

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Physical Education, Sport & Exercise Science, Outdoor Adventure Education		
Module:	Coaching Pedagogy		
Module code:	BMSS6001	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Dylan Blain	Internal Verifier:	Mara Mata
Assignment Title:	Assessment 1 – Portfolio	Word count (or equivalent):	3000
Submission deadline:	2 nd April 2021	Return date of provisional marks & written feedback:	2 nd May 2021
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

Upon the successful completion of this module, the student should be able to:

- apply observational skills to evaluate human performance in selected sporting contexts.
- apply appropriate pedagogical and sport psychology theory to the planning and delivery of a sports coaching session.
- critically appraise complex coaching principles and practices, using personal research and reflection.

TASK DESCRIPTION

Coaching portfolio:

You have been approached by a team/participant (from a sport/activity of your choice) for assistance with improving their performance in a specific sport/activity over a period of three coaching sessions.

For your chosen sport/activity, plan a portfolio of three progressive coaching sessions that could be delivered to participant(s) of your choice. Use current research to justify the decisions made in the planning process. Please include the following:

- A profile of the participant(s) including details such as: age, number in group, previous experience/ability, frequency of coaching sessions, etc.
- Three detailed coaching plans (~1000 words).
- A rationale for the design of the sessions, using evidence from research to support the decisions made in the planning process (~2000 words).

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	25	
2. Knowledge and Understanding Skills	25	
3. Cognitive and Intellectual Skills	15	
4. Practical Application Skills	25	
5. Transferable Skills for Life and Professional Practice	10	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)

Late Submission Penalties (tick if appropriate)

Up to 1 week late (40% Max)

Over 1 week late (0%)

%

Swimming (Front Crawl)

Front Crawl training for standard level Triathletes.

Group No. 4

Experience – 5 years

Background information on Clients

Coaching recreational triathletes who already have the basic understanding and knowledge of the swimming section of the event (as well as the rules of the event). The triathlon coach has the further knowledge of how to improve the athlete's technique to be able to improve the triathletes overall time and swimming time (Etxebarria et al., 2019). Rather than concentrating on improving fitness, having the correct technique may show greater improvement in speed and efficiency whilst using less energy within the swim section of the event (Coste et al., 2020). Using a swimming pool will help the triathlete's gain better understanding when trying to correct unhealthy habits when swimming and correct them as the session goes on. This will also be easier to teach by being the side of the pool rather than open water training. Using swimming aids/ equipment will help improve the client's technique as this will force the athlete to get into the correct position when swimming front crawl.

Session Plan 1		Duration (hours): 1-2
Number of athletes: 4		
Age: Adult (16+)		
Learning Outcomes: By the end of the session you will be able to - To be able to be efficient in the pull phase of the swimming stroke - To be able to be efficient in the catch phase of the swimming stroke		
Lesson Structure		
Activity Sequence	Activities	Points to Remember
Warm-Up/Introduction 4 x 50m as: easy front crawl (FC); with 10secs rest between intervals (RI)4 x 50m as: choice of kick, no float (focus on good body position); 10secs RI 4 x 50, as: descend 1-4 with the fastest above race-pace/eff 15secs RI	Kit Swimsuit, hat, goggles, drink, paddles, pool clock	When breathing, roll the head sideways but keep the lowest eye in the water and only just break the surface with enough mouth space to breathe.
Main Session 8 x 50m as: steady FC, 4 with paddles, 4 without – aim for the same time; 15secs RI 50m easy backstroke 4 x 100m as: steady FC, 2 with paddles, 2 without – aim for the same pace; 15secs RI 50m easy backstroke 2 x 200m as: steady FC, 1 with paddles, 1 without – aim for the same pace; 20secs RI	- The pull phase of the stroke is where your hand applies moderate pressure on the water and your arm is brought in towards the centre-line of your body. 2 Your elbow should point towards the sidewall of the swimming pool as your head and body are preparing to rotate. - The catch is the point where your	Don’t rush the front of the stroke. The emphasis is on the hand that’s completing the push phase, as this is where the most propulsion is generated. Rush the front end and you’re likely to interrupt the push phase. Doing so will cause your pushing hand to exit early, resulting in a shorter stroke and loss of drive.

	• 2 Pay attention to timing. At this point, your recovering hand should be entering the water.	Adapt for Ironman Lengthen the overall reps, do more of each distance, or swim the set slightly harder.
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Session Plan 2		
Number of Athletes: 4 Age: Adult		Duration (hours): 1-2
Learning Outcomes: By the end of the session you will be able to - Improve kicking efficiency - Maintain correct body and head position		
Lesson Structure		
Activity Sequence	Activities	Points to Remember
Warm-Up/Introduction Ask them what they did last session first for their warm up. Repeat last session’s warmup.		
Main Session – 20 x 50m, kick alternating between one all-out effort and one easy, with 15secs rest in between. – 18 x 50m, kick alternating between one steady effort and two strong efforts; 15secs rest. – 15 x 100m, kick increasing effort over every three reps. Repeat five times. Have 20sec rest intervals.		Head position If you tend to lift your head when breathing, naturally have a high head position and sight lifting the whole head out of the water, these all cause a see-saw effect to drop the hips (slightly) and legs (significantly).

