

<b>Title</b>	<b>Plan, implement and evaluate a training session as a coach</b>		
<b>Level</b>	<b>3</b>	<b>Credits</b>	<b>4</b>

<b>Purpose</b>	<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: plan a training session; implement the training session; and evaluate the plan, the implementation of the plan, and its outcome(s).</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 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  
*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.  
*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.

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## Outcomes and evidence requirements

### Outcome 1

Plan a training session.

#### Evidence requirements

- 1.1 Plan includes key session components.
- Range components include but are not limited to – introduction, health and safety briefing or considerations, warm up, revision of known skills, introduction of new skills, application of skills, cool down, closure, evaluation.
- 1.2 Session objectives match the participants' stage of development and needs and include the active involvement of participants.
- Range objectives include but are not limited to – physical, technical, tactical, psychological, social; needs include – group, individual.
- 1.3 Planned activities and their time allocation are appropriate to the participants, relevant session components, and the session objectives.
- 1.4 Equipment and any support resources are checked for availability and match to the requirements of the participants, planned activities and the session objectives.
- Range support needs may include – training facilities, equipment, finance, transport, coach, management and/or specialist professional support.
- 1.5 Plan makes provision for physical, cultural, and emotional safety of the participants.
- Range safety provisions may include but are not limited to – equipment fit and size, environmental and weather conditions, first aid equipment, selection of activities, grouping of participants, coaching methods.

### Outcome 2

Implement the training session.

#### Evidence requirements

- 2.1 Implementation of the session follows the plan.
- 2.2 Monitoring throughout the session checks for safety of participants and achievement of the session objectives.

- 2.3 Modifications to the session as a result of monitoring are consistent with the achievement of the session objectives and the needs of participants.

### Outcome 3

Evaluate the plan, the implementation of the plan, and its outcome(s).

#### Evidence requirements

- 3.1 Evaluation following completion of the session determines the degree to which the plan was effective in enabling session objectives to be met.
- 3.2 Evaluation identifies areas for improvement and or modification for future planning and implementation.

<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.

### **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.