the roles and responsibilities of those involved in the planning and delivery stages of a sports competition. The learners will understand the main aspects of a sports competition plan and the various types of competition format.

Content areas that link synoptically up to 5.1:

- 1.1 - Learners will understand the factors affecting participation in sport, which will enable the learners, when planning an event, to introduce initiatives to help to improve participation
- 3.1 - Learners will understand the importance of sponsorship to an event and be able to develop this into the planning of a sports event
- 3.2 - Learners will understand the benefits of sports media in the promotion, marketing and coverage of an event and how to develop this into the planning phases of a sports event
- 3.3 - This section will provide the learners with an understanding of the role of the marketing officer when planning a sports event
- 4.1 - Learners will understand the use and effects of technology in aspects of sport and be able to develop this into the planning phase of a sports event
- 5.2 - Learners will be able to put their sports competition plan into action
- 5.3 - Learners will understand the effectiveness of their competition plan when completing the review
- 6.1 and 6.2 - Learners will understand the main aspects of a sports competition plan, which will require the learners to have knowledge and understanding of sports injuries to provide appropriate aid
- 6.3 - Learners will understand how to carry out a sports risk assessment and compile a report providing appropriate prevention methods. The learners will be able to apply this knowledge when planning a sports competition
- 8.1 - Learners will have an understanding of how to plan and deliver a sports competition, which would meet with the organisational skills required of the sports leader

Content area 5.2: Delivering a sports competition

The learners will understand those key elements required when delivering a sports competition, which will enable the effective and efficient management of the event.

Content areas that link synoptically up to 5.2:

- 5.1 - Learners will understand the components of a sports competition plan, which they will put into action in this section
- 5.3 - Learners will be able to apply their knowledge of the requirements of delivering a sports competition when reviewing the session
- 4.1 - Learners will understand the use of technology in all aspects of sport and will be able to recognise the technology required to effectively support delivery in all areas of a sports competition
- 6.3 - This section provides the learners with a deeper understanding of methods to prevent sports injuries and how to carry out a sports risk assessment prior to the delivery of a sports competition
- 9.1 - Learners will understand the effects that environmental stimuli can have on the delivery of a sports competition

Content area 5.3: Reviewing a sports competition

Understanding the process of reviewing a sports competition will enable the learners to carry out a review of all aspects of the competition, to ensure that the aims and objectives of the plan were met effectively. The learners will be able to analyse the outcome of the review, together with feedback from all stakeholders, to ensure that any identified weaknesses in the plan can be addressed and recommendations for improving future competitions can be recognised.

Content areas that link synoptically up to 5.3:

- 5.1 - Learners, understanding the main aspects of a sports competition plan, will be able to review each aspect in detail and to identify areas of strength and areas for development
- 5.2 - Learners will be able to use the experience and information gained in delivering the sports competition to inform their review (for example, if the aims and objectives of the competition were met, or what were the strengths and weaknesses of the competition)
- 8.1 - This section provides the learners with an understanding of how to review a sports competition plan which would meet the requirements of the organisational skills required of a sports leader
- 10.3 - Learners will be able to apply the knowledge gained in reviewing the sports competition in reviewing the sports coaching session

Content area 6: Sports injuries

Content area 6.1: Understanding sports injuries

The learners will understand the common causes of sports injuries and know the difference between internally and externally influenced injuries. The learners will also understand the different types of sports injuries, together with the signs and symptoms, which will enable the learner to be more aware, both personally and when performing with or responsible for others.

Content areas that link synoptically up to 6.1:

- 5.1 - Learners will understand the main aspects of a sports competition plan, which will require the learner to have knowledge and understanding of sports injuries to provide appropriate aid
- 8.2 - Learners will understand the responsibilities of a coach and the requirement to understand the difference between internally and externally influenced injuries and understand the signs and symptoms of different types of injuries
- 9.3 - Learners will understand the common causes of sports injuries together with the signs and symptoms of the different types of sports injuries
- 10.2 - Learners will be able to apply their knowledge of common injuries to correctly identify injuries should they arise during their sports coaching session

Content area 6.2: Treatment of sports injuries

Having developed an understanding of the treatment of sports injuries, learners will be able to recognise the characteristics of various injuries and classify them accordingly and make appropriate referrals to medical professionals.

