

Student Name

Name – Andre Dias

P Number – 1702823

Report

Title – Sports Industrial Placement

Word Count –3852

References (Total) – 9

Job Title –

Reflective Learning Log 1

Before starting the placement I was a bit nervous and was wondering if it was actually for me but after doing some research on why placements are good for work, study and self-improvement and seeing a few articles talking about how there is “a positive correlation between students that do a placement and [those who] are accepted onto jobs after University. Also, the correlation between the grades going up, as well, by an average of 2%” (Brenda Little and Lee Harvey July, 2006) and it gave me even more motivation to do my best at it.

On the first day, we were put in a room where our supervisor explained to us more about the job, where he then gave us examples of different types of activities and how important the activities and way of delivery are, after that we were told we would only do a 10 minute session with the other coaches as participants so we can get advice from the supervisor or the other coaches and so we all know where we were at with our coaching skills and knowledge of the sport we chose to coach. After choosing football due to it being my main sport, I decided to look at a booklet called Developing game sense through tactical learning showed to us by our supervisor, as stated in the booklet; game sense is “an institutional approach to teaching and learning that emphasises the development of tactics and decision making to develop an understanding of the game.” (Ray Breed & Michael Spittle, 2011) and it helped me understand that the best way to coach is by using game sense for skill developing because it gives the children an open situation where they will have to use their own skill and problem solving to be successful at the activity leaving me with the need to only step in sometimes to help them expand their thoughts on how to execute the activity. At first I was a bit nervous before starting the session because it was my first day and also because I would have to coach the other coaches which can be challenging due to the difference in my session because the skill level of the coaches is totally different from the children I would normally coach so I had to adapt the session but still make it detailed enough so that I would be able to teach the same to children. Overall I believe that my session went really well, for a first session I was comfortable with the activities I coached and was able to get it through to the participants well and had everyone execute the activities well but I feel like I could have worded a few things in the explanation in order to keep things plain and simple in order to make the session smoother. Overall I believe everyone went well, whether some had a bit of trouble on things like explaining, demonstrating or anything else, all of us did well overall and got together in the end to give each other feedback on our activities which is really good for improvement before we start actually coaching children. Lastly, I could’ve also included more activities and I would have made a backup session plan with other activities so that if any problems occurred, I would be prepared for it and if I could run the session again, maybe I would have changed the sport in order to get me out of my comfort zone and prepare me to run sessions on more sports.

Learning log 2. Mid placement

For this session, we were told by our supervisor that we would be working with a group called The Bronze Young Ambassadors and that our focus for the session would be to teach them how to be a better class leader or PE coach in their schools and also how having knowledge of the sport they are coaching is important, so I decided to do more research on the group. According to the Youth Sports Trust website, The Bronze Young Ambassadors “is designed to build the leadership skills of young people” with the emphasis on encouraging the children to take on roles such as:

- Be the youth voice for PE and school sport in their school and community.
- Be a role model and champion for PE and school sport.
- Increase participation opportunities and health lifestyles for everyone.

I also did some research on the main skills and attributes that good coaches should have how it can better their coaching experience to work on these skills so that I can talk about them throughout the session; According to skillsforschools.org “School sports coaches generally need to have:

- interest and enthusiasm for many sports
- good spoken communication skills
- the ability to inspire confidence and motivate performance
- the ability to analyse problems
- perseverance and patience
- good organisational skills
- a sensitive and supportive approach
- first aid skills
- excellent team working abilities
- enjoy working with young people”

In the beginning I found it very cool how there are groups like them around that focus on helping children become better version of themselves because I believe that teaching them how to become leaders and how to improve their leadership skills as well as other skills like being comfortable with speaking in public or being able to prepare for something with antecedence in order to avoid mistakes; but after my thoughts were on what activities I could do in order to help them to do better in the Bronze Ambassadors and back in their schools so after working with other coaches, we had the idea to start of with a crooked game of dodgeball where the children would be using hula hoops as softballs for the game which we believed that would confuse them, that was done so that we could see how many would tell us how it wasn't the way dodgeball is play and how many would talk about how it could be dangerous to play the game which we had some success in due to quite a few of the kids pointing out those two things before the game started but we decided to carry the game on until the start where they ran to the hula hoops, we then stopped and asked them what is wrong with the way the game is played, after they answered we then began asking questions about why they should make sure their

