

1st4sport Level 3 Certificate in Coaching Judo



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Developed in partnership with the National Source Group for Judo

Qualification number: 600/4899/2
Version BDT V2 050918

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As you have registered for a qualification awarded by us, we may choose to then send you information on other qualifications or related products offered by Coachwise 1st4sport mail order catalogue.

This qualification has been developed in partnership with British Judo, and we will be sharing the information on your qualification status with them. They may wish to communicate with you on issues relating to the qualification and other similar products and services.

Privacy Notice – Your Personal Learner Record (PLR)

The Regulated Qualification Framework (RQF) and Personal Learner Record (PLR) is operated by the Skills Funding Agency (through the Learner Records Service) for Learners engaged within the RQF. The Skills Funding Agency offers a PLR service which stores information on the RQF components and qualifications you have completed. The PLR will be a lifelong record of your learning and qualifications, which will be accessible to you and to organisations where you have permitted viewing.

The PLR service supports 1st4sport and other awarding organisations in their ability to make awards of qualifications based on components awarded by other awarding organisations. The PLR service may obtain personal information that has been obtained by third parties to supplement your PLR.

All organisations that will have access to the information you provide will use your personal information in accordance with requirements of General Data Protection Regulation (GDPR). At no time will your personal information be passed to organisations for marketing or sales purposes.

For further details of how your data is shared and used by the Learner Record Service and how to change who has access to your record, please see their website at www.learningrecordsservice.org.uk

If you **wish** to receive communications from either Coachwise Ltd or British Judo, please complete and return the slip below.



1st4sport Qualifications Communication Preferences Reply Slip

Please return to: 1st4sport Qualifications, Coachwise Ltd, Chelsea Close, Off Amberley Road, Armley, Leeds LS12 4HP.

Your full name:	
Your address and Postcode:	
Your date of birth or learner number:	

Please tick this box if you wish to receive communications from 1st4sport Qualifications and Coachwise Ltd.

Please tick this box if you wish to receive communications from British Judo, with whom this qualification was developed.

Signed:		Date:	
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Contents	Page
Welcome	1
Record of Achievement	3
Assessment Plan	5
Internal Assessment Feedback and Action Plan	7
Independent Assessment Feedback and Action Plan	8
Task 1 – Codes of Conduct and Personal Coaching Philosophy	9
Task 2 – Benchmarking	19
Task 3 – Technical Analysis of Judo Techniques	31
Task 4 – Planning an Annual Coaching Programme	41
Task 5 – The Coaching Log	51
Task 6 – Nutrition and Hydration for Judo Performance	81
Task 7 – Observation of Coaching Session 1	87
Task 8 – Player Review and Action Planning	95
Task 9 – Observation of Coaching Session 2	99
Task 10 – Managing and Developing Coaching Practice	109
Reassessment Records	119

Notes:

Welcome

Welcome to the 1st4sport Level 3 Certificate in Coaching Judo Learner Portfolio. The Portfolio helps you to gather and present the appropriate evidence and supports your understanding of what the qualification is about.

The 1st4sport Level 3 Certificate in Coaching Judo is awarded by 1st4sport Qualifications and has been developed in partnership with the National Source Group for Judo. It is one of a number of coaching qualifications awarded by 1st4sport. We hope you will find studying for this qualification enjoyable and that you will choose other qualifications from 1st4sport as you progress within the vocational area of coaching.

Coaching judo, whether in an employed or voluntary capacity, is a rewarding and responsible role. The sporting community has expectations of coaches' conduct and behaviour that must be understood and supported by everybody. The *BJA Code of Conduct and Ethics for Judo Coaches* underpins the qualification and is provided with this Learner Portfolio. While you are studying for the qualification, you will be helped to understand what is expected of you as a judo coach, what the standards of behaviour are, and how you must be a role model for others.

How to Use this Learner Portfolio

The Portfolio enables you to record your details, for your tutor/assessor to confirm your progress through the qualification, and acts as a workbook for you to complete a variety of required assessed tasks. Your tutor/assessor will assess and sign off tasks as you progress. When all the assessments and tasks have been completed and the Record of Achievement page has been signed, the portfolio should be kept intact in case your tutor/assessor or a verifier needs to refer to it. Your portfolio may be verified prior to you receiving your Certificate.

If you have any questions concerning the qualification or your learning programme, please discuss them with your tutor/assessor or recognised centre.

Equal Opportunities, Complaints and Appeals Procedures

The BJA delivering will provide you with a variety of documents, including the recognised centre's:

- equal opportunities policy
- appeals procedure
- complaints procedure.

You may also be provided with a learning agreement. This document describes your rights to receive an appropriate learning programme and, if you feel you have been unfairly assessed, an opportunity to seek redress via an appeal.

If, having followed the recognised centre's appeals procedure fully, you still feel you have reason to appeal against the way your assessment was handled, you may appeal to 1st4sport. Our appeals and/or complaints procedures are available by contacting the address overleaf.

Contacting 1st4sport Qualifications

Post: 1st4sport Qualifications
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Loughborough Tech Park
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Loughborough LE11 3GE
Tel: 01509-631 670
Fax: 01509-631 680
Email: bj@britishjudo.org.uk
Website: www.britishjudo.org.uk

In Wales

Post: Welsh Judo Association
WJA Office
Sport Wales National Centre
Sophia Gardens
Cardiff CF11 9SW
Tel: 02920-334 945
Email: office@welshjudo.com
Website: www.welshjudo.com

In Scotland

Post: JudoScotland
EICA: Ratho
South Platt Hill
Ratho
Newbridge EH28 8AA
Tel: 0131-333 2981
Fax: 0131-335 3470
Email: info@judoscotland.com
Website: www.judoscotland.com

In Northern Ireland

Post: Northern Ireland Judo Federation
House of Sport
Upper Malone Road
Belfast BT9 5LA
Tel: 028-9038 3814
Fax: 028-9068 2757
Email: Available via
http://nijudo.com/?page_id=126
Website: www.nijudo.com

Information on the UK Coaching Certificate

Email: coaching@UKcoaching.org
Website: www.UKcoaching.org

Record of Achievement

Learner Details

Learner name:			
Address:			
Postcode:		Date of birth:	
Tel no:		Course/event no:	
Unique Learner Number (ULN):		1st4sport learner registration no:	

Recognised Centre Details

Centre name:			
Tutor/internal assessor(s) name(s):			
Independent assessor name:			

Achievement of Prerequisites

To be confirmed by the internal assessor.

You are required to:	Date Completed/Submitted	Internal Assessor Confirmed	Quality Assured
be at least 20 years of age			
hold a minimum BJA Grade of 1st Dan or equivalent via the BJA technical grading assimilation process			
have a minimum of two years' experience of regular judo coaching, evidenced via witness testimonies and coaching logs			
ideally hold the 1st4sport Level 2 Certificate in Coaching Judo or a BJA-recognised equivalent, such as the BJA Level 2 Coaching Award.			

Internal Assessment Summary Record of Achievement

Task Page	Unit	Task Title	Signature and Date	
			Assessor	Quality Assurer
T1 9	204, 2, 4, 5, 6, 8	Codes of Conduct and Personal Coaching Philosophy		
T2 19	1, 2, 3, 4, 5, 6	Benchmarking		
T3 31	1, 2, 3, 4, 5, 6	Technical Analysis of Judo Techniques		
T4 41	2, 3, 4, 5, 6, 7	Planning an Annual Coaching Programme		
T5 51	2, 3, 4, 6, 7	The Coaching Log		
T6 81	2, 4	Nutrition and Hydration for Judo Performance		
T7 87	204, 1, 2, 5, 6, 7, 8, 9, 10	Observation of Coaching Session 1		
T9 95	2, 8, 10, 11	Player Review and Action Planning		
T10 119	2, 10, 11	Managing and Developing Coaching Practice		

Independent Assessment Summary Record of Achievement

Learners must be able to evidence completion of the following task.

Task Page	Unit	Task Title	Signature and Date	
			Assessor	Quality Assurer
T8 99	204, 1, 2, 5, 6, 7, 8, 9, 10	Observation of Coaching Session 2		

Learner's Personal Statement

To be completed by you and confirmed by the assessor at the end of the programme of assessment

<i>I can confirm that the work contained within this Learner Portfolio and all evidence and products associated with the achievement of this qualification are my own work. I can also confirm that my assessment took place as described in the Learner Portfolio Assessment Specification.</i>			
Learner signature:		Date:	
I, the undersigned, confirm that I have checked the above to be accurate.			
Assessor signature:		Date:	

Assessment Plan *(to be completed by the assessor with the learner)* – for assessors’ use only

Assessors should use this form to detail, plan and agree assessments with you, the learner.

Learner:		Assessor:		
Date, Time and Location of Planned Assessment	Criteria to be Assessed (Units/ Elements/Learning Outcomes/ Assessment Criteria)	What is to be Assessed? (Describe the activity or process you will observe or the evidence to be produced.)	Planned Assessment Methods ¹	Date Assessment Completed
Learner signature:			Date of plan:	
Assessor signature:				

¹ O – observation; Q – questioning; P – projects; A – assignments; WT – witness testimony; S – simulations; C – case studies; and APL – accreditation of prior learning

Assessment Plan *(to be completed by the assessor with the learner)* – for assessors’ use only

Assessors should use this form to detail, plan and agree assessments with you, the learner.

