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| Title | Demonstrate and apply knowledge of skill acquisition approaches in sport coaching | | |
| Level | 4 | Credits | 5 |

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| Purpose | <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 knowledge of, design, and use of games in sport coaching to develop individual participants' skills; describe and apply skill learning techniques in sport coaching; and describe and apply knowledge of a constraints-led approach to sport coaching.</p> |
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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 | |
| Recommended skills and knowledge | Unit 25805, <i>Demonstrate and apply knowledge of individual and group characteristics and needs for coaching activities in recreation</i> , or demonstrate equivalent knowledge and skills. |

Explanatory notes

- 1 All activities must be consistent with the Health and Safety in Employment Act 1992.
- 2 This unit standard relates to the learning outcomes for teaching games for understanding (TGFU) in *Coaching Process Module 2: Skill Acquisition* and also a constraints-led approach in *Self Development Module 3: Sport Science* 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 purposes 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 Definition

Games include interactive games and activities.

Outcomes and evidence requirements

Outcome 1

Demonstrate knowledge of, design, and use of games in sport coaching to develop individual participants' skills.

Evidence requirements

1.1 The use of games in sport coaching is explained in relation to learning aims.

Range learning aims include but are not limited to – technical skill development, tactical skill development, learning in context, motivation, enjoyment, sport specific fitness, mental skills development, decision making, problem solving, risk taking, performing under pressure.

1.2 Games designed to develop individual participant's skills are appropriate to the stage of development of the participant at the time and include purpose of game, rules, scoring, playing area or spaces and distances, number of participants, and equipment.

1.3 Design includes modification or progression of games to develop individual participant's skills in sport coaching.

Range at least two games with at least two further modifications each; evidence of at least seven participants is required.

1.4 Use of designed games in own sport coaching to develop individual participant's skills is consistent with the games designed and with any modifications required to match participant's needs.

1.5 Reflection on the use of games to develop individual participant's skills in sport coaching includes how well the game met the designed purpose and the needs of the participants and identifies potential improvements.

Outcome 2

Describe and apply skill learning techniques in sport coaching.

Evidence requirements

- 2.1 Description of skill learning techniques includes methods and approaches to support learning new motor skills, barriers to learning, and coaching strategies to overcome these.
- 2.2 Skill learning techniques are correctly applied in sport coaching to develop participants' skills and overcome barriers to learning.

Outcome 3

Describe and apply knowledge of a constraints-led approach in sport coaching.

Evidence requirements

- 3.1 Description of a constraints-led approach in coaching refers to the individual, the environment, and the task.
- 3.2 Application of a constraints-led approach in sport coaching is appropriate to the stage of development and needs of the participants and utilises manipulation of individual, environment, and task constraints.

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| Replacement information | This unit standard replaced unit standard 21647. |
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| 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 | 16 April 2010 | 31 December 2012 |
| Rollover and Revision | 2 | 20 May 2011 | N/A |

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| 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.