

Title	Facilitate an inclusive and positive environment in coaching practice		
Level	4	Credits	4

Purpose	<p>This unit standard is designed for people who coach, train, or instruct participants in recreation.</p> <p>People credited with this unit standard are able to: explain the benefits of an inclusive and positive environment in relation to coaching practice; and facilitate an inclusive and positive environment and review impact on participants.</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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Explanatory notes

- All activities must comply with the Health and Safety in Employment Act 1992.
- 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>.
- Definitions

Coaching, in the context of this unit standard, includes coaching, training, or instructing individuals or groups to develop physical, mental, emotional and social skills in recreation, for example, gymnastics, cycling, swimming, or horse riding.
Inclusive primarily refers to inclusion of all people regardless of age, stage, gender, ability, level, culture, and religion and may include emphasis on needs of groups that can unintentionally be excluded due to factors such as disability or economic disadvantage.
An *inclusive and positive environment* includes but is not limited to consideration of –

 - participant feelings* – acceptance or belonging, self worth, self esteem;
 - coach behaviours* – encouraging, caring, supportive, giving reinforcement in a positive way, consistent, fair, honest;
 - coaching strategies* – individual and group participation (engaged and occupied); session management (preventative strategies, clear rules and routines);

achievable goals and objectives; consequences; fair selection (rationale and approach); realistic expectations; suitable facilities, equipment, and environment;

- adherence to no exception policy.

No exception policy refers to SPARC's policy for people with a disability in New Zealand. It provides guidelines to enable people with a disability to have access to quality recreation experiences.

Recreation is an activity through which leisure may be experienced and enjoyed. Recreation involves freely chosen activities engaged in for wellbeing. Recreation activities include: sport, fitness and health, arts, crafts, outdoor pursuits, hobbies, continuing education, ngā mahi a te rēhia, and activities with a service orientation. Participation in recreation has individual, community and social benefits.

- 4 This unit standard has been designed for learning and assessment in practical coaching situations. Assessment evidence must be gathered from coaching practice under normal conditions.

Outcomes and evidence requirements

Outcome 1

Explain the benefits of an inclusive and positive environment in relation to coaching practice.

Evidence requirements

- 1.1 Inclusive and positive environment is explained in relation to coaching practice and refers to participant feelings, coach behaviours, coaching strategies, and no exception policy.

Outcome 2

Facilitate an inclusive and positive environment in coaching practice and review impact on participants.

Evidence requirements

- 2.1 An inclusive and positive environment is facilitated in coaching practice to meet the needs of participants.
- 2.2 Review of the facilitation of an inclusive and positive environment in coaching practice draws conclusions on the suitability of coach behaviours, the impact on the participants, and any improvements in future coaching practice.

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 August 2010	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.