



***1st4sport Level 3 Award  
for Tutors and assessors in Sport***

**Learner Resource**

Updated April 2020

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## Introduction

This learner resource pack is designed to provide you with further information that will be provided for you on the course. It should be seen as a resource to enhance your learning from the course.

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## The training

The key objective of this training is to provide you with the opportunity to reflect and evaluate on your own practice in the design and delivery of learning sessions. This training will explore how learning principles can be translated and applied in practice (**what** is to be delivered and **how** it can be delivered). It will identify and reinforce the 'soft-skills' of facilitation. Most significantly it will give you the opportunity to apply that learning in practice, through the planning, designing facilitation and management of learning sessions. This training will provide you with the skills to be able to review, assess and guide learner's progress.

This is competency based training which means that its purpose is to support you in being *competent* to be able to facilitate and manage learning. Competent means that you will be able to demonstrate and provide evidence of your ability to facilitate and manage learning in a given environment.

## 1. Coaching in a legal context

Coaches will need to identify the nature of the activity and the needs to make sure they meet the regulatory needs of the coaching in Scotland and the requirements of the sport as regulated by the governing body of sport.

Coaches should be aware of the relevant regulations, laws and requirements that surround the duty of care that all must have. It is not intended that coaches know every law or regulation in depth, but it is essential that coaches and tutors are aware of the implications of the key regulations and the effect they have on the actions of the coach and coach educator in terms of their duty of care. Governing bodies of sport will in the main be able to clarify needs through information on their websites or the relevant legislation.

Relevant regulations could include

- Duty of Care
- Health and Safety at Work etc Act 1974
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR),
- Risk assessment relevant to the sport
- Relevant UK laws in relation to the sport's environment
- Relevant Scottish laws in relation to the sport's environment
- Disclosure regulations (Scotland) and Child Protection reporting procedures for the sport
- Discrimination and equality issues
- Codes of conduct for coaches, parents and players/athletes
- Data protection rules
- Record keeping – why and how?

Coaches have a responsibility to keep up to date with appropriate legislation and the potential sources of liability. These include;

### **Discrimination**

- The action people take on the basis of their prejudices. Discrimination occurs when a prejudiced person has the power to put their prejudices into action, which results in unfair and unjust treatment

### **Negligence**

- There exists a duty of care towards the participant
- This duty of care imposes a standard and negligence means this standard has not been met
- The participant has suffered loss, harm, damage or injury
- The breach of duty contributes to the loss, harm, damage or injury

### **Defamation**

- There are two types of defamation:
  - slander – the spoken word
  - libel – the written word

Learning point:  
Tutors should be aware of the context of coaching in the UK

## 2. P.A.C.E.R. – “How to” tutor skills

### What are the “How to” Tutor skills?

Sport Coach Educators need to distinguish between coaching and tutoring. Coaches need to learn to apply both the *What to* or technical and *How to* or coaching skills. The How to coach skills include in the main a mastery of;

- Planning and organisation
- Process and organisation
- Building rapport
- Warm-ups
- Communication
- Observe – analyse and correct
- Feedback
- Demonstration and instruction
- Managing behaviour
- Review

However tutoring skills are significantly different although also needing to be delivered through effective Planning - Doing - Reviewing. In developing your tutoring you will need to master these skills whilst also appreciating the needs of the coaches you are supporting in their learning.

Tutoring How to skills can be broke down into the following five areas with sub-sets of need. to make this work you might want to use the PACER model.

#### **P. A. C. E. R.**

##### **Plan for delivery**

- Set out the room
- Identify learner needs
- Ensure all AVA's work
- Identify key learning points
- Identify learning activities

##### **Align Structure to learner needs**

- Share the outcomes of the session
- Ensure time management is maintained
- Plan activities to stimulate learning styles and preferences
- Plan for revision and checking learning

##### **Communicate effectively**

- Use suitable tone and level of voice
- Ensure positive body and para-language

- Ensure good questioning and listening
- Keep it simple

### **Engage through Facilitation**

- Manage learners through process
- Ensure equality of delivery
- Check for learning as well as understanding
- Maintain suitable pace
- Be imaginative and brave with activities and questioning
- Pull then push for information
- Manage feedback
- Use methods to suit learner needs

### **Review activity and learning**

- Allocate enough time for review
- Check for understanding and learning

The skills, abilities and qualities are explored in a later section but mastering of the How to Tutors skills will enhance effective delivery.

Learning point:  
Tutors should be aware of the differences between “How to Coach” and “How to Tutor”

### 3. Skills, qualities and abilities for tutors (of sports coaches)

#### What does a tutor need to demonstrate?

To ensure effective delivery a tutor has many skills, qualities and abilities these may include;

Some qualities needed:-

Active Convincing Experienced Logical Relaxed  
Adaptable Creative Flexible Motivated Respectful  
Approachable Decisive Friendly Open-minded Responsive  
Audible Dedicated Humorous Patient Sensitive  
Clear Dynamic Innovative Perceptive Strategic  
Committed Empathetic Interested Positive Tolerant  
Confident Flexible Knowledgeable Punctual

Some skills needed:-

Articulation Interpersonal Questioning  
Audio-visual techniques Leadership Revision  
Communication Listening Social  
Delivery styles (variety of) Objective-setting Summarising  
Demonstration Presentation Time management  
Facilitation Projection

Some abilities that may be beneficial:-

Acting Generating interest Organising Reassuring  
Checking Informing Planning Relaxing  
Clarifying Involving Probing Supporting  
Controlling Learning Preparing Teaching  
Directing Managing Prompting Translating  
Evaluating Motivating Reacting Understanding

You may not need to be able to have or need all the skills, abilities and qualities identified above, however you should be able to identify the priorities for your role and the needs of coaches.

