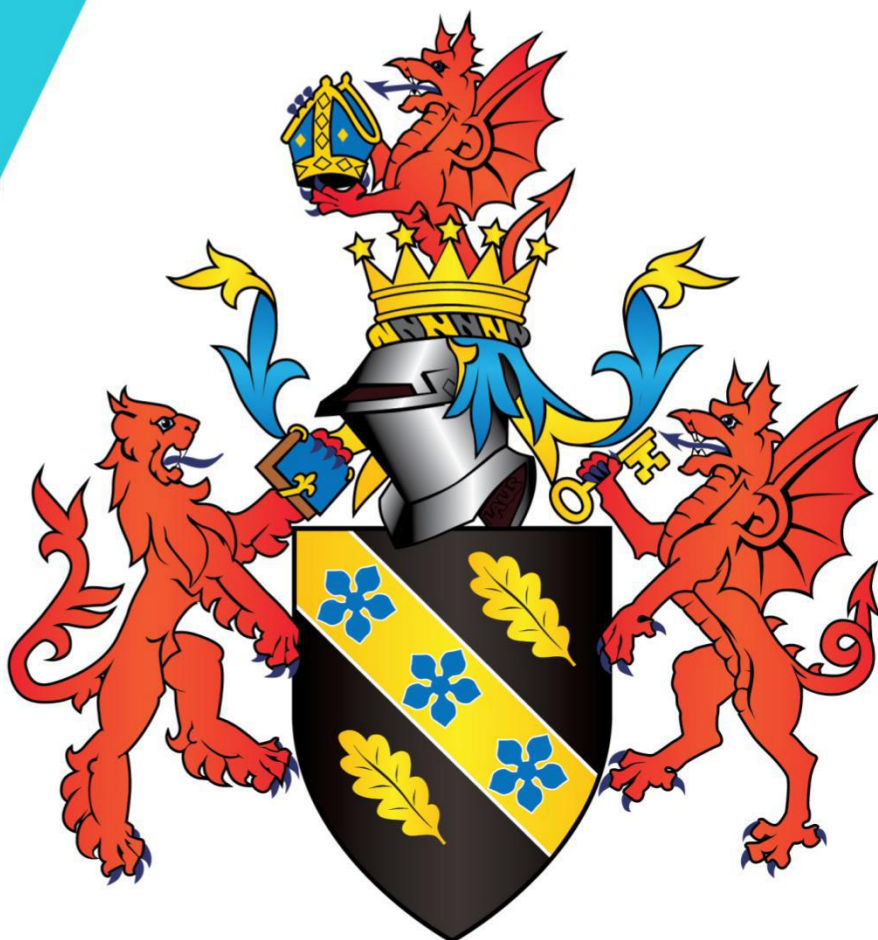




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Applied Industrial Placement
(SPORT)
M5X02295
Placement Portfolio Template

Student Name

Name – Antre Nicolaou

P Number – 1903351

Report

Title – Placement Report

Word Count - 2500

References (Total) – 17

Job Title – Sports Coach

Organisation

Name – UWTSD Coach

Address – Swansea Business Campus (UWTSD, High St, Swansea SA1 1NE, United Kingdom)

Email – andrew.thomas@uwtsd.ac.uk

Telephone Number – 07814 781 015

Line Manager

Name – Mark Napieralla

Position – Coaching Lecturer

Email – mark.napieralla@uwtsd.ac.uk

Telephone Number –



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TASK A – (Reflective Learning Log 1 - 500 words – First Experience of Placement)

Recommend to link the reflective experience to two different key themes.



Due to the coronavirus pandemic, my scheduled placement for summer in Canada as a summer camp coach was postponed and as a solution our coaching sessions on Monday's as part of our Coaching and Mentoring module was used as a substitute. Every week children of all ages and different abilities would come to the LC as part of their PE lessons where we would coach them. For this section, Gibbs's Reflective Cycle (1988) will be used to reflect upon my first experience whilst coaching and mentoring.

Firstly, a work placement is an important way to gain valuable experience in their selected field of work and helping to gain a graduate job with a higher salary (Brooks and Youngson, 2014).

Description.

Moving on, as part of this placement we would arrive at 9am at the Business School where we were given lectures about how to apply the theory that was taught and apply it in our practical sessions. The practical sessions were taught on the same day as the lectures. We would arrive at the LC, practice the theory and then set up the area for the coaching session.

Feelings.