session is appropriate (safe, fun, appropriate for a certain age group, etc.). we then proceeded to play an actual game of dodgeball with softball so we didn't just talk for most of the session so that they would still have a fun time. After the dodgeball game we proceeded to talk about the skills and attributes that I looked at before the session but we made sure to ask the children before we gave the answers because it is better to get some answers and dialog going in between the children before giving the answers in order to see how much they know and also to make them think about it so they can form their own thought and opinions. Lastly, after the session we had to sit down in groups with only one coach per group to work with the other groups that were in the sports hall to answer questions made by the BYA teachers that were supervising the children throughout the session; we answered questions like what skills do good coaches need like we worked on in the session and also other types of questions like how to treat your peers and teachers or why should you always be prepared.

Overall, I think the session went great, the children were really nice and well behaved and listened to everything me or the other coaches said most of the time. The way we planned the session was also done well in my opinion because we had the children's attention, had everybody well engaged with the session and made sure everyone was getting attention from us and participating so that everyone felt like they fully took part, our supervisor also got an email with positive feedback from the person that runs the organisation, nevertheless although I believe the session went really good, I could've used other different types of activities to show variables of the session's aim so that they can see examples instead of listening to examples so if I had the chance to run the session again, that would be my goal.

Learning log 3. Mid placement

This session was focused on netball skills as the group we had was a school girls' netball team, due to me not having a lot of experience or knowledge on Netball so I had to really make sure I did research in order for me to be well prepared for the session so I looked up the rules of netball on "simplenetball.com/rules" to familiarise myself with the rules and did some research on different netball activities using the website "www.sportplan.net/drills/Netball/Small-games/" so that I made sure I had enough planned so that I would know what to do if I had to change my activities.

We then begun by talking about the passing technique and asked the group if they knew the right passing technique and asking some of them to execute a pass with the right technique and the remaining girls to point out the things that make a good passing technique like tucking your elbows in and to extend their arms facing where they want to pass in order for them to make an accurate pass; we then put the participants in a line of five people next to each other with some pace in between and five other facing them and had them pass the ball firstly to the person in front of you but from the second person on the pass is made diagonally to the player next to the person in front of them, after that we formed a big circle and had them pass the ball to whoever they wanted but they had to run to the spot where the person they passed the ball to was in order to raise their heart rate; once we felt like they were warmed up we talked about the rules of netball in which they were already quite well versed due to them being a netball team, nevertheless we still spoke about the rules and emphasised on footwork (how you are allowed to step after you caught the ball, not to move or drag the landing foot when you have the ball.) and the three second rule (you have three seconds from when you land to make a pass or the ball will be overturned) as well as asking the girls to mention other rules to test their knowledge. Lastly, we played a netball game but introduced the rule that they have to complete ten passes before being allowed to score just to start off by getting everyone involved early in order to get their passing and communication going and then proceeded to play a normal game of netball with no extra rules and walking netball for the cool down.

I felt like the session went great despite two of the girls seeming a bit bored or just not showing much enthusiasm despite me and the other coach making sure we motivated and praised the group throughout the entire session. The biggest problem I faced during that session was that I had gotten injured a few days prior to the session and was struggling a bit to walk and often having to stand and not be able to move around too much, nevertheless my coaching partner for the session Bradley made sure that he was walking around during the activities and refereeing the games; a good point was that even though I couldn't walk around I was still able to help run the session and that I made sure I was positioned in a place where I could see everything and everyone. I feel like I could have done different activities at the start or introduced more variables of my activities because even if it was a one of or if the participant was having a bad day, I felt like I could've changed something to make sure I had a way of changing a participant's mood or interest in the session.

Learning log 4. End of placement.

My last log session was a badminton tournament in which we had to umpire but mainly mentor and supervise the newer coaches, in order to make sure I was ready for the session I did research on umpiring and how umpires should carry themselves and the rules of badminton so that I would be prepared to make sure I gave the right feedback, do a good observation and evaluation of the new coaches. The tournament was only between schools and not a professional tournament, so we only emphasised mostly on these rules:

Rules for mentoring

- Every time there is a serve – there is a point scored.
- The side winning a rally adds a point to its score.
- At 20 all, the side which gains a 2 point lead first, wins that game.
- At 29 all, the side scoring the 30th point, wins that game.

Interval and Change of Ends

- When the leading score reaches 11 points, players have a 60 second interval.
- A 2 minute interval between each game is allowed.
- In the third game, players change ends when the leading score reaches 11 points.

