

**Expert Witness Evidence Collection Tool for
Unit 6 Coaching (Swimming, Water polo, Diving or Synchronised Swimming)**

The role of the Expert Witness at Level 2 is to compare the candidate’s vocational practical teaching/coaching against the Learning Outcomes for Unit 6.

In order for the Tutor/Assessor to make an accurate assessment decision you must provide a comprehensive description of what you see in relation to the specific outcomes.

Therefore ensure the evidence section of this form is completed fully with additional supporting comments that describe what you have actually seen.

| | | | |
|------------------------|-----------------|-------|--|
| Name of Candidate: | Charlie Dunmore | | |
| Contact Number | | Email | |
| Name of Expert Witness | Julie Gibson | | |
| Contact Number | | Email | |
| Name of Unit 5 Tutor: | Spencer Moore | | |
| Contact Number | | Email | |

I confirm that the above named candidate has delivered 6 Teaching/Coaching sessions with the agreed group of swimmers, on the following dates listed in this document. I can confirm the information given in this document is an accurate reflection of the candidates Teaching/Coaching.

Witness Signature _____

Completion Date _____

COACHING (DISCIPLINE) – Evidence Tool

| Outcome | Evidence | Outcome | Evidence |
|--|--|---|--|
| <p>1</p> <p>Demonstrate planning, delivery and evaluation of a six session cycle of work</p> <p>GUIDANCE: As an Expert witness you will be observing the delivery of the session only.</p> | <ul style="list-style-type: none"> How many sessions did you see the candidates deliver? What was the ability of the group? <p>There were two swimmers, Ian and Paula and both were at different levels, different needs and abilities but both needed skills work.</p> | <p>2</p> <p>Implement strategies to identify and assess common risks associated with aquatic training and competition</p> | <ul style="list-style-type: none"> Did the candidate identify any potential risk before the session? What risk did they identify (Area being used, no. of athletes, activity) <p>Charlie cleared the poolside of some floats that had been left out from the previous session</p> |
| | <p>DATE ACHIEVED 25/1/08</p> | | <p>DATE ACHIEVED 25/1/08</p> |
| | <ul style="list-style-type: none"> Did you see them deliver a session from their scheme of work? What did they deliver? <p>Charlie delivered a 20 min sessions in prep for competition @ the weekend</p> | | <ul style="list-style-type: none"> Did the candidate address the potential risks verbally? What did they say? <p>Charlie mentioned backstroke flags, highlighted importance of these. Also emphasized the warm up and asked if ready to work harder</p> |
| | <p>DATE ACHIEVED 25/1/08</p> | | <p>DATE ACHIEVED 25/1/08</p> |
| | <ul style="list-style-type: none"> What area of the pool was the lesson conducted in? Over the 6 sessions did the candidate teach in different areas of the pool? <p>In 1 Lane</p> | | <ul style="list-style-type: none"> Did you see the candidate undertake a formal risk assessment? This may have been done prior to the first session – when was it done? <p>I did not see Charlie perform a formal risk assessment, but he did ask to see the one we wrote</p> |
| | <p>DATE ACHIEVED 25/1/08</p> | | <p>DATE ACHIEVED 30/1/08</p> |
| | <ul style="list-style-type: none"> Did the candidate deliver the sessions that they had initial planned for? – If no, what did they deliver & what changes were made? <p>There were some changes, such as working with Ian on his recovery and Paula on her finishes-as a consequence of the video they watched during their competition. There was consistent evaluation from the coach by talking to Paula and Ian and also by self reflection-Charlie sets high standards and is self-critical...session two and the kick set!</p> | | <ul style="list-style-type: none"> Did the candidate identify any potential risk during or after the session? What risk did they identify? |
| <p>DATE ACHIEVED 25/1/08</p> | <p>DATE ACHIEVED</p> | | |

COACHING (DISCIPLINE) – Evidence Tool



| Outcome | Evidence | Outcome | Evidence |
|---|--|--|--|
| 3 Implement strategies to minimise the risk of injuries or illness occurring to athletes during training and competition | <ul style="list-style-type: none"> Did the candidate ensure that participants were fully warmed up/cooled down? What activity/ activities were used to do this? | 4 Promote athlete recovery through improved techniques in their adaptation to training. | <ul style="list-style-type: none"> Did the candidate structure rest & recovery into the session? (Give examples) Rehydration was encouraged for both swimmers. |
| | DATE ACHIEVED | | DATE ACHIEVED 26/1/08 |
| | <ul style="list-style-type: none"> Did the candidate ensure that participants were aware of any potential hazards? | | <ul style="list-style-type: none"> Did the candidate adapt sessions to meet the athlete recovery needs? (Give an example) Additional rest was given where needed for Ian and the turnaround times were adapted. |
| | DATE ACHIEVED | | DATE ACHIEVED 30/1/08 |
| | <ul style="list-style-type: none"> How did the candidate minimize the risk of injuries or illness occurring to the participants in the session? | | <ul style="list-style-type: none"> What training techniques did the candidate use to promote recovery? (eg. Swim & Walk backs) Drills were built up sequentially so progressive to avoid injury. |
| DATE ACHIEVED | DATE ACHIEVED 25/1/08 | | |
| <ul style="list-style-type: none"> Did the candidate deal with any incidents during the 6 sessions? What happened? | <ul style="list-style-type: none"> Did the athletes receive enough / to much rest during the session? Appropriate rest time between swims. Sets at appropriate turn around for ability. | | |
| DATE ACHIEVED | DATE ACHIEVED 30/1/08 | | |