Content areas that link synoptically up to 6.2:

- 5.1 - Learners will understand the main aspects of a sports competition plan, which will require the learners to have knowledge and understanding of treatments to sport injuries to provide appropriate aid
- 8.2 - Learners will understand the responsibilities of a coach and the requirement to understand the classifications and characteristics of sports injuries and how to provide a suitable response or referral
- 9.3 - This section provides the learners with an understanding of the treatment of sports injuries and when professional medical treatment is required
- 10.2 - Learners will be able to apply their knowledge of injury referrals and responses to injuries should any arise during their sports coaching session

Content area 6.3: Prevention of sports injuries

Having developed an understanding of prevention of sports injuries, learners will be aware of sports injury prevention methods and how to link these to specific sporting activities. With this knowledge of sports injuries prevention methods, the learners will be able to compile a sports health and safety risk assessment and provide appropriate measures of prevention and control, should the activity have risks which may result in injury.

Content areas that link synoptically up to 6.3:

- 4.1 - This section provides the learners with an understanding of sports injury prevention, which links with the use of technology, both in diagnosis and treatment
- 5.1 - Learners will understand the main aspects of a sports competition plan, which will require the learners to have knowledge and understanding of methods to prevent sport injuries

- 5.2 - This section provides the learners with a deeper understanding of methods to prevent sports injuries and how to carry out a sports risk assessment prior to the delivery of a sports competition
- 8.2 - Learners will understand the responsibilities of a coach and the requirement to understand the methods to prevent sports injuries and how to provide a suitable response or referral
- 9.3 - This section provides the learners with a deeper understanding of methods to prevent sports injuries and how to carry out a sports session risk assessment
- 10.1 - Learners will be able to apply their knowledge of injury prevention when planning a sports coaching session
- 10.2 - Learners will be able to apply their knowledge of injury prevention and risk assessment during their sports coaching session, particularly when completing a risk assessment and coordinating/taking part in warmups and cool downs
- 10.3 - Learners will use their knowledge of health and safety and risk assessment to review the management of health and safety procedures in the sports coaching session

Content area 7: Psychology for sports performance

Content area 7.1: Psychology in sport

An understanding of psychology in sport will enable the learners to apply this knowledge to the different personality types and identify the effects each type has on sports performance and motivation. The learners will also understand the types of motivation and the impact that it can have on sports performance and the various strategies used to influence motivation.

Content areas that link synoptically up to 7.1:

- 1.1 - Learners will understand the factors and barriers affecting participation in sport, such as lack of esteem, lack of confidence, gender and racial inequalities, where wider participation could be encouraged through motivation
- 2.1 - Understanding the personal psychology of performers will help learners understand why performers exhibit gamesmanship and sportsmanship
- 8.1 - Learners will understand the skills and qualities required to be a sports leader, including verbal and non-verbal communication and motivational skills
- 8.2 - Learners will understand the skills and qualities of a sports coach include being a motivator, which can help to improve sports performance
- 10.2 - This section provides the learners with a deeper understanding of the requirements of a sports coaching session, where the motivation of participants is a key factor in improving performance
- 10.3 - Learners will use their knowledge of motivating participants to review the coach's ability to motivate participants in the sports coaching session

Content area 7.2: Self confidence in sports performance

An understanding of the definition and effects of self-confidence will enable the learners to understand how this can impact on sports performance and methods to further develop self-confidence.