At first, I was very sceptical and confused about how the module was being conducted as everything seemed rushed and squeezed into one day. At the beginning of our first coaching day which was Penllergaer Primary School where I coached a PE lesson to help the children improve 3 basic skills through games where I quickly adjusted to the children's ability and behaviour. Adaptability as a coach is a beneficial skill to have as it will increase my employability possibilities (Cottrell, 2015, p25)

Evaluation.

There were many positives to take from the first couple of sessions, such as adjusting to the new role as a coach in a PE environment and learning new coaching methods. A few negatives from the first couple of weeks were that it was unorganised and there was a lot of confusion around who was coaching what part of the session. This contributed to new learning methods



as a lesson from these negative experiences and methods (Baumeister et al, 2001).

Analysis.

As mentioned before, the sessions were unorganised and this caused confusion, however, I adapted quickly and overcame the situation after a couple of sessions. Due to the fact that I was coached the proper technique and form for specific movements, such as, running, throwing and catching, allowing me to be more precise and detailed with my coaching. This made for more fun and educational sessions for the children. However, as mentioned before it was not a smooth start as there was confusion around the time and who coached what part of the session. Through this coaching method of fun and technique correct sessions, most of the children enjoyed the session and after completion, the majority of the children would like to take part in the respected session that was being coached on the day (Bailey, Cope and Pearce, 2013).

Conclusion.

Despite the unorganised and confused start to the first 3 sessions, there were many positives to take away from these sessions. Firstly, the quality of the sessions was very good as we got positive feedback from Mark. Secondly, the children enjoyed the sessions as many would do them again and finally, I learned valuable coaching methods that I took forward into the next coming weeks.

Action Plan.

Moving forward, I would prepare for the sessions better with my peers as it was very unorganised. I would write down a detailed session plan and get feedback from Mark as well. In addition, I would communicate better with the children and be more confident by being more light-hearted. This would make me more playful and the children would engage better in the sessions. Using an action plan is an effective way to plan and improve yourself (Lorig, 2006).



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TASK A – (Reflective Learning Log 2 - 500 words – Mid Point Experience)

Recommend to link the reflective experience to two different key themes.



Description.

The next three weeks of coaching were again done at the LC where two schools came in to participate in a 2-3 hour PE session which was coached by myself and course mates in addition to help lead the Bronze Young Ambassador course which was held at the LC respectively. Again, we would have a lecture in the morning where we would prepare for the coaching sessions that took place later on in the day. The children taking part in these sessions were mixed ability and of all genders and different backgrounds This allowed for more basic but complexed coaching methods as I had to adapt change my coaching methods for most children. The schools that came in were Trallwm and Lon Las, where I coached Free Me and King Ball which can be translated into sports as catching and throwing sessions. My role for the BYA course was to lead some Ice breakers such as 2 truths and 1 lie and 5 favourites of yours to get to know each other as these children where from different schools in the region and did not know one another.

Feelings.

Before beginning these next three sessions I had analysed what I did from the previous sessions and with the action plan I was ready to act on these next few sessions. I was feeling optimistic and confident in delivering catching, throwing and ice breakers for these children. During the sessions I could see that most of the children were engaged and that made me more confident in my coaching and through that I was more enthusiastic and thus, I enjoyed it more. Post sessions, I felt very confident in my coaching abilities and was looking forward to the next ones. As a coach it is very important to make sure the player enjoys the session as it will leave a lasting impression on them and could determine whether they will continue the sport (Becker, 2009).

Evaluation.

One thing that went particularly well was that the children in the throwing and catching sessions showed improvement in their skill as the session went on. As for the BYA session, I was especially pleased to see all the children from different schools and backgrounds talking to



each other and being friendly. This showed that they were rightfully selected to represent their respected schools as leaders for the future.

Analysis.

During these sessions, I noticed that playing games was more effective in improving the skill such as throwing, as opposed to drills whilst also improving other skills such as coordination, teamwork and other basic motor skills that are considered as fundamentals (Halouani et al, 2014).

Conclusion.

The three sessions that I coached were a success again since the children had an improvement in their throwing and catching skills and with the blending of children in the BYA course with many children engaging. Other than the successes from the children, Mark had given me valuable feedback on what I did well and how I should improve. Both these factors contributed to higher confidence in my coaching and new methods.

Action Plan.

Following these past three sessions, there was a lot to take away from them. Points to improve identified by Mark and based on the feedback from the children, I noticed I still need to improve in my coaching expression. A small action plan was introduced by me to improve my expression and openness to the children and that will make the sessions more enjoyable, thus, more beneficial sessions. This action plan consists of practicing coaching as much as often as experience is proven to improve one's skillset (Guile & Griffiths, 2001).



