



Course Details

The GNAS Level 1 Coach Course consists of six core areas of study, each made up of components that are broken down further into elements. These are:

- Sports Science
- General anatomy
 - ❖ Archery specific anatomy
 - ❖ Injuries
 - ❖ Considerations re. coaching children
 - ❖ Physical preparation for shooting
- Communicaton
 - ❖ Working with participants
 - ❖ Communicating with participants
 - Obtaining and recording information
 - Communicating information
 - Providing feedback
- Teaching and Coaching
 - ❖ Evaluate and prepare participants for archery
 - ❖ Teach basic archery technique
 - ❖ Improve basic archery technique
- Health and Safety
 - ❖ Controlling hazards and risks on the range
 - ❖ Controlling hazards and risks in shooting
- Personal Development
 - ❖ Maintain adequate records of work undertaken during the course
 - ❖ Demonstrate an understanding of the need for ongoing training and personal development
 - ❖ Make effective use of feedback
- Equipment Knowledge
 - ❖ Equipment selection
 - ❖ Setting up basic beginners' equipment
 - Fitting an arrow rest
 - Fitting a nocking point

These are delivered in an integrated way through the same structure as the National Coaching Certificate; copies of these are included in the pack.



Delivery and Assessment Framework

The modules that form the structure of the delivery of the course are taken from the National Coaching Certificate framework, and ensure that the GNAS Level 1 course is fully covering the required elements. These are presented in a simple format which tells you how they will be assessed and what you will need to know, understand and be able to do.

The modules are:

- C1.1 Prepare, set up and Take down equipment
 - C1.1.1 Check and prepare the shooting range and equipment
 - C1.1.2 Take down the equipment and clear the range

- C1.2 Plan, arrange and evaluate an archery activity
 - C1.2.1 Help to plan and arrange an archery session
 - C1.2.2 Evaluate an archery session

- C1.3 Working with Others
 - C1.3.1 Work well with participants
 - C1.3.2 Working with colleagues
 - C1.3.3 Self improvement
 - C1.3.4 Providing additional support (emergency services)

- C1.4 Lead an archery activity
 - C1.4.1 Prepare and equip the participants
 - C1.4.2 Demonstrate basic technique
 - C1.4.3 Guide participants to shoot using basic technique
 - C1.4.4 Improve participants' performance
 - C1.4.5 Conclude an archery session

Within these, all the underpinning knowledge and skills development from the GNAS six core themes will be covered.



Course Structure

The course has three sections of training'

- ❖ Formalised training, both theoretical and practical, amounting to 30 hours tuition
- ❖ Supported practice - guided by your mentor at your own club or within activities organised by the course organiser
- ❖ Consolidation of learning and internal assessment and external assessment

The supported practice may be during the training period and extend beyond it. All assessments must be completed within 12 months of the end of the training course, though this may be much less. Assessments are carried out in real teaching / coaching situations, which is why the timescale is flexible; it is recognised that not everyone will have the same number of opportunities.

You will be expected to nominate a mentor for the duration of your course. This mentor should preferably be qualified at least at coach level (Level 2) and should be someone you can see or make contact with on a regular basis. They will need to attend a nominated session for mentor training, so that they know how best to support you. Your mentor may be one of the course staff.

The course is archery specific, but also integrates the core elements from the National Coaching Certificate required for Level 1. These are:

- ❖ C11 help to set up and take down equipment
- ❖ C21 Help to maintain facility areas
- ❖ D11 Help to provide a good level of service to participants
- ❖ D41 Help to plan and prepare a session
- ❖ D42 Lead an activity within a session
- ❖ C35 Deal with accidents and emergencies

You will not need any additional examination for these core units, and can see how these have been incorporated into the GNAS course from the titles of the modules above.

***Training***

This will be carried out through tutored sessions and practical sessions. All theoretical work will have a practical application. You will be expected to complete some short assignments outside the course time, and there may be short tests during the course on some items. If you have any difficulties with this, please speak in confidence to your course organiser.

Supported Practice.

This will be hands-on experience working with real beginners. Some of this may be during a course session, but it is more likely that it will be a beginners course at your own club, a have a go day or an event arranged by the course organiser. This practice may be supported by a course tutor, your coach mentor or another coach at the event. They may be asked to complete an observation sheet on your work; there are sample copies provided that you can use. Completed observation records should be kept in your portfolio as evidence of the work you have done.

