

Sfrito Assessment Guideline

Unit 5363

Level 4: Credit 6: Version 3

Sport Teaching & Coaching

**Plan, implement, and evaluate a
developmental series of coaching
sessions**

Activity Instructions

- Some of the written assessment may be in workbook form, task sheets, or in form suggested for element 1, element 2 and the evaluation of the sessions.
- Candidates written session plans for each of the coaching session in the series.
- Candidates practical implementation of session assessed through criteria based practical assessment form (may be video).
- Candidates evaluation of each session and the series of sessions in written or verbal form.

Purpose

People credited with this unit standard are able to:

- explain their personal coaching philosophy;
- identify common reasons for participation and discontinuation in sport;
- plan a coaching programme for a developmental series of sessions;
- implement and evaluate the developmental programme for a series of coaching sessions.

Prerequisite: Unit 5361, *Plan, conduct, and review a novice coaching session*, or demonstrate equivalent knowledge and skills.

Special Notes

1. *Developmental series of coaching sessions* refers to at least four consecutive coaching sessions where progression is planned.
2. The following conditions should apply to planning, implementing, and evaluating the developmental programme: the learner's coaching philosophy and/or style and programme objectives support the participants' reasons for being involved in sport; time demands of the programme are considered in the context of a balanced lifestyle; and there is variety in the programme, and opportunities are provided and/or created for success and challenge.

Element 1: Explain personal coaching philosophy.

Task: Candidate presents personal coaching philosophy in written or oral form.

Performance criteria		Evidence
1.1	<p>Explanation establishes personal coaching philosophy and the rationale for the philosophy.</p> <p>Range: guidelines to govern coaching actions, ideas, opinions, and hopes for the future; reasons for coaching; the role of the coach; why athletes participate; the role of the athlete.</p>	<ul style="list-style-type: none"> • Candidate explains personal coaching philosophy which includes all of the following: <ul style="list-style-type: none"> - Personal coaching roles e.g. Teacher, Motivator. - Personal reason for coaching. - Roles and reasons for athlete participation. - Reference to ideas, opinions and hopes for their future on coaching.
1.2	<p>Coaching philosophy is evaluated following coaching experience and modified according to the results of the evaluation.</p>	<ul style="list-style-type: none"> • The personal coaching philosophy of the candidate is self-evaluated following practical coaching experience. • Personal coaching policy is modified following self-evaluation if appropriate.

Element 2: Identify common reasons for participation and discontinuation in sport.

Task: Written or Oral

Performance criteria		Evidence
2.1	<p>Explanation establishes common reasons for participation in sport.</p> <p>Range: fun, skill development, fitness, competition, social interaction, self-esteem, coaches, family.</p>	<ul style="list-style-type: none"> • Reasons listed in range statement for athletes participating in sport are explained. For example: <ul style="list-style-type: none"> - Athletes are more likely to participate if the sport environment is fun.
2.2	<p>Explanation establishes common reasons for discontinuation in sport.</p> <p>Range: coaching philosophy and/or style, time availability, boredom, competition, lack of success, friends dropped out, interest in another sport, other interests outside sport, family, culture, fitness levels.</p>	<ul style="list-style-type: none"> • Reasons listed in range statement are explained for athletes not continuing to participate in sport. For example: <ul style="list-style-type: none"> - Participant dropped out of sport because the level was inappropriate, i.e. too difficult/too easy.

Element 3: Plan a coaching programme for a developmental series of coaching sessions.

Task: Write a plan for a minimum of four coaching sessions.

Performance criteria		Evidence
3.1	<p>Participants' profiles are developed.</p> <p>Range: experience; position played; competition grade; physical, psychological, tactical, technical, and leadership skills; goals.</p>	<ul style="list-style-type: none"> • The candidate profiles participants information, for example; <u>Susan Thomas</u> 2yrs premier hockey right half Auckland premier captain - Physical: Strong upper body strength, speed, flexible. - Leadership skills: strong decision maker, team contributor - Goals: Career in sport, NZ team selection. - Tactical: Balanced, quick thinker, weak under pressure. - Psychological: Confident, focussed, visualises well.
3.2	<p>Objectives which match the participants' profiles are set for the series of sessions.</p> <p>Range: participant enjoyment, participant involvement, skill development, cognitive development, competition.</p>	<ul style="list-style-type: none"> • Objectives for the developmental series of sessions match the participant profiles for each of range statements, as shown in written objectives for the series of sessions. For example: - Participant enjoyment. - Skill development.
3.3	<p>Objectives for each session within the series are set and progressively lead to the achievement of the series' objectives.</p>	<ul style="list-style-type: none"> • Objectives for the developmental series of sessions (4 or more) are identified in the session plans and progressively lead to the objectives set in 3.2. • Examples are provided of four progressive session's objectives that would lead to the objectives for the series. For example: - Technical objective: "By the end of the first session the player/s will be able to trap a hockey ball received from another player 6/10 times. By end of second will be able to trap 10/10 times. By end of third, be able to trap, 6/10 times at speed, etc.

3.4	<p>Requirements for each session within the series are planned.</p> <p>Range: objectives, structure, specific activities, range of activities, time, equipment, safety.</p>	<ul style="list-style-type: none"> • Each session plan includes requirements for that session including: <ul style="list-style-type: none"> - Objectives for session - Structure – warm-up, skills, game situation. - Session content – specific activities, grids, drills, range of activities. - Time allocated, equipment, safety of participants.
3.5	<p>Knowledge of common reasons for participation and discontinuation in sport is applied when planning the developmental programme.</p>	<ul style="list-style-type: none"> • The planning of the developmental programme indicates knowledge of common reasons for participation and common reasons for discontinuation in sport. <ul style="list-style-type: none"> - Candidate has planned series that encourages participation and discourages discontinuation in sport.