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TASK A – (Reflective Learning Log 3 - 500 words – Mid Point Experience)

Recommend to link the reflective experience to two different key themes.



Description.

For the following two weeks, I coached netball to OLFA girls' team, and umpired a badminton tournament hosted by Swansea Bay Region. Coaching netball to the OLFA girls' team was a challenge as it was the first time I ever played or coached netball, however, I was not alone as this was done with my peers, where we would coach parts of the session. Such as the warm-up which consisted of coordination drills, alone and with teammates, then other mini netball games, then finally leading to a full netball game with all the rules.

Feelings.

Going into the OLFA netball session I was excited as I noticed I was growing in confidence in terms of coaching despite me having never coached or played netball in my life. Regardless of this I was still optimistic and was sure I could deliver a netball session as it is about breaking down the skills needed for netball that were being taught. The following week I umpired badminton which again for the second week in a row, was the first time I played or coached/umpired badminton. This one was a challenge which excited me as well as the players who were there were the best in Swansea area. This put pressure on me as they knew the rules of badminton better than me.

Evaluation.

During the netball session, I'm sure the warm-up which I coached went well as I have coached agility and coordination sessions for football in the past. This went particularly well as I got positive feedback from Mark in addition to noticing the gradual improvement during the drill which the players transferred into to the following games. The way the tournament went was confusing as there was a few mix-ups and two schools dropping out, which meant we had to improvise and adapt. Following that the tournament flowed quickly and smoothly.

Analysis.

I noticed a gradual improvement in coaching the coordination drill where the players began to show that they were applying what they were learning to the game as this benefits the overall



performance. Hand eye coordination contributes to better motor skills and visual skills which transfer into the game making for better improvement in game performance (Paul, Biswas & Sandhu, 2011). Improvising and adapting during the tournament were skills that I have practiced in the past through coaching, these skills were applied to umpiring, which can improve my coaching and decision making.

Conclusion.

After completing these two sessions, I realised that there was more to take away from these sessions than any other running, catching or basic movements session offers. The reason being is that I have never played those sports prior to the session. I learnt how to coach hand-eye coordination drills with tennis balls and in multi-directional movements, then this can be combined with throwing and catching sessions but with added netball rules. Umpiring taught me the rules of badminton and how to play, as shown by Mark the week before, expanding my knowledge and skills of different sports that can be applied to my main sport, football where coordination is needed (Schreiner, 2000, pp.1).

Action Plan.

These past two weeks I had the opportunity to learn two new sports, where I learned many new skills and coaching methods, however, I did not contribute to the organisation as much as I would have liked to as I was confused around what had happened at the tournament. Moving forward, I will learn to be more confident when it comes to managerial and organisational topics. This can be done by tackling the situation and doing it next week and in the future to gain the experience and confidence around situations like these (Cottrell, 2015, pp.271).

TASK A – (Reflective Learning Log 4 - 500 words – Near end of Experience)

Recommend to link the reflective experience to two different key themes.

Description.

The last two weeks of my coaching experience at university was with Llanrhydian year 3-6 where we coached a running and tennis which was our last session before the pandemic was announced. Both sessions took place at the LC with my peers as we all lead at different point throughout the day.

Feelings.

My feelings towards the Llanrhydian session was both excitement and not overly thrilled, as I have coached these running sessions before many times. Running sessions for children consist of games like Stuck in the Mud and Chicken Hero, where we would use those for most sessions' warmups. However, it was exciting because it was a new school and it's always interesting to see how different children's behaviours are from different schools. The tennis session on the other hand was very exciting as I enjoyed playing tennis as a child but never was coached it. Now I had the opportunity to coach tennis to children hoping they might take it up due to my session.

Evaluation.

During these sessions I was very happy to see that all the children were engaging and having fun. Particularly with the tennis session, many children had never picked up a tennis racket in their lives and despite that, they enjoyed it. The running session went well despite many



children not staying in the boundaries, which proved to push me to change my coaching methods in a way to get their attention. The all had fun and were engaged.

Analysis.

Even though there were some difficulties with the children's behaviour for the running session, there was improvement in running technique from them. Along with the tennis where, most children had never picked up a racket before, I was surprised as to how quickly some children improved. The sessions were designed with the game sense approach, where the final game of the tennis was a doubles match and for the running was a relay. The reason is because the game sense approach is more effective in developing all aspects of a game, which consist of physical and mental aspects (Pill & Hewitt, 2017).