Content areas that link synoptically up to 7.2:

- 1.1 - By understanding the factors and barriers affecting participation in sport, the learners will know that developing self-confidence can have a positive effect on participation levels in sport
- 8.2 - Learners will understand that the skills and qualities required to be a sports coach include motivational skills, which contributes to the development of self-confidence leading to improved sports performances
- 10.2 - This provides the learners with a deeper understanding of the requirements of a sports coaching session where the motivation of participants is a key factor

Content area 7.3: Anxiety in sports performance

The learners will have an understanding of the relationship between stress, anxiety and arousal and the effects that this can have on sports performance. By understanding the definition of anxiety in sport and having knowledge of the types of anxiety and stress exhibited during sports performance, the learners will be able to understand the methods of managing anxiety, which can enhance sports performance.

Content areas that link synoptically up to 7.3:

- 2.2 - Learners will understand the reasons sports performers take performance-enhancing drugs, which can be used to combat anxiety whilst performing

- 2.3 - Learners will understand the effects of anxiety and stress which could lead to a performer relying on illegal performance-enhancing techniques
- 8.2 - The learners, having knowledge of the responsibilities of a sports coach, will understand that the sports coach has a role in managing anxiety to enhance sports performance
- 10.2 - The learners, having an understanding of delivering a sports coaching session, should consider that anxiety may be the cause of the participant underperforming

Content area 8: Sports leadership and sports coaching

Content area 8.1: Sports leadership

The learners will understand various types of leaders and leadership styles and consider how these can be applied to sports performance. An understanding of leadership styles and linking these to sporting examples will enable the learners to recognise the effect that different styles of leadership have had on sports performance. An understanding of the skills and qualities of an effective leader or coach will enable the learners to recognise these qualities in a sporting context.

Content areas that link synoptically up to 8.1:

- 1.1 - Learners will understand the factors and barriers affecting participation in sport and will recognise the role the sports leader has in providing positive solutions to improved participation
- 2.1 - Learners will understand how different leaders may promote either gamesmanship or sportsmanship
- 2.2 - The learners, having an understanding of performance-enhancing drugs, will recognise the role of the sports leader in promoting the rules, regulations, ethics and values of sport
- 2.3 - The learners, having an understanding of illegal performance-enhancing techniques, will recognise the role of the sports leader in promoting the rules, regulations, ethics and values of sport
- 3.1 - The learners will have an understanding of the importance of sponsorship in sport and will be able to recognise the role of a sports leader in securing sponsorship
- 3.2 - Understanding the advantages and disadvantages that sports media bring to sport will enable the learners to appreciate how it can impact on a sports leader's role
- 5.1 - Learners will have an understanding of how to plan and deliver a sports competition, which would meet with the organisational skills required of the sports leader
- 5.3 - This section provides the learners with an understanding of how to review a sports competition plan which would meet the requirements of the organisational skills required of a sports leader
- 7.1 - The learners will understand the skills and qualities required to be a sports leader, including verbal and non-verbal communication and motivational skills

Content area 8.2: Sports coaching

The learners will understand the roles and responsibilities of a sports coach and be able to demonstrate these attributes in a coaching role. The learners will understand the methods of assessing strengths and weaknesses during a sports skills activity session and will apply appropriate coaching techniques to develop sports skills performance. An understanding of methods to measure skills development will ensure that the appropriate method is applied for benefit of the performer.

Content areas that link synoptically up to 8.2:

- 1.1 - Learners will understand the role of a sports coach in encouraging participation and providing solutions to barriers in participation
- 2.2 - The learners, having an understanding of performance-enhancing drugs, will recognise the role of the sports coach in promoting the rules, regulations, ethics and values of sport
- 2.3 - The learners, having an understanding of illegal performance-enhancing techniques, will recognise the role of the sports coach in promoting the rules, regulations, ethics and values of sport
- 4.1 - Learners will understand the use of technology in sport, as well as the effects that technology can have on the development of a sports performer when used in coaching

