

## TLC Project Assessment Case Study

<b>Assessment Strategy</b>	<b>Coaching. Feedback using video.</b>
<b>Subject and module</b>	BSc (Hons) Sports Development and Coaching Science Sports Psychology and Coaching Science Sports Management Sports Management, Golf Module: Principles of Sports Coaching
<b>Useful for students who are:</b>	Working with Athletes/Clients/Teaching
<b>Keywords</b>	Coaching, practical
<b>Assessment activity</b>	<p>To examine the students' theoretical knowledge - 3 in class tests (40%).</p> <p>Progresses from multiple choice to a mixture of multiple choice and short answers. This part of the assessment is supported by the practical element of the unit. <b>Assessment 2</b> is to prepare a coaching plan that highlights the key teaching components of the practical session. Specific details relating to the sport to be coached in the practical session is provided one week prior to the session to ensure each student equal time to prepare.</p> <p>Students are also required to be participants so they gain experience of being coached. In the weeks leading up to the practical sessions students have the opportunity to be formatively assessed through the use of video whereby they are provided with visual and auditory feedback, and reflect on and evaluate their own performance.</p>
<b>How does this assessment improve student learning?</b>	Opportunity to put theory into practice, first hand experience.
<b>Underpinning assessment theory links</b>	Self reflection, coaching process
<b>What went well</b>	<p>The average pass mark was higher for the practical element (2:1) than it was for the written case study (3<sup>rd</sup>). It is felt that this is because the students were describing the sessions rather reflecting on them. This was a new concept for many of them and needs to be addressed for future assessments. The average mark dropped between the first multiple choice test to the third (6.95, 5.6, 5.4).</p> <p><b>Staff feedback</b> – rewarding to teach as student's development is visible over the year. The student gains the opportunity to develop a foundation upon</p>

**What went well**

which they can base their coaching philosophy. This unit allows the students to explore alternative qualities and competencies and ways of coaching that they may not have had the opportunity to previously explore.

A short in class test early on in the term provides the students with feedback about their development and progression. The practical element allows the student to display a range of skills from teaching, demonstrating and coaching.

The practical sessions led to mixed attendance but those that did attend engaged well with the dynamic nature of the course.

Each element is aligned closely with the learning objectives so it is clear to see whether or not the student has fully achieved each one.

The assessment day ran smoothly due to preplanning and allowing enough time for students to set up and then evaluate the sessions afterwards. This cuts down on the assessment time.

As each student is required to be a participant at least once (*those that have poor attendance have to participate three times in order to gain enough experience to fulfil the learning outcomes*) this ensures every assessment session has enough participants to make the practical a realistic simulation of a coaching session.

Practical sessions with real athletes. under controlled conditions. are an excellent chance for the students to test their own competency and confidence levels under long arm supervision. It allows the students to better understand the purpose of generic underpinning knowledge and can provide them with a sense of achievement to increase their motivation levels.

**Student feedback** - An ALN student reported a positive learning environment where he felt less intimidated and more within his comfort zone as practical sessions are closer to his own previous experiences. They therefore help in the transition from college classroom to university lecture room. Students reported that the practical assessment created less anxiety than a traditional exam.



improved cont)	<p>National Governing Body coaching awards they can again help build confidence give the students industry recognised qualifications to supplement their academic knowledge. It gives added value to the unit and again highlights the importance of the unit.</p> <ul style="list-style-type: none"> <li>• A lecture on being a reflective practitioner and how to be reflective has been added to the programme along with reflective sheets to help the students better understand the process of reflection as supposed to describing.</li> </ul>
What support for staff is needed to implement this method of assessment?	<b>Two staff members</b>
What support for students is needed to implement this method of assessment?	<p>Practical Practise sessions throughout the year.</p> <p>TPA Taught, Practiced Assessed</p> <p>In order for the students to effectively complete the unit they are provided with a practical day where 5 local disability schools partake in a workshop that allows the students to deliver a safe, fun and practical environment. Additionally they participate and run sessions under supervision throughout the year.</p> <ul style="list-style-type: none"> <li>• confidence <i>TPA</i></li> <li>• communication <i>TPA</i></li> <li>• team work <i>TPA</i></li> </ul>
What are the time implications?	20 minutes per assessment group
Other resource implications?	<b>Two assessors, area big enough for practical and appropriate equipment for the sport</b>
What are the risks?	<b>Injuries</b>
How can these be minimised?	<b>PARQ completed prior to sessions. Risk Assessment of area.</b>
Implications for	Modes of assessment replicate the work that the

