

No. 233

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Sport

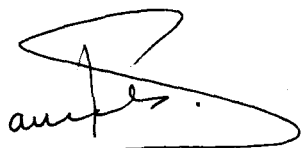
Registered by NSB 02, Arts & Culture, publishes the following qualifications for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purposes of the qualifications, and the titles and specific outcomes of the unit standards upon which qualifications are based. The full qualifications and unit standards can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 659 Pienaar street, Brooklyn, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 31 March 2002***. All correspondence should be marked **Standards Setting – SGB for Sport** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing
Postnet Suite 248
Private Bag X06
Waterkloof
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SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

Diploma in Coaching Science

Field : Arts & Culture

Sub-field : Sport

NQF level : 5

Credits : 241

Rationale of the Qualification:

The design and establishment of a coaching diploma qualification must aim to:

- (a) Develop appropriate skills and knowledge required for coaching intermediate and advanced level performers.
- (b) Ensure that coaching practices applied to intermediate and advanced level sport participants adhere to sound principles drawn from sport science.

The role of sport in South Africa continues to grow in economic and political importance. This development is based on the achievement of high degrees and skill in performance the capacity of South Africans to compete successfully in the international sporting arena. In order to continue this trend, sport coaches must facilitate the pursuit of excellence in sport, which is based on the systematic application of the principles of sport science to the design and implementation of training and competition schedules.

Only those coaches who have learned how to apply the most recent discoveries in sport science will be able to take intermediate level performers and help them raise their performance standard to the top/advanced levels. Substantial advances in the areas of nutrition and ergogenic aids, for example, have changed the knowledge base of coaching advanced level performers. Additional options in the use of technology to enhance performance have also raised the sophistication of the scientific knowledge base needed by coaches at this level. New approaches in sport psychology and mental skills training have also had an impact on how coaches at this level should conduct practice sessions and deal with sport performers.

A unified approach to the delivery of advanced coaching education according to the most recent advances in sport science will promote the development of South Africa as an international force in sport. It is in this context that this qualification is proposed.

Purpose of the Qualification:

A qualifying learner who has achieved this qualification will be able to:

1. Coach **intermediate and advanced sport performers** in one chosen sport of specialisation.
2. Provide sport opportunities to intermediate and advanced performers in a manner that will contribute to community development as well as raise the standard of sport in South Africa.
3. Assume job responsibilities as a head sport coach in schools, clubs and private institutions, provincial and national academies and sport codes, as well as pursue a career as a self-employed private coach.

Learners who complete this qualification will have acquired the qualities of self-confidence, leadership and good communication skills. Learners will be prepared to assume responsibilities for sport development and top level sport within their sport specialisation, as well be positioned to further their learning in other aspects of sport and exercise science.

	Level 2	Level 5	Level 6	Total
Fundamental	3	38	0	41
Core	0	80	70	150
Elective	0	50	0	50
Total	3	168	70	241

ACCESS TO THE QUALIFICATION

Open Access

LEARNING ASSUMED TO BE IN PLACE

Level 5 Certificate in Coaching Science (Note: the Level 5 Certificate in Coaching Science is not embedded in this Level 5 Coaching Diploma. This means that the National Diploma is 241 credits beyond the National Certificate, and it must focus on the same sport specialisation).

EXIT LEVEL OUTCOMES

On achieving this qualification the learner will be able to:

1. Respond to the unique demand of the South African sporting context regarding top level sport.
2. Reflect an understanding of the interdependence of assessment, fitness, skill & tactics, nutrition and sport psychology in the design of a periodised training year.
3. Demonstrate a current knowledge of the rules of his/her sport of specialisation, including knowledge about the use and abuse of drugs and other ergogenic aids related to sports performance.
4. Communicate effectively with players, colleagues, employers, parents/guardians, the sporting public and the media.
5. Understand the scope of legal and ethical responsibilities that comes with a coaching position, i.e. prevention, care and management of sport injuries, player health and safety, travel/transport, and contractual obligations.
6. Provide and modify intermediate and advanced level sport experiences according to the social, emotional and physical changes that occur as players develop from childhood through youth to adulthood.
7. Demonstrate a commitment to the principles of inclusion in all coaching practices, with special reference to girls/women, persons with disabilities, and other individuals from disadvantaged backgrounds.

