



Level 3 Certificate in Activating High Performance in Soccer Coaching

Qualification Specification

December 2023

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About QUALIFI

QUALIFI is recognised and regulated by Ofqual (Office of Qualifications and Examinations Regulator). Our Ofqual reference number is RN5160. Ofqual regulates qualifications, examinations, and assessments in England.

As an Ofqual recognised Awarding Organisation, QUALIFI is required to carry out external quality assurance to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications meet the required standards.

Why Choose QUALIFI Qualifications?

QUALIFI qualifications aim to support learners to develop the necessary knowledge, skills and understanding to support their professional development within their chosen career and or to provide opportunities for progression to further study.

Our qualifications provide opportunities for learners to:

- apply analytical and evaluative thinking skills
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social, and other transferable skills.

Employer Support for the Qualification Development

During the development of this qualification QUALIFI consults a range of employers, providers, and existing centres (where applicable) to ensure rigour, validity and demand for the qualification and to ensure that the development considers the potential learner audience for the qualification and assessment methods.

Equality and Diversity

QUALIFI's qualifications are developed to be accessible to all learners who are capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure teaching and learning are free from any barriers that may restrict access and progression.

Learners with any specific learning need should discuss this in the first instance with their approved centre who will refer to QUALIFI's Reasonable Adjustment and Special Consideration Policy.

Qualification Title and Accreditation Number

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit within the qualification has its own RQF code. The QAN for this qualification is as follows:

QUALIFI Level 3 Certificate in Activating High Performance in Soccer Coaching 610/3527/0

Qualification Aims and Learning Outcomes

Aims of the QUALIFI Level 3 Certificate in Activating High Performance Soccer Coaching

The overall aim of the Level 3 Certificate in Activating High Performance in Soccer Coaching qualification is to provide learners with a specialist programme of study that provides a depth of knowledge and understanding of key aspects within the field of soccer coaching.

This qualification aims to provide an in-depth introduction to the fundamental concepts and techniques of utilising psychology-based approach in sports coaching. Understanding the psychological aspects of players' behaviour, motivation, and mental resilience is essential for effective coaching and player development. This course aims to equip learners with the knowledge and tools to integrate psychology into their coaching strategies, fostering improved performance, communication, and team dynamics.

Successful completion of Level 3 Certificate in Activating High Performance Soccer Coaching provides learners with the opportunity to progress to further study or employment.

Outcomes of the QUALIFI Level 3 Certificate in Activating High Performance Soccer Coaching

The overall learning outcome of the Certificate are for learners to:

1. Gain an understanding of a comprehensive approach to player development that encompasses the holistic growth of players, including their physical, technical, tactical, mental, and emotional aspects.
2. Develop the skills and knowledge to effectively address psychological factors affecting player performance and well-being, including mental resilience and emotional intelligence.
3. Design and implement training sessions that seamlessly integrate mental and emotional development elements, enhancing player concentration, focus, and confidence.
4. Adhere to ethical principles in coaching, prioritise player welfare and emotional well-being, and continuously reflect and adapt coaching methods for improvement.

5. Actively pursue personal growth through self-awareness, reflection, and continuous improvement in coaching.

The complete learning outcomes and assessment criteria for each unit are outlined in the unit specifications.

Delivering the Qualification

External Quality Assurance Arrangements

All centres are required to complete an approval process to be recognised as an approved centre. Centres must have the ability to support learners. Centres must commit to working with QUALIFI and its team of External Quality Assurers (EQAs). Approved centres are required to have in place qualified and experienced tutors and all tutors are required to undertake regular continued professional development (CPD).

Approved centres will be monitored by QUALIFI External Quality Assurers (EQAs) to ensure compliance with QUALIFI requirements and to ensure that learners are provided with appropriate learning opportunities, guidance and formative assessment.

QUALIFI's guidance relating to invigilation, preventing plagiarism and collusion will apply to centres.

Unless otherwise agreed, QUALIFI:

- sets all assessments.
- moderate's assessments prior to certification.
- awards the final mark and issues certificates.

Learner Induction and Registration

Approved centres should ensure all learners receive a full induction to their study programme and the requirements of the qualification and its assessment.