Learner:		Assessor:		
Date, Time and Location of Planned Assessment	Criteria to be Assessed (Units/ Elements/Learning Outcomes/ Assessment Criteria)	What is to be Assessed? (Describe the activity or process you will observe or the evidence to be produced.)	Planned Assessment Methods ²	Date Assessment Completed
Learner signature:			Date of plan:	
Assessor signature:				

² O – observation; Q – questioning; P – projects; A – assignments; WT – witness testimony; S – simulations; C – case studies; and APL – accreditation of prior learning
Product ref. L3CCJQ LP

Internal Assessment Feedback and Action Plan

Feedback should confirm for you how well you have performed in your assessments, and the action plan should focus on areas of knowledge and competence that need to be improved.

Internal Assessor's Feedback to Learner			
Learner's Action Plan			Target Completion Date
Learner signature:			Date:
Internal assessor signature:			

Independent Assessment Feedback and Action Plan

Feedback should confirm for you how well you have performed in your assessments, and the action plan should focus on areas of knowledge and competence that need to be improved.

Independent Assessor's Feedback to Learner			
Learner's Action Plan			Target Completion Date
Learner signature		Date:	
Independent assessor signature:			

Task 1 – Codes of Conduct and Personal Coaching Philosophy

Internally Assessed Written Task

This task focuses on your approach to coaching and, if appropriate, to the judo players you work with. You need to develop a coaching philosophy that you will work by and then see how effective it is in practice within your normal coaching environment. Templates are provided to support your recording of the task. All supporting written work should be stored in your Learner Portfolio alongside the task.

The Task

- a Outline the key aspects of the codes of conduct/behaviour that you use when coaching and dealing with other members of your club.
- b Consider how insurance is important to you as a coach. Explain the requirements placed on you in terms of insurance and how you ensure you meet these.
- c Outline how your relationship with, and response to, the official in grading/competition can affect performance and results.
- d As a coach, you are likely to be exposed to confidential information about your players. Answer the questions provided about what information you might be given and how you would deal with this information appropriately.
- e Equitable coaching – think about the way you coach and how it is equitable. How do you ensure you effectively protect children from abuse, and how would you react to complaints of discrimination within your coaching sessions? Record your thoughts in the table provided.
- f Develop your coaching philosophy.
- g Examine the extent to which your coaching behaviours match your philosophy.
- h Develop an action plan detailing how you intend to improve your coaching behaviour to match your ideal coaching behaviour, making sure you record any achievements within your plan.
- i Think about the players you coach and their reasons for participating in judo. How does your coaching philosophy match/conflict with their reasons for participation?
- j Using the code of conduct and your coaching philosophy, read the scenarios provided and explain how you would respond to such a situation.
- k A sound knowledge of performance-enhancing drugs and illegal substances is essential for a coach working at this level to be able to advise and offer guidance to players should they talk to you about this issue. Answer the questions provided to show you have an adequate understanding of this area.

Coach's Code of Conduct

It is important to have a code of conduct when coaching because:
My Code of Conduct for My Judo Club When I Coach
My Code of Behaviour for Judo Players I Coach
My Code of Conduct for Support Personnel/Other Judo Coaches When I'm the Lead Coach
My Code of Conduct for Parents/Spectators of Judo Players I Coach

Insurance in Judo

What are the insurance requirements for you working as a coach in judo?

--

Officials in Judo

How do the matside rules and the coach's relationship with the official(s) impact on competition and performance?

--

Equitable Coaching

How can you ensure that your coaching sessions are equitable and meet legal and judo-specific requirements?

What are the legal and judo-specific requirements for the protection of children from abuse?

How would you respond to discriminatory behaviour within one of your coaching sessions? What procedures would you have to follow if a player wants to complain about discrimination?

Coaching Philosophy

My Coaching Philosophy		
Key Words from My Philosophy	My Desired Behaviours	My Actual Behaviours

Identified Areas of Development	Activities I Could Do to Improve	Details of Improvement Activities	Date Action Completed

Area of Coaching Philosophy	How My Coaching Philosophy Matches This and Why	How My Coaching Philosophy Conflicts With This and Why
Players		
Governing body of sport		
My club		
Wider coaching culture (eg UKCC, coaching research/developments)		
Evaluation of the above issues and how this will impact on my future coaching		

Scenarios

Based on the codes of conduct/behaviour and other improvements you have implemented at your club, explain either how your club could meet the following players' needs or where you would refer the players to if your club cannot meet their needs (providing examples of specific referral routes in your local area).

<p>A child beginner has come to your coaching session for the first time with their mother. How would you ensure both the player and parent are fully inducted into the club and that they are keen to come again?</p>	
<p>An adult beginner has come to your coaching session for the first time. They have impaired vision. How would you ensure they are fully inducted into the club and all their needs are met?</p>	
<p>A talented teenager who has just moved to the area has come along to a coaching session. It is obvious they are too advanced for your coaching sessions. What do you do to ensure the young player receives the level of coaching they need?</p>	
<p>An Asian female beginner with limited English has applied to join your judo club. You are concerned there may be a language barrier, but are keen to help her become involved. What do you do to help her?</p>	

Performance-enhancing Drugs and Illegal Substances

Where can you find out information on the status of supplements and medication in relation to legality within sport? Give at least two sources.

Identify five types of performance-enhancing drugs and illegal substances.

How can you as a coach actively discourage the use of performance-enhancing drugs and other illegal substances?

What are the judo-specific procedures for drug testing relevant to your players? How can you help to ensure players comply with the procedures that are in place?

Explain the responsibilities of the coach and the player in making checks when taking supplementation or medication.

The coach

The player

Learning Styles and the Impact on Coaching Sessions

Thinking about the Long-term Player Development (LTPD) pathway, explain how the following affect coaching programme design for adults and children:		
	Adult Programme	Child Programme
Stage of learning		
Use of activities		
Sport-specific activities		
Energy systems		
Volume and intensity		

Read the following coaching session scenarios. You must decide if the session would be more appropriate for adults or children and give reasons why. Include references to the difference in the way adults and children learn.

- Time: 45 min
Content:
- Fun warm-up with focus on speed
 - 'Kano Says' Game
 - Basic Fundamentals of tai-otoshi into kami-shiho-gatame
 - 1 min x 3 tachi-waza randori; cool-down game

- Time: 90 min
Content:
- Warm-up
 - Ukemi; uchi-komi drills
 - Uchi-mata and countered with ura-nage
 - Work on own counter to uchi-mata
 - Work on own transition from uchi-mata
 - Situational randori 5 x 3 min
 - Cool-down and stretch

- Time: 120 min
Content:
- Warm-up
 - Ukemi
 - Uchi-komi drills
 - Nage-komi drills
 - Transition drills
 - Two groups (one off, one on) 5 x 5-6 tachi-waza (with transition) randori each
 - Cool-down and stretch

- Time: 60 min
Content:
- Fun warm-up with focus on basic judo-specific movement
 - Morote-seoi-nage followed up with key hold into variation of yoko-shiho-gatame
 - 4 x 3 min tachi-waza randori
 - Body weight circuit and cool-down game

Task 2 – Benchmarking

Internally Assessed Written Task

You will need to research judo players performing at a similar level to the players you are coaching. Templates are provided to support your recording of the task. All supporting written work should be stored in your Learner Portfolio alongside the task.

- a Answer the questions over the page.
- b Identify two appropriate judo players at the level at which you coach, taking into consideration if they were to be injured or dropped out of the programme. It is important that you select the right judo players that you think will last the duration of the annual plan.
- c Determine the criteria on which you want to profile and, where possible, use existing judo benchmarking (performance standards). Determine how you will measure each criterion (eg by a specific field-based test such as the bleep test, a self-assessment measure of confidence, profile wheel, skills test/technical grading) and include a number of items in each of the following categories:
 - technical ability (eg technique, range of main techniques, counter techniques, grip, stance, entry, combinations, transitions)
 - tactical awareness (eg attack, defence, action, reaction, competition strategies)
 - physiological conditioning (eg aerobic capacity, speed, power, muscular endurance, agility, coordination, balance, core strength, flexibility, movement patterns, physiological characteristics – weight, limb length, height)
 - psychological conditioning (eg emotional control of anxiety, frustration, concentration/focus, motivation/commitment, self-confidence/esteem, reaction time, control of aggression).
- d Complete the Summary of Player Analysis template for each of the above **two players** based on the outcome of the player profile. You may find the Player Profile Analysis templates useful to consolidate the information from your players' profiles before completing the summary.

Define skill coordination	
Define motor skill learning	
Define skill acquisition	
Define skill retention	
Define transfer of skill	
What is the impact of optimal fitness and mental development as players progress through the performance levels in judo?	

