

<b>Title</b>	<b>Conduct and review a beginner level coaching session</b>		
<b>Level</b>	<b>2</b>	<b>Credits</b>	<b>4</b>

<b>Purpose</b>	People credited with this unit standard are able to: prepare self, materials, and equipment for coaching session for beginner-level participants of a selected sport; conduct coaching session according to session plan; and review coaching session against plan.
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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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### Guidance Information

- 1 All learning and assessment within this unit standard must be carried out in accordance with the following:
  - relevant legislation including Health and Safety at Work Act 2015, Children's Act 2014, and any subsequent amendments;
  - organisational policies and procedures including Emergency Action Plans (EAPs), Standard Operating Procedures (SOPs) or Normal Operating Procedures (NOPs), and the use of personal protective equipment (PPE).
- 2 Sport New Zealand 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 Definitions
 

*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.

*Beginner-level* refers to participants who may be in middle childhood, late childhood, or social adult communities, however, there are exceptions within many sports environments and as such this definition should be used as a guide and applied within the context of the sport in which the coach is involved.
- 4 The candidate is referred to as the coach throughout this unit standard.
- 5 For outcome 3, where no differences between the plan and the coaching session occur, it is expected that assessors will use scenarios to check the coach's ability to identify different ways that the coaching session objectives may be achieved.

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## Outcomes and performance criteria

### Outcome 1

Prepare self, materials, and equipment for coaching session for beginner-level participants of a selected sport.

#### Performance criteria

- 1.1 Collect materials and equipment required for coaching session and check for safety.
- 1.2 Arrive in advance of start time for session, with equipment and materials (including session plan).
- 1.3 Lay out or set up equipment for session.

### Outcome 2

Conduct coaching session according to session plan.

#### Performance criteria

- 2.1 Run coaching session according to session plan.
- 2.2 Communicate clearly and concisely to participants in a language that is appropriate to their stage of growth and development.
- 2.3 Ensure the coaching session includes fun and learning through play.
- 2.4 Actively engage participants throughout the session.
- 2.5 Actively listen and question 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).

- 2.6 Respond 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 redirecting 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).

2.7 Close coaching session according to session plan.

Range gain participants' attention; ask questions so participants reflect on session purpose and activities; give instructions for next session (where, when, what to bring); collect equipment, check for damage and pack away; farewell participants.

### Outcome 3

Review coaching session against plan.

#### Performance criteria

3.1 Review the outcomes of the coaching session against the session's objectives.

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 Describe any differences between the actual coaching session and the planned coaching session.

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

3.3 Describe modifications to improve future coaching sessions.

<b>Replacement information</b>	This unit standard and unit standard 22771 replaced unit standard 5361 and unit standard 16788.
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<b>Planned review date</b>	31 December 2026
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#### 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	31 December 2023
Review	3	16 December 2021	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>.

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**Comments on this unit standard**

Please contact Toi Mai Workforce Development Council [qualifications@toimai.nz](mailto:qualifications@toimai.nz) if you wish to suggest changes to the content of this unit standard.