

Title	Demonstrate knowledge of sports coaching, the coaching environment, and sport participants' needs		
Level	2	Credits	4

Purpose	People credited with this unit standard are able to: explain the characteristics and needs of sport participants at the beginner, intermediate, and advanced levels; and demonstrate knowledge of sports coaching and the make-up and function of a specific sport coaching environment.
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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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Guidance Information

- 1 For the purposes of this unit standard, *coaching style* refers to styles adopted by the coach to communicate with the participants and should incorporate a wide range of approaches that are appropriate to the athlete, 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 **Definition**
Coachable moments are situations that occur 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.
- 3 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.
- 4 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.

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.

Outcomes and performance criteria

Outcome 1

Explain the characteristics and needs of sport participants at the beginner, intermediate, and advanced levels.

Performance criteria

- 1.1 The characteristics of sport participants at the beginner, intermediate and advanced levels are explained.
- Range at least three characteristics for each level from the following – physical, social, emotional, cognitive.
- 1.2 The needs of sport participants at the beginner, intermediate, and advanced levels are explained.
- Range at least four needs for each level.

Outcome 2

Demonstrate knowledge of sports coaching.

Performance criteria

- 2.1 The roles of sport coaches when working with beginner, intermediate, and advanced level participants are explained.
- Range at least three roles for each level of participant from the following – administrator, counsellor, disciplinarian, enthusiast, friend, historian, leader, manager, motivator, nurse, organiser, planner, public relations person, role model, selector, student, teacher, technician, tactician.
- 2.2 Responsibilities of sport coaches when working with beginner, intermediate, and advanced level participants are explained.
- Range at least three responsibilities for each level of participant which may include but are not limited to – provision of enjoyable experiences, safe environments and activities, skill development, tactical development, fitness development, psychological development (psychological skills training, retirement preparation, life skills development).

- 2.3 Knowledge required to work with beginner, intermediate, and advanced level participants is explained.
- Range tactical knowledge, sports science knowledge, competition rules and sporting body regulations, session planning and delivery, periodisation, human behaviour, cultural safety, personal coaching philosophy and styles, barriers to effective coaching.
- 2.4 Coaching skills used to meet the needs of beginner, intermediate, and advanced level participants are explained.
- Range explanation, demonstration (including mirror, whole-part-whole, sequencing), observation, analysis, feedback (including positive reinforcement, corrections, questioning), behaviour management, data analysis and interpretation, identifying coachable moments, listening skills.
- 2.5 Candidate's personal coaching philosophy is explained.
- Range personal reasons for wanting to coach, aim as a coach, personal values as a coach.
- 2.6 Coaching styles are described and when each style would be useful in coaching within a participant community is explained.
- Range enthusiast, buddy, single minded, easy going, detail oriented.

Outcome 3

Demonstrate knowledge of the make-up and function of a specific sport coaching environment.

Performance criteria

- 3.1 The make-up and function of the sport coaching environment is described.

Range sport organisations structure (local, regional, national, international), role descriptions and functions within the sport organisation, coaching conduct rules and/or regulations or guidelines, support available for coaches, SPARC's role in New Zealand sport coaching, parental involvement in sport (as helpers and spectators).

Replacement information	This unit standard was replaced by unit standard 31675.
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This unit standard is expiring. Assessment against the standard must take place by the last date for assessment set out below.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	19 May 2006	31 December 2022
Rollover and Revision	2	20 May 2011	31 December 2022
Review	3	28 February 2019	31 December 2022

Consent and Moderation Requirements (CMR) reference

0099

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

This unit standard is Expiring