Learning point:

Tutors should be able aware of the skills, qualities and abilities required to fulfil their role.

## **Involving other people**

One of the key qualities of a tutor (or a coach!) is to know when and who to involve to support your delivery. Tutors should not consider the involvement of others to be a weakness but may indeed be strength. This may include but is not limited to:-

- specialist coaches (e.g. strength training colleague)
- medical personnel
- more advanced or senior coaches etc

Tutors need to be aware of any sports specific requirements from their governing body. These may be in the form of legal requirements, licensing requirements, recommendations etc. The Tutor needs to be aware of the affects these issues may have on coaching.

Clearly coaches and tutors need to use others to progress the quality of their coaching to both individuals and teams and a range of skills that might include but are not limited to:-

- Ability to be objective
- Keeping things moving
- Effective chairing
- Agenda preparation
- Keeping control but being unobtrusive
- Ensuring roles are understood
- Timekeeping
- Group dynamics
- Ensure all contribute
- Help group understand any differences of opinion if no consensus

### **Learning point:**

Tutors should be aware of the importance of involving other people in supporting effective delivery

## 4. Delivery styles

### What delivery style should I adopt?

Now we know how people learn we need to adopt a delivery style that not only takes into account the preferred learning style of the participants but is also appropriate to the time and the situation.

Delivery must be :-

- appropriate for the needs of the group or individual (tell, sell, show, ask, discussion)
- appropriate for the activity (technical expressions, sport specific needs)
- able to meet the preference of the coach/participant.

These styles can be defined in different models such as those described below however Tutors will be expected to be able to identify their own style and the nature of appropriate application. The following are examples and not an exhaustive list as there are a number of different theorists and researchers to consider.

#### • Autocratic Style – Telling

- The coach decides on what is to be done
- The athletes are not involved in the decision making
- The coach defines what to do and how to do it

#### • Autocratic Style – Selling

- The coach decides on what is to be done
- The coach explains what is required and the objectives
- The athletes are encouraged to ask questions to confirm understanding
- The coach defines what to do and how to do it

#### • Democratic Style – Allowing

- The coach outlines the training requirements to the athletes
- The coach defines the training conditions
- The athletes brainstorm to explore possible solutions
- The athletes make the decision
- The athletes define what to do and how to do it

#### • Bureaucratic Leadership Style

- Carried out “by the book”
- No variation is allowed

#### • Laissez faire style – allowing

- Allows followers to have complete freedom to make decisions concerning the completion of their work or ask questions of the leader
- The leader provides the followers with the materials they need to accomplish their goals and answers questions to the follower's questions

Tutors should consider the context of using different styles. It might be that in planning for the long term you may wish to adopt a **Democratic style** or when a game plan is working take a **Laissez faire** approach. However if there is a health and safety issue a **Autocratic Telling style** would be appropriate. If the coach is planning a new tactical approach to then a **Autocratic Style – Selling** style maybe necessary to gain agreement from players and/or coach colleagues but a **Bureaucratic Leadership Style** maybe appropriate to coach a particular technical routine.

Other theorists' work should be considered and may suit the needs of tutors or coaches. Woods for example segments styles into four groups;

- **Command style**
  - direct instruction, coach dictates
- **Reciprocal style**
  - athlete takes some responsibility for their own development - monitored by the coach
- **Problem solving style**
  - athlete solves problems set by the coach
- **Guided discovery**
  - athlete has freedom to explore various options

The application of these styles could will also need to be in the context of:-

- appropriate for the needs of the group or individual (tell, sell, show, ask, discussion)
- appropriate for the activity (technical expressions, sport specific needs)
- able to meet the preference of the coach/participant.

Learning point:

Tutors should be able to use a range of styles to suit the needs of the learners.

## 5. Facilitating Learning

### How does an educator facilitate learning?

In earlier sections we have identified how people learn and the range of delivery styles that could be used. We now need to identify how you choose to facilitate the session (ie the tools/style and approaches you adopt to deliver it) will depend upon a number of factors:

- The **environment** in which you are operating, for example, in an environment where health and safety is a critical factor (water-based activities, contact sports)
- The complexity or level of the skill/**task** to be developed
- The innate potential of the **learner** and their current state of competencies

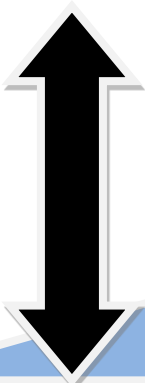

In determining the most appropriate style, ask yourself the following questions:

- Does the learner require more information, instruction or prompting?
- What are the implications if the learner gets it wrong or does not achieve success?
- Is it a natural progression of what they can already do or does it require completely new skills or knowledge?

### Delivery Methods

You should be able to design and deliver your session in a way that engages all learners.

Depending upon the environment, task and learner, there are a variety of different methods you can use to encourage interaction, communication and learning.

PUSH Style		Coach-led
	Do it instead of them	
	Tell them exactly what to do	
	Advise them what they could do	
	Suggest what they might do	
	Drop a hint so they realise	
	Ask questions so they work it out	
	Leave them alone; let them do it	
PULL Style		Learner-led

## Creating and maintaining a positive learning environment

Tutors should make sure sessions start well with continue to stimulate learning through the session and are finished on a positive note.