COACHING (DISCIPLINE) – Evidence Tool



| Outcome | Evidence | Outcome | Evidence |
|--|--|---|--|
| <p style="text-align: center;">5</p> <p>Effectively plan, deliver and evaluate training sessions catering for individual differences in athletes while developing:</p> <p>DIVING skill competence for each dive group</p> <p>SWIMMING COACHING race competence for each of the stroke</p> <p>SYNCHRONISED SWIMMING skill competence for each group</p> <p>WATER POLO match competence</p> <p>GUIDANCE; As an Expert witness you will be observing the delivery of the sessions only.</p> | <ul style="list-style-type: none"> What were the individual needs of the group? Were there any additional needs? Ian Preferred Frontcrawl to backstroke | <p style="text-align: center;">6</p> <p>Effectively plan, deliver and evaluate training sessions that acknowledge the physiological needs and capacities of the athletes including the energy systems used</p> <p>GUIDANCE; As an Expert witness you will be observing the delivery of the sessions only.</p> | <ul style="list-style-type: none"> Did the candidate deliver a session that was appropriate for the participant's physiological needs (eg. was enough rest provided? Did they repeat the activity enough to learn from it?) Were the activities appropriate to LTAD? Both were able to cope (they found it hard but it should be) and enjoyed it |
| | DATE ACHIEVED 25/1/08 | | DATE ACHIEVED 28/1/08 |
| | <ul style="list-style-type: none"> How did the candidate cater for the individual needs of the athlete? Warm up for Ian allowed free instead of back. Additional turnaround and rest for Ian who was not on best form. Also able to move Paula on without impacting on Ian. | | <ul style="list-style-type: none"> Did the athletes understand the candidate? Did the candidate use language appropriate the athlete? (Give an example) Paula and Ian took a while to adapt to Charlie's accent, but once they got used to it clearly understood him |
| | DATE ACHIEVED 25/1/08 | | DATE ACHIEVED 28/1/08 |
| | <ul style="list-style-type: none"> What did the candidate do to develop the discipline specific skills of the athlete? Lots of examples-different sets for Paula and Ian on back, Ian drills on breast kick | | <ul style="list-style-type: none"> Did you see the candidate adapt the sessions to take into any account individual abilities, behaviour difficulties, language (Give an example) Then after chatting to Paula and Ian did a hard set after the competition and adapted the next days session |
| | DATE ACHIEVED 26/1/08 | | DATE ACHIEVED 28/1/08 |
| <ul style="list-style-type: none"> What skills did the athletes develop? | <ul style="list-style-type: none"> What energy systems did athletes use in the sessions you observed? (Give examples) Post competition did a recovery session working on aerobic set at low intensity. Then So did an aerobic threshold set. (15 x 100s free on 1 35 holding 1 20 40 BBM, to start them on a new cycle for their next targets, which are 12 weeks away. | | |
| DATE ACHIEVED | DATE ACHIEVED 28/1/08 | | |