All learners should expect to be issued with the course handbook and a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they are able to meet the requirements qualification and that, if applicable, appropriate pathways or optional units are selected to meet learners' progression requirements.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance to support them in making the necessary qualification and

unit choices. During recruitment, approved centres need to provide learners with accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within the deadlines outlined in the QUALIFI Registration, Results and Certification Policy and Procedure.

Entry Criteria

Approved centres are responsible for reviewing and making decisions as to an applicant's ability to complete the learning programme successfully and meet the demands of the qualification. The initial assessment by the centre will need to consider the support that is readily available or can be made available to meet individual learner needs as appropriate.

The qualification has been designed to be accessible without artificial barriers that restrict access. For this qualification, applicants must be aged 18 or over.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International qualifications will be checked for appropriate enrolment to UK higher education postgraduate programmes where applicable. Applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

In certain circumstances, applicants with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the qualification.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units, or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's *Recognition of Prior Learning Policy*.

Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes and may be made available to our regulators. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

Learner Voice

Learners can play an important part in improving the quality through the feedback they give. In addition to the on-going discussion with the course team throughout the year, centres will have a range of mechanisms for learners to feed back about their experience of teaching and learning.

Professional Development and Training for Centres

QUALIFI supports its approved centres with training relating to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme.
- planning for assessment and grading.
- developing effective assignments.
- building your team and teamwork skills.
- developing learner-centred learning and teaching approaches.
- building in effective and efficient quality assurance systems.

Please contact us for further information.

Progression and Links to other QUALIFI Programmes

Completing the **QUALIFI Level 3 Certificate in Activating High Performance in Soccer Coaching** will enable learners to progress to:

- QUALIFI Level 4 Diplomas.
- Employment in an associated profession.

Qualification Structure and Requirements

Credits and Total Qualification Time (TQT)

The QUALIFI Level 3 Certificate in Soccer Coaching is made up of 16 credits which equates to 160 hours of TQT.

Total Qualification Time (TQT) is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Examples of activities that can contribute to Total Qualification Time includes guided learning, independent and unsupervised research/learning, unsupervised compilation of a portfolio of work experience, unsupervised e-learning, unsupervised e-assessment, unsupervised coursework, watching a prerecorded podcast or webinar, unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops, live webinars, telephone tutorials or other forms of e-learning supervised by a tutor in real time. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Rules of Combination for QUALIFI Level 3 Certificate in Activating High Performance in Soccer Coaching

Unit Reference	Mandatory Units	Level	Credit	GLH	TQT
Y/650/9303	Understanding the Psychological Aspects of Performance	3	2	15	20
A/650/9304	Building A Strong Coach Player Relationship	3	3	20	30
D/650/9305	Developing Mental Resilience in Players	3	3	20	30
F/650/9306	Enhancing Player's Focus and Concentration	3	2	15	20
H/650/9307	Building a Team that Works	3	3	20	30
J/650/9308	Developing a Personal Development Plan	3	3	20	30
Totals			16	110	160

Achievement Requirements

Learners must demonstrate they have met all learning outcomes and assessment criteria for all the required units to achieve this qualification. QUALIFI will issue certificates to all successful learners via their registered centres.

Awarding Classification/Grading

This qualification grading is **Pass/Fail**

All units will be assessed internally through written assignment, marked internally by the QUALIFI approved centre and subject to external quality assurance by QUALIFI.

Assessment Strategy and Methods

QUALIFI will provide assessments for each unit of this qualification. These tasks will address all learning outcomes and related assessment criteria, all of which must be demonstrated/passed in order to achieve the qualification. To achieve a pass for each of the units, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

The assessment tasks will require learners to draw on real organisational information or case studies to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, encourage learners to draw on work-place opportunities to undertake research and investigation to support their learning.

Learners' assessments will be marked internally by the approved centre and will be subject to external moderation by QUALIFI prior to certification.

Qualifi will provide summative assessments that cover the learning outcomes and assessment criteria. In addition formative assessments may be offered.

1: Formative Assessment

Formative assessment is an integral part of the assessment process, involving both the tutor/assessor and the learner about their progress during the course of study. Formative assessment takes place prior to summative assessment and focuses on helping learners to reflect on their learning and improve their performance and does not confirm achievement of grades at this stage.