### Starting a session

- Create positive start using friendly, positive language
- Introduce yourself briefly
- Get to know the participants
- Gain feedback on previous sessions
- Clarify outcomes and context of the session to the participants
- Plan appropriate activities and be prepared to vary them
- Ensure all equipment is set up and in working order
- Agree ground rules developed specifically for the session

### During a session

- Give clear instructions and time for activities
- Minimise time linking activities (90 seconds) unless seeking to check for learning
- Ensure you are prepared for the next activity before entering into group activity
- Be flexible in delivery
- Seek to differentiate when and where appropriate
- Consider different learning styles and modify activities appropriately
- Make activities imaginative, stimulating and realistic
- Ensure tasks provide the correct amount of challenge for the participants level of knowledge and understanding
- Maintain suitable "pace" to the session
- Praise positive contributions
- Challenge any inappropriate behaviour
- Keep everyone involved and engaged
- Keep interventions to a minimum and learning to a maximum
- Ensure you are aware of the participants expectations

### Closing a session

- Check for learning against the session outcomes
- Summarise key learning points
- Allow enough time for feedback and evaluation
- Gain feedback on environment, content and delivery
- Ensure all equipment is appropriately and safely stored
- Ensure the room is left in a suitable state
- Carry out reflection and self review
- Identify action plan for next session

## Using Ice-breakers – Warm-ups – Energizers

Tutors should define when and where to use these different tools. They are different in definition and use;

Type	Definition	When use is appropriate
Ice-Breakers	An activity that seeks to help people get to know each other and set the tone for learning	Start of a session when the participants are not known to each other
Warm-ups	An activity that directly relates to the next element of the learning session and prepares the participant mentally and/or physically for the forthcoming activity.	The start of a session where the participants know each other and new or existing skills can be used as a lead in to progressing the skills
Energizers	An activity that stimulates the participants mentally and/or physically. Potentially an irrelevant and unrelated activity.	Part way through a session when participants may be flagging or energy levels are low

## Activities and facilitation tools

In building the learning session tutors should consider the following:

- The activities and audio-visual aids to stimulate learning
- The use of questioning and listening techniques to explore facts, opinions and values
- Methods of dealing with difficult situations
- Approaches and structure to effective feedback.

To aid the delivery method Tutors could use a range of Audio visual aids to support delivery. The aid should be chosen depending on learning needs and styles. These could include;

- Lecture (push)
- Whole/large group
- Small groups
- Pairs
- Word-storming and buzz groups
- Ice-breakers, warm-ups and energisers
- Role plays
- Simulation
- Case studies
- Flip charts
- Questioning (pull)
- Draw out learning (pull)
- DVD
- Music
- Handouts/questionnaires
- Quiz
- Cue cards / flash cards
- Props
- Post-its
- You Tube (Capture)

## Questioning and listening

Tutors should seek to add to their provision of activities to stimulate learning through the use of a range of questioning to check learning and understanding.

Types of Questions could include;

- Closed
- Open
- Reflective
- Hypothetical
- Follow-on
- Probe
- Funnelling
- Drill (Focused)
- Leading

Questioning should be used to engage and draw from coaches to explore what they know and add to this learning by stimulating self discovery.

<p><b>Closed questions</b></p> <ul style="list-style-type: none"> <li>• Small number of possible answers</li> <li>• Narrowly focused answers</li> <li>• Didactic approach</li> <li>• Economical verification</li> <li>• Draw out specific facts</li> </ul>	<p><b>Hypothetical Questions</b></p> <ul style="list-style-type: none"> <li>• Useful to introduce a new idea or concept, lead towards agreement, challenge a response without causing offence or defensiveness, or check that you fully understand the implications of an earlier answer</li> <li>• Questions such as 'What if...', 'How about...'</li> <li>• Only use when the respondent has sufficient knowledge or understanding of the area, otherwise you are asking them to speculate</li> </ul>
<p><b>Open questions</b></p> <ul style="list-style-type: none"> <li>• Elicit large number of possible answers</li> <li>• Provide no direction, are not led by hinting at a desirable response</li> <li>• Require broad and extended answers</li> <li>• Danger that discussion loses focus or strays on a tangent</li> <li>• May need to be followed by further questions</li> <li>• Questions such as, 'What...', 'Where...', 'How...'</li> </ul>	<p><b>Leading questions</b></p> <ul style="list-style-type: none"> <li>• Focuses discussion into a prescribed area</li> <li>• Predisposes respondent to reply in a particular way – can influence response</li> </ul>
<p><b>Reflective questions</b></p> <ul style="list-style-type: none"> <li>• A useful means for clarification</li> <li>• Takes what has been said, rephrase and reflect it back to test your own understanding and encourage the</li> </ul>	<p><b>Follow on questions</b> ...The Rolling Snowball</p> <p>Open questions may be followed by further questions, such as a:</p> <ul style="list-style-type: none"> <li>• <b>Probe</b> – natural follow-ons to open</li> </ul>

<p>respondent to talk</p> <ul style="list-style-type: none"> <li>• Questions such as, 'So what you mean is...'; 'Am I correct in thinking that...'</li> <li>• Provides an opportunity to give additional information or new ways to make responses clearer</li> </ul>	<p>questions</p> <ul style="list-style-type: none"> <li>• <b>Funnel</b> – narrow the focus of each question until you arrive at the crux of the issue</li> <li>• <b>Drill</b> – focused questions that dig progressively deeper into an issue until required insight/answer is forthcoming</li> </ul>
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## Structuring Questions

Try to develop your approach to use open non-threatening questions. For example:

- How..
- When..
- Who..
- What...
- Where..

Structure the questions to enable the learner coach to open and tell you the “story” of the issue you are exploring. These are some opening phases such as ..

- Tell be about..
- Describe to me..
- Explain...
- How might you ...
- Give me more detail of..
- Given that...