Session Plan 3		
Number of pupils: 4 Age: Adults		Duration (hours): 1-2
Learning Outcomes: By the end of the session you will be able to Improve rotation of your whole body power for fast and effective triathlon swimming		
Lesson Structure		
Activity Sequence	Activities	Points to Remember
Warm-Up/Introduction 200m easy 6 x 25m As 6 strokes front crawl/6 strokes backstroke 4 x 25m As 6 kicks on front/6 kicks on back 200m easy		

Main Session WHOLE BODY ROTATION 1 6 x 25m torpedo (hands by side) kick on back • 6 x 25m torpedo kick on front 15secs rest after each rep WHOLE BODY ROTATION 2 6 x 25m single-arm drill • 6 x 25m ‘Unco’ drill (see below) with fins breathing to non-stroking arm 15secs rest after each rep WHOLE BODY POWER (wearing hand paddles) 4 x 100m easy • 3 x 100m vigorous	• DEVELOP YOUR KICK Focus on side-kick drills to develop your kick/body position and save your kick board for resisted kick sets, e.g. tombstone, as above, kicking into a board held vertically in the water. • DEVELOP POWER Performing resisted swims using bungy cords/tow parachutes is an effective way of loading a swim to develop power. Have a coach check that your technique isn’t being compromised. • DEVELOP STRENGTH Drag shorts and hand paddles can be used to increase upper body power. Perform contrasting sets with these removed to get better transfer into your normal full stroke.	Focus on side-kick drills to develop your kick/body position and save your kick board for resisted kick sets, e.g. tombstone, as above, kicking into a board held vertically in the water. Triathletes should focus their drill work on quality rotational drills that develop whole body swimming power, supplemented by functional core strength training.
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COOL-DOWN 200-400m easy		
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Rational

When comparing methods to sports coaching to teaching, two different methods/skills would be utilised. Coaching is known to be looked at as the means to progress and ability of physical skill, whereas teaching has been perceived as the general development of the individual (Jones, 2006; Lee 1988). Bush *et al.* (2012) stated that sports coaching possess different meaning for different individuals. However, others perceive sports coaching with the means to share their ideas and beliefs, whereas others would see it as an opportunity help achieve a certain level of competence of the athletes within their sport. Thompson *et al.*, (2008) stated that the term “Learning” is defined as a permanent change of the individual’s behaviour that is shown within the person’s performance.

Teaching adults to swim has shown to have two key issues, these may be because they are embarrassed that they have yet to understand the basic knowledge of swimming efficiency which may lead to lack of confidence in their ability (Crosby. J., 2017). The second attribute which may cause issue when coaching adults is that they can be very analytical which may make them their own critic throughout the session and become concerned about the details, which can hinder their performance. This is very different when coaching/teaching children’s swim lessons (Lee. M., (1988). It has been known that the main difference is that children just want to have fun, swim, play and they don’t worry about the technical aspects as much when compared to adults (Lee, M., 1988). This is why it is important to educate the adult and let them know that the details are unimportant and will get to understand them over time, not within a few hours. When teaching adults, it is vital (as with any age group) to develop trust to the athletes as U.S. Masters Swimming stated that the first thing the coach would need to achieve before anything else is to gain the trust of the athletes. Resier, J., (2019) stated explained this as *"Before going near the water, develop trust with your student by simply talking with them about their experience around the water and what they would like to accomplish in the lessons. Many adults who want to do lessons have issues around the fact that they have put this off for so long. Discuss this with them and reassure them that it's never too late to learn this essential skill."*

Rogers, A., (2010) suggested that other methods of practise to coach swimmers who are adults have another but similar approach. Being patient and empathetic towards the athletes when finding certain areas of the session difficult and allow the athlete to progress at their own pace. Your position as coach is to motivate and progress the athlete, not to push them. When appropriate to do so or depending the ability of the athlete’s, getting in the water with your athletes to give a visual demonstration of the session and finally, to use the sandwich method which is when the coach gives constructive criticism and displays it by telling the athlete what they did well prior from giving the constructive criticism (Lao, S., 2016).

It can be said that when referring to technical proficiency in swimming, can be split into two sections. The first section is to minimise resistance and maximise the energy stores efficiency. Within the first category, the

key areas which are considered most important is the position of the head throughout the stroke, and the movement/speed of the legs. The Second category includes stroke frequency, early vertical forearm position and finally, final push phase under the water (Kowalski, T., 2021)