The main function of formative assessment is to provide feedback to enable learners to make improvements to their work. This feedback should be prompt so that it has meaning and context for learners and time must be given following the feedback for actions to be

complete. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement. All records should be available for auditing purposes as we may choose to check records of formative assessment as part of our on-going quality assurance. Formative assessments will not contribute to the overall mark of the units.

2: Summative Assessment

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Verifier and External Quality Assurer (EQA) and thus is provisional and can be overridden. Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to be familiar with the assessment and grading criteria so that they can understand the quality of what is required.

Formative Assessment	Summative Assessment
used during the learning process	used at the end of the learning process
provides feedback on learning-in-process	evaluates achievement against learning outcomes and assessment criteria
dialogue-based, ungraded	graded pass / refer

Evidence of both formative and summative assessment MUST be made available at the time of external quality assurance – EQA.

Please contact Qualifi for more information.

Unit Specifications

Unit CSC301: Understanding the Psychological Aspects of Performance

Unit code: Y/650/9303

RQF level: 3

GLH: 15

TUT: 20

Unit Aim

This unit aims to provide a comprehensive understanding of the Performance Anatomy Model (PAM) including its philosophy, models, and application in the context of soccer. PAM is an approach that integrates various factors influencing performance in sports, including psychological, physiological, technical, tactical, and environmental elements. It highlights the importance of mental and emotional aspects in player development for optimal performance and provides a unique angle to redefine the concept of performance.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the application of embodied learning theory in player development.	1.1 Explain the concept of performance in the context of embodied learning theory. 1.2 Describe key principles of the performance anatomy model.
2. Understand the importance of mental and emotional aspects in player performance.	2.1 Describe the personal operating system. 2.2 Explain the core mental, emotional, and cognitive skills for optimal performance. 2.3 Explain the impact of a player's mental, emotional, and cognitive skills on their performance.
3. Understand the mind-body connection in soccer.	3.1 Identify how a player's mental state influences their physical performance and decision-making on the pitch.

Indicative Content

Learning Outcome 1: Understand A Comprehensive approach to player development.

- Performance Anatomy Model: philosophy, models, and application.
 - Philosophy: the embodied mind
 - Models: Complex Dynamic: developing the links for complete performance; 4A the personal operating system.
 - Application: optimise performance in challenging situations in the context of:
 - the use of information
 - communication
 - learning and engagement
 - doing their job well
 - emotional management
 - anticipation and decision making
 - attention and focus
 - relationship and leadership

Learning Outcome 2: Understand the importance of mental and emotional aspects in player performance.

- Gritt Model – the high-performance mode of your personal operating system
 - The level of Growth Readiness, Intention, Tenacity, Trust within your personal operating system affects how well you execute your physical skills to achieve optimal performance.
 - 9 Mental attributes: self-awareness, resilience, decision making, well-being, flow, teamwork, leadership, progression, and always learning.

Learning Outcome 3: Understand the mind-body connection in soccer.

- Case study of how player's mind affects their performance and discuss their analysis and potential solution in a tutorial session.

Suggested Reading

1. Abrahams, Dan. (2013). "Soccer Tough: Simple Football Psychology Techniques to Improve Your Game." Bennion Kearny Ltd.
2. Bradberry, T., & Greaves, J. (2009). "Emotional Intelligence 2.0." TalentSmart.
3. Collins, David John, & Abbott, Angela. (2008). "Performance Psychology: A Practitioner's Guide." Elsevier.
4. Dweck, Carol S. (2007). "Mindset: The New Psychology of Success." Ballantine Books.
5. Peters, Dr. Steve. (2012). "The Chimp Paradox: The Mind Management Programme to Help You Achieve Success, Confidence, and Happiness." Vermilion.

6. Smith, Ronald E., & Smoll, Frank L. (2019). "Sport Psychology for Youth Coaches: Developing Champions in Sports and Life." Rowman & Littlefield Publishers.
7. Weinberg, R. S., & Gould, D. (2014). "Foundations of Sport and Exercise Psychology." Human Kinetics.