Then you can encourage further depth through follow-on questions such as

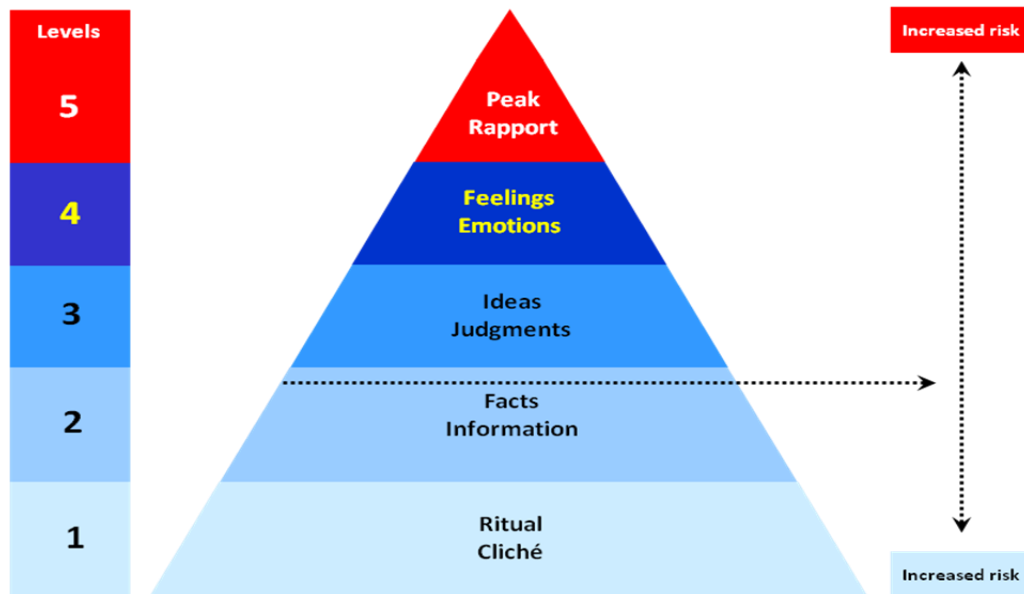
- ..and tell me more
- .. how did that ..
- Please expand on ..
- Etc

However the use of closed questions should not be under-estimated as they can establish fact and a clear position. e.g.

- Did you enjoy that session?
- Did you meet your outcome?

If you develop a positive rapport with the coach you should be able to get higher up the scale below

## Levels of Communication



### Feedback

In giving feedback in a group session the use of flip charts can not be underestimated particularly if you have learners who have a range of learning needs.

Flip chart feedback should seek to maximise learning and not repeat what an earlier group may have described. Reduce the "Chattering Monkeys". Some examples include;

- Market place
  - Display all the flips and ask participants to choose their favourite comments
- One person feedback
  - One person from each group feedback with clear time limit
- Rotation of Flip charts or people
  - Rotate either flip charts with one person and ask them to explain the groups comments
- X ? √
  - Rotate the flips and ask groups to √ what they like X what they don't agree with and ? what they don't understand. The original group should then explain the areas of non-agreement
- Envoy
  - One person leave a group to gain information from the other groups
- Flip charts on the wall and rotate to explore different issues - Talking Wall
  - Display flip charts and one person in the group to explain to people who need clarification
- Post-its in colour
  - Use different post-its to distinguish themes
- Pictures – what will it look like?
  - Ask groups to draw a picture to describe a theme or approach

## Feedback

One of the key skills that an effective tutor/assessor needs for the people they are working with is the ability to give effective feedback on performance. The management of feedback is essential to get right otherwise the receiver can take up negative views of the person's feedback and therefore will not maximise their learning from the experience.

### Feedback should focus on...

- What has been done and said not what I think it means?
- What we observe happens not what we think about the person?
- Describing not making judgements?
- Being specific not generalising?
- Giving only what the receiver can use not everything you would like to give?
- Comment on behaviour that the receiver can do something about?
- Starting with positive behaviour that needs approval and encouragement?
- Using "I" Statements "I noticed that you..."

### Difficult feedback

However sometime tutors will have to manage difficult feedback. A suggested process is as follows;

- 1 Invite self-feedback and state the facts if required – *if this is not forthcoming then...*
- 2 Invite feedback on the effects of the behaviour – *if they can't see it for themselves then...*
- 3 Ask what the person might try to do differently, if not, give advice

### Note

- Focus on the behaviour not the person
- Invite self-feedback/reflection first (pull first, then push)
- Keep your voice and language neutral; use the three-step process

Tutors may also have to deal with difficult questions. Facilitating this should seek to respond effectively but involve the whole group where possible and gain time to give an appropriate response.

The Eight 'D's give tutors a range of responses;

- **Deal** "the answer to your question is.."
- **Direct back** "Can you explain more.."
- **Delegate** "I think John can help us .."
- **Dump** "That is not relevant for now.."
- **Deflect** "What does everyone else think.."
- **Divide** "Your colleague John thinks differently.."
- **Delay** "Can we come back to this later..."
- **Defuse** "Let's take the heat of this and.."

In giving feedback Tutors should seek to intervene in group work but only to stimulate learning. Adopting *Minimum Intervention – Maximise Learning* will aid effective group work.

### Learning point:

Tutors should be aware of able to plan and use a range of techniques to create and maintain a positive learning environment.