Conclusion.

To conclude, I was happy with the results of the sessions of the last two weeks as I had never coached tennis, but it was good to see the children engaging in the tennis games. The running session was overwhelming as their behaviour was bad, but despite that most children engaged well and the ones who were misbehaving forced me to change my coaching methods and be more strict on them and after that they listened. It is needed for a coach to be able to change tones as sometimes your normal tone may not be effective with some athletes, this will demand respect (Cassidy, Jones & Potrac, 2009, pp.133)

Action Plan.

Moving forward, for my future coaching sessions, I would like to practice being more assertive and practice my tone when it comes to controlling the session, as sometimes the children got out of hand. I need to practice raising my voice and being confident in doing so, this can be done through repetitive practice and academic studies (Vealey, 2009, p.46).

TASK A – (Add 250 words on link to future Continued Professional Development and Reference list based on total referenced material in Task A)

Continued Professional Development post placement (250 words - Link to pre placement module)

Following this placement, I would like to go on the original scheduled placement in Canada as a summer camp coach to gain valuable experience in my chosen career and to develop myself personally. Throughout the next academic year, I have set a goal to achieve higher confidence whilst coaching and on personal terms, whilst also gaining knowledge around different sports such as football and outdoor sports. I plan to do this by taking up a sports related job or placement throughout the year, this will allow me to be busier and more active and this will help keep me active mentally (Mikkelsen et al, 2017). However, due to the current coronavirus pandemic, much of this is uncertain and may not happen. If this is the case, I will continue to work academically to improve my grades and gain as much academic knowledge around the sport industry. Despite that not being enough, it is still better than not doing anything. In addition, I would like to further my activity choices and participate in more sports more frequently as this opens doors to new opportunities (Kornspan, 2013). This action plan that I have provided for myself will shape my near future and hopefully find a job that I can enjoy as so far, I have not found anything. In addition, having many skills from different jobs or activities will make me more employable as employers look for employees with more skills through work experience (Thompson, 2014).



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- Pill S and Hewitt M, 2017, 'Tennis Coaching: Applying the Game Sense Approach', *A Journal for Physical and Sport Educators*, vol.30, no.2, pp.10-16.
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- Vealey R.S (2009). 'Confidence in Sport', in Brewer B.W. (ed.) *Handbook of Sports Medicine and Science: Sport Psychology*, Chichester: Blackwell, pp,43-52.

TASK B – (Picture Board – 5 pics (40MB upload limit to Turnitin) (Experience, Roles, Improvements)

Picture	Text (Paragraph)
	14th October: Penllergaer: Improve 3 Basic Skills. This picture was taken as we coached the children 3 basic skills. The three basic skills were, throwing, catching and running. I coached running where we would play games like stuck in the mud and chicken hero with the ideology that running skills can be learnt in a fun way as well.



October 21st: Trallwm: Free Me.

Free Me was the main session that I coached that day. It is a game like Stuck in the Mud where you run and if you are tagged you are locked up. Another free person must unlock you or break you out of prison in order to be free. The main objective in this session was to be able to run with correct technique, communicate with the people who were free and also the police to communicate between themselves. Finally, to listen and stay within the marked area.



25th November: Lon Las: King Ball.

King Ball is a throwing and catching game, based off dodgeball. All the balls were soft balls. The difference with King Ball and Dodgeball is that in King Ball there are no teams on separate sides and only a few children are the throwers. Once you are hit you become the thrower and the last one to not get hit wins. In this game I looked to see how the children would think to avoid getting hit and how they move in terms of agility. As well as catching and throwing.

Bronze Youth Ambassador.

The BYA session was held at the by the Swansea Bay Council, where schools from the area would select their best or who they deemed capable at the time to represent their students as a voice for sport. My role



was to help assist the coaches that were there by delivering Ice Breakers. The purpose for this was to mix the children with each other as they were from different school and open up and be comfortable with each other.

2nd of December: OLFA: Netball.

This session was a unique one for me as I coached and played netball for the first time ever. We were split into groups to deliver parts of the whole session. My task was to help deliver the warmup which consisted of hand-eye coordination drills with a tennis ball both alone and with a partner, then later on to teams. This was a session that I enjoyed



very much as it was something new.