ASSOCIATED ASSESSMENT CRITERIA

Assessors should look for the following competencies within a single sport code (to be selected by the learner):

The learner must demonstrate an ability to consider a range of options and make decisions about:

1. Implementing a series of effective practice sessions for intermediate and/or advanced level sport performers in one chosen sport of specialisation.
2. Implementing a series of effective practice sessions for intermediate and/or advanced level sport performers with disabilities in the chosen sport of specialisation.

The learner must demonstrate an understanding of:

1. The role of sport participation in life skill development, including "life after sport."
2. The impact of a philosophy of sport and code of ethics on coaching, with specific reference to the professionalisation of sport.
3. The scope of legal and ethical responsibilities that comes with coaching specifically at the top level, e.g. liability, working with minors, etc.
4. Relationships among coaches, selectors, sport administrators, players, the media, and the public.
5. The political significance of the sport and sport politics.
6. The sport structures and agencies that support national, regional and international competition.
7. The organisation and administration of training camps.
8. Contracts and contractual obligations of coaches, players, management, etc.
9. Issues surrounding the funding of sport.
10. How to prepare a team for a tournament/competition.
11. How to design and implement long-term training programmes. e.g. 2 years (full periodisation of training).
12. How to apply the principles of sport psychology to support intermediate and advanced players' development and level of achievement (Sport Psychology).
13. How vision, perception and decision-making support top level sport performance
14. The advanced biomechanics of the sport.
15. Sport nutrition and the use of ergogenic aids in the sport.
16. Alternative models of talent development appropriate to the sport.
17. Selection of coaching methods/styles for intermediate and advanced participants.
18. How to use basic statistical packages and data bases to manage coaching information.

The learner must demonstrate the ability to:

1. Coach and develop advanced technical and tactical skills in the sport.
2. Develop player profiles for individual and team members.
3. Apply rules in games situations to support to maximise opportunities for participants to succeed.
4. Identify technical and tactical faults and offer means of correction.
5. Communicate effectively with all stakeholders.
6. Use current technology (commercially available) to support coaching.
7. Keep statistical records with regard to competitions and training schedules.
8. Use positive forms of motivation and corrective feedback to promote continuous improvement.
9. Maintain a safe environment for intense competition.
10. Modify practice activities to continuously challenge the fitness and/or skill development of the participants.
11. Apply first aid and injury management.
12. Read current sport science research and apply the results to coaching practices.

INTERNATIONAL COMPARABILITY

This qualification has been benchmarked against coaching qualifications in Australia, Canada, Great Britain, New Zealand and the United States of America, and shows substantial degree of similarity. The concept of a single qualification that includes fundamental knowledge of sport science and the

common principles of effective coaching is common to these qualifications. The addition of applied coaching experience within a specific sport is part of the qualification in Australia.

The mandatory addition of an understanding of inclusion and practical experience in coaching persons with disabilities is unique to South Africa and may be regarded as a reflection of the commitment to equity in the South African Constitution.

INTERGRATED ASSESSMENT

Intergrated assessment at the level of this qualification provides an opportunity for learners to show that they are able to intergrate concepts, ideas and actions in order to achieve competence in coaching that is grounded in scientific knowledge. Intergrated assessment must judge the quality of the thinking that lies behind it. Assessment tools must encourage learners to give an account the thinking and decision making that underpins their demonstrated performance. Some assessment practices will be of a more practical nature while others will be of a more theoretical nature.

A broad range of task oriented and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place.

RECOGNITION OF PRIOR LEARNING

Any learner who believes he/she has all of the competencies identified above should apply for recognition to an accredited service provider of the Diploma in Coaching Science.

ARTICULATION POSSIBILITIES

This qualification has been developed for professional coaches across the sporting industry and it is intended to professionalise coach education and uplift the standard of coaching in South Africa.

Sport Federations can use this qualification for developing coaches and enhance their scientific knowledge to coaching at advance levels. This qualification will provide articulation with a range of qualifications in fitness, sport science and sport management areas of practice.

MODERATION OPTIONS

- Anyone assessing a learner against any of the unit standards in this qualification must be registered with the relevant ETQA.
- Any institution offering learning that will enable achievement of the unit standards in this qualification or will assess the unit standards in this qualification must be accredited as a provider or assessor with the relevant ETQA.
- The criteria for the assessment of modules associate with actual coaching experience must be approved by the National Federation of the sport of specialization involved and the criteria for successful coaching of persons with disabilities must be approved by Disability Sport South Africa in consultation with the relevant ETQA. It is the responsibility of the provider of the qualification to obtain this approval in writing prior to offering these modules.
- Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

Therefore, anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor, and provider institution that are accredited by the relevant ETQA.