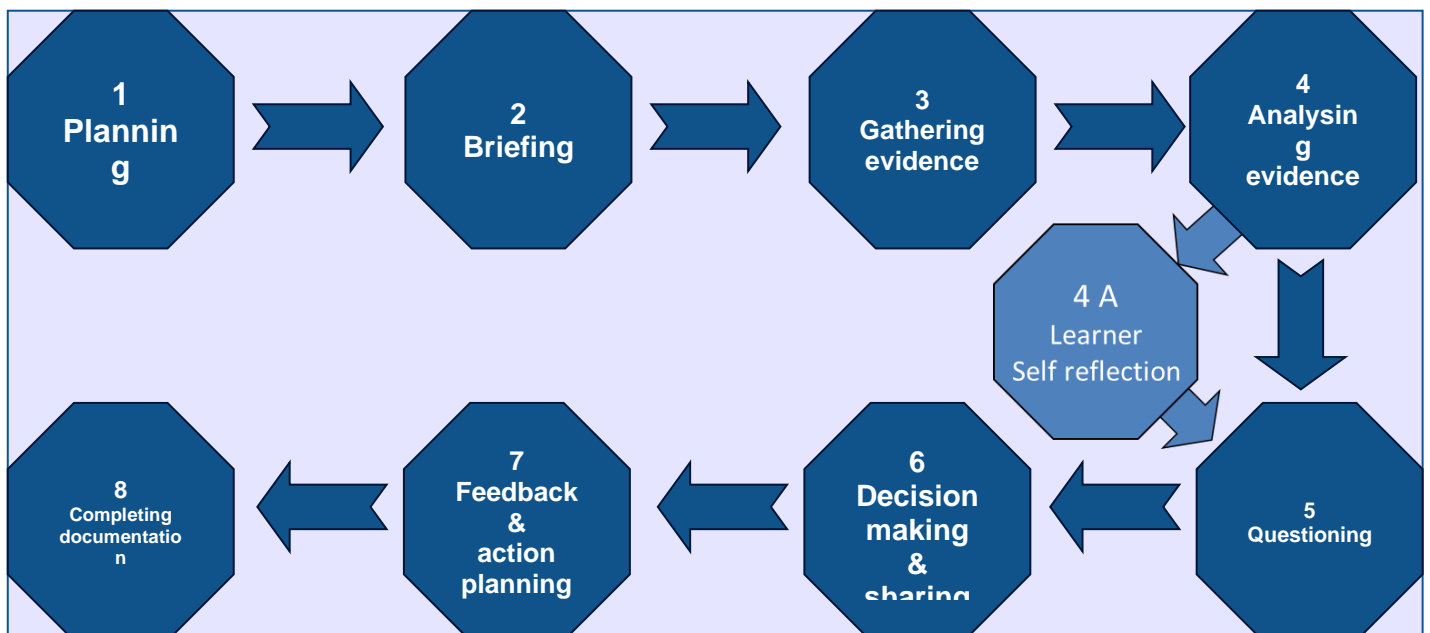
## 6. Assessment process

### What process should I adopt in assessing learners?

#### Role of the assessor

- Create a positive climate/environment
- Negotiate and communicate with the coaches about the assessment
- Prepare
- Explain simply and clearly the process
- Empathetic and understanding about concerns or lack of understanding
- Assess in a systematic and trusted way
- Show no favouritism or pre-judgment
- Be fair
- Do NOT exercise authority

#### Assessment process



## Key aspects of the assessment process

### Planning

The key aspects of planning are to ensure the following is carried out:

Identify

- where and when the assessment is
- what the assessment criteria is
- How many learners

A plan should be developed to identify how to smoothly carry out practical assessment for example:

Model: 2 assessors with 12 learners needing to deliver a 20-minute practical delivery – total time allowed is 4 hours

Assume: Learners have been given the task on the previous day. The briefing has been carried out and breaks have been built in, where appropriate.

Time (total)	Assessor 1			Assessor 2		
Briefing 5 (5)	Delivery	Self-reflection	Questions/ feedback/ action plan	Delivery	Self-reflection	Questions/ feedback/ action plan
20 (25)	1 (learner)			2		
20 (45)	3	1		4	2	
15 (60)		3	1		4	2
20 (80)	5			6		
15 (95)		5	3		6	4
20 (115)	7			8		
15 (130)		7	5		8	6
20 (150)	9			10		
15 (165)		9	7		10	8
20 (185)	11			12		
15 (200)		11	9		12	10
15 (215)			11			12
25 (240) minutes to allow for break						

## Briefing

In providing a briefing this can be done individually or collectively. However assessors should ensure all learners are briefed on:

**Setting the scene** – what the qualification is and how the assessor will carry out the assessment

**Sharing logistics** - where the assessment will take place, how long it will be and what will happen after the session has been finished

**Agree assessment plan** – Agreeing what will be delivered and what the assessment criteria is and that the assessor will only intervene if there is a health and safety issue

**Explain the appeals process** – explain if the learner is unsuccessful they will be able to appeal to the assessor, then to the recognised centre and then to the awarding body

Well done  
Do you think you met the outcome?  
Questions against the criteria  
**Decision**  
What went well? or Tell me two great things about the session?  
What could you have done better?  
What will you do differently next time?

*Use this model as a basis of moving through the stages of questioning- decision making to feedback and action planning.*

## Action planning

When action is planned it can make a significant difference to a learner's experience. An assessor should seek to structure the feedback to cover the following action areas:

- How do they **BENCHMARK** against other people carrying out the same function;
- What is the next stage of **EDUCATION AND TRAINING?**
- Where can they go and **PRACTICE** what they have learnt on the course
- Who will **MENTOR** them when coaching

Learning point:

Assessors should follow the process and only assess against the set criteria

## Work and Simulated Environment Explanation

### In the context of a coaching qualification:

**Work Environment** refers to assessments of trainee coaches who are delivering a coaching session to participants in their own club/coaching environment or training camp situation. If the participants are not their usual group, they must be a true representation of the ability and range of participants for that coach (eg in a holiday/training camp situation).

**Simulated Environment** refers to assessments of trainee coaches who are delivering a coaching session to peers from the coaching course. This is not representative of a usual coaching session in a club, as the range and ability of participants is not a true representation.