TASK B – (Picture Board Cont.–5 pics (40MB upload limit to Turnitin) (Experience, Roles, Improvements)



Picture	Text (Paragraph)
	Badminton Tournament. As an umpire for the first time I learnt a lot from this session despite not coaching. I did however learn the rules of the game and in fact learn the basics to play badminton. During this day there was a good level of players as they came from schools all around the area again. Some turbulence occurred when two schools did not show up and we had to improvise. Overall, this was a good day with much learnt.
	Tennis Session. On this day I was excited to coach tennis as



it is a sport that I enjoyed playing as a child but had never coached or played a proper game. In this picture I was showing the children the correct way to perform the forearm stroke and how to hold the racket correctly. To my surprise, the children enjoyed the session, and some would have taken it up outside of school.



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TASK C Evidence – Employer Report (Signed),

NOTE – This will be compared against the report sent to the University.

NOTE – You will need to complete additional copies if you have more than one provider.



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: __B__
(A to E)**

Concluding Comments /Overall observations of Student Performance:

A good student who's moved to Wales for education and is reliable, sensible and responsible. There are opportunities for you to engage with more research informed literature in 2020 and beyond.

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)



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TASK C Evidence – Post Placement Review and Feedback



Dear Participant

Many thanks for your involvement in the work placement. I hope that you had a positive experience. The University of Wales Trinity Saint David reviews the provision annually for enhancement purposes and so we would be pleased to hear your feedback on any aspect of the placement.

Yours sincerely

Andrew Thomas, Placement Coordinator Sports Management Portfolio

Name of provider's organisation:	UWTSD
Name of student:	Antre Nicolaou
What were the positive aspects?	
Learnt new skills and gained confidence in coaching and as a person. New sports knowledge was acquired through this placement and now a further interest in other sports. I challenged myself to think quickly and thoroughly.	
Were there any problems?	
At first the sessions were unorganised but then slowly I learnt to adapt to the sessions.	
Do you have any recommendations for enhancement for the future?	
In the future I would like to enhance my confidence and knowledge for different	



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sports.

Signed:

A.Nicolaou

**Name in
block
capitals:**

ANTRE NICOLAOU

**Position
(please tick
one):**

☐ Placement Provider

☐ x Student

☐ Placement Tutor

Date:

31/7/2020



TASK C Evidence – Student Placement Induction Checklist

Student Name:	Antre Nicolaou
Name of Placement Provider organisation:	UWTSD
Placement Site Address:	Oystermouth Rd, Maritime Quarter, Swansea SA1 3ST, United Kingdom.

Health & Safety Issues	No	Yes	Date
1. Introduction to key staff members and their roles explained		x	2/10/2019
2. Location of welfare facilities (e.g. toilets, kitchen, rest room, showers, etc.)		x	2/10/2019
3. Emergency procedures		x	2/10/2019
4. Copy of safety policy received or location known		x	2/10/2019
5. Location of first aid facilities and contact for first aiders		x	2/10/2019
6. Fire procedures and location of fire-fighting equipment		x	2/10/2019
7. Accident/incident reporting and location of accident book		x	2/10/2019
8. Use/control measures for hazardous substances in the workplace (e.g. COSHH) – if applicable		x	2/10/2019
9. Display Screen Equipment Regulations and associated procedures – if		x	2/10/



applicable			2019
10. Manual handling procedures – if applicable		x	2/10/ 2019
11. Protective clothing/equipment arrangements – if applicable		x	2/10/ 2019
12. Instruction on equipment you will be using (list equipment)		x	2/10/ 2019
13. Specific training for tasks to be undertaken		x	2/10/ 2019
14. Specific information relating to risk assessments covering tasks to be undertaken		x	2/10/ 2019
15. Location of health and safety information and advice		x	2/10/ 2019
16. Specific disability related induction issues		x	2/10/ 2019
17. Other issues covered/to be covered please state:	x		2/10/ 2019

As a minimum, the topics listed above should be included within the induction that you provide for the student on placement, preferably on their first day. Please check off the subjects as they are covered.

PLACEMENT PROVIDER CONFIRMATION

I confirm that the student has been provided with the induction specified above:

Signed:	<i>A.Thomas</i>
----------------	-----------------



Print Name:	Andrew Thomas		
Position:	Head of Sport Manangement	Date:	31/7/20

STUDENT CONFIRMATION

I confirm that I have been provided with an appropriate induction as specified above:

Signed:	<i>A.Nicolaou</i>		
Print Name:	ANTRE NICOLAOU		
Position:	Coach	Date:	31/7/20

NOTE – If this is not completed please ask your supervisor on the placement to complete ASAP. However, please inform the placement coordinator at the earliest possible opportunity if this procedure does not take place.



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