Benchmarking and Performance Standards Template

Category	Selected Criteria	Benchmark	Measurement Tool
Technical Ability			
Tactical Awareness			
Physiological Conditioning			
Psychological Conditioning			

Notes:

Player Profile 1

Player name:		Club name:			
Grade:		Dates covered by the programme:			
Player level: eg competition, performance, grade					
Skills Identified	Skill Rating				
	Weak			Strong	
Technical Components					
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
Tactical Components					
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
Physical Components					
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
Psychological Conditioning					
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

Player Profile Analysis 1

Player name:		Club name:	
Grade:		Dates covered by the programme:	
Player level: eg competition, performance, grade			
Profile (Background information; eg what are their qualities, their achievements?)	Area(s) Analysed (Technical ability, tactical awareness, physiological conditioning, psychological attitude, lifestyle management)	Methods (eg direct observation, video, scouts, fitness testing)	Strengths/Areas for Development
Summary of investigation:			

Summary of Player Analysis, Profile and Goal Setting for Player 1

Player name:				Player level: eg competition, performance, grade	
Grade:				Date:	
Area No.	Strengths	Areas for Development	Key Priorities for the Annual Programme	Suggested Player Goals	
1					
2					
3					
4					
The player and learner must sign in agreement of the goal setting that has been completed.					
Player signature:				Date:	
Learner signature:				Date:	

Summary of Player Analysis, Profile and Goal Setting – Player 1 (for use in Task 8)

Player name:				Player level: eg competition, performance, grade			
Grade:				Date:			
Area No.	Area Originally Identified for Improvement	Review Date	Review of Area Identified		Future Actions		
1							
2							
3							
4							
The player and learner must sign in agreement of the evaluation of the player's improvements during the annual coaching programme.							
Player signature:						Date:	
Learner signature:						Date:	

Player Profile 2

Player name:		Club name:			
Grade:		Dates covered by the programme:			
Player level: eg competition, performance, grade					
Skills Identified	Skill Rating				
	Weak				Strong
Technical Components					
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
Tactical Components					
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
Physical Components					
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
Psychological Conditioning					
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

Player Profile Analysis 2

Player name:		Club name:	
Grade:		Dates covered by the programme:	
Player level: eg competition, performance, grade			
Profile (Background information; eg what are their qualities, their achievements?)	Area(s) Analysed (Technical ability, tactical awareness, physiological conditioning, psychological attitude, lifestyle management)	Methods (eg direct observation, video, scouts, fitness testing)	Strengths/Areas for Development
Summary of investigation:			

Summary of Player Analysis, Profile and Goal Setting for Player 2

Player name:				Player level: eg competition, performance, grade	
Grade:				Date:	
Area No.	Strengths	Areas for Development	Key Priorities for the Annual Programme	Suggested Player Goals	
1					
2					
3					
4					
The player and learner must sign in agreement of the goal setting that has been completed.					
Player signature:				Date:	
Learner signature:				Date:	

Summary of Player Analysis, Profile and Goal Setting – Player 2 (for use in Task 8)

Player name:				Player level: eg competition, performance, grade	
Grade:				Date:	
Area No.	Area Originally Identified for Improvement	Review Date	Review of Area Identified	Future Actions	
1					
2					
3					
4					
The player and learner must sign in agreement of the evaluation of the player's improvements during the annual coaching programme.					
Player signature:				Date:	
Learner signature:				Date:	

Task 3 – Technical Analysis of Judo Techniques

Internally Assessed Written Task

For this task, you need to apply your sports science knowledge to the sport-specific aspects of judo. You will need to consider judo techniques and analyse their fundamental movements, assess where your selected judo players are in relation to the 'perfect' technique and identify methods to improve their level of performance. Templates are provided to help you complete this task. All supporting written work should be stored in your Learner Portfolio alongside the task.

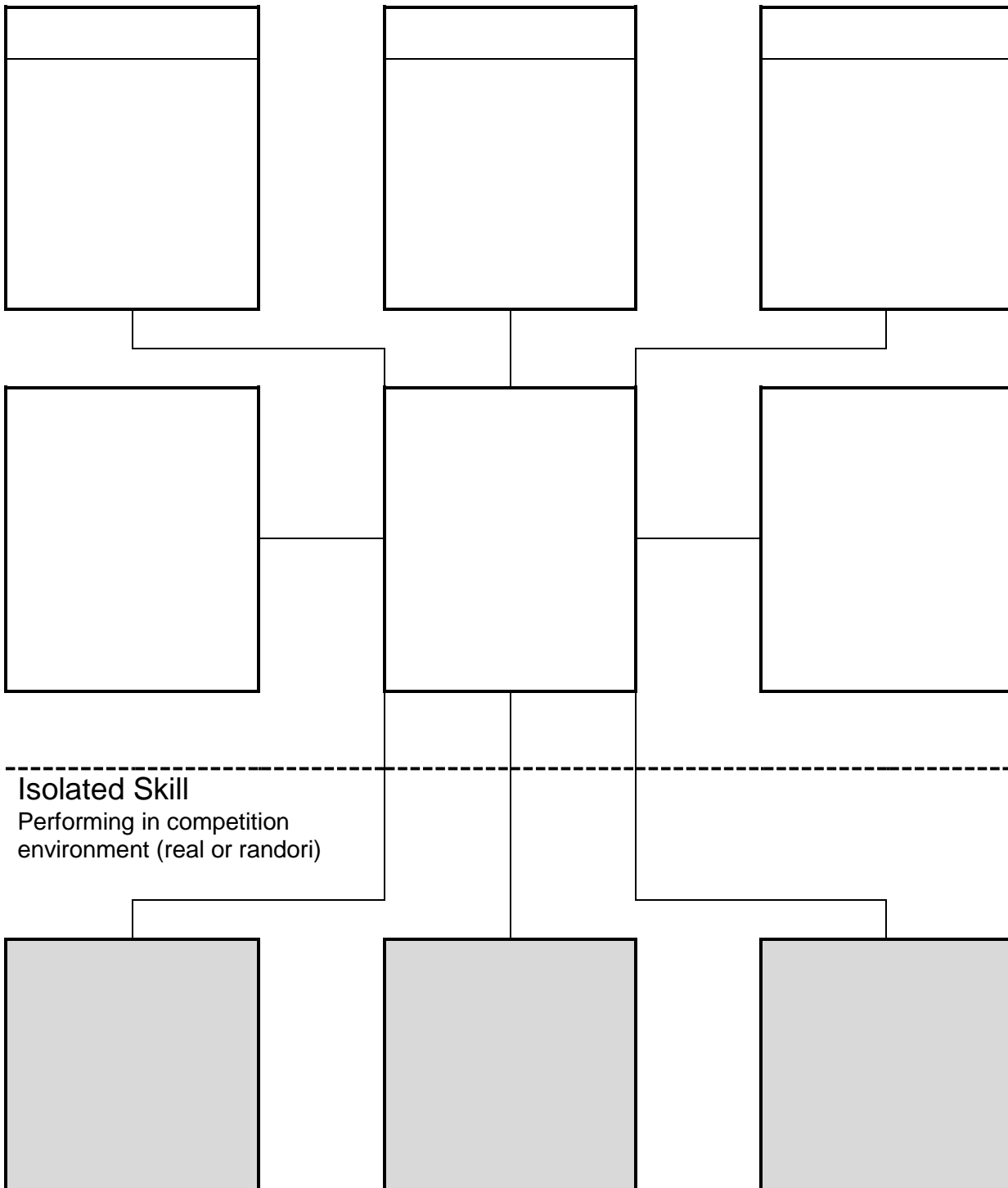
The Task

- a Pick one Tachi-Waza and one Ne-Waza technique from the relevant Grade Syllabus for each of your profiled judo players and identify the relevant coaching points for each of these techniques.
- b Complete a technical analysis of your chosen techniques for each player using the templates provided.

NB: You are encouraged to demonstrate your knowledge and application of sports science in relation to judo techniques when completing this task.

- c Identify which stage of learning your profiled judo players are at in relation to the identified techniques. Identify how you might progress your judo players through the stages of learning to develop the techniques. This should incorporate:
 - how people learn
 - fitness and training principles (eg reps, time, intensity, recovery rate)
 - practice methods (eg whole-part-whole, part-whole)
 - types of practice (eg mass distribution, competition, simulation [such as conditioned randori]).

Technical Analysis Profiling against Benchmark (for use in Task 8)
Tachi-Waza – Player 1