NB: "National Governing Body Assessment Days" could be either work environment or simulated depending upon how they are organised. If trainee coaches bring their own participants or have access to local participants who truly represent a team/group of participants within a session, this can be deemed "work environment". Any other arrangements are regarded as "simulated environment".

## 7. Health and Safety

It is essential that coach educators and coaches are aware of the potential risks that might arise from working or volunteering in sport. The table below outlines the main areas of legislation that coaches and tutors need to be aware of. The potential risk and/or sources of liability to coaches fall into three areas;

- **Discrimination**
  - The action people take on the basis of their prejudices. Discrimination occurs when a prejudiced person has the power to put their prejudices into action, which results in unfair and unjust treatment
- **Negligence**
  - There exists a duty of care towards the participant
  - This duty of care imposes a standard and negligence means this standard has not been met
  - The participant has suffered loss, harm, damage or injury
  - The breach of duty contributes to the loss, harm, damage or injury
- **Defamation**
  - There are two types of defamation:
    - slander – the spoken word
    - libel – the written word

Awareness of the appropriate legislation and its potential impact is essential for coaches and tutors in sport. You do not need to know the detail of the legislation but you do need to know the implications for the sporting environment you are working or volunteering in.

The table below outlines some of the procedures and legislation that may apply to you. Work through these and make note of the context for your the people you are tutoring.

Area	Applicable Y/N	Context within sport
Duty of Care		
Child protection and vulnerable adults		
Health and Safety at Work		
The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR),		
Risk assessment		
Relevant UK laws		
Relevant Scottish laws		

Disclosure regulations (Scotland)		
Equality Act		
Codes of conduct		
Data protection rules		
Data record keeping		
Other		

With all sporting activity an element of risk arises. You can use appendix 3 as a useful guide to assess risk in your activity. The table below gives an outline for a health and safety checklist which could be used/modified for sporting activity. Examples are included in italics

<b>Is there a working telephone available?</b>
<i>Yes – located at the community reception – head coach has a mobile phone</i>
<b>What are the emergency access points? Are they checked, clearly marked and operational?</b>
<i>In the case of a fire, all members of the public should assemble in the Car Park. Fire exits are clearly marked and operational. These are located in the sports hall and gymnasium.</i>
<b>Are the emergency procedures published and accessible to you?</b>
<i>The emergency procedures are outlined on a wall sign in the Sports Hall</i>
<b>Who are the designated first aiders?</b>
<i>The Leisure Centre duty officers and security guards.</i>
<b>Where is the first aid box?</b>
<i>Located in the community reception</i>

## Health and Safety Useful Links

Health and Safety at work <http://www.hse.gov.uk/legislation/hswa.htm>

RIDDOR : <http://www.hse.gov.uk/riddor/riddor.htm>

Child Protection in Sport Unit - [http://www.nspcc.org.uk/inform/cpsu/cpsu\\_wda57648.html](http://www.nspcc.org.uk/inform/cpsu/cpsu_wda57648.html)

Data Protection act - [http://www.ico.gov.uk/for\\_organisations/data\\_protection.aspx](http://www.ico.gov.uk/for_organisations/data_protection.aspx)

Equality act - [http://www.equalities.gov.uk/equality\\_act\\_2010.aspx](http://www.equalities.gov.uk/equality_act_2010.aspx)

## 8. Using Technology effectively

### How can I make technology work for me?

Tutors have a range of technological tools available to stimulate learning. By practice tutors will become more comfortable with their use. Technological aids should be used as part of the learning experience not the only focal point. This section explores how tutors can maximise their use and benefit to the learners.

#### PowerPoint top tips

You can use the following keyboard shortcuts while you run your presentation in full screen mode.

TO DO THIS	PRESS
Start a presentation from the beginning.	F5
Perform the next animation or advance to the next slide.	N, ENTER, PAGE DOWN, RIGHT ARROW, DOWN ARROW, or SPACEBAR
Perform the previous animation or return to the previous slide.	P, PAGE UP, LEFT ARROW, UP ARROW, or BACKSPACE
Go to slide <i>number</i> .	<i>number</i> +ENTER
Display a blank black slide, or return to the presentation from a blank black slide.	B or PERIOD
Display a blank white slide, or return to the presentation from a blank white slide.	W or COMMA
Stop or restart an automatic presentation.	S
End a presentation.	ESC or HYPHEN
Erase on-screen annotations.	E
Go to the next slide, if the next slide is hidden.	H
Set new timings while rehearsing.	T
Use original timings while rehearsing.	O
Use mouse-click to advance while rehearsing.	M

Return to the first slide.	1+ENTER
Redisplay hidden pointer and/or change the pointer to a pen.	CTRL+P
Redisplay hidden pointer and/or change the pointer to an arrow.	CTRL+A
Hide the pointer and navigation button immediately.	CTRL+H
Hide the pointer and navigation button in 15 seconds.	CTRL+U
Display the shortcut menu.	SHIFT+F10
Go to the first or next hyperlink on a slide.	TAB
Go to the last or previous hyperlink on a slide.	SHIFT+TAB
Perform the "mouse click" behaviour of the selected hyperlink.	ENTER while a hyperlink is selected

**TIP** You can press F1 during your presentation to see a list of controls

#### Learning point:

Tutors should be aware and skilled to use a range of new technology to aid learning

## Appendix 1 The VARK Questionnaire – Athletes Version

### How Do I Learn Best?

This questionnaire aims to find out something about your preferences for the way you work with information. You will have a preferred learning style and one part of that learning style is your preference for the intake and output of ideas and information.