<b>dyslexic students?</b>	student would be required to complete when carrying out a coaching session in the real life environment. <b>It is non-written.</b>
<b>Institution where this was trialled</b>	<b>Bournemouth University</b>
<b>Lecturer</b>	<b>Amanda Wiling</b>
<b>CATS</b>	20
<b>Level</b>	(1)
<b>Compulsory/optional</b>	C
<b>Relationship to other modules</b>	Pre-requisites – GCSE PE and A level Sports Studies, Physical Education or equivalent. Pre-requisite for -training methodology -exercise and sport physiology, Level 1
<b>Delivery pattern</b>	1x1 hr lecture per week for 26 weeks - theory 1 x 1 hr Practical This delivery pattern is the result of careful planning and consultation with relevant industries and organisations which ensured that the course provides the student with the opportunity to develop the key skills essential to the coaching workplace.
<b>Student profile Year 2004/5</b>	Number -130 (SDCS 61, SPCS 18, SM 30, SMG, 21) Male – 77.7% Female – 22.3% Dyslexia – Other disabilities –
<b>Learning outcomes assessed</b>	<ul style="list-style-type: none"> <li>• understand the components of the coaching process</li> <li>• awareness of the distinction between coaching, teaching and demonstrating through practical examples</li> </ul>
<b>References</b>	Biggs, J., (2003). <i>Teaching for Quality Learning at University</i> 2 <sup>nd</sup> edition. Buckingham: Open University Press. Cox, R., (2002). <i>Sport psychology. Concepts and applications.</i> 5 <sup>th</sup> edition. New York: McGrawHill. Fleming, N., G. Robson, and R. Smith, (2005). <i>Sports Coaching and Learning. Using learning –preferences to enhance performance.</i> Christchurch: Fleming Jarvis, P., et al., (2005). <i>The theory &amp; practice of learning.</i> 2 <sup>nd</sup> edition. Abingdon: RoutledgeFalmer. Jones, R., (2006). <i>How can educational concepts inform sports coaching?</i> In Jones, R., Ed., (2006). <i>The sports coach as educator: reconceptualising</i>

	<p><i>sports coaching</i>. London: Routledge.</p> <p>Martens, R., (2004). <i>Successful coaching</i>. 3<sup>rd</sup> edition. Leeds : Human Kinetics.</p> <p>Schmidt, R., and Wrisberg, C., (2004). <i>Motor learning and performance: a problem based learning approach</i>. 3<sup>rd</sup> edition. Leeds: Human Kinetics.</p> <p>Wikely, F and Bullock, K, (2006). <i>Coaching as an educational relationship. ?</i> In Jones, R., Ed., (2006). <i>The sports coach as educator: reconceptualising sports coaching</i>. London: Routledge.</p>
--	---

## Assignment Brief and assessment criteria to be attached

### Principles of Sports Coaching - Practical Assessment Sheet

Name:

Date & Time of session:

Task:

<b>Assessment Criteria</b>	<b>Mark</b>	<b>Q</b>	<b>Comments</b>
<b>At the start (10 marks)</b>			
<i>Clearly introduced :</i>			
The coaches	(1)		
The task (session)	(3)		
Made appropriate H&S checks (fire exits, water etc)	(3)		
Made appropriate medical checks (injuries)	(3)		
Ensured participants wearing suitable attire	(3)		
<i>Planning &amp; Organising (Spatial Awareness):</i>			
Showed appropriate use of space	(3)		
Showed appropriate use of equipment (resources)	(3)		
Arranged participants into appropriate groups	(3)		
<b>During the session</b>			
<i>Content:</i>			
Included appropriate activities	(3)		
Logical order of activities	(3)		
Progressed activities at appropriate pace	(3)		
Showed task specific knowledge & understanding	(3)		
<i>Delivery:(Showed knowledge &amp; understanding of concepts needed to deliver an effective session)</i>			
<i>Voice projection</i>	(3)		
Good tone, pitch & level	(3)		
Clear & concise instructions	(3)		
<i>Positioning &amp; Demonstrations</i>	(3)		
Ensured all participants could see demonstrations	(3)		
Showed different angles/perspectives several times	(3)		
Coaches positioned appropriately to observe participants	(3)		
Used appropriate demonstrations accurately	(3)		
Attended closely to participants making appropriate variations where & when necessary	(3)		
Showed creativity	(3)		
Showed ability to adapt or solve problems	(3)		
<i>Professionalism/Interpersonal Skills</i>			
Appropriate clothing worn by coaches	(3)		
Showed consideration of best practise throughout	(3)		
Showed consideration for all types of learners	(3)		
Showed consideration of participants stage of learning	(3)		
Offered corrective, positive feedback &/or praise	(3)		
Good interaction with all those present (including	(3)		

team work with other coaches)			
Showed consideration of H&S throughout the task	(3)		
Overall in good control of the group	(3)		
Overall in good control of the task	(3)		
<b>At the end</b>			
Summarised the key learning points of the session	(3)		
Offered the chance to ask questions & give feedback	(3)		
Coaches left area in suitable safe manner	(3)		

**Overall Comments:**

**Total Mark:**

### Assessment Criteria for the Lesson Plan

<b>LAYOUT &amp; STRUCTURE (e.g.'s)</b>	<b>10</b>
<i>Appropriate:</i> (word processed, easy to read, good length – 1 A4 page)	
<i>Clear &amp; Concise:</i> (bullet points, tabular format)	
<b>Any other issues</b> – e.g. presentation	
<b>CONTENT (e.g.'s)</b>	<b>20</b>
Introductory Information	
i.e. Name of coach, time, location, activity & it's aim, equipment needed, no. of participants, age, injuries, H&S issues, jewellery	
<b>Any other issues</b> – nearest phone,	
<b>MAIN CONTENT (e.g.'s)</b>	<b>60</b>
Easy & clear to read (5)	
Timings for each activity/section made clear (5)	
Teaching points shown, clear, & accurate/correct/diagrams (10)	
Alternatives/variations noted (5)	
Progressions noted and appropriate (5)	
Planned use of space & equipment (10)	
Overall impact, appropriateness (10)	
<b>Any other issues</b> – creativity/	

Professional (10)	
<b>EVALUATION &amp; ANALYSIS (e.g.'s)</b>	<b>5</b>
Have they allowed a section for evaluation & analysis of the session	
Feedback & any other relevant issues	
<b>GRAMMAR &amp; SPELLING</b>	<b>5</b>

---