

<b>Title</b>	<b>Conduct and review a beginner level coaching session</b>		
<b>Level</b>	<b>3</b>	<b>Credits</b>	<b>6</b>

<b>Purpose</b>	People credited with this unit standard are able to: prepare self, materials, and equipment for coaching session; conduct session according to session plan; and review session against plan.
----------------	---

<b>Classification</b>	Recreation and Sport > Recreation and Sport - Coaching and Instruction
-----------------------	--

<b>Available grade</b>	Achieved
------------------------	----------

<b>Entry information</b>	
<b>Critical health and safety prerequisites</b>	Unit 20673, <i>Demonstrate knowledge of injury prevention and risk and injury management in sport or recreation</i> , or demonstrate equivalent knowledge and skills.
<b>Recommended skills and knowledge</b>	Unit 22771, <i>Plan a beginner level coaching session for sport participants</i> .

## Explanatory notes

### 1 Definitions

A *Coachable moment* is a situation that occurs in a drill or performance that the coach can use to demonstrate the tactics being developed. The coach may see a critical incident occur (success or failure) and use a variety of strategies to praise, or further develop or alter a performance.

*Active listening* is a way of listening that focuses entirely on what the other person is saying, the listener uses questions, and paraphrases to ensure they understand the message correctly.

### 2 Sport and Recreation New Zealand (SPARC) groups participants into the following communities: social adult, competitive adult, high performance, late teenage (17-19), early teenage (13-16), late childhood (9-12), middle childhood (6-8), and early childhood (0-5). These communities are characterised by the physical, social, emotional, and cognitive development their participants display.

- 3 Where the terms *beginner*, *intermediate* or *advanced participant* are used they refer to the following communities:  
*beginner* – middle childhood, late childhood, social adult;  
*intermediate* – early teenage, late teenage, competitive adult;  
*advanced* – high performance.  
Accordingly, a *beginner level coaching session* is one which caters to the needs of beginner level participants. Although these definitions exist there are exceptions within many sports environments and as such these definitions should be used as a guide and applied within the context of the sport in which the coach is involved.
- 4 It is recommended that the candidate use the session plan created in Unit 22771, *Plan a beginner level coaching session for sport participants* for assessment against this unit standard.
- 5 The candidate is referred to as the coach throughout this unit standard.
- 6 For outcome 3, where no differences between the plan and the session occur, it is expected that assessors will use scenarios to check the coach's ability to identify different ways that the session objectives may be achieved.

---

## Outcomes and evidence requirements

### Outcome 1

Prepare self, materials, and equipment for coaching session.

#### Evidence requirements

- 1.1 Materials and equipment required for coaching session are collected, checked off against the plan and checked for safety.
- 1.2 Coach arrives in advance of start time for session, with equipment and materials (including session plan) and is dressed appropriately.
- 1.3 Equipment is laid out or set up for session.

### Outcome 2

Conduct session according to session plan.

#### Evidence requirements

- 2.1 Session introduction is completed according to session plan.

Range coach gains attention, establishes participant readiness (including clothing suitability, injuries, sickness, footwear suitability, willingness to participate), establishes the purpose of the session, what will happen, timing, expectations for behaviour, explains which signal for gaining attention will be used, and offers participants opportunity to ask questions.

- 2.2 Explanations and instructions are communicated clearly and concisely to participants in a language that is appropriate to their stage of growth and development.
- 2.3 Demonstrations of skills and drills are technically correct and able to be observed clearly by all participants.
- 2.4 Participants' skill performances are observed and feedback given is immediate, constructive, specific to the activity, and occurs during a suitable coachable moment.
- 2.5 Participants' attention is maintained throughout the session or regained if lost.
- 2.6 Participants' behaviour is managed throughout the session.
- Range may include but is not limited to – preventative management, verbal warning, reasoning, removal of privileges, positive reinforcement of desirable behaviours.
- 2.7 Listening and questioning skills are used with participants to develop rapport, validate participants' input, and check and clarify coach's understanding.
- Range may include but is not limited to – active listening, open-ended questioning, use of voice (tone, pace, volume).
- 2.8 Coach responds to own needs, session participants' reactions and environment before, during, and after session to ensure safety, and session purpose and participants' needs are met.
- Range own needs may include – own voice, fatigue, fluid intake, technique; session participants' reactions may include – effort, motivation, skill, enjoyment, safety, technique; environment may include – temperature, hazards, parents and other spectators; responses may include but are not limited to – actions taken (for example cautioning bad behaviour, changing tasks, moving to a better advantage point), adjustment of instruction (for example being more positive, or louder), adjustment of environment (for example removing hazards).
- 2.9 Coach closes session according to session plan.
- Range gains participants' attention; summarises session purpose and activities; asks for feedback from participants; offers the opportunity for participants to ask questions; gives instructions for next session (where, when, what to bring); collects equipment, checks for damage and packs away; farewells participants.

### Outcome 3

Review session against plan.

## Evidence requirements

3.1 An analysis of the actual outcomes of the session against the aims of the session is conducted.

Range may include but is not limited to – what went well, what did not go well, whether the aims of the session were appropriate, whether the session plan was suitable for the aims and participants.

3.2 Any differences between the actual session and planned session are described.

Range may include but is not limited to – activities used, coaching skills used, safety, equipment, supervision.

3.3 Modifications to improve future sessions are described.

<b>Replacement information</b>	This unit standard and unit standard 22771 replaced unit standard 5361 and unit standard 16788.
--------------------------------	---

<b>Planned review date</b>	31 December 2012
----------------------------	------------------

### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	19 May 2006	31 December 2012
Rollover and Revision	2	20 May 2011	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0099
--	------

This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

### Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMRs). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

---

**Comments on this unit standard**

Please contact Skills Active Aotearoa Limited [info@skillsactive.org.nz](mailto:info@skillsactive.org.nz) if you wish to suggest changes to the content of this unit standard.