

Title	Plan, implement, and evaluate an intermediate coaching session		
Level	4	Credits	6

Purpose	People credited with this unit standard are able to: plan an intermediate coaching session; introduce an intermediate skill within a game-like activity or skill sequence to enhance skill acquisition; and implement and evaluate an intermediate coaching session.
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Classification	Recreation and Sport > Recreation and Sport - Coaching and Instruction
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Available grade	Achieved
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Entry information	
Critical health and safety prerequisites	Unit 22768, <i>Conduct and review a beginner level coaching session</i> ; and Unit 22771, <i>Plan a beginner level coaching session for sport participants</i> ; or demonstrate equivalent knowledge and skills.

Explanatory notes

1 Definitions

Active involvement refers to physical involvement in the session. Sitting listening to instructions, therefore, is not classified as active involvement in the context of this unit standard.

An *intermediate coaching session* involves a coach with some experience who is coaching participants who are participating at senior secondary school or club level, as determined by the relevant National Sport Organisation.

An *intermediate skill* is a skill in which there is more than one movement pattern identified. It builds on a fundamental skill and is one that is required to participate in the selected sport at senior secondary school or club level, as determined by the relevant National Sport Organisation.

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

Outcomes and evidence requirements

Outcome 1

Plan an intermediate coaching session.

Evidence requirements

- 1.1 Plan includes key coaching session components.
- Range components – introduction, warm up, revision and/or known skills, new skill, application of skills, cool down, closure, evaluation.
- 1.2 Session objectives match the participants' abilities and include the active involvement of participants for at least three quarters of the session time.
- Range objectives – physical, technical, tactical, psychological, social; participant abilities – chronological age; experience; physical capacity; maturational state; tactical, emotional, intellectual, and social factors; reasons for participation.
- 1.3 Session planning is appropriate to the objectives and allows for some self-directed learning.
- 1.4 Planned activities and their time allocation are appropriate to the relevant session components and the session objectives.
- 1.5 Equipment and support needs are available and match the requirements of the activities and the session objectives.
- Range support needs may include – training facilities, equipment, finance, transport, coach, management and/or specialist professional support.
- 1.6 Planning makes provision for physical, cultural, and emotional safety of the participants.
- Range safety provisions include but are not limited to – equipment fit and size, environmental and weather conditions, first aid equipment and procedures for common injuries in the sport, selection of activities, grouping of participants, teaching and coaching methods.

Outcome 2

Introduce an intermediate skill within a game-like activity or skill sequence to enhance skill acquisition.

Evidence requirements

- 2.1 Game-like activity or skill sequence allows for repeated use of the intermediate skill and maximum participation of all the participants.

- 2.2 Monitoring of game-like activity or skill sequence ensures repeated use of the intermediate skill and maximum participation.
- 2.3 Modification of game-like activity or skill sequence is consistent with the results of the monitoring.
- 2.4 Observation of participant skill execution during the game or sequence and application of correction techniques improve skill execution during the game or sequence.

Range correction techniques may include but are not limited to – verbal feedback, identification of error, identification of correct skill execution, identification of difference between the error and correct skill execution, positive reinforcement of correct performance.

Outcome 3

Implement and evaluate an intermediate coaching session.

Evidence requirements

- 3.1 Implementation of the intermediate coaching session follows the plan.
- 3.2 Monitoring throughout the session checks for safety of participants and achievement of the session objectives.
- Range monitoring – observation, participant feedback, perceived exertion of participants;
safety – physical, emotional, cultural.
- 3.3 Modifications made throughout the session are consistent with the results of the monitoring.
- 3.4 Evaluation following completion of the session determines degree to which session objectives were achieved, and identifies areas for improvement and/or modification for future sessions.
- Range factors reviewed – participants' safety, session objectives, degree of active involvement, participants self-directed some of the time, teaching and coaching methods;
review techniques include – recall of session; and at least one of – video recording of participants, objective measuring system, feedback from an observer, feedback from participants, coach self analysis.

Planned review date	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	20 November 2006	31 December 2012
Rollover and Revision	2	20 May 2011	N/A

Consent and Moderation Requirements (CMR) reference	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 if you wish to suggest changes to the content of this unit standard.