Doubles

- A side has only one 'set'.
- At the beginning of the game and when the score is even, the server serves from the right service court. When it is odd, the server serves from the left court.
- If the serving side wins a rally, the serving side scores a point and the same server serves again from the alternate service court.
- If the receiving side wins a rally, the receiving side scores a point. The receiving side becomes
 - the new serving side.
 - The players do not change their respective service courts until they win a point when their side is serving.

After familiarising and getting more comfortable with the rules, I then began researching for things I should look for when supervising the other umpires, I then came across the UMPIRE and SERVICE JUDGE INSTRUCTIONS which was made to give the umpires all the tips on how they should behave, umpire, dress, etc; but due to it not being a professional tournament I didn't adhere to all the tips, the tips I had written down were:

Tips for mentoring

- If you have a mobile phone, be sure it is switched off.

- Appearance at all times is important.
- Do not let the coin drop to the floor. Clearly indicate who has won the toss.
- Take a moment to look around the court to ensure that everything is correct.
- Always wear your BWF uniform or that provided for all umpires at a tournament.
- If you have a mobile phone, be sure it is switched off.

The tournament went smoothly and not many mistakes were made by the new coaches which was good due to most if not all being unfamiliar to badminton rules and regulations, I proceeded to umpire a few of the games whilst the newer coaches had their breaks. I felt nervous at first because once again it was a sport that wasn't in my comfort zone which can make it very hard to get used to or to remember all the rules and that I wouldn't be able to make many mistakes due to it being a tournament involving many schools even if it wasn't a professional or official tournament but once I read the rules and tips a few times it stayed in my mind and I ended up really enjoying umpiring and evaluating the other umpires at the tournament.

Overall I believe it went great, a couple of mistakes were made by the new coaches such as having to replay the set sometimes due to not seeing if the shuttlecock hit the tip of the line or not and one of the coaches got their phone out at one point which I stopped due to the rule against it and the fact that umpires and assistant umpires need their eyes on the court at all times. I also committed a few mistakes like replaying sets also and I thought the shuttlecock had hit the line when it didn't but luckily there were other players closer to the far side that were watching and waiting on their game to be called so they helped me by correcting me. I could have made sure I had another coach on the other side to help me when it was my time umpiring and if I could have done anything differently I would've read more and maybe implemented more of the actual rules so that it would be preparing the children that actually want to play badminton as a career and I would've taken time to actually play the game so that I would be more comfortable with it and also to improve things like knowing roughly where the shuttlecock is going to fall so that I wouldn't make any mistakes, playing would allow me to see the variables of hits so that I would be used to it way before the tournament.

End of placement

Continued Professional Development post placement

In order for me to continue with my personal professional development after the placement I am looking into doing my FA coaching badges so that I could specialise myself in football and to actually put all my knowledge of football into an actual certificate which can help me in the future, the English football association (FA) has many different types of coaching qualification like "FA level 1. Your introduction to the basics of coaching the game, helping you to deliver appropriate practices and sessions when working with players from under 7." Or other different qualifications like the FA level 1 to 3 in coaching futsal which is common back in Brazil and which I played for many years and I am happy and motivated to start getting my qualifications, I may also try work somewhere out of the UK next year whether its coaching football or not because working abroad can help me a lot not only with being away from home but also working in different environments and meeting new people.

References

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Task B



This photo was taken on the first day where we were asked to deliver a short session on our main sport.



This photo was also on the same day but in a different session where we did football.



This photo was taken in the day we coached the Bronze Young Ambassadors, my group was at the end in the middle of a dodgeball game.



This photo was also taken on the BYA session but at a different angle where it shows how many different sessions, we all were able to put together at the same time.

From: Wendy Anderson (Culture & Tourism) <Wendy.Anderson2@swansea.gov.uk>
Sent: 13 November 2019 11:07
To: Mark Napieralla <m.napieralla@npt.gov.uk>
Subject: Bronze training

Hi Mark,

Thanks for your input on the Bronze Training Day. The students were great.

Regards
Wendy



Wendy Anderson
Cydllynydd Pobl Ieuaidd Egniol
Active Young People Co-ordinator

☎ 01792 635092

✉ Wendy.Anderson2@swansea.gov.uk

✉ Wendy.Anderson2@abertawe.gov.uk

This email was sent by the Organiser of the Bronze Young Ambassadors that contacted us giving positive feedback, it is always good to know when you have done well.