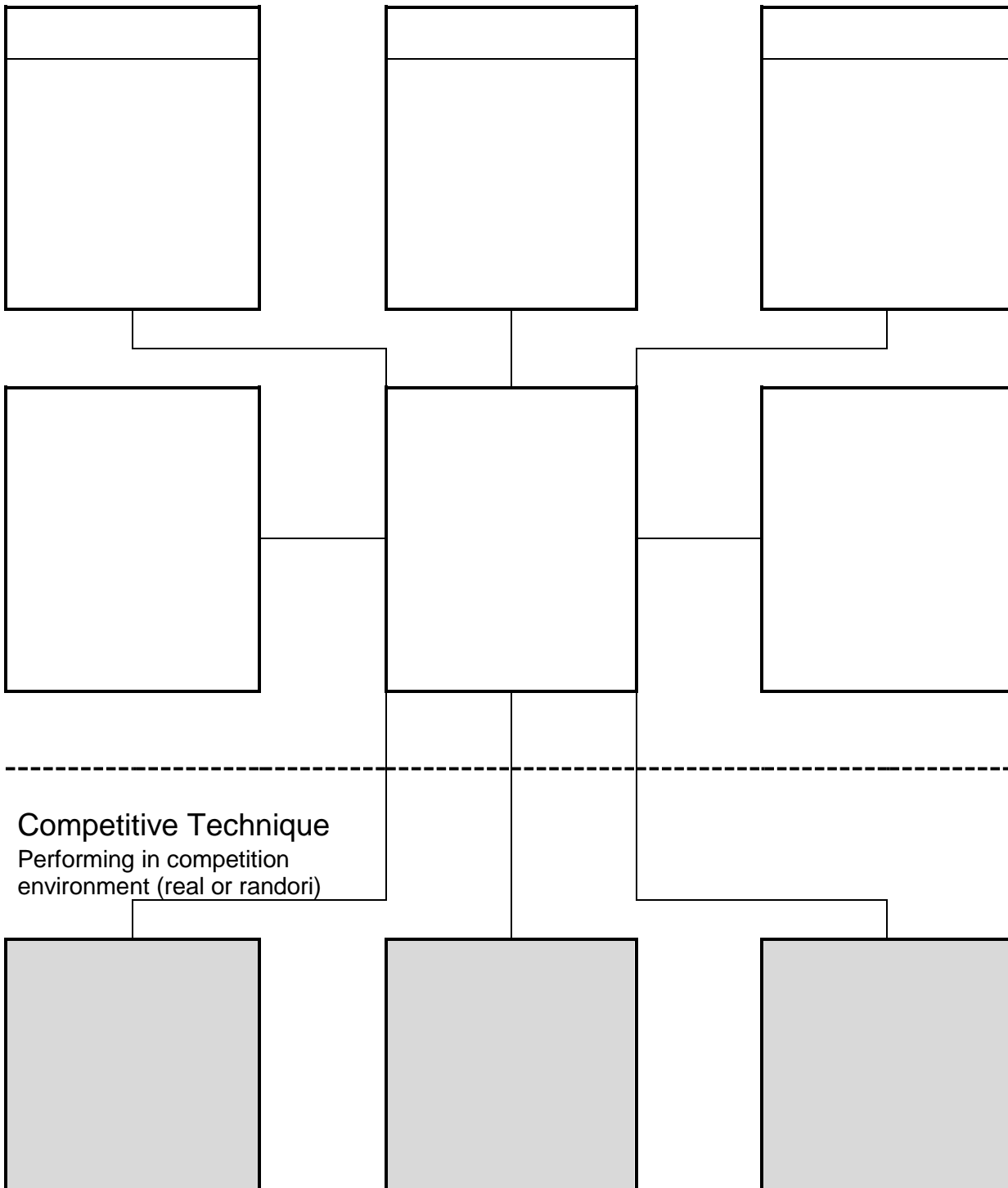
Technical Analysis – Summary of Development Needs (for use in Task 8)
 Tachi-Waza – Player 1

Technique:			
Coach observations of player (roles):			
Stage of learning and key points:			
Developing Techniques	Ideas/Skills	Practice Methods	Fitness and/or Physical Skill Requirements

Technical Analysis Profiling against Benchmark (for use in Task 8)

Ne-Waza – Player 1

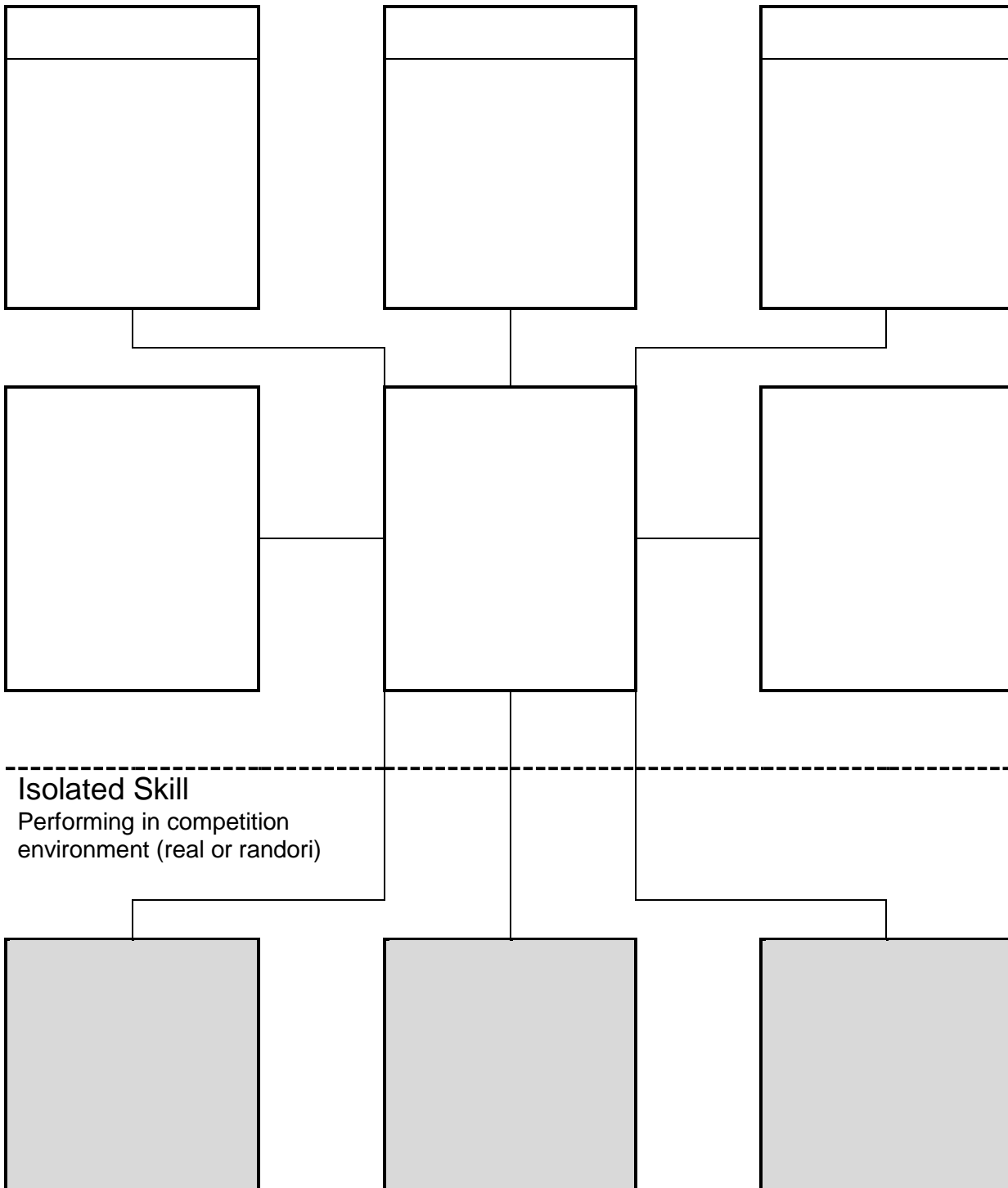
Isolated Technique



Technical Analysis – Summary of Development Needs (for use in Task 8)
 Ne-Waza – Player 1

Technique:			
Coach observations of player (roles):			
Stage of learning and key points:			
Developing Techniques	Ideas/Skills	Practice Methods	Fitness and/or Physical Skill Requirements

Technical Analysis Profiling against Benchmark (for use in Task 8)
Tachi-Waza – Player 2



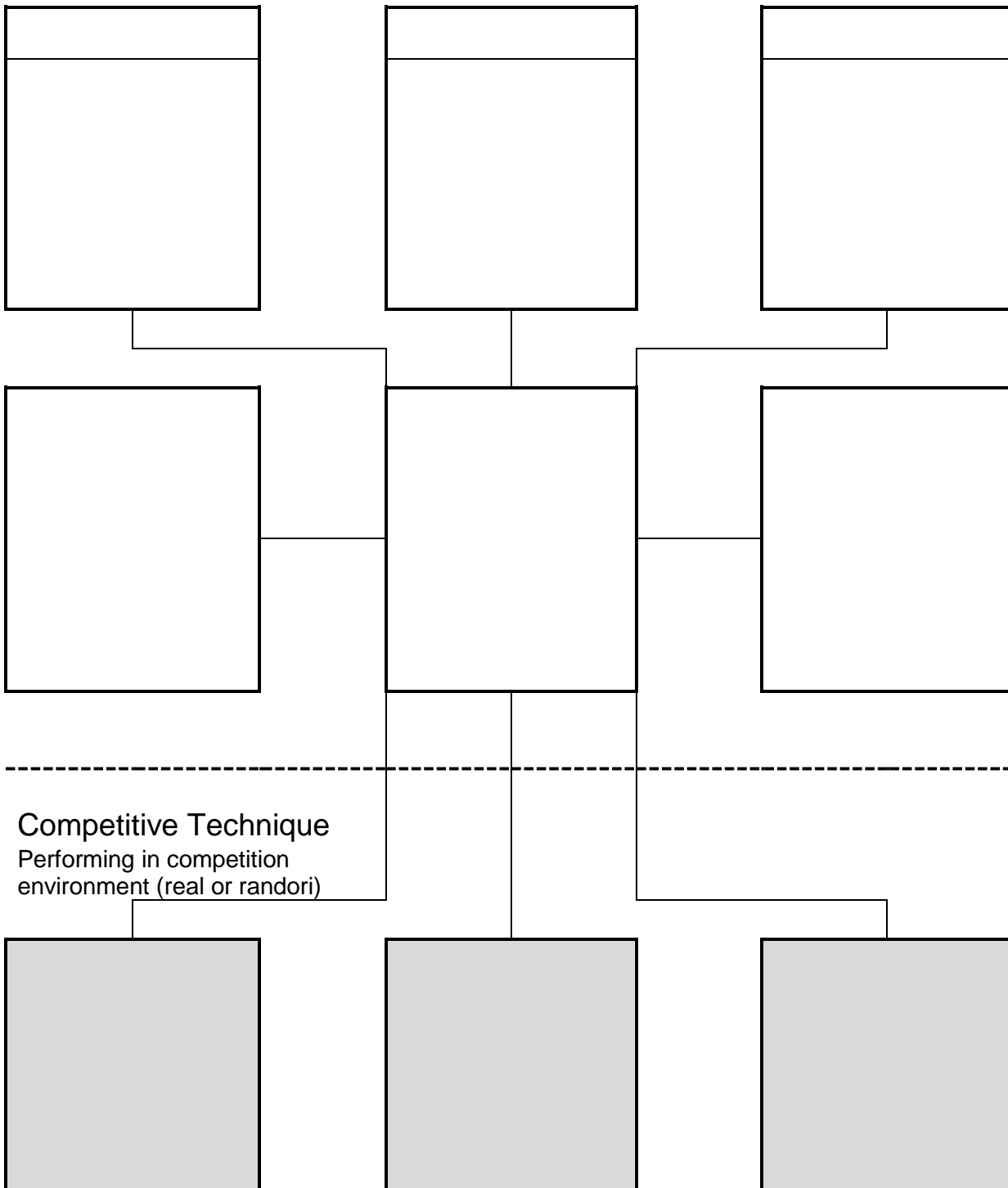
Technical Analysis – Summary of Development Needs (for use in Task 8)
 Tachi-Waza – Player 2

