

<b>Title</b>	<b>Demonstrate and apply knowledge in coaching practice of athlete learning</b>		
<b>Level</b>	<b>4</b>	<b>Credits</b>	<b>3</b>

<b>Purpose</b>	<p>This unit standard is aimed primarily at sport coaches referred to as 'developing coaches' in the Sport and Recreation New Zealand (SPARC) <i>Coach Development Framework</i>.</p> <p>People credited with this unit standard are able to demonstrate and apply knowledge in coaching practice of: athlete skill learning and decision making; individual athlete and group learning differences; and athlete development of self-awareness.</p>
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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 All activities must comply with the Health and Safety in Employment Act 1992.
- 2 This unit standard relates to how athletes learn motor skills and make decisions, individual and group learning differences, and how athletes develop self-awareness in *Athlete Development Module 2: Athlete Learning and Decision Making* in the SPARC *Coach Development Framework*, summary document 'Coach Development Framework – Developing Coach Learning Outcomes' available at <http://www.sparc.org.nz/search/> key words 'Developing Coach Learning Outcomes'; use link 'Summary Learning Outcomes'.

A PDF copy of the SPARC *Coach Development Framework* booklet is available at <http://www.sparc.org.nz/en-nz/communities-and-clubs/Coaching/Coach-Development--Education/Coach-Development-Framework1/>.

In addition, SPARC has developed learning support materials that may be useful to national sport organisations and others in designing coach development programmes related to the Coach Development Framework learning outcomes. These materials are not intended to be used directly for assessment against unit standards. Links to these learning support materials are listed in relation to *Coach Development Framework* learning areas in a table beneath the heading 'Coach Development Modules – Learning Resources and Materials' at <http://www.sparc.org.nz/en-nz/communities-and-clubs/Coaching/Coach-Development--Education/Framework-programme-materials>.

### 3 Definitions

*Athlete decision making* concepts include: engagement in real situations, solving problems involving choice, responding to internal and external feedback, perception of success as a basis.

*Athlete skill learning* concepts include: motivation, challenge, and target setting; success; positive reinforcement; performance in real situations; engagement in meaningful practice; watching and modelling others; progressively building on existing knowledge and skills; developing conscious and sub-conscious motor schema; developing coordinated muscle response.

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## Outcomes and evidence requirements

### Outcome 1

Demonstrate and apply knowledge in coaching practice of athlete skill learning and decision making.

#### Evidence requirements

- 1.1 Explanation of how athletes learn skills and make decisions is consistent with athlete skill learning and decision making concepts.
- 1.2 Coaching practice provides athlete skill learning and decision making opportunities in training sessions.
- Range preparation, implementation.
- 1.3 Reflection on athlete motor skill learning and decision making opportunities in own coaching practice identifies successful application of concepts and areas for improvement in future coaching practice.

### Outcome 2

Demonstrate and apply knowledge in coaching practice of individual athlete and group learning differences.

#### Evidence requirements

- 2.1 Individual athlete and group learning differences are explained in terms of their characteristics.
- Range characteristics may include but are not limited to –  
stage of development – physical, social, emotional, cognitive;  
athlete abilities – innate, practised;  
preferred learning style – visual, auditory, kinesthetic.
- 2.2 Individual athlete and group learning differences are catered for in coaching practice.
- Range preparation, implementation, variety of delivery styles.

- 2.3 Reflection on catering for individual athlete and group learning differences in own coaching practice identifies strengths and any required improvements in future coaching practice.

### Outcome 3

Demonstrate and apply knowledge in coaching practice of athlete development of self-awareness.

#### Evidence requirements

- 3.1 How athletes develop self-awareness is explained in relation to perceived competence or success.
- 3.2 Coaching approaches to raise athlete self-awareness are identified in relation to coaching practice.
- Range coaching approaches may include but are not limited to – modelling and demonstrations, questioning, external feedback, internal feedback, instructing.
- 3.3 Self-awareness and self-correction opportunities are provided for athletes in training sessions.
- Range preparation, implementation, approaches.
- 3.4 Reflection on athletes' self-awareness development opportunities in own coaching practice identifies strengths and any required improvements in future coaching practice.

<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	20 August 2010	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.