Choose the answer which best explains your preference and circle the letter next to it. Please circle more than one if a single answer does not match your perception. Leave blank any question which does not apply, but try to give an answer for at least 10 of the 13 questions

When you have completed the questionnaire, use the marking guide to find your score for each of the categories, Visual, Aural, Read/Write and Kinaesthetic. Then, to calculate your preference, use the Scoring sheet (available in the “advice to teachers” section of the VARK web site).

#### **1. You are about to give directions to an athlete who is standing with you.**

The athlete is new to town and needs to get to the athletic complex. The athlete has a bike. I would:

- a. draw a map on paper
- b. tell him/her the directions
- c. write down the directions (without a map)
- d. bike with them to the complex.

#### **2. You have just been told you have a chronic injury. You would like to get more information, but are not sure whether a word should be spelled 'tendonitis' or 'tendinitis'. I would:**

- a. look it up in the dictionary.
- b. see the word in my mind and choose by the way it looks
- c. sound it out in my mind.
- d. write both versions down on paper and choose one.

#### **3. You have just received a copy of your itinerary for an upcoming athletic trip. This is of interest to a friend. I would:**

- a. phone him/her immediately and tell him/her about it.
- b. send him/her a copy of the printed itinerary.
- c. show him/her on a map of the region.
- d. share what the team plans to do at each place we visit.

#### **4. You are going to make a fruit smoothie for a pre-practice snack. I would:**

- a. mix something familiar without the need for instructions.
- b. thumb through the blender cookbook looking for ideas from the pictures.
- c. refer to a specific cookbook where there is a good recipe.

#### **5. A group of international athletes has been assigned to you to find out about campus**

**life. I would:**

- a. walk them around campus.
- b. show them slides and photographs of campus
- c. give them pamphlets or the campus handbook.
- d. give them a talk about life on campus.

**6. You are the team captain. The coach has asked you to put together a collection of songs for a warm up tape. What would most influence your decision to include a song on the tape?**

- a. My teammates told me why I should include it.
- b. I read the song lyrics and thought they would be great.
- c. I played a little bit of each song to see how it sounded.
- d. The album cover design is cool.

**7. Recall a time in your life when you learned how to keep the official score (in a scorebook or stat sheet) for your particular sport. I learnt best by:**

- a. visual clues -- pictures, diagrams, charts
- b. written instructions.
- c. listening to somebody explaining it.
- d. doing it or trying it.

**8. You have a knee injury. I would prefer that the doctor or athletic trainer:**

- a. told me what was wrong.
- b. showed me a diagram of what was wrong.
- c. used a model to show me what was wrong.

**9. You are about to learn to use a new stat program on a computer. I would:**

- a. sit down at the keyboard and begin to experiment with the program's features.
- b. read the manual which comes with the program.
- c. telephone a friend and ask questions about it.

**10. You are on the road with an athletic team. You are staying in a hotel and have use of the team van. You need to head over to the athletic complex earlier than the rest of your teammates, but you don't know the address or location. I would like someone who has been there before to:**

- a. draw me a map on paper.
- b. tell me the directions.
- c. write down the directions (without a map).
- d. drive me to the complex in the team van.

**11. There is a book out on innovative game strategies for your particular sport. Besides price, what would most influence your decision to buy?**

- a. you have used a copy before.
- b. you overheard your coaches discussing the book at practice.
- c. quickly reading parts of it.

d. the way it looks is appealing.

**12. An opponent's game film has arrived in the athletic offices. What would most influence your decision to watch (or not watch)?**

- a. I heard my teammates critiquing it.
- b. I saw the box score and stat sheet and wanted to see the game.
- c. I saw parts of it when I was in my coach's office.

**13. Do you prefer a coach who likes to teach a new game by:?**

- a. using a playbook and/or handouts
- b. mapping it out on the chalk or whiteboard.
- c. Using practical skill and technical sessions.
- d. by bringing in an expert position coach to teach it.

### The VARK Questionnaire – Athletes Version Scoring Chart

Use the following scoring chart to find the VARK category that each of your answers corresponds to. Circle the letters that correspond to your answers

e.g. If you answered b and c for question 3, circle R and V in the question 3 row.

#### Scoring Chart

Question	a category	b category	c category	d category
1 V A R K	V	A	R	K
2 R V A K	R	V	A	K
3 A R V K	A	R	V	K
4 K V R	K	V	R	
5 K V R A	K	V	R	A
6 A R K V	A	R	K	V
7 V R A K	V	R	A	K
8 A V K	A	V	K	
9 K R A	K	R	A	
10 V A R K	V	A	R	K
11 K A R V	K	A	R	V
12 A R V	A	R	V	
13 R V K A	R	V	K	A

#### Calculating your scores

Count the number of each of the VARK letters you have circled to get your score for each VARK category.

Total number of Vs circled =

Total number of As circled =

Total number of Rs circled =

Total number of Ks circled =

Calculating your preferences

Use the VARK spreadsheet (which can be purchased from the [www.vark-learn.com](http://www.vark-learn.com) web site) to work out your VARK learning preferences.

<http://www.vark-learn.com/english/index.asp>

## Appendix 2 Learning Styles Questionnaire

Do you know your preferred learning style? This exercise can help you to understand how you approach new ideas.

Try to decide how each of the statements in following boxes refers to you. Write four in the box of the statement in each row (1-9) that is closest to your style. Give three to the next closest, two to the third and one to the statement that least resembles your style.