Technique:			
Coach observations of player (roles):			
Stage of learning and key points:			
Developing Techniques	Ideas/Skills	Practice Methods	Fitness and/or Physical Skill Requirements

Technical Analysis Profiling against Benchmark (for use in Task 8)

Ne-Waza – Player 2

Isolated Technique



Technical Analysis – Summary of Development Needs (for use in Task 8)
 Ne-Waza – Player 2

Technique:			
Coach observations of player (roles):			
Stage of learning and key points:			
Developing Techniques	Ideas/Skills	Practice Methods	Fitness and/or Physical Skill Requirements

Notes:

Task 4 – Planning an Annual Coaching Programme

Internally Assessed Written Task

You need to plan an annual coaching programme for the two players you have analysed as part of Task 2. The programme needs to incorporate their training needs, grading and/or competition commitments and any rest periods. Templates are provided to support your recording of the task. All supporting written work should be stored in your Learner Portfolio alongside the task.

The Task

- a Answer the questions over the page
- b Sit down individually with each of the players you have profiled and discuss and agree with them short-, medium- and long-term goals, and how you will evaluate progress towards them. This discussion must be clearly recorded.
- c Based on your goal setting in part a, develop an annual plan of coaching for your players you may choose to use the format example attached or there is a Microsoft Excel version on the CD ROM for your use if preferred. You will need to write a rationale behind the content and timings of the different phases of your annual planner. Your annual plan should:
 - identify the different phases and requirements within the season, including short-, medium- and long-term goals
 - identify the factors to consider when selecting the programme aims, outcomes and priorities within each training phase
 - support the players' developments relative to their needs and aspirations
 - be integrated and progressive
 - demonstrate your use of the relevant information you have collected in relation to ascertaining your participants' needs and aspirations
 - include contingency plans in case problems arise and disrupt the training schedule.
- d Attach any research you have carried out during your goal setting and development of the annual plan. This may include information on nutrition, physiological training methods, psychological training methods etc.

<p>What impact do effective questioning and listening have on your communication with players and the quality of information you gather to be able to plan programmes effectively?</p>	
<p>Explain the terms 'planning' and 'periodisation'.</p>	<p>Planning</p>
	<p>Periodisation</p>
<p>How are annual planning and/or periodisation used in relation to your players' stage of development?</p>	
<p>What different types of periodisation are there? When would these be most appropriate to use?</p>	

Summary of Player 1 Goals

	Short Term	Medium Term	Long Term	Evaluation Methods and Timings
Physical Goals				
Technical Goals				
Tactical Goals				
Psychological/ Lifestyle Goals				
Player 1 signature:				Date:
Learner signature:				Date:

Summary of Player 2 Goals

	Short Term	Medium Term	Long Term	Evaluation Methods and Timings
Physical Goals				
Technical Goals				
Tactical Goals				
Psychological/ Lifestyle Goals				
Player 1 signature:			Date:	
Learner signature:			Date:	

Annual Coaching Programme – Macrocycle (Template)

Month																					
Weeks (Dates)																					
Training Phases (Macro)																					
Meso																					
Competition																					
Intensity (1–5)																					
Peaking																					
Testing																					
Components																					
Goals																					
Planned Evaluation																					

Month																																		
Weeks (Dates)																																		
Training Phases (Macro)																																		
Meso																																		
Competition																																		
Intensity (1-5)																																		
Peaking																																		
Testing																																		
Components																																		
Goals																																		
Planned Evaluation																																		
The player and learner must sign in agreement of the annual coaching programme that has been developed.																																		
Player signature:																Date:																		
Learner signature:																Date:																		

Principles of Training and Injury Prevention

Explain how the following principles of training can be utilised to prevent/minimise the risk of injury:	
Volume	
Intensity	
Overload	
Technical/skill level	
Frequency	
Rest periods	
Specificity	
Age/general health	

Contingency Planning

While you have planned your annual coaching programme, it is possible that issues and challenges may arise that cause you to deviate from this programme. You need to be aware of potential issues that may occur and develop contingency plans in order to overcome them, should they arise.

Examples could include **injury**, school exam stress, refurbishment of facilities, availability of strength and conditioning experts and physiotherapists, and support of other coaches.

Complete the table below based on the annual coaching programme you have developed.

Identify three possible situations that may occur within the judo annual plan for each of the following factors:	
Players	
Facilities	
Support or other relevant Personnel	
Based on the issues you have identified above, what might you need to do, or be aware of, should they arise? You should ensure you include injury management in your answer.	

Rationale for the Annual Plan

Reasons I am focusing on in Phase 1 of the annual plan:
Reasons I am focusing on in Phase 2 of the annual plan:
Reasons I am focusing on in Phase 3 of the annual plan:
Reasons I am focusing on in Phase 4 of the annual plan:
Reasons I am focusing on in the grading and/or competition phase of the annual plan:

Notes:

Task 5 – The Coaching Log

Internally Assessed Written Task

Now you have planned your annual coaching programme, you need to choose a phase to deliver in your normal coaching environment that is appropriate to your two profiled judo players. You will need to plan this phase in-depth and then deliver it in your normal coaching environment. An appropriate individual should witness each session, and you should evaluate both the session content and your coaching style after every session. Templates are provided to support your recording of the task. All supporting written work should be stored in your Learner Portfolio alongside the task.

The Task

- a Answer the questions over the page
- b Produce an overview of a phase of your annual plan that covers a minimum of eight weeks. You will need to consider the aims of your sessions, including goals and personal development. An example of what to include in your overview is attached. The eight sessions must be progressive in nature and can be set at any point in the annual programme. One of the sessions can be for your final assessment.
- c Develop individual, in-depth session plans for each session within your detailed phase.
- d Complete a risk assessment for the venue where you will deliver your detailed phase.
- e Deliver each session within your normal coaching environment and record it on your coaching log. Either a participant or another coach must witness each session as it is delivered.
- f Evaluate the effectiveness of each session and record any impact they have on future sessions.

<p>What coaching techniques can you plan for to ensure you can coach a group effectively while meeting the needs of individual players? Do these techniques have any advantages or disadvantages?</p>	
<p>Why should you ensure you use modelling of training and competition (real or randori) activities within sessions?</p>	
<p>What advice will you give to your players in order to enhance recovery time between coaching sessions? Why is this important?</p>	
<p>Why is it important to give feedback to players during coaching sessions?</p>	
<p>How can performance analysis during sessions inform coaching practice?</p>	
<p>What advantages are there to self-reflection on own coaching practice following sessions?</p>	
<p>Why are objective performance evaluation methods important in coaching?</p>	


Overview of the Detailed Phase of the Annual Plan

Detailed phase being delivered:					
Summarise the overall aims and objectives of the phase of the annual plan:					
Session	The aims for the session are:	Summary of Session Content and Practices	The areas I will evaluate after this session are:	I plan to evaluate these areas in the following way:	I anticipate seeking contributions to my evaluations from the following people (give names and/or titles/roles where possible):
Example Session	Session goal <i>Perform Tai-otoshi from main grip on favoured and opposite side</i>	<i>Demonstrations Partner work Individual technical practice Main and opposite sides Conditioned randori session</i>	<i>Effectiveness of technique</i>	<i>Observation Recording of ratio of successful throws between favoured and opposite side Randori partner</i>	<i>Individual players Support coach</i>
	Personal development goal <i>Set up and stand back to practise observation strategies</i>	<i>During randori and partner work, I will stand back and practise observation/recording methods</i>	<i>Ability to observe and record while effectively coaching as required</i>	<i>Self-reflection</i>	<i>Individual players Support coach</i>
1	Session goal				
	Personal development goal				
2	Session goal				
	Personal development goal				