- 6.1 - Learners will understand the common causes of sports injuries together with the signs and symptoms of the different types of sports injuries
- 6.2 - This section provides the learners with an understanding of the treatment of sports injuries and when professional medical treatment is required
- 6.3 - This section provides the learners with a deeper understanding of methods to prevent sports injuries and how to carry out a sports risk assessment prior to the delivery of a coaching session
- 7.1 - Learners will have a deeper understanding of the personality types and the effects on sports performance and how each type can be motivated
- 7.2 - Learners will understand the impact that increased self-confidence can have on improving sports performance
- 7.3 - Learners will understand the effects of anxiety, stress and arousal in sports performance and understand methods that a sports coach may use to manage anxiety and enhance sports performance
- 9.1 - The learners will understand the effects that the sporting environment can have on sports performance and understand the different types of skills classifications and types of practice that can be used by a coach in developing these skills
- 9.2 - The learners will have a deeper understanding of the benefits of technical and tactical sports performance analysis and appropriate methods which can be used by the sports coach to analyse both
- 9.3 - The learners will understand the physical factors that can affect sports performance and the physical methods which can be applied by the coach to help improve sports performance
- 10.1 - The learners will understand the requirements of a coach to create a sports coaching session plan
- 10.2 - The learners will understand the requirements and process of a coach delivering a coaching session
- 10.3 - The learners will understand the process of a coach when reviewing a sports coaching session

Content area 9: Skills classification and performance analysis

Content area 9.1: Skills classification

Learners will understand sporting environmental stimuli and how this can affect the skills of the performer. The learners will also gain a deeper understanding of the different skills classifications and different types of practice that can be used in skills development.

Content areas that link synoptically up to 9.1:

- 5.2 - Learners will understand the effects that environmental stimuli can have on the delivery of a sports competition
- 8.2 - Learners will understand the skills and qualities required to be a sports coach include skills assessment, coaching of techniques and how to apply methods to measure skills development
- 10.1 - Learners will understand the requirements of a coach to create a sports coaching session plan, and take into account the environment and classification of the skill types involved, applying appropriate practice for skill development
- 10.2 - The learners will understand the effects that the sporting environment can have on the delivery of a sports coaching session

Content area 9.2: Sports performance analysis

Learners will have an understanding of the benefits of technical and tactical sports performance analysis and be able to differentiate between technical and tactical analysis. Having understood these differences, the learners will be able to understand and apply the most appropriate methods and applications to analyse both technical and tactical sports performance.

Content areas that link synoptically up to 9.2:

- 4.1 - Learners will understand the uses of technology to analyse all aspects of sports performance, both technical and tactical
- 8.2 - Learners will understand the skills and qualities required to be a sports coach, including the analysis of technical and tactical performance data with a view to enhancing sports performance
- 10.1 - Learners will understand the requirements of a coach creating a sports coaching session plan, which may include the use of technology to record the performance of participants for analysis
- 10.2 - Learners will understand the requirements of a coach delivering a coaching session to measure the skill development of participants to analyse improvement or regression
- 10.3 - Learners will understand the process of reviewing a sports coaching session and the application of technical and tactical analysis to the performance of participants

Content area 9.3: Physical factors of sports performance

The learners will understand the physical factors which can affect sports performance and the physical methods which can be applied to improve the sports performance of an individual or team.

Content areas that link synoptically up to 9.3:

- 6.1 - Learners will understand the common causes of sports injuries, together with the signs and symptoms of the different types of sports injuries
- 6.2 - This section provides the learners with an understanding of the treatment of sports injuries and when professional medical treatment is required
- 6.3 - This section provides the learners with a deeper understanding of methods to prevent sports injuries and how to carry out a sports session risk assessment
- 8.2 - The learners will understand the skills and qualities required of a sports coach and also the knowledge of physical factors and methods that can improve sports performance
- 10.1 - The learners will understand the requirements of creating a sports coaching session plan and be able to recognise the physical factors which can affect sports performance
- 10.2 - The learners will understand the requirements of a coach delivering a coaching session to consider physical factors which can affect sports performance

Content area 10: Development and delivery of a sports coaching session

Content area 10.1: Planning a sports coaching session

Learners will have an understanding of the key elements required to create a sports coaching session plan and be able to apply this knowledge to the development of a coaching session plan.

