

Title	Demonstrate knowledge of the role and responsibilities of a coach, and of coaching beginner-level sport participants		
Level	3	Credits	7

Purpose	People credited with this unit standard are able to: describe the responsibilities and expected conduct of sports coaches of beginner-level participants; demonstrate knowledge of the role of sport coaches of beginner-level participants; and demonstrate knowledge of coaching beginner-level sport participants.
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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 All learning and assessment within this unit standard must be carried out in accordance with the following:
 - relevant legislation including Health and Safety at Work Act 2015, Vulnerable Children Act 2014, and any subsequent amendments;
 - organisational policies and procedures including Emergency Action Plans (EAPs), Standard Operating Procedures (SOPs) or Normal Operating Procedures (NOPs), and the use of personal protective equipment (PPE).
- 2 Definitions

Beginner-level refers to participants who may be in middle childhood, late childhood, or social adult communities, however, there are exceptions within many sports environments and as such this definition should be used as a guide and applied within the context of the sport in which the coach is involved.

Rules relate to the rules and regulations of the sporting code used for assessment and also the rules and regulations of the specific sporting event used for assessment.
- 3 Further information regarding industry guidelines, key definitions and other relevant information can be found within the Sport Coaching programme guidance document. This document should be consulted when developing learning or assessment against this unit standard. It can be found at www.skillsactive.org.nz.

Outcomes and performance criteria

Outcome 1

Describe the responsibilities and expected conduct of sports coaches of beginner-level participants.

Performance criteria

1.1 Describe the responsibilities and expected conduct of sports coaches.

Range may include but is not limited to – safe environment, safe activities, behaviour management, promoting fair play, role modelling.

Outcome 2

Demonstrate knowledge of the role of sports coaches of beginner-level participants.

Performance criteria

2.1 Describe the objectives of coaching beginner-level sport participants.

Range may include but is not limited to – provision of enjoyable experiences, skill development, tactical development, fitness development, psychological development, social development.

2.2 Describe the knowledge required to coach beginner-level sport participants.

Range may include but is not limited to – tactical knowledge, competition rules, sporting body regulations, session planning and delivery.

2.3 Describe attributes required of coaches working with beginner-level sport participants.

Range may include but is not limited to – active listening skills, good communication skills, organisation, remaining unbiased, catering to different learning styles.

2.4 Describe the roles that coaches can take on when working with beginner-level sport participants.

Range at least three roles from – enthusiast, friend, leader, manager, motivator, organiser, counsellor, selector, tactician.

2.5 Identify causes of stress to personal wellbeing from own role as a sports coach.

Range may include but is not limited to – feedback received, disputed decisions.

Outcome 3

Demonstrate knowledge of coaching beginner-level sport participants.

Performance criteria

3.1 Describe coaching approaches used to meet the needs of beginner-level sport participants.

Range may include but is not limited to – explanation, demonstration, observation, feedback (including positive reinforcement, corrections, questioning), identifying coachable moments, listening.

3.2 Describe coaching styles and how each style would be useful in coaching beginner-level sport participants.

Range may include but is not limited to – influencer, teacher, empowerer, role model, nurturer, athlete-centred.

3.3 Describe considerations that should be made when coaching participants with different needs.

Range may include but is not limited to – gender, mixed teams, age, physical needs, cultures, ability level.

3.4 Describe strategies for promoting good sporting conduct and managing unsporting conduct as a sports coach in accordance with expectations of the sport.

3.5 Identify own personal coaching philosophy in terms of aim and personal values as a coach.

Replacement information	This unit standard replaced unit standard 22770.
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Planned review date	31 December 2023
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	28 February 2019	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>.

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.