Session	The aims for the session are:	Summary of Session Content and Practices	The areas I will evaluate after this session are:	I plan to evaluate these areas in the following way:	I anticipate seeking contributions to my evaluations from the following people (give names and/or titles/roles where possible):
3	<i>Session goal</i>				
	<i>Personal development goal</i>				
4	<i>Session goal</i>				
	<i>Personal development goal</i>				
5	<i>Session goal</i>				
	<i>Personal development goal</i>				

Session	The aims for the session are:	Summary of Session Content and Practices	The areas I will evaluate after this session are:	I plan to evaluate these areas in the following way:	I anticipate seeking contributions to my evaluations from the following people (give names and/or titles/roles where possible):
6	<i>Session goal</i>				
	<i>Personal development goal</i>				
7	<i>Session goal</i>				
	<i>Personal development goal</i>				
8	<i>Session goal</i>				
	<i>Personal development goal</i>				

Risk Assessment Form for the Venue Utilised for the Coaching Log

Risk Assessment			
Venue:			
Date:		Time:	
Coach:		Assistant:	
Potential Hazard(s)			
Risk of Hazard(s)			
Risk Banding (Please circle)			
Low	Medium	High	
Likely Injuries			
Authority to Report any Health and Safety Risks that Arise during the Coaching Sessions to			
Actions/Control Measures			
Signature	Position	Date	

Judo Coaching Session Plan – Session 1

Learner name:					Date:	
Venue:		Session topic:		No. in group:		
Session objectives:		Session time:				
Equipment/resources required:		Ability/special needs:				
Time	Activity	Organisation	Coaching Points	Coaching Styles	Health and Safety	
	Warm-up/ <i>Ukemi</i>					
	Main session					

Time	Activity	Organisation	Coaching Points	Coaching Styles	Health and Safety
	Progressions				
	Cool-down activities				
Witness comments:					
Witness signature:				Date:	
Learner signature:				Date:	

Session Evaluation Form – Session 1

Review of the Delivery of the Session	
On reflection, was the session goal appropriate, and was the goal/objective achieved? If so, how? If not, why?	
What progress was made during the session? Describe how the players' performance improved.	
On reflection, discuss whether the planning, organisation, activities and content of the session were adequate and appropriate to the players' needs.	
What evaluation methods did you use? Summarise the key findings of these.	
Review the delivery of your session. Think about coaching methods, style, communication, timing, demonstrations and content. What was the impact of the session? What worked well and why? What might you change?	
<p>Personal action plan: What was your personal goal? What were your strengths? Which areas do you need to develop? What will you focus on next?</p>	

Judo Coaching Session Plan – Session 2

Learner name:			Date:		
Venue:		Session topic:		No. in group:	
Session objectives:		Session time:			
Equipment/resources required:		Ability/special needs:			
Time	Activity	Organisation	Coaching Points	Coaching Styles	Health and Safety
	Warm-up/ <i>Ukemi</i>				
	Main session				

Time	Activity	Organisation	Coaching Points	Coaching Styles	Health and Safety
	Progressions				
	Cool-down activities				
Witness comments:					
Witness signature:				Date:	
Learner signature:				Date:	

Session Evaluation Form – Session 2

Review of the Delivery of the Session	
On reflection, was the session goal appropriate, and was the goal/objective achieved? If so, how? If not, why?	
What progress was made during the session? Describe how the players' performance improved.	
On reflection, discuss whether the planning, organisation, activities and content of the session were adequate and appropriate to the players' needs.	
What evaluation methods did you use? Summarise the key findings of these.	
Review the delivery of your session. Think about coaching methods, style, communication, timing, demonstrations and content. What was the impact of the session? What worked well and why? What might you change?	
<p>Personal action plan: What was your personal goal? What were your strengths? Which areas do you need to develop? What will you focus on next?</p>	

Judo Coaching Session Plan – Session 3

Learner name:					Date:	
Venue:		Session topic:		No. in group:		
Session objectives:		Session time:				
Equipment/ resources required:		Ability/ special needs:				
Time	Activity	Organisation	Coaching Points	Coaching Styles	Health and Safety	
	Warm-up/ <i>Ukemi</i>					
	Main session					

Time	Activity	Organisation	Coaching Points	Coaching Styles	Health and Safety
	Progressions				
	Cool-down activities				
Witness comments:					
Witness signature:				Date:	
Learner signature:				Date:	

Session Evaluation Form – Session 3

Review of the Delivery of the Session	
On reflection, was the session goal appropriate, and was the goal/objective achieved? If so, how? If not, why?	
What progress was made during the session? Describe how the players' performance improved.	
On reflection, discuss whether the planning, organisation, activities and content of the session were adequate and appropriate to the players' needs.	
What evaluation methods did you use? Summarise the key findings of these.	
Review the delivery of your session. Think about coaching methods, style, communication, timing, demonstrations and content. What was the impact of the session? What worked well and why? What might you change?	
<p>Personal action plan: What was your personal goal? What were your strengths? Which areas do you need to develop? What will you focus on next?</p>	

Judo Coaching Session Plan – Session 4

Learner name:					Date:	
Venue:		Session topic:		No. in group:		
Session objectives:		Session time:				
Equipment/ resources required:		Ability/ special needs:				
Time	Activity	Organisation	Coaching Points	Coaching Styles	Health and Safety	
	Warm-up/ <i>Ukemi</i>					
	Main session					

Time	Activity	Organisation	Coaching Points	Coaching Styles	Health and Safety
	Progressions				
	Cool-down activities				
Witness comments:					
Witness signature:				Date:	
Learner signature:				Date:	

Session Evaluation Form – Session 4

Review of the Delivery of the Session	
On reflection, was the session goal appropriate, and was the goal/objective achieved? If so, how? If not, why?	
What progress was made during the session? Describe how the players' performance improved.	
On reflection, discuss whether the planning, organisation, activities and content of the session were adequate and appropriate to the players' needs.	
What evaluation methods did you use? Summarise the key findings of these.	
Review the delivery of your session. Think about coaching methods, style, communication, timing, demonstrations and content. What was the impact of the session? What worked well and why? What might you change?	
<p>Personal action plan: What was your personal goal? What were your strengths? Which areas do you need to develop? What will you focus on next?</p>	

Judo Coaching Session Plan – Session 5

Learner name:					Date:	
Venue:		Session topic:		No. in group:		
Session objectives:		Session time:				
Equipment/ resources required:		Ability/ special needs:				
Time	Activity	Organisation	Coaching Points	Coaching Styles	Health and Safety	
	Warm-up/ <i>Ukemi</i>					
	Main session					

Time	Activity	Organisation	Coaching Points	Coaching Styles	Health and Safety
	Progressions				
	Cool-down activities				
Witness comments:					
Witness signature:				Date:	
Learner signature:				Date:	

Session Evaluation Form – Session 5

Review of the Delivery of the Session	
On reflection, was the session goal appropriate, and was the goal/objective achieved? If so, how? If not, why?	
What progress was made during the session? Describe how the players' performance improved.	
On reflection, discuss whether the planning, organisation, activities and content of the session were adequate and appropriate to the players' needs.	
What evaluation methods did you use? Summarise the key findings of these.	
Review the delivery of your session. Think about coaching methods, style, communication, timing, demonstrations and content. What was the impact of the session? What worked well and why? What might you change?	
<p>Personal action plan: What was your personal goal? What were your strengths? Which areas do you need to develop? What will you focus on next?</p>	

Judo Coaching Session Plan – Session 6

Learner name:					Date:	
Venue:		Session topic:		No. in group:		
Session objectives:		Session time:				
Equipment/ resources required:		Ability/ special needs:				
Time	Activity	Organisation	Coaching Points	Coaching Styles	Health and Safety	
	Warm-up/ <i>Ukemi</i>					
	Main session					

Time	Activity	Organisation	Coaching Points	Coaching Styles	Health and Safety
	Progressions				
	Cool-down activities				
Witness comments:					
Witness signature:				Date:	
Learner signature:				Date:	

Session Evaluation Form – Session 6

Review of the Delivery of the Session	
On reflection, was the session goal appropriate, and was the goal/objective achieved? If so, how? If not, why?	
What progress was made during the session? Describe how the players' performance improved.	
On reflection, discuss whether the planning, organisation, activities and content of the session were adequate and appropriate to the players' needs.	
What evaluation methods did you use? Summarise the key findings of these.	
Review the delivery of your session. Think about coaching methods, style, communication, timing, demonstrations and content. What was the impact of the session? What worked well and why? What might you change?	
<p>Personal action plan: What was your personal goal? What were your strengths? Which areas do you need to develop? What will you focus on next?</p>	

Judo Coaching Session Plan – Session 7

Learner name:					Date:	
Venue:		Session topic:		No. in group:		
Session objectives:		Session time:				
Equipment/ resources required:		Ability/ special needs:				
Time	Activity	Organisation	Coaching Points	Coaching Styles	Health and Safety	
	Warm-up/ <i>Ukemi</i>					
	Main session					

Time	Activity	Organisation	Coaching Points	Coaching Styles	Health and Safety
	Progressions				
	Cool-down activities				
Witness comments:					
Witness signature:				Date:	
Learner signature:				Date:	

