

<b>Title</b>	<b>Teach to develop an advanced skill of a selected sport</b>		
<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>4</b>

<b>Purpose</b>	People credited with this unit standard are able to: analyse an advanced skill of a selected sport; assess participants' abilities to learn, perform, and record the advanced skill through participant profiles; conduct skill practices to teach and/or develop the advanced skill; and evaluate and adapt the teaching of the advanced skill in response to feedback.
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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

- 1 For the purposes of this unit standard, *coaching style* refers to styles adopted by the coach to communicate with the participant and should incorporate a wide range of approaches that are appropriate to the participants', the skill being taught and/or developed, and the situation. They may include the following approaches:
  - co-operative or empowering;
  - democratic;
  - authoritarian or command; and/or
  - disciplinarian, including modification of undesirable behaviour.
- 2 For the purposes of this unit standard, *teaching methods* are methods adopted by the coach to convey instructional content to the participants' and should incorporate a wide range of approaches that are appropriate to the participants', the skill being taught and/or developed, and the situation. They may include the following methods:
  - whole-part-whole;
  - shaping, modelling, command and response;
  - directive approaches through specific tasks;
  - reciprocal or peer tutoring;
  - feedback and refinement approaches;
  - game sense approach;
  - mental practice, and/or
  - experiential or problem solving.
- 3 In the context of this unit standard, feedback should involve the participants' and may be verbal, written, visual, and/or tactile. It must be appropriate to the participants', timely, constructive, address information pertinent to technical adjustments, and provide information regarding progress.

#### 4 Definitions

*Advanced skill* is one that builds on the intermediate skill and that is required to participate in the selected sport at senior representative level, as determined by the relevant national sport organisation.

*Coachable moments* are situations that occur in a drill or performance that the coach can use to demonstrate the concept or skill 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.

*Skill practices* are practices designed to develop the advanced skills of the selected sport. They may include advanced skill drills and activities, or relevant modified games, and must show relevance to performance of the skill in a competitive situation.

5 Underpinning knowledge and skills relevant to this unit standard include: the advanced skills of the sport in order to teach or develop these skills in participants; knowledge of the advanced rules of the sport in order to teach skill execution that complies with the rules; and knowledge of basic biomechanical and skill acquisition principles and concepts.

6 Competency in this unit standard must be demonstrated in a real sport coaching or teaching environment.

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## Outcomes and evidence requirements

### Outcome 1

Analyse an advanced skill of a selected sport.

### Evidence requirements

1.1 Analysis of the advanced sports skill identifies its purpose.

1.2 Analysis of the sports skill identifies the key components within each phase using intermediate biomechanical principles.

Range            phases – preparatory, execution, follow-through;  
intermediate biomechanical principles include but are not limited to  
– principles of motion that control human movement, mechanisms  
that control human movement.

1.3 Analysis of the advanced sports skill identifies priority of importance of each key component in terms of performance of the skill.

## Outcome 2

Assess participants' abilities to learn, perform, and record the advanced skill through participant profiles.

### Evidence requirements

- 2.1 Assessment identifies the factors that affect skill acquisition in relation to the participants.
- Range factors include but are not limited to – level of performance or competition; physical capacity, including fitness level and injury status; stage of growth and development; equipment; tactical, emotional, psychological, intellectual, and social skills.
- 2.2 Assessment methods used determine the participants' abilities to acquire and perform the advanced skill.
- Range assessment methods may include but are not limited to – observation, skill tests, fitness tests, communication with participants.
- 2.3 Participants' profiles record the participants' abilities to learn and perform the advanced skill.

## Outcome 3

Conduct skill practices to teach and/or develop the advanced skill.

### Evidence requirements

- 3.1 Selected teaching methods and coaching style match the participants' profiles, skill to be taught, and equipment available.
- 3.2 Skill practices selected are relevant to the advanced skill and are based on the participants' needs, stage of the season, and the session objectives.
- 3.3 Use of technological aids and sports equipment enhances skill acquisition.
- Range technological aids may include but are not limited to – video analysis of the performance of participants coached or other participants, game and/or skill analysis software.
- 3.4 Observation of the participants' performance throughout the practice identifies errors in skill execution.

3.5 Provision of feedback is timely and relevant to the performance.

Range feedback may include but is not limited to – identification of correct skill execution, positive reinforcement of correct skill execution, identification of causes of errors, correction of errors, identification of difference between the error and correct performance; provision of feedback may include but is not limited to – games sense approach, requiring participants to achieve a new or different outcome.

3.6 Coachable moments are identified through observation and utilised to provide praise, and/or further develop or alter performance.

#### Outcome 4

Evaluate and adapt the teaching of the advanced skill in response to feedback.

#### Evidence requirements

4.1 Monitoring of the participants during the teaching and practice determines their ability to cope with the teaching strategies.

Range monitoring includes but is not limited to – observation, feedback from participants.

4.2 Modification of practices and/or teaching method and coaching style during the session is in response to, and consistent with, the results of monitoring.

4.3 Evaluation following the instruction identifies areas requiring further emphasis or attention for intervention in future sessions.

Range evaluation includes but is not limited to – selected teaching method and coaching style, development of the intermediate skill; evaluation methods include – coach self-evaluation, participant feedback; and at least one of – video recording of practice, feedback from an observer, objective measuring system.

<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	26 April 2005	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.

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**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.