Unit CSC302: Building A Strong Coach-Player Relationship

Unit code: A/650/9304

RQF level: 3

GLH: 20

TUT: 30

Unit Aim

A coach-player relationship refers to the dynamic and multifaceted connection between a coach and the players they are coaching. It involves the interactions, communication, trust, understanding, and mutual respect that develop as coaches guide and support players in their personal and professional development. This relationship extends beyond the technical aspects of the sport and often includes mentorship, guidance, and the promotion of personal development and well-being.

A positive coach-player relationship is characterised by open communication, effective feedback, empathy, and a shared commitment to achieving goals. It goes beyond the boundaries of the game, involving the coach's influence on the players' attitudes, confidence, and other life skills. A strong coach-player relationship not only enhances players' performance but also contributes to the players' character development, mental resilience, and overall success both within and outside of the soccer context.

This unit will help learners to understand the roles and responsibilities of a high-performance coach; understand the importance of a strong coach-player relationship; assess the relationship with players and the impact of that on player development, team performance, and overall wellbeing of players.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Understand the roles and responsibilities of a high-performance coach.	1.1 Describe the roles and responsibilities of a high-performance coach. 1.2 Explain how coaches can support a player's psychological needs.
2 Understand the diverse personalities, operating styles, and motivations of players.	2.1 Discuss development plan with players using effective communication skills. 2.2 Explain how to use the results of personality tests to customise coaching approach for individual players. 2.3 Explain how to use individual personality assessment

	outcomes to tailor each player’s development plan and provide them with developmental feedback
3 Understand the impact of a strong coach-player relationship on player development, team performance, and overall well-being of players.	<p>3.1 Explain how you adapted your coaching style to players’ personalities and needs.</p> <p>3.2 Using examples. explain how a coach’s relationship with players affects team performance and overall well-being of players.</p> <p>3.3 Develop strategies to create a cohesive and supportive team environment.</p>

Indicative Content

Learning Outcome 1: Better understanding of the roles and responsibilities of a high-performance coach

- The IMPACT model: 6 key elements of the impactful coaching: Influence, Master, Parity, Agency, Togetherness

Learning Outcome 2: Gain insights into the diverse personalities, operating styles, and motivations of players.

- The Big Five Personality Traits Report
- Personal Operating System Assessment Report
- Coach’s guide for preparing and delivering 1-2-1 individual player development plan discussion session.

Learning outcome 3: Better understanding of the impact of a strong coach-player relationship on player development, team performance, and overall well-being of players.

- Self-assessment template: reflecting on the process of goal setting and decision making used.
- Self-assessment template: how your relationship with your players affects team performance and overall well-being of players.

Suggested Reading

1. Hughes, Damian. (2019). "The Barcelona Way: Unlocking the DNA of a Winning Culture." Pan Macmillan.
2. Kerr, James. (2013). "Legacy." Constable.
3. Maxwell, J. C. (2007). "The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You." Thomas Nelson.
4. O'Boyle, Ian, & Way, Ken. (2018). "Leadership in Sport: Understanding Leadership in Practice." Routledge.
5. Paciorek, P. (2015). "The Emotionally Intelligent Coach: A Guide for All Coaches." CreateSpace Independent Publishing Platform.
6. Sinek, Simon. (2014). "Leaders Eat Last: Why Some Teams Pull Together and Others Don't." Portfolio.
7. Walker, Sam. (2018). "The Captain Class: The Hidden Force That Creates the World's Greatest Teams." Random House.

Unit CSC303: Developing Mental Resilience in Players

Unit code: D/650/9305

RQF level: 3

GLH: 20

TUT: 30

Unit Aim

Mental resilience refers to a player's ability to adapt, bounce back, and thrive in the face of challenges, setbacks, and pressure. Understanding mental resilience and its significance in soccer is the first step toward effectively developing this important mental attribute in players.

In this unit, we will explore the importance of mental resilience in the context of soccer, understand the key components of resilience, and learn practical strategies that coaches can use to help their players develop this critical mental attribute.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the concept of resilience and its significance in soccer.	1.1 Explain what mental resilience is and why it is essential for player performance and personal well-being. 1.2 Describe resilience behaviours in real life examples of athletes demonstrating mental resilience.
2. Understand the ways in which a player can develop their mental resilience.	2.1 Describe the fundamental personal skills that a player needs to build mental resilience. 2.2 Explain the techniques that individual players can utilise to develop fundamental skills for building mental resilience. 2.3 Develop strategies for building mental resilience in players incorporate a variety of resilience-building techniques.
3. Be able to implement resilience-building techniques to support players.	3.1 Demonstrate the effective use of techniques to build mental resilience in players. 3.2 Reflect on own application of techniques for building mental resilience in players.