Session Evaluation Form – Session 7

Review of the Delivery of the Session	
On reflection, was the session goal appropriate, and was the goal/objective achieved? If so, how? If not, why?	
What progress was made during the session? Describe how the players' performance improved.	
On reflection, discuss whether the planning, organisation, activities and content of the session were adequate and appropriate to the players' needs.	
What evaluation methods did you use? Summarise the key findings of these.	
Review the delivery of your session. Think about coaching methods, style, communication, timing, demonstrations and content. What was the impact of the session? What worked well and why? What might you change?	
<p>Personal action plan: What was your personal goal? What were your strengths? Which areas do you need to develop? What will you focus on next?</p>	

Judo Coaching Session Plan – Session 8

Learner name:			Date:		
Venue:		Session topic:		No. in group:	
Session objectives:		Session time:			
Equipment/resources required:		Ability/special needs:			
Time	Activity	Organisation	Coaching Points	Coaching Styles	Health and Safety
	Warm-up/ <i>Ukemi</i>				
	Main session				

Time	Activity	Organisation	Coaching Points	Coaching Styles	Health and Safety
	Progressions				
	Cool-down activities				
Witness comments:					
Witness signature:				Date:	
Learner signature:				Date:	

Session Evaluation Form – Session 8

Review of the Delivery of the Session	
On reflection, was the session goal appropriate, and was the goal/objective achieved? If so, how? If not, why?	
What progress was made during the session? Describe how the players' performance improved.	
On reflection, discuss whether the planning, organisation, activities and content of the session were adequate and appropriate to the players' needs.	
What evaluation methods did you use? Summarise the key findings of these.	
Review the delivery of your session. Think about coaching methods, style, communication, timing, demonstrations and content. What was the impact of the session? What worked well and why? What might you change?	
Personal action plan: What was your personal goal? What were your strengths? Which areas do you need to develop? What will you focus on next?	

Task 6 – Nutrition and Hydration for Judo Performance

Internally Assessed Written Task

This task is looking at how you can best advise your judo players on how to fuel most effectively for participation in the sport of judo. Templates are provided to support your recording of the task. All supporting written work should be stored in your Learner Portfolio alongside the task.

The Task

- a Complete the table on food groups and nutritional intake.
- b Research the effects of dehydration on performance and answer the questions provided.
- c In a sport such as judo, weight management is very important, and it is crucial that you, as a coach, are giving the right information to your players. Answer the questions provided around the impact of players' weight management and how the sharing of responsibilities between player and coach can be facilitated.

NB additional space is provided if you require it for any of your answers.

Notes:

Nutrition, Hydration and the Judo Player

Food Group	Description of Group	Recommended Percentage in the Daily Diet of a Judo Player	When is the most beneficial time to consume these during a normal judo training regime?	When is the most beneficial time to consume these during judo competition?
Complex carbohydrates				
Simple carbohydrates				

Food Group	Description of Group	Recommended Percentage in the Daily Diet of a Judo Player	When is the most beneficial time to consume these during a normal judo training regime?	When is the most beneficial time to consume these during judo competition?
Proteins				
Fats				
Vitamins and minerals				

How do energy intake and energy expenditure affect sports performance?

How does a player's hydration level affect performance?

At what level of dehydration do performance levels starts to decrease?

How can you advise players to ensure they are optimally hydrated for both training and competition?

Describe two weight-management strategies common in judo.

What are the potential effects of these strategies on players' health and/or performance?

How can you work with your players to encourage good weight management?

Task 7 – Observation of Coaching Session 1

Internally Assessed Practical Task

For this task, you are required to deliver a coaching session that will be observed by your internal assessor. The coaching session must last a minimum of 45 minutes. Throughout the session, you must ensure the coaching environment is safe for the group you are working with. The session may be delivered in your normal coaching environment, and you will be observed directly by your internal assessor. Your internal assessor should brief you on what is expected of you before your assessed coaching session begins, either on the course or, ideally, within the coaching assessment environment. Templates are provided to support your recording of the task. All supporting written work should be stored in your Learner Portfolio alongside the task.

The Task

- a Produce a detailed session plan for the coaching session you are about to deliver that is suitable for the participants' level of ability and is a minimum of 45 minutes long. The content of the session plan must be different to the eight session plans produced for your coaching log.
- b Complete a risk assessment for the environment where the internally assessed coaching session is to be delivered.
- c Deliver the coaching session. The session should last for a minimum of 45 minutes. The internal assessor will be using the Observed Coaching Assessment 1 criteria within this Learner Portfolio.
- d Evaluate your session using feedback from participants and others as appropriate.
- e Develop an action plan for your future development as a coach, based on your session evaluation.

Notes:

Judo Coaching Session Plan – Internally Assessed Observed Practical Session 1

Learner name:					Date:	
Venue:		Session topic:		No. in group:		
Session objectives:		Session time:				
Equipment/ resources required:		Ability/ special needs:				
Time	Activity	Organisation	Coaching Points	Coaching Styles	Health and Safety	
	Warm-up/ <i>Ukemi</i>					
	Main session					

Time	Activity	Organisation	Coaching Points	Coaching Styles	Health and Safety
	Progressions				
	Cool-down activities				
Witness comments:					
Witness signature:				Date:	
Learner signature:				Date:	

Observed Coaching Session 1 Risk Assessment Form (Internally Assessed)

Risk Assessment			
Venue:			
Date:		Time:	
Coach:		Assistant:	
Potential Hazard(s)			
Risk of Hazard(s)			
Risk Banding (Please Tick)			
Low	Medium	High	
Likely Injuries			
Actions/Control Measures			
Signature	Position	Date	

Observed Coaching Session 1 Self-evaluation Form (Internally Assessed)

To be completed by the learner after gathering feedback from players at the end of the observed coaching session

Learner name:		Venue:		Assessment number:	
Assessor name:		Date:		Children/Adults (delete as appropriate)	



Review of the Delivery of the Session	
On reflection, was the session goal appropriate, and was the goal/objective achieved? If so, how? If not, why?	
What progress was made during the session? Describe how the players' performance improved.	
On reflection, discuss whether the planning, organisation, activities and content of the session were adequate and appropriate to the players' needs.	
What evaluation methods did you use? Summarise the key findings of these.	
Review the delivery of your session. Think about coaching methods, style, communication, timing, demonstrations and content. What was the impact of the session? What worked well and why? What might you change?	
Personal action plan: What was your personal goal? What were your strengths? Which areas do you need to develop? What will you focus on next?	

Observed Coaching Assessment 1 Criteria (For Internal Assessor Use Only)

Learner:		Session Content:				
Assessor:						
Date:						
Target Group:						
<i>Evidence to show the learner has:</i>		Comments				
A. Planning and Organisation						
1	Produced appropriate session plan for the group – including warm-up and cool-down.					
2	Organised facilities and equipment for the coaching activity.					
3	Completed all safety checks.					
B. Conducting the Coaching Session						
1	Welcomed the participants and checked dress and equipment. (Tutor/learners well presented?)					
2	Outlined the objectives, rules and safety considerations.					
3	Provided clear and accurate demonstrations (include coaching styles)					
4	Provided feedback to participants on performance.					
5	Communicated in an appropriate manner to the group.					
6	Checked learning through questioning (open/closed).					
7	Communicated and maintained control of the group, ensuring safety.					
8	Concluded the session with a summary, questioning and showed an understanding of the need to cool down.					
9	Demonstrated effective time management.					
10	Abided by the code of conduct.					
C. Technical/Tactical Competence						
1	Provided technically sound information/advice to participants.					
2	Demonstrated appropriate coaching points within a session.					
3	Developed skills in a progressive way.					
4	Selected and modified session content and games situation to enhance learning.					
Learner's Signature:			Date:			
Internal Assessor's Signature:			Date:			
Results:	Section A	(✓/X)	Section B	(✓/X)	Section C	(✓/X)
	Competent		Competent		Competent	
	Not Yet Competent		Not Yet Competent		Not Yet Competent	

Observed Coaching Session 1 Action Planning Form (Internally Assessed) (this is to be completed after the session)

Using the action plan template below, and having completed your self-evaluation form, build an action plan from your own critical analysis of your coaching session.

Selected Goal(s)	Specific Actions	What Barriers Exist?	How Can I Overcome Barriers?	Support Needed	How Will I Know I Have Succeeded?
Learner signature:					
Internal assessor signature:					
Internal QA'd signature (if seen):					
Tutor signature (as discussed during off-course one-to-one tutorial):					

Task 8 – Player Review and Action Planning

Internally Assessed Written Task

For this task, you are required to complete a record of improvement and action plans for the two players coached. You must then carry out an overall evaluation of the annual coaching programme you have developed and delivered. For this evaluation, you need to think about the effectiveness of the programme, your skills as a coach and the effectiveness of support staff and others who have been involved in the delivery of the programme. Templates are provided to support your recording of the task, or you may choose to develop your own. All supporting written work should be stored in your Learner Portfolio alongside the task.

The Task

- a Complete a record of improvement for the two players you have coached to record any developments in the areas identified in the performance profile carried out in Task 2.
- b Produce a record of participant performance and/or development reviews, and associated action plans for the two players above.
- c Complete and record an overall review and evaluation of the annual coaching programme, including evidence to demonstrate the effectiveness of the coaching programme. Your evaluation should include the range of methods used and the people involved in the review, together with any agreed modifications to the coaching programme.
- d Produce a summary of the performance and contributions of other people involved in the delivery of your coaching programme and produce an action plan for their further involvement or development in support of the programme. A template is provided to guide you.

Notes:

Programme Evaluation

Use the template below to record your evaluation of the annual coaching programme. How will what you have learnt affect the future content of the coaching programme?