COACHING (DISCIPLINE) – Evidence Tool



| Outcome | Evidence | Outcome | Evidence |
|--|---|--|--|
| <p style="text-align: center;">7</p> <p>Implement and review a specifically designed six session training programme that facilitates the development of an athlete in line with their stage of Long Term Athlete Development and considers the principles of training</p> <p>GUIDANCE; As an Expert witness you will be observing the delivery of the sessions only.</p> | <ul style="list-style-type: none"> What stage of the LTAD were the athletes performing at? Was there a mix of ability? | <p style="text-align: center;">8</p> <p>Identify and implement the use of technology and equipment appropriate for athletes, in a training / competition environment</p> | <ul style="list-style-type: none"> Did you see the candidate use appropriate equipment during the delivery of sessions? What equipment did they use, was it readily available? <p>Simple session but used watch appropriately to check turnarounds. Pull buoys and kickboards were available if needed.</p> |
| | DATE ACHIEVED | | DATE ACHIEVED 26/1/08 |
| | <ul style="list-style-type: none"> Was each session the candidate delivered at the appropriate LTAD stage for the athletes? | | <ul style="list-style-type: none"> Did you see the candidate make use of appropriate technology during the delivery of sessions e.g. Video Camera? <p>Watched video of their performances at the masters-this was really useful.</p> |
| | DATE ACHIEVED | | DATE ACHIEVED 29/1/08 |
| | <ul style="list-style-type: none"> What training principles did the candidate use? (eg. Overload) Charlie used Overload training to improve both Ian and Paula's stamina | | <ul style="list-style-type: none"> Did the equipment enhance learning? Did the equipment help to achieve the session outcomes? (Give an example) <p>Paula was unaware of how she was not dipping on the finish on back and Charlie could show here. Her finishes from then were much better.</p> |
| DATE ACHIEVED 28/1/08 | DATE ACHIEVED 29/1/08 | | |
| <ul style="list-style-type: none"> Did the athletes improve over the 6 sessions? (Give Examples) Yes, Ian's Frontcrawl times improved | <ul style="list-style-type: none"> Was there any feedback from the athletes about the equipment? Paula was able to visualize her stroke thorough use if the video. | | |
| DATE ACHIEVED 30/1/08 | DATE ACHIEVED 29/1/08 | | |

COACHING (DISCIPLINE) – Evidence Tool



| Outcome | Evidence | Outcome | Evidence |
|---|--|--|---|
| <p style="text-align: center;">9</p> <p>Analyse the performance of athletes during competition and plan relevant improvement strategies</p> | <ul style="list-style-type: none"> Did the candidate see the athletes in a competition environment or mock competitive environment? <p>Charlie observed the swimmers at the Inter County Masters on January 28th</p> | <p style="text-align: center;">10</p> <p>Implement sound communication strategies with athletes, parents, club officials, and colleagues</p> | <ul style="list-style-type: none"> How did the candidate communicate with Athletes? What methods were used verbal / non-verbal, questions – open / closed, Feedback/ praise? <p>Clear voice, appropriate instruction, and effective language. Candidates understood what was needed. No confusion.</p> |
| | <p>DATE ACHIEVED 28/1/08</p> | | <p>DATE ACHIEVED 30/1/08</p> |
| | <ul style="list-style-type: none"> Did the candidate analyse the performance of participants during competition? How? <p>Charlie chatted through aims before races with Paula and Ian. Really clear about aims of the race. Also lots of encouragement especially for Ian who is quite new to masters competitions.</p> | | <ul style="list-style-type: none"> Did the candidate communicate with Parents? This may be via the swimming coordinator/ response to customer comments cards. (Give an example) |
| | <p>DATE ACHIEVED 28/1/08</p> | | <p>DATE ACHIEVED</p> |
| | <ul style="list-style-type: none"> Did the candidate plan improvement strategies for the participants? (Give examples) <p>Did this at competition-what going to work on next Paula some extra pace back end of race Ian maintaining stroke over distance and confidence</p> | | <ul style="list-style-type: none"> Did you see the candidate communicate effectively with club officials? (Give an example) |
| | <p>DATE ACHIEVED 28/1/08</p> | | <p>DATE ACHIEVED</p> |
| <ul style="list-style-type: none"> Did the candidate implement these improvements in the following session? What was the result? <p>They all Watched video and then Charlie emphasized points.</p> | <ul style="list-style-type: none"> Did you see the candidate communicate effectively with colleagues? (Give an example) | | |
| <p>DATE ACHIEVED 29/1/08</p> | <p>DATE ACHIEVED</p> | | |

COACHING (DISCIPLINE) – Evidence Tool



| Outcome | Evidence | Outcome | Evidence |
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| 11 Implement and monitor a suitable fluid replacement programme with athletes in a training / competition environment | <ul style="list-style-type: none"> Was fluid replacement planned into each session? Encouraged Ian and Paula to drink through session. Water on poolside. Particularly Ian as was not feeling great | 12 Use psychological processes to implement individual and team goal-setting strategies | <ul style="list-style-type: none"> Did the candidate find out the individual athletes long-term & short-term goals? (Give examples) Detailed skills for Paula-long stroke adding pace through 50s. Same with Ian later in session. Kept coming back to this |
| | DATE ACHIEVED 25/1/08 | | DATE ACHIEVED 25/1/08 |
| | <ul style="list-style-type: none"> What fluid did the athletes use to hydrate? | | <ul style="list-style-type: none"> Did the candidate find out the long-term & short-term goals of the team? (Give examples) |
| | DATE ACHIEVED | | DATE ACHIEVED |
| | <ul style="list-style-type: none"> Did the candidate promote the intake of fluids throughout the session? | | <ul style="list-style-type: none"> Did candidate set any goals for individual athletes or the team during the sessions? (Give examples) |
| | DATE ACHIEVED | | DATE ACHIEVED |
| <ul style="list-style-type: none"> Did the candidate offer advice to the athletes of the various ways to stay hydrated in competition and training? (Give examples) | <ul style="list-style-type: none"> Were any of these goals achieved? Were any goals modified? (Give examples) | | |
| DATE ACHIEVED | DATE ACHIEVED | | |