Element 4: Implement and evaluate the developmental programme for a series of coaching sessions.

Task: Observation and evaluation.

Performance criteria		Evidence
4.1	<p>Knowledge of common reasons for participation and discontinuation in sport is applied when implementing and evaluating the developmental programme.</p>	<ul style="list-style-type: none"> • Candidate demonstrates consideration of common reasons for participation and discontinuation in sport: <ul style="list-style-type: none"> - During the series of coaching sessions; - In the evaluation of the developmental programme i.e. observation of candidates knowledge of reasons for participation and reasons for discontinuation, shown through the methods and environment developed by the candidate.
4.2	<p>The programme is implemented and monitored.</p> <p>Range: participant safety, session objectives, series objectives.</p>	<p>The coaching sessions are implemented and monitored by candidate including:</p> <ul style="list-style-type: none"> • Session objectives, series objectives, including: <ul style="list-style-type: none"> - Technical - Tactical - Psychological - Physical • Participant safety managed for session in relation to: <ul style="list-style-type: none"> - Physical – Venue, Equipment - Emotional - Cultural

4.3	<p>Profiles of each participant involved in the series are reassessed with the participants during the series.</p> <p>Range: communication with the participants, analysis of performance during the coaching sessions and/or competitive situations.</p>	<p>The profiles developed in 3.1 are reassessed with the participants during the series. Reassessment includes:</p> <ul style="list-style-type: none"> • Candidate analyses participant performance during the sessions and/or in competitive situations. • Observing candidate communicating observations with the participant.
4.4	<p>The sessions and/or series are modified according to the results of monitoring and reassessments.</p>	<ul style="list-style-type: none"> • Candidate monitors sessions/series in areas of technical, psychological, physical fitness, tactical, and safety. • Candidate modifies the coaching sessions and/or series of sessions using the results of monitoring and reassessments. E.g. <ul style="list-style-type: none"> - Follow up session plans show modifications observed in the session
4.5	<p>After the series further modifications are described and explained according to results of the evaluation.</p> <p>Range: factors evaluated - participant safety, session objectives, participants' abilities; evaluation techniques - recall of session; and at least one of: video recording of participants, objective measuring system, feedback from an observer, feedback from participants, coach self-analysis.</p>	<ul style="list-style-type: none"> • Candidate describes and explains further modifications/changes after the series has been completed, according to the results of the evaluation of the following factors, to take into consideration the following: <ul style="list-style-type: none"> - Participant safety - Session objectives - Participants abilities • Description and explanation (recall) includes at least one of: <ul style="list-style-type: none"> - Videos recording participants - Objective measuring system e.g. criteria based written sheets, coaches log book. - Feedback from observer with an appropriate background - Feedback from participants, verbal or written. - Self analysis, written or verbal.

Unit 5363 Checklist		
Plan, implement, and evaluate a developmental series of coaching sessions		
Assessor name: _____		
Organisation name: _____		
Element 1: Explain personal coaching philosophy		
1.1	Explanation establishes personal coaching philosophy and the rationale for the philosophy. Range: guidelines to govern coaching actions, ideas, opinions, and hopes for the future; reasons for coaching; the role of the coach; why athletes participate; the role of the athlete.	
1.2	Coaching philosophy is evaluated following coaching experience and modified according to the results of the evaluation.	
Element 2: Explain common reasons for participation and discontinuation in sport		
2.1	Explanation establishes common reasons for participation in sport. Range: fun, skill development, fitness, competition, social interaction, self-esteem, coaches, family.	
2.2	Explanation establishes common reasons for discontinuation in sport. Range: coaching philosophy and/or style, time availability, boredom, competition, lack of success, friends dropped out, interest in another sport, other interests outside sport, family, culture, fitness levels.	
Element 3: Plan a coaching programme for a developmental series of coaching sessions		
3.1	Participants' profiles are developed. Range: experience; position played; competition grade; physical, psychological, tactical, technical, and leadership skills; goals.	
3.2	Objectives which match the participants' profiles are set for the series of sessions. Range: participant enjoyment, participant involvement, skill development, cognitive development, competition.	
3.3	Objectives for each session within the series are set and progressively lead to the achievement of the series' objectives.	
3.4	Requirements for each session within the series are planned. Range: objectives, structure, specific activities, range of activities, time, equipment, safety.	
3.5	Knowledge of common reasons for participation and discontinuation in sport is applied when planning the developmental programme.	
Element 4: Implement and evaluate the developmental programme for a series of coaching sessions		
4.1	Knowledge of common reasons for participation and discontinuation in sport is applied when implementing and evaluating the developmental programme.	
4.2	The programme is implemented and monitored. Range: participant safety, session objectives, series objectives.	
4.3	Profiles of each participant involved in the series are reassessed with the participants during the series. Range: communication with the participants, analysis of performance during the coaching sessions and/or competitive situations.	

4.4	The sessions and/or series are modified according to the results of monitoring and reassessments.		
4.5	After the series further modifications are described and explained according to results of the evaluation. Range: factors evaluated - participant safety, session objectives, participants' abilities; evaluation techniques - recall of session; and at least one of: video recording of participants, objective measuring system, feedback from an observer, feedback from participants, coach self-analysis.		
DATE	CANDIDATES SIGNATURE	ASSESSORS SIGNATURE	C/NYC
Comments:			

Note: the assessor needs to ensure **sufficiency** of performance and knowledge. Therefore the assessor needs to know that the Candidate has performed the tasks competently many times before and will be competent in the future. Ticking/ dating the boxes more than once, having 2 checklists for different assessment occasions or observing workplace performance over a period of time can show this.