Indicative Content

Learning outcome 1: Understand the concept of resilience and its significance in soccer.

1. Why Mental Resilience Matters
 - a. The significance of mental resilience in player performance and personal well-being including the lasting impact of mental resilience on personal development
 - b. Video: Real-life examples of players demonstrating mental resilience.

Learning outcome 2: Understand the ways in which a player can develop their mental resilience.

2. Components of Mental Resilience: Personal skills required to develop resilience.
 - a. Self-Awareness and Emotional Regulation:
 - i. Understanding emotions and their impact on performance.
 - ii. Techniques for recognising and managing emotions effectively.
 - b. Positive Mindset and Growth Mindset
 - i. Developing a growth mindset for accepting challenges and setbacks.
 - ii. Reframing challenges and setbacks as opportunities to grow. Guide players to find the silver lining in difficult situations and learn from setbacks and failure.
 - c. Stress Management and Coping Strategies
 - i. Identifying internal and external sources of stress in playing soccer including common triggers of performance anxiety and pressure.
 - ii. Practical techniques for managing stress and maintaining focus.

Learning outcome 3: Be able to implement resilience-building techniques to support players

3. Strategies for Building Mental Resilience
 - a. Goal setting and planning
 - i. 4A goal setting approach for enhanced motivation and direction
 - ii. Creating a roadmap for achieving both short-term and long-term objectives
 - b. Visualisation and Mental Imagery
 - i. Utilizing mental imagery to enhance performance and reduce anxiety.
 - ii. Steps for implementing visualisation techniques in training.
 - c. Mindfulness and Breathing Exercises
 - i. Introduction to mindfulness and its role in resilience.
 - ii. Breathing exercises for relaxation and staying present under pressure
4. Implementing Resilience-Building Techniques
 - a. Preparing for High-Pressure Situations

- i. Simulating high-pressure scenarios to practice resilience.
 - ii. Strategies for staying composed and focused during critical moments.
- b. Encouraging a Supportive Team Culture
 - i. The coach's role in creating a resilient team environment.
 - ii. Promoting open communication and peer support among players.

Suggested Reading

1. Duckworth, Angela. (2016). "Grit: The Power of Passion and Perseverance." Scribner.
2. Duhigg, Charles. (2014). "The Power of Habit: Why We Do What We Do in Life and Business." Random House Trade Paperbacks.
3. Gallwey, W. Timothy. (1997). "The Inner Game of Tennis." Random House Trade Paperbacks.
4. Mack, Gary, & Casstevens, David. (2001). "Mind Gym: An Athlete's Guide to Inner Excellence." McGraw-Hill Education.
5. Medcalf, A. J. (2019). "The Power of Self-Awareness: Live a Life of Your Own Design." CreateSpace Independent Publishing Platform.
6. Seligman, M. E. P. (2011). "Learned Optimism: How to Change Your Mind and Your Life." Vintage.
7. Seligman, M. E. P. (2011). "Learned Optimism: How to Change Your Mind and Your Life." Vintage.
8. van Cuylenburg, Hugh. (2019). "The Resilience Project: Finding Happiness through Gratitude, Empathy, and Mindfulness." Penguin Life.

Unit CSC304: Enhancing Player's Focus and Concentration

Unit code: F/650/9306

RQF level: 3

GLH: 15

TUT: 20

Unit Aim

Focus is a player's ability to direct attention toward tasks on hand that matter to them while ignoring distractions. Maintaining focus enhances physical and technical skills execution, decision-making, so to optimise overall performance. Lack of focus can lead to errors, missed opportunities, and decreased consistency. Coaches plays a crucial role in helping players to achieve optimal performance through improved focus.

In this session, we will explore the science of concentration, strategies to enhance focus, and practical methods to integrate into coaching routines to improve players' ability to stay focused during training and competition.