	A		B		C		D	
1	I like to get involved		I like to take my time before acting		I am particular about what I like		I like things to be useful	
2	I like to try things out		I like to analyse and break things into parts		I am open to new experiences		I like to look at all sides of the issues	
3	I like to watch		I like to follow my feelings		I like to be doing things		I like to think about things	
4	I accept people and situations to the way they are		I like to be aware of what is around me		I like to evaluate		I like to take risks	
5	I have gut feelings and hunches		I have a lot of questions		I am logical		I am hard working and get things done	
6	I like concrete things which I can see, touch and feel		I like to be active		I like to observe		I like ideas and theories	
7	I prefer learning in the here and now		I like to consider things and reflect on them		I tend to think about the future		I like to see the result of my work	
8	I have to try things for myself		I rely on my own ideas		I rely on my own observations- ideas I have seen others use		I rely on my own feelings – I seem to know what works	
9	I am quite and reserved		I am energetic and enthusiastic		I tend to reason things out		I am responsible about things	

Now work out your preferred learning style on the totals table.

Use the grid below to summarise your score on the learning inventory. Write down the scores you have given yourself beside the appropriate number, and then total each column:

Pragmatist		Reflector		Theorist		Activist	
1a		1b		2b		2a	
2c		2d		3d		3c	
3b		3a		4c		6b	
4a		6c		6d		7d	
8d		8c		8b		8a	
9b		9a		9c		9d	
Total		Total		Total		Total	

It is important to note there is no best learning style. Those who can learn in a variety of ways are able to choose the style best suited to the material in question.

## Appendix 3: SPORTS RISK ASSESSMENT

<b>Club</b>		<b>Date Completed</b>	
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<b>Activity</b>	NORMAL CLUB ACTIVITY / TOUR	<b>Aimed At</b>	COMPLETE BEGINNERS / BEGINNERS / INTERMEDIATE / ADVANCED / ALL
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<b>Club Assessor</b>		<b>Position</b>	
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Any areas that score 3 or over indicate an identified hazard

Score 1-5								
	Group	Leader(s)	Equipment	Transport	First Aid	Weather	Location	Activity
<b>1</b>	Group at appropriate competency at and above level of activity	Leaders qualified at or above appropriate level for activity	No equipment or protective clothing required	Activity on site or local, no transport requirements for participants	First Aid available. Access to emergency support. Persons qualified at appropriate level	Change in weather will have no adverse effect on the group	A managed and staffed centre catering specifically for your activity	No physical or strenuous activity (e.g. meal)
<b>2</b>	Highly experienced participants undertaking activity at a high level of performance. Participants are aware of risks involved and trained to deal with foreseeable problems	Leaders experienced in leadership role at or above level of activity	Minimal equipment or protective clothing required to undertake activity. Required for comfort or peace of mind.	Use of hired coach or public transport	First Aid not available. Access to emergency support. Persons qualified at appropriate level	Change in weather will have minimal effect on activity	A managed and staffed centre that is suitable for your activity	Light physical activity no body contact
<b>3</b>	Group with appropriate competency to attempt level of activity with suitable leadership, but not necessarily practical experience	Leaders experienced and competent as a participant at level of activity. No leadership experience at this level	Some equipment or protective clothing required by participants. No training required for use, equipment failure may cause minor injury	Local or regional movement or participants or large/heavy items using self driven vehicles	First Aid available. Access to Emergency support. No, or insufficient persons qualified at appropriate level	Change in weather could cause problems if the group is not adequately prepared with training or equipment	A managed but unstaffed centre or site suitable for your activity	Moderate physical activity with medium body contact
<b>4</b>	Group with some competency in activity. Some awareness of risks involved.	Leaders with some experience of activity but not at this level. No leadership experience	Complex, delicate or extensive equipment or protective clothing required for some or all of participants. Training on use of equipment required. Some reliance on equipment where failure may cause some injury.	National movement of participants Using self drive vehicles or including over night stay	First Aid not available. No access to Emergency support. Persons qualified at appropriate level OR First Aid not available Access to Emergency support. No, or insufficient persons qualified at appropriate level	Change in weather could rapidly lead to serious problems if the group is not adequately experienced or equipped	Unmanaged and unstaffed site or centre suitable for your activity	Strenuous physical activity high contact sport
<b>5</b>	Absolute Novices with no or little experience of the activity at any level	No experience of activity as a participant or leader	Complex, delicate or extensive equipment and/or protective clothing required for all participants. Extensive training on use of equipment required. Direct reliance on equipment, failure is likely to cause serious injury	Transportation of heavy or large items and many people, use of minibuses and trailers or traveling abroad	First Aid not available. Persons not qualified at appropriate level. With or without access to Emergency support	Change in weather could have very serious repercussions for the group	A remote location. Unmanaged and unstaffed site	Involves participants being in or around water or 2m or more off the ground

7 - 11	12 - 18	19 - 24	25 - 29	30 - 35
Low Risk	Medium Risk	High Risk	Extreme Risk	Unacceptable Risk

# HAZARD CONTROL ASSESSMENT

PLEASE COMPLETE THE FOLLOWING TABLE IN RESPECT OF EACH HAZARD YOU HAVE IDENTIFIED: USE ADDITIONAL SHEETS WHERE REQUIRED

HAZARD	RISK IDENTIFIED	WHO AFFECTED	CURRENT HAZARD CONTROL	FURTHER ACTION	RESPONSIBILITY

PLEASE ENSURE

- 1) You have met with the Head coach to discuss your club's risk
- 2) All club officers have read your code of conduct.
- 3) You have provided the club with details of your club equipment
- 4) All coaches have read your NATIONAL GOVERNING BODY CODE OF CONDUCT/PRACTICE

YOU **WILL NOT** BE PERMITTED TO CARRY OUT ANY ACTIVITIES IF YOUR CLUB HAS NOT SUBMITTED AN ADEQUATE ASSESSMENT OF RISKS INVOLVED IN YOUR ACTIVITIES.