The body's streamline position is when the body remains as in a horizontal state while adopting a long and thin position as this reduces drag. One analogy is that you should look like a torpedo within the water. Analogies are used quite often within these sessions. Gentner, Loewenstein, & Thompson, (2003) stated that analogies help aid verbal instructions of different types of skill/task that is completed within a sessions. Masters (2000), stated that *"function of the analogy is to integrate the complex rule structure of the to-be-learned skill in a simple biomechanical metaphor that can be reproduced by the learner."* It has also been shown that the use of analogies have been extensively used in the context of learning theories. It's recommended by Laughlin, T (2004) that performing front crawl with the arm forward, to try and press your shoulder against your head and your ear while keeping your head down (facing the bottom of the pool). During this movement, shrugging the shoulders will help further extend the arm to gain greater propulsion. The key point of this movement is to be as streamlined as possible by keeping the arm next to the ear throughout the movement while keeping the arm straight. A slight bend may occur but that it natural due to the structure of the skeletal system (Toussaint & Beek., 1992)

(Toussaint & Beek., 1992) also stated that keeping a horizontal position, is vital to attain optimum efficiency when swimming. Gourgoulis et al (2014) stated that kicking also has a very important role as this is the "motor" of the swimming stroke, even though the arms are the main source of propulsion within front crawl with McLarty, S (2015) stating that *"A slight, slow kick is usually all that's necessary to keep your feet at the surface"*. Kicking faster, will may increase speed within the first minute, but will generally not help you move faster as it uses a great amount of energy with little propulsion. It is suggested by McLarty, S (2015) that when you kick, the heels should only just break the surface of the water. When performing front crawl, the knees and feet should not move outside of the frontal profile of the body as this will produce drag which will compromise efficiency and speed. When swimming, an athlete would use a 4 – 6 beat kick from start to finish whereas a triathlete would use a less frequent combination of 2 beat kick, this will then preserve the legs energy stores for the remainder of the event (cycle and run). It is known that the kicking power supplies very little propulsion of front crawl with the main source coming from the arm stroke but kicking still shows benefits even though they are small upon comparison. The reason why the kick beat for a triathlete would be much less due to conserving energy for the remainder of the event. A two beat kick will greatly improve rotation and increase power greatly throughout the pull phase of the stroke, with additional kicking will help greatly to increase speed but only minimally but will help with the overall time of the race.

Whilst arm position and kicking plays very important roles to attain optimum efficiency, rotation of the torso will improve breathing greatly whilst maintaining streamline and horizontal plane of the body. This is included within the programme. The arm will extend naturally as you move into the movement as you roll and repeat the movement on the opposite arm pull. Heinlein & Cosgarea (2010) stated that the main key element in open water swimming technique is the body roll, and ideally should be rolling on your side with every stroke. This helps to reduce drag and makes for a more efficient swimming stroke whilst reduces energy expenditure. Cook, P (2021) stated that “*Torso rotation starts at your hip, just like when you swing a baseball bat or a golf club*”. Success for a swimmer is directly attained by their ability to generate propulsive force while reducing resistance of forward motion. It is fairly common that for high level competitive swimmers use of complex sculling motions of the hands that help generate lift forces (Toussaint & Beek., 1992).

Before the main session on each plan, the athletes should partake in a warm-up. The main objective of the warm-up is to prepare the body, both mentally and physically for any forms of exercise/ training sessions, as this will also help reduce injury activity (Hoffman, 2002). McCardle et al (2001) confirms this by stating that completing a good and effective warmup will have an increase in “*muscle temperature, core temperature and blood flow.*”

It is known that triathletes do tend to suffer often from lack of knowledge on swimming techniques even with a wetsuit as a buoyancy aid. Because of the lack of knowledge, the athlete will then uses greater energy which is wasted and rather than swimming with the water, the athlete ends up fighting against it. This then effects their overall performance of the race (Kowalski, T., 2021). Therefore, the technique should be greatly adhered to when planning swim specific sessions throughout the athlete’s career. With that being said, analysis of both the combination of time/stroke and rate/stroke length is vital (Olbricht, J., 2011).

According Barbosa, M., (2011) a good swimming technique to gain a good performance is closely linked to the stroke mechanism which should be constantly assessed and focussed on in training sessions. Less able swimmers/ triathletes can use “golf-swimming” which will help support their motor learning to achieve an efficient swimming stroke which supports their motor-learning for an efficient swim stroke. A way to encourage this is by making it into a game, this can be that the swimmer who can make the smallest sum of swim time added to the number of strokes wins. Heinlein & Cosgarea, (2010).) stated that counting the strokes that the swimmer completes remains a great tool to help achieve technique and can be done at all levels of ability. This helps the athlete focus on their technique during their swimming session whilst reducing swim stroke rate specific for the sessions required intensity. This consistently forces the athlete to aim for greater stroke length. As soon as the athlete has achieved greater stroke length and has become natural throughout the session, it is vital to return to normal stroke rate which will limit gliding/ recovery rate (Olbricht, J., 2011).

In conclusion, it is clear that even with improving physical fitness helps increase performance, but, focussing on technique and the ability to have full range of movement in the swimming stroke will show greater improvement of the athlete's time and efficiency. When teaching adults who have a general understanding of front crawl stroke, approaching them with a structured and staggered manor helps them to achieve the goal a lot quicker as it is gradually achieved and makes goal setting more realistic without compromising performance.

Word count – 2856

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