Learning Outcomes and assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the concepts of focus and concentration.	1.1 Outline attention as a cognitive process. 1.2 Explain the concept of attentional spotlight and how it impacts decision-making and physical and technical skills execution. 1.3 Analyse various internal (and external factors that influence a player's ability to concentrate effectively.
2 Understand practical strategies to enhance player focus and concentration.	2.1 Describe the techniques involved in goal setting for focus enhancement, mindfulness, and present-moment focus. 2.2 Develop customised pre-performance routines to enhance players' focus, concentration, and mental readiness.
3 Understand practical strategies to mitigate distractions.	3.1 Identify common distractions in soccer. 3.2 Explain how to minimise the impact of common distractions.

4 Be able to Integrate focus training into a coaching plan.	4.1 Develop a coaching plan that incorporates focus-enhancing strategies into your coaching routine. 4.2 Detail specific techniques, practice drills, and methods for tracking progress.

Indicative Content

Learning outcome 1: Understand the science of focus and concentration

1. Understanding Focus and Concentration
 - a. The Science of Focus and Performance
 - i. Introduction to how focus influences players' decision-making and performance.
 - ii. The "attentional spotlight" and its role in processing information.
 - b. Factors impacting Player's Concentration
 - i. Exploring internal and external factors affecting players' ability to concentrate on tasks on hand.
 - ii. Identifying challenges such as mindset, distractions, and pressure

Learning outcome 2: Understand practical strategies to enhance player focus and concentration.

2. Strategies for Enhancing Player's Focus and Concentration
 - a. Goal Setting for Enhanced Focus
 - i. Setting specific goals to direct players' attention
 - ii. Creating sense of purpose by setting goals to enhance engagement and focus.
 - b. Mindfulness and Present-Moment Awareness
 - i. Introduction to mindfulness techniques.
 - c. Creating Pre-performance Routine
 - i. Developing customised pre-performance routines to develop a focused mindset within the team.
 - ii. Incorporating visualisation and mental imagery techniques

Learning outcome 3: Understand practical strategies to mitigate distractions

Strategies for Minimising Distractions and Overcoming Challenges

- d. Effective Distraction Management
 - i. Identifying common distractions and techniques to minimise their impact.
 - ii. Strategies for helping players quickly regain focus after distractions.

- e. Managing Pressure and Anxiety
 - i. The relationship between pressure, anxiety, and diminished concentration.
 - ii. Techniques for maintaining composure and focus under pressure.

Learning outcome 4: Be able to Integrate focus training into a coaching plan

Integration of Focus Training into Coaching

- f. Simulation and Scenario Training
 - i. Designing practice scenarios that replicate game distractions and challenges.
 - ii. Training players to sustain focus during high-pressure scenarios.
- g. Providing Constructive Feedback
 - i. Importance of providing focused feedback to enhance players' self-awareness.
 - ii. Techniques for guiding players to recognise their own concentration levels.

Suggested Reading

1. Afremow, Jim. (2014). "The Champion's Mind: How Great Athletes Think, Train, and Thrive." Rodale Books.
2. Csikszentmihalyi, Mihaly. (2008). "Flow: The Psychology of Optimal Experience." Harper Perennial Modern Classics.
3. Ericsson, Anders, & Pool, Robert. (2017). "Peak: Secrets from the New Science of Expertise." Eamon Dolan/Houghton Mifflin Harcourt.
4. Loehr, Jim, & Schwartz, Tony. (2003). "The Power of Full Engagement: Managing Energy, Not Time, Is the Key to High Performance and Personal Renewal." Free Press.
5. Mumford, George. (2015). "The Mindful Athlete: Secrets to Pure Performance." Parallax Press.

Unit CSC305: Building a Team that Works

Unit code: H/650/9307

RQF level: 3

GLH: 20

TUT: 30

Unit Aim

A soccer team that works is more than just a collection of skilled individual players. It stands for a set of qualities, dynamics, and characteristics that accelerate its performance and success beyond what individual talent alone can achieve.