Content areas that link synoptically up to 10.1:

- 4.1 - Learners will understand the uses of technology in sport and be able to ensure that the use of appropriate technology is included in the session plan for effective performance analysis
- 6.3 - Learners will understand injury prevention methods and the process of carrying out a sport session risk assessment
- 8.2 - Learners will be able to apply their knowledge of coaching when planning their role and how they will measure and assess the skills of the performers
- 9.1 - The learners will understand the effects that the sporting environment can have on a sports coaching session and understand the different types of skills classifications and types of practice that can be used in developing these skills
- 9.2 - The learners will have a deeper understanding of the benefits of technical and tactical sports performance analysis and appropriate methods which can be planned into the session to analyse both
- 9.3 - The learners will have an understanding of physical factors that can affect sports performance, which they can factor into their coaching session plan
- 10.2 - The learners will be able to put their plan into action when delivering a sports coaching session
- 10.3 - The learners will understand the effectiveness of their plan, which they will factor into the review

Content area 10.2: Delivering a sports coaching session

The learners will have an understanding of the requirements of each component of a sports coaching session, which will enable the learner to apply this knowledge to the delivery phase of the sports coaching session plan.

Content areas that link synoptically up to 10.2:

- 4.1 - Learners will understand the use of technology in all aspects of sport and will be able to recognise the technology required to effectively support delivery of a sports coaching session
- 6.1 - Learners will be able to apply their knowledge of common injuries to correctly identify injuries, should they arise during their sports coaching session
- 6.2 - Learners will be able to apply their knowledge of injury referrals and responses to injuries, should any arise during their sports coaching session
- 6.3 - This section provides the learners with a deeper understanding of the need for a sports risk assessment to be carried out prior to the delivery of a sports coaching session
- 7.1 -The learners will be able to apply their knowledge of psychology in sport to motivate participants during the coaching session to improve performance
- 7.2 - The learners will be able to understand and develop their participant's self-confidence during the coaching session
- 7.3 - The learners will understand the symptoms of anxiety and arousal and know how to manage the anxiety of a participant during the coaching session
- 8.2 - The learners will be able to apply their knowledge of the roles and responsibilities of a coach and coaching techniques to promote sports performance during the session

- 9.1 - The learners will understand the effects that the sporting environment can have on the delivery of a sports coaching session
- 9.2 - The learner will understand the requirements of a coach delivering a coaching session to measure the skill development of participants to analyse improvement or regression
- 9.3 - The learners will understand the requirements of a coach delivering a coaching session to consider physical factors which can affect sports performance during the session
- 10.1 - The learners will be able to put into action their sports competition plan
- 10.3 - The learners will be able to use the components of delivering a sports coaching session to review what went well and what could be improved

Content area 10.3: Reviewing a sports coaching session

The learners, having prepared and delivered a sports coaching session, will understand the process of a post session review and the value this brings to identifying areas for development and how the plan can be improved.

Content areas that link synoptically up to 10.3:

- 4.1 - The learners will apply their knowledge of the use of technology in sport to review the appropriateness and success of their own use of technology in the session
- 5.3 - The learners, understanding the requirements of reviewing a sports competition plan, will be able to apply these principles to the review of a coaching session
- 6.3 - The learners will use their knowledge of health and safety and risk assessment to review the management of health and safety procedures in the sports coaching session
- 7.1 - The learners will use their knowledge of motivating participants to review the coach's ability to motivate participants in the sports coaching session
- 8.2 - The learners will understand the process of a coach, being able to apply this when reviewing the effectiveness of the coaching in the sports coaching session
- 9.2 - The learners will understand the process of technical and tactical analysis and will be able to apply this in analysing the performance of participants
- 10.1 and 10.2 - The learners will use the information gathered during the creation of the session plan and the delivery of the session to review the effectiveness of the plan and the success of the session, for example, in achieving aims and objectives