Criteria for registration of assessors.

For an applicant to register as an assessor, the applicant needs:

- A minimum of two years practical, relevant occupational experience

- Declared competent in all the outcomes of the National Assessor Unit Standard as stipulated by SAQA
- Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant must be provided (Portfolio of evidence).
- Meet any other stipulated requirements by the relevant ETQA.

Unit Standards at NQF Level 2

- Title: Organise oneself in the workplace (ID 8618)

Unit Standards at NQF Level 5

- Title: Operate a personal computer (ID 7547)
- Title: Plan & conduct a research project (ID 8559)
- Title: Examine social features as pertaining to the workplace (ID 8664)
- Title: Apply communication skills in the workplace (ID 8647)
- Title: Demonstrate an understanding of professional values and ethics (ID 8612)
- Title: Analyse external factors influencing people who have special needs (ID 8570)
- 1. Title: Apply the principles and methods of sport fitness conditioning.
- 2. Title: Identify and develop talent in sport.
- 3. Title: Periodise training and the training year.
- 4. Title: Address issues related to injuries and health in sport.
- 5. Title: Coach sport to intermediate and/or advanced level performers: sport specialisation
- 6. Title: Coach sport to intermediate and/or advanced level performers with disabilities
- 7. Title: Describe the organisation of sport in South Africa.
- 8. Title: Apply entrepreneurship to the administration of a Sport, Recreation or Fitness business.
- 9. Title: Conduct a screening procedure.
- 10. Title: Operate as a professional coach.

Unit Standards at NQF Level 6

1. Title: Apply knowledge of anatomy and biomechanics to the analysis of performance.
2. Title: Reflect an understanding of the physiological capacity for sport and exercise performance.
3. Title: Develop the social and psychological aspects of sport performance.
4. Title: Provide advanced motor skill and tactical learning.
5. Title: Promote sound policies about sport nutrition.
6. Title: Evaluate sport performance.

UNIT STANDARDS FOR DIPLOMA IN COACHING SCIENCE**UNIT STANDARDS TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 5****Unit standards titles and specific outcomes at NQF level 5****1. Title: Apply the principles and methods of sport fitness conditioning**

- Specific outcome 1. Describe the programming principles that guide conditioning for sport, e.g. overload, recovery, specificity, recovery, reversibility and individuality. For example: (Explain how a coach can apply these principles to design a fitness programme that develops. The different energy systems required for a specific sport.)
- Specific outcome 2. Develop training programmes within a single sport for performers on the intermediate, advanced and elite levels. For example: (Explain how these training programmes incorporate the programming principles into their design. Describe and analyse the effects of different levels of physical fitness on sport performance.)
- Specific outcome 3. Identify and teach the appropriate exercise techniques to develop endurance, strength, flexibility speed and power for a specific sport. For example: (Identify and apply a variety of dynamic and static stretching techniques and explain their relevance to a specific sport. Identify different types of resistance training programmes and outline the relative importance of each in terms of conditioning for selected sports. Present a series of resistance training sessions appropriate for a specific sport. Present a series of speed and power training sessions appropriate for a specific sport.)
- Specific outcome 4. Design and implement challenging conditioning programmes that respond to the sport-specific profiles and the conditioning needs of sport performers at the elite level. For example: (Conduct fitness conditioning sessions for performers in a selected sport. Outline and discuss the fitness requirements of specific sports and specific playing positions within specific sports.)
- Specific outcome 5. Compare and contrast various approaches to sport fitness conditioning in a range of situations. For example: (Describe the various teaching/coaching methods for presenting sport fitness conditioning sessions. Present training sessions using the various teaching/coaching methods for presenting sport fitness conditioning sessions. Recommend methods of evaluating the success of a fitness conditioning programme. Evaluate the content of a fitness conditioning programme in relation to the energy system requirements of a specific sport.)

2. Title: Identify and develop talent in sport

- Specific outcome 1. Describe the range of laboratory and field tests that can be use for talent identification purposes. For example: (Identify the key performance parameters that predict future achievement in selected sports. Identify where and how talent assessment tests can be administered, data interpreted, and reports obtained. Identify the different ages as