The supported practice may also be an opportunity for your assessors to visit you and complete an assessment. Internal assessments should be seen as an opportunity to demonstrate what you know and can do, and are a part of the learning process.



Portfolio Evidence

One of the main methods of assessment is on evidence you provide in your portfolio. There will be a core of evidence that is required for assessment, but you may wish to provide additional evidence should you have opportunity to do so.

The core evidence will be:

- ❖ Course application
- ❖ Personal details
- ❖ Details of mentor
- ❖ Course guidance notes
- ❖ Course session plans
- ❖ Course handouts
- ❖ Your own notes
- ❖ Observation records and assessments
- ❖ Notes from reviews with course tutors and mentors
- ❖ Written assignments
- ❖ Test papers
- ❖ Work record / log

Additional evidence might be:

- ❖ Information you have collected from your own research into topics
- ❖ Additional observations / reports on your work away from the course
- ❖ Attendance at any complementary courses, e.g. first aid
- ❖ Evidence of any prior learning appropriate to the course

This evidence should be presented in a logical and sequential way so that your assessors can easily see what you have done. Guidance will be given on this during the Personal Development training.

Observation records of your practical work should be completed by a competent person (usually another coach) and must be signed and dated by them and yourself. Copies of these may be sent to your assessors prior to the final assessment.



Assessment

Your work and progress during the course will be assessed continuously by the course tutors. There will be more formal assessments by your external assessors that will be practical in nature, but these will only take place when the internal assessments have been carried out successfully. The assessment sheets show who has been assessing you on which components.

In course assessment is formative and may take different forms:-

- ❖ Test papers
- ❖ Oral questioning
- ❖ Written assignments
- ❖ Progress reviews

In addition, reports from observation records, review reports from your mentor and your own progress reviews will be used as part of the assessment process.

Once internal assessment is completed you will be assessed by a centrally appointed assessor for the teaching modules. All other assessment may be carried out by the course tutors, locally appointed accredited assessors, your mentor or the course organiser. A moderator may visit one of these assessments to monitor the quality and consistency of assessment; he or she will not be assessing you.

Much of the assessment will be by observation of you doing the real job of coaching in a real, not simulated, context. To help arrange this we will need from you dates of any events or courses at which you will be assisting. If your club does not have anything planned it may be necessary to arrange a day when you can be observed during the course. This would be with real beginners, not existing archers. The course organiser will contact your club to ask for their support in arranging opportunities for you to work.

The final assessment will primarily be a meeting with the external assessors with your portfolio, where they can look at all the assessment information, question you about the work you have done (if necessary) and come to a judgement about whether your work meets the criteria for a pass. There are no grades - it is either pass or fail. However, it is unlikely that you would be put forward for your final assessment if your tutors did not feel that you could pass.



Glossary of terms

The following words or terms may be unfamiliar to you; a brief explanation is given here so that you may more easily understand some of the language associated with coaching in general, and this course in particular.

Accredited	A County or Senior coach who has been approved as a tutor or assessor
APL	Accredited Prior Learning - a qualification or experience that can be accepted in lieu of training or another qualification
Assessment criteria	Standards candidates have to meet in their assessment and the methods by which a pass will be determined.
Child Protection	Reference to elements of the "Children and Vulnerable Adults" act.
Component	A sub-set of an element within a module
Core module	A generic module specified within the National Coaching certificate and common to all sports
CPD	Continuous professional Development - the planned process by which an individual increases their own skills, knowledge and experience
Examiner	An appointed assessor for the course; may be internal (someone involved with tutoring the course) or external
Element	A sub-set of a module - topics within the general theme of the module
Level	The particular grade of the qualification; the coaching scheme will range from level 1 to level 5
Mentor	A volunteer working with an individual to help with self-review and provide support to a candidate during the training period
Module	A section of the coaching course syllabus dealing with a specific theme e.g. equipment, sports science; usually broken down into elements, which are broken down into components.
NCC	National Coaching Committee (GNAS) Also used for the National Coaching Certificate
Performance Criteria	What the candidate will be able to do as a result of the training
Range statement	The level of competence required for Performance Criteria and the context that applies to demonstrating that competence.
ScUK	Sports Coach UK - the government sponsored body that oversees coaching in the UK; they will administer the National Coaching Certificate
Tutor	A person delivering some of the content of the course
Underpinning knowledge	Knowledge that is required by the candidate in order to meet the performance criteria.
Work record	A written record of work done by an individual, both on the course and thereafter. A summary of your work record is required every three years for renewal of your qualification.