Our netball day with Olchfa School, always good to learn more about other sports so that I can comfortably teach them in other opportunities.



This is another picture from the Netball day and you can see me at a position where I can see everyone without having to move around too much due to my injury.



This photo was taken before one of our sessions where our supervisor was showing us different types of fun warmups to give us more warm up options when making a session for a different day.

Placement Employer Report - Evaluation of Student Performance

Student Name: Andre Dates of Employment: 2020

Interest in Work

- | | | | | |
|--|---|---|--|--|
| ☐ High interest in job. Very enthusiastic. | ☒ More than average amount of interest and enthusiasm for job. | ☐ Satisfactory amount of interest and enthusiasm for job. | ☐ Interest spasmodic. Occasionally enthusiastic. | ☐ Little interest or enthusiasm for job. |
|--|---|---|--|--|

Initiative

- | | | | | |
|--|--|--|---|---|
| ☐ Self-starter. Asks for new jobs. Looks for work to do. | ☒ Acts voluntarily in most matters. | ☐ Acts voluntarily in routine matters. | ☐ Relies on others. Must be told frequently what to do. | ☐ Usually needs to be told what to do next. |
|--|--|--|---|---|

Organisation and Planning

- | | | | | |
|--|--|---|--|---|
| ☐ Does an excellent job of planning and organising work. | ☐ Usually organises work well. | ☒ Does normal amount of planning and organising. | ☐ More often than not fails to organise and plan work effectively. | ☐ Consistently fails to organise and plan work effectively. |
|--|--|---|--|---|

Ability to Learn

- | | | | | |
|--|---------------------------------------|---|--------------------------------------|---|
| ☐ Exceptionally quick. | ☐ Quick to learn. | ☒ Average. | ☐ Slow to learn. | ☐ Very slow to learn. |
|--|---------------------------------------|---|--------------------------------------|---|

Quality of Work

- | | | | | |
|---|--|---|---|---|
| ☐ Very thorough in performing work. Very few errors if any. | ☐ Usually thorough. Good work with few errors. | ☒ Work usually passes review. Has normal amount of errors. | ☐ More than average amount of errors for a trainee. | ☐ Work usually done in a careless manner. Makes errors often. |
|---|--|---|---|---|

Quantity of Work

- | | | | | |
|--|---|---|---|---|
| ☐ Highly productive in comparison with other students. | ☐ More than expected in comparison with other students. | ☒ Expected amount of productivity for a student. | ☐ Less than expected in comparison with other students. | ☐ Very low in comparison with other students. |
|--|---|---|---|---|

Judgement

- | | | | | |
|---|---|--|---|--|
| ☐ Exceptionally good. Decision based on thorough analysis of problem. | ☐ Uses good common sense. Usually makes the right decision. | ☒ Judgement usually good in routine situations. | ☐ Judgement often undependable. | ☐ Poor judgement. Jumps to conclusions without sufficient knowledge. |
|---|---|--|---|--|

Dependability

- ☐ Can always be depended upon in any situation.
 ☒ Can usually be depended upon in most situations.
 ☐ Can only be depended upon in routine situations.
 ☐ Somewhat unreliable, needs above average checking.
 ☐ Unreliable.

Please give your view of the student's performance (see guidance definitions below):

	A	B	C	D	E
Self-management & development			x		
Managing Tasks		x			
Communication skills			x		
Working with & relating to others		x			
Applying knowledge			x		
Applying initiative in work problems			x		

A - Outstanding

(consistently exceeded the standard expected of a placement student)

B -Very Good

(frequently exceeded the standard expected of a placement student)

C - Good

(always achieved (at least) the standard expected of a placement student)

D -Satisfactory

(achieved (at least) the minimum accepted standard for a placement student)

E - Unsatisfactory

(did not achieve the minimum accepted standard for a placement student)

Your opinion of their overall performance: C (A to E)

Concluding Comments /Overall observations of Student Performance:

Needs to improve workload management because can do the work but requires more focus and self discipline.

Finally, could you please confirm that the student either completed the minimum requirement for placement (200 hours and 8 Weeks) or is in the process of completing this prior to the contractual term?

I confirm that I am the student's nominated supervisor/their nominee and am able to comment knowledgeably on their performance whilst on placement.

Name ...Andrew Thomas.....

Signed.....*A.Thomas*.....

Position...Programme Director.....

Date.....24/7/20.....(Circa 1st August)