

<b>Title</b>	<b>Design a periodised training programme for a year</b>		
<b>Level</b>	<b>6</b>	<b>Credits</b>	<b>5</b>

<b>Purpose</b>	People credited with this unit standard are able to: explain the concept of periodisation; develop a general overview of training for a year; and design a periodised training programme for a year.
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<b>Classification</b>	Recreation and Sport > Recreation and Sport - Coaching and Instruction
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<b>Available grade</b>	Achieved
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### Explanatory notes

None.

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### Outcomes and evidence requirements

#### Outcome 1

Explain the concept of periodisation.

#### Evidence requirements

- 1.1 Periodisation is defined and its purpose is explained.
- 1.2 Training volume and intensity are explained in terms of a specified sport.
- 1.3 Phases and cycles within a year are described and the relationship between training intensity and volume in each phase is explained in terms of a specified sport.
 

Range	phases include – general preparation, specific preparation, early season competition, main competition, off-season or transition; cycles include – macro-cycles, micro-cycles.
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- 1.4 The importance of the changing relationship between training intensity and volume to achieving optimal performance is explained in terms of a specified sport.

## Outcome 2

Develop a general overview of training for a year.

### Evidence requirements

2.1 Objectives for a training year and for each phase within the year are set in consultation with the participants.

Range objectives may include but are not limited to – participant enjoyment; competition; physical, psychological, technical, tactical, and leadership skills; selection.

2.2 Strengths and weaknesses of the programme and the participants' performances over the season are identified from through the evaluation of a previous year's training programme and the actual achievements of the participants.

Range participant strengths and weaknesses may include but are not limited to – strength and conditioning, technique and sports specific skills, tactical skills, mental skills, preparation for and performance in competition.

2.3 Areas requiring improvement are identified and priorities and goals are established for the year in accordance with the evaluation results.

Range goals include – long-term goals, short-term goals.

2.4 Fixed points of the coaching programme are established and dates and the duration for each phase and cycle within the year are determined.

Range fixed points may include – structure and subdivision of the competition, availability of facilities, individual and/or team involvement, intended peaks, selection dates and criteria, participants' lifestyles, availability of support personnel; phases include – general preparation, specific preparation, early season competition, main competition, off-season or transition; cycles include – macro-cycles, micro-cycles.

## Outcome 3

Design a periodised training programme for a year.

### Evidence requirements

3.1 The planned content of the programme integrates all components of the programme and leads progressively to achievement of the identified goals.

Range components include – physical, technical, tactical, and mental skills training; recovery periods.

3.2 The planned programme empowers the participants.

Range empowerment may include but is not limited to – awareness of the underlying principles and reasons for the programme, opportunities for self-directed learning, training diary, input into the programme, recognition of participants' needs and commitments outside the sport.

3.3 Methods of monitoring the programme are planned and scheduled prior to implementation.

Range monitoring includes – fitness assessments, discussions with participants, training and competitive performances, training diaries.

<b>Planned review date</b>	31 December 2012
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#### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	12 February 2001	31 December 2012
Rollover and Revision	2	20 May 2011	N/A

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