This unit is designed to provide learners with the knowledge, strategies, and tools needed to build a cohesive and successful soccer team with its own identity.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the fundamentals of team building.	1.1 Identify features of a cohesive team. 1.2 Explain how a strong team dynamic enhances performance. 1.3 Summarise the role of players and coaches in building a strong team culture.
2 Be able to develop a plan for building a strong team culture.	2.1 Develop a plan to build a strong team culture. 2.2 Justify own selection of strategies, techniques, and tools in relation to establishing a team culture.
3 Understand ways to promote effective teamwork and collaboration.	3.1 Summarise non-technical dynamics of effective teamwork in soccer. 3.2 Explain ways to build trust among players. 3.3 Explain ways to leverage individual strengths for the benefit of the team.
4 Understand ways to nurture leadership and player development.	4.1 Describe the qualities players need to carry out a leadership role Explain ways to balance team success with individual player growth

5 Be able to deliver match analysis and feedback to players.	5.1 Analyse match performance. 5.2 Provide constructive feedback to players to meet their individual needs.
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Indicative Content

Learning outcome 1 :Understand the fundamentals of team building Understanding Team Building in Soccer

- a. The Importance of Team Building
 - i. Introduction to the significance of team cohesion in soccer.
 - ii. How a strong team dynamic enhances performance and overall success.
- b. Components of a Successful Soccer Team
 - i. Exploring the key elements that contribute to a great soccer team.
 - ii. Understanding the roles of players, coaches, and team culture.

Learning outcome 2: Be able to develop a plan for building a strong team culture

2. Creating a Strong Team Culture
 - a. Defining Team Values and Identity
 - i. How to establish team values, mission, and identity.
 - ii. The role of shared beliefs in uniting players toward common goals.
 - b. Encouraging Communication and Respect
 - i. Strategies for promoting open communication and mutual respect among players.
 - ii. Creating an environment where ideas and opinions are valued

Learning outcome 3: Understand ways to promote effective teamwork and collaboration

3. Teamwork and Collaboration
 - a. Building Trust and Cooperation
 - i. Techniques for building trust among players.
 - ii. Encouraging collaborative efforts on and off the pitch.
 - b. Developing Effective Teamwork
 - i. Exploring the dynamics of teamwork in soccer.
 - ii. How to leverage individual strengths for the benefit of the team.

Learning outcome 4: Understand ways to nurture leadership and player development

4. Leadership and Player Development
 - a. Nurturing Leadership Skills
 - i. Identifying and developing leadership qualities among players.
 - ii. How leadership contributes to team unity and motivation.
 - b. Supporting Player Development
 - i. Balancing team success with individual player growth.

- ii. Providing opportunities for skill enhancement and specialization.

Learning outcome 5: Be able to deliver match analysis and feedback to players

- 5. Match Analysis and Feedback as a strategy for Skill Improvement
 - a. Introduction to IMPACT match analysis
 - i. The role of match analysis in identifying areas for improvement.
 - ii. Providing a holistic analysis that provides basis for personal and professional development of individual players.
 - b. Effective ways to provide constructive feedback to players.

Suggested Reading

1. Kerr, James. (2013). "Legacy." Constable.
2. Lencioni, Patrick. (2002). "The Five Dysfunctions of a Team: A Leadership Fable." Jossey-Bass.
3. McChrystal, General Stanley. (2015). "Team of Teams: New Rules of Engagement for a Complex World." Portfolio.
4. Medcalf, A. J. (2019). "The Power of Self-Awareness: Live a Life of Your Own Design." CreateSpace Independent Publishing Platform.
5. Seligman, M. E. P. (2011). "Learned Optimism: How to Change Your Mind and Your Life." Vintage.
6. Seligman, M. E. P. (2011). "Learned Optimism: How to Change Your Mind and Your Life." Vintage.
7. Sinek, Simon. (2014). "Leaders Eat Last: Why Some Teams Pull Together and Others Don't." Portfolio.
8. Walker, Sam. (2018). "The Captain Class: The Hidden Force That Creates the World's Greatest Teams." Random House.

Unit CSC306 Developing a Personal Development Plan

Unit code: J/650/9308

RQF level: 3

GLH: 20

TUT: 30

Unit Aim

Personal development for soccer coaches refers to the intentional and ongoing process of improving one's skills, knowledge, mindset, and overall effectiveness as a coach. It involves continuous learning, self-reflection, and growth in various areas that contribute to optimal coaching performance. Personal development is not limited to technical coaching abilities. It includes a range of skills, attributes, and qualities that increase a coach's capacity to positively impact players, teams, and the overall soccer environment.

In this unit, we will guide you through the process of creating a personalised plan for your continuous growth and improvement as a coach. A well-structured personal development plan is a roadmap that will help you achieve your coaching aspirations and enhance your effectiveness.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Understand the importance of a personal development plan for coaches.	1.1 Explain why it is important for soccer coaches to have a personal development plan. 1.2 Outline the key areas of Technical Tactical and Physical coaching knowledge and how your mental attributes align with timing and successful outcomes.
2 Be able to identify your strengths, areas for improvement, and coaching goals.	2.1 Justify identification of strengths and areas for improvement 2.2 Define coaching goals in a specific, measurable, achievable, relevant, and time-bound manner.
3 Be able to develop a comprehensive personal development plan with actionable steps.	3.1 Develop a personal development plan to include technical and mental skills, and other relevant areas. 3.2 Develop actionable practical steps to achieve

	<p>specified coaching goals within a reasonable timescale.</p> <p>3.3 Identify appropriate resources to support your development goals to maintain work-life balance, including a support network.</p> <p>3.4 Within the plan, incorporate sections to track progress and for ongoing self-reflection.</p>
4 Understand your personal development journey.	<p>4.1 Explain how the knowledge, techniques, or skills you learned have influenced your coaching approach.</p> <p>4.2 Describe the impact on your coaching career and future goals.</p>

Indicative Content

Learning outcome 1. Understand the importance of a personal development plan for coaches

The Significance of a Personal Development Plan:

- how a personal development plan contributes to coaching effectiveness.
- benefits of having a structured plan to guide your growth journey.

Learning outcome 2: Be able to identify your strengths, areas for improvement, and coaching goals

Self-Assessment and Identifying Areas for Improvement:

- Reflect on a coaching journey and assess your current strengths.
- Identify specific areas where you can improve your coaching skills, knowledge, and attributes.

Learning outcome 3: Be able to develop a comprehensive personal development plan with actionable steps

Setting Clear Coaching Goals:

- Define your coaching goals in alignment with your coaching philosophy and aspirations.
- Utilise the 4A goal setting.

Exploring Available Resources:

Explore the various resources available for your personal development, such as courses, workshops, books, and online platforms.

Identify resources that align with your goals and learning preferences.

Creating an Action Plan:

Break down your coaching goals into actionable steps.

Develop a timeline and allocate time for learning, practicing, and implementing new skills.

Balancing Coaching Responsibilities and Personal Growth:

Understand the importance of balancing coaching commitments with personal development.

Learn strategies for effective time management and maintaining work-life balance.

Monitoring Progress and Adapting Plans:

Establish methods for tracking your progress toward your coaching goals.

Understand the importance of flexibility in adjusting your plan based on evolving needs and circumstances.

Learning outcome 4: Understand your personal development journey.

Always Learning:

Develop a growth mindset and a lifelong commitment to learning.

Explore strategies for continuously seeking opportunities to expand your coaching knowledge.

Suggested Reading

1. Clear, J. (2018). "Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones." Avery.
2. Coyle, D. (2009). "The Talent Code: Greatness Isn't Born. It's Grown. Here's How." Bantam.
3. Duckworth, A. (2016). "Grit: The Power of Passion and Perseverance." Scribner.
4. Duhigg, C. (2014). "The Power of Habit: Why We Do What We Do in Life and Business." Random House Trade Paperbacks.
5. Dweck, C. S. (2006). "Mindset: The New Psychology of Success." Ballantine Books.
6. Hardy, D. (2010). "The Compound Effect." Vanguard Press.
7. McRaven, W. H. (2017). "Make Your Bed: Little Things That Can Change Your Life...And Maybe the World." Grand Central Publishing.

8. Pink, D. H. (2011). "Drive: The Surprising Truth About What Motivates Us." Riverhead Books.
9. Zander, R. S., & Zander, B. (2002). "The Art of Possibility: Transforming Professional and Personal Life." Penguin Books.

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