Areas for Consideration	Summarise the Strengths and Weaknesses of the Annual Coaching Programme	Things to Take Forward/Do Differently
Programme and session organisation		
Setting goals: programme and players		
Programme content		
Communication, coaching styles, delivery methods and player:coach relationships		

Areas for Consideration	Summarise the Strengths and Weaknesses of the Annual Coaching Programme	Things to Take Forward/Do Differently
Player development: technical/tactical		
Player development: physiological/ psychological		
Evolution of coaching philosophy		
Ability to evaluate effectively		
Support personnel/ other coaches		

Task 9 – Observation of Coaching Session 2

Independently Assessed Practical Task

For this task, you are required to deliver a coaching session that will be observed by your independent assessor. The coaching session must last a minimum of 45 minutes. Throughout the session, you must ensure the coaching environment is safe for both players and support staff. The session may be delivered in your normal coaching environment, and you will be observed directly by your independent assessor. Your independent assessor should brief you on what is expected of you before your assessed coaching session begins, either on the course or, ideally, within the coaching assessment environment. Templates are provided to support your recording of the task. All supporting written work should be stored in your Learner Portfolio alongside the task.

The Task

- a Produce a detailed session plan for the coaching session you are about to deliver that is suitable for the participants' level of ability and is a minimum of 45 minutes long. The content of the session plan may be one of the eight session plans produced for your coaching log.
- b Complete a risk assessment for the environment where the independently assessed coaching session is to be delivered.
- c Deliver the coaching session. The session should last for a minimum of 45 minutes. The independent assessor will be using the Observed Coaching Assessment 2 Criteria
- d Evaluate your session using feedback from participants and others as appropriate.
- e Develop an action plan for your future development as a coach based on your session evaluation.

Notes:

Judo Coaching Session Plan – Independently Assessed Observed Practical Session 2

Learner name:					Date:	
Venue:		Session topic:		No. in group:		
Session objectives:		Session time:				
Equipment/resources required:		Ability/special needs:				
Time	Activity	Organisation	Coaching Points	Coaching Styles	Health and Safety	
	Warm-up/ <i>Ukemi</i>					
	Main session					

Time	Activity	Organisation	Coaching Points	Coaching Styles	Health and Safety
	Progressions				
	Cool-down activities				
Witness comments:					
Witness signature:				Date:	
Learner signature:				Date:	

Observed Coaching Session 2 Risk Assessment Form (Independently Assessed)

Risk Assessment		
Venue:		
Date:		Time:
Coach:		Assistant:
Potential Hazard(s)		
Risk of Hazard(s)		
Risk Banding (Please circle)		
Low	Medium	High
Likely Injuries		
Actions/Control Measures		
Signature	Position	Date

Observed Coaching Session 2 Self-evaluation Form (Independently Assessed)

To be completed by the learner after gathering feedback from players at the end of the observed coaching session

Learner name:		Venue:		Assessment number:	
Assessor name:		Date:		Children/Adults (delete as appropriate)	

Review of the Delivery of the Session	
On reflection, was the session goal appropriate, and was the goal/objective achieved? If so, how? If not, why?	
What progress was made during the session? Describe how the players' performance improved.	
On reflection, discuss whether the planning, organisation, activities and content of the session were adequate and appropriate to the players' needs.	
What evaluation methods did you use? Summarise the key findings of these.	
Review the delivery of your session. Think about coaching methods, style, communication, timing, demonstrations and content. What was the impact of the session? What worked well and why? What might you change?	
Personal action plan: What was your personal goal? What were your strengths? Which areas do you need to develop? What will you focus on next?	

Observed Coaching Session 2 Action Planning Form (Independently Assessed)

Using the action plan template below, and having completed your self-evaluation form, build an action plan from your own critical analysis of your coaching session.

Selected Goal(s)	Specific Actions	What Barriers Exist?	How Can I Overcome Barriers?	Support Needed	How Will I Know I Have Succeeded?
Learner signature:					Date:
Independent assessor signature:					
Internal verifier signature (if seen):					
Tutor signature (as discussed during off-course one-to-one tutorial):					

Notes:

Observed Coaching Assessment 2 Criteria (For Independent Assessor Use Only)

Learner:		Session Content:				
Assessor:						
Date:						
Target Group:						
<i>Evidence to show the learner has:</i>		Comments				
A. Planning and Organisation						
4	Produced appropriate session plan for the group – including warm-up and cool-down.					
5	Organised facilities and equipment for the coaching activity.					
6	Completed all safety checks.					
B. Conducting the Coaching Session						
11	Welcomed the participants and checked dress and equipment. (Tutor/learners well presented?)					
12	Outlined the objectives, rules and safety considerations.					
13	Provided clear and accurate demonstrations (include coaching styles)					
14	Provided feedback to participants on performance.					
15	Communicated in an appropriate manner to the group.					
16	Checked learning through questioning (open/closed).					
17	Communicated and maintained control of the group, ensuring safety.					
18	Concluded the session with a summary, questioning and showed an understanding of the need to cool down.					
19	Demonstrated effective time management.					
20	Abided by the code of conduct.					
C. Technical/Tactical Competence						
5	Provided technically sound information/advice to participants.					
6	Demonstrated appropriate coaching points within a session.					
7	Developed skills in a progressive way.					
8	Selected and modified session content and games situation to enhance learning.					
Learner's Signature:			Date:			
Independent Assessor's Signature:			Date:			
Results:	Section A	(✓/X)	Section B	(✓/X)	Section C	(✓/X)
	Competent		Competent		Competent	
	Not Yet Competent		Not Yet Competent		Not Yet Competent	

Notes:

Task 10 – Managing and Developing Coaching Practice

Internally Assessed Written Task

Continuous professional development (CPD) is important to coaches. This task focuses on CPD you have already completed and identifies potential for future development for both yourself and other support staff you work with regularly. Templates are provided to support your recording of the task, or you may choose to develop your own. All supporting written work should be stored in your Learner Portfolio alongside the task.

The Task

- a Describe in the table over the page how you have completed CPD during the last two years, relevant to the 1st4sport Level 3 Certificate in Coaching Judo, and demonstrate how you have used information from your CPD portfolio to improve/enhance your coaching practice.
- b Complete the Personal Evaluation and Action Plan Template to record an analysis of your own coaching practice, identifying your strengths, weaknesses and areas for professional development.
- c Complete the Evaluation of the Performance of Others template to provide evidence of an agreed action plan to develop the coaching practice of one of the coaches or members of support personnel who were regularly involved in your annual coaching programme. Give some advice and guidance to support their progress.

Notes:

CPD Over Past Two Years and Relevance to the 1st4sport Level 3 Certificate in Coaching Judo

(This form may be photocopied if required.) You may insert copies of CPD certificates you have achieved, without entering these events in the template below.

CPD Content	Date/Time Frame	Relevance to the 1st4sport Level 3 Certificate in Coaching Judo

Personal Evaluation and Action Plan Template

Use the template below to record evaluation of your performance and create an action plan for your further development.

Areas for Consideration	Summarise Your Strengths and Weaknesses	Personal Action Plan
Coaching programme cycle and session planning		
Session content and construction		
Coaching styles		
Player:coach relationship and communication		
Player development aligned to all player capacities		
Ability to reflect and evaluate effectively		

Evaluation of the Performance of Others

Use the template below to record your evaluation of another coach or member of support personnel involved in the delivery of your annual coaching programme, and create an action plan for their future development. Please add any other areas you are planning to action with the coach.

Person being evaluated:		Role:		Date:	
Areas for Consideration	Summarise the Strengths and Weaknesses		Action Plan		
Contribution to annual coaching programme and impact on players					
Relationship building and communication with players/other club members					
Coaching development					
<i>Other area 1 (if applicable)</i>					
<i>Other area 2 (if applicable)</i>					

Notes:

Reassessment Record 1

If you are required to be reassessed for any aspect of the 1st4sport Level 3 Certificate in Coaching Judo and, in particular, the practical coaching element (Tasks 7 and 8), you will be required to present your logbook to the tutor/assessor conducting your reassessment and evidence that you have successfully completed all the internal assessment components of the qualification.

If you have successfully completed a reassessment, you can only claim certification through the recognised centre that originally registered you for the qualification. The following reassessment record should be completed at all reassessments.

Learner name:			
Assessor name:			
Reassessment date:		Venue:	
Task reassessed:		Outcome:	<i>Competent/Not yet competent (Delete one)</i>
Assessor's Feedback to Learner			
Learner's Action Plan			
Learner signature:			Date:
Assessor signature:			

Reassessment Record 2

If you are required to be reassessed for any aspect of the 1st4sport Level 3 Certificate in Coaching Judo and, in particular, the practical coaching element (Tasks 7 and 8), you will be required to present your logbook to the tutor/assessor conducting your reassessment and evidence that you have successfully completed all the internal assessment components of the qualification.

If you have successfully completed a reassessment, you can only claim certification through the recognised centre that originally registered you for the qualification. The following reassessment record should be completed at all reassessments.

Learner name:			
Assessor name:			
Reassessment date:		Venue:	
Task reassessed:		Outcome:	<i>Competent/Not yet competent (Delete one)</i>
Assessor's Feedback to Learner			
Learner's Action Plan			
Learner signature:		Date:	
Assessor signature:			