COACHING (DISCIPLINE) – Evidence Tool



| Outcome | Evidence | Outcome | Evidence |
|--|---|--|---|
| <p>13</p> <p>Implement processes to develop team cohesion and spirit in a training / competition environment</p> | <ul style="list-style-type: none"> Did you see the candidate communicate with athletes as a group? (Give an example) | <p>14</p> <p>Use psychological processes to assist athletes to identify, attain and maintain their ideal psychological performance state</p> | <ul style="list-style-type: none"> What did the candidate do to assist the athletes identify their ideal mindset? (Give an example) |
| | DATE ACHIEVED | | DATE ACHIEVED |
| | <ul style="list-style-type: none"> Did the candidate do any activities to help the group work as a team? Games, Challenges (Give an example) | | <ul style="list-style-type: none"> What did the candidate do to assist the athletes attain their ideal mindset? (eg. mental rehearsal) (Give an example) |
| | DATE ACHIEVED | | DATE ACHIEVED |
| | <ul style="list-style-type: none"> Did you see the candidate help the develop team spirit during the sessions? (Give an example) | | <ul style="list-style-type: none"> What did the candidate do to assist the athletes maintain their ideal mindset? (Give an example) |
| DATE ACHIEVED | DATE ACHIEVED | | <ul style="list-style-type: none"> Did any athletes improve or achieve their ideal psychological performance state |
| <ul style="list-style-type: none"> Did the athletes work as team? (Give an example) | | | |

COACHING (DISCIPLINE) – Evidence Tool



| Outcome | Evidence | Outcome | Evidence |
|--|---|---|--|
| 15 Maintain / modify administration records for the club / squad (e.g. name, address, medical history, training records, performance statistics, attendance, payment records, etc) | <ul style="list-style-type: none"> Did the candidate take a register of attendance? In what format? | 16 Produce, implement and review a personal action plan based on reflection, analysis and recording of feedback given by participants and others | <ul style="list-style-type: none"> Did the candidate evaluated each session? How? |
| | DATE ACHIEVED | | DATE ACHIEVED |
| | <ul style="list-style-type: none"> How the candidate record the athletes progress? (Evaluation of session plan, Scheme of Work, Notes) | | <ul style="list-style-type: none"> Did the candidate implement what they had planned? Were there any modifications made, what were these modifications? |
| | DATE ACHIEVED | | DATE ACHIEVED |
| | <ul style="list-style-type: none"> What other administration records did the candidate maintain? | | <ul style="list-style-type: none"> Did the candidate implement changes? – On the next session |
| DATE ACHIEVED | DATE ACHIEVED | | |
| <ul style="list-style-type: none"> How the did candidate record what was covered in the session? | <ul style="list-style-type: none"> Did the candidate receive any feedback from athletes, parents or colleagues? What type of feedback was this? (positive, letter, verbal, etc.) | | |
| DATE ACHIEVED | DATE ACHIEVED | | |

COACHING (DISCIPLINE) – Evidence Tool



| Outcome | Evidence | Outcome | Evidence |
|---|---|---|---|
| 17 WATER POLO ONLY Demonstrate effective control and management of a coached Water Polo training game | <ul style="list-style-type: none"> Did the candidate manage and coach a water polo training game? (Give details of type of game and ability & number of players) | 18 WATER POLO ONLY Introduce and develop basic positional play: set attack and defence, counter attack and defence, extra-man attack and defence | <ul style="list-style-type: none"> Describe how the candidate Introduced set attack and defence? |
| | DATE ACHIEVED | | DATE ACHIEVED |
| | <ul style="list-style-type: none"> Was the candidate in control of the game? (Give examples) | | <ul style="list-style-type: none"> Describe how the candidate Introduced counter attack and defence? |
| | DATE ACHIEVED | | DATE ACHIEVED |
| | <ul style="list-style-type: none"> Did the candidate make effective decisions during the game? (Give examples) | | <ul style="list-style-type: none"> Describe how the candidate Introduced extra-man attack and defence? |
| DATE ACHIEVED | DATE ACHIEVED | | |
| <ul style="list-style-type: none"> Were there any incidents during the game? (Give examples) | <ul style="list-style-type: none"> Did the candidate improve their basic positional play? | | |
| DATE ACHIEVED | DATE ACHIEVED | | |

COACHING (DISCIPLINE) – Evidence Tool



| Session Date | Additional information and feedback |
|------------------------|--|
| Session 1 | |
| Session 2 | |
| Session 3 | |
| Session 4 | |
| Session 5 | |
| Session 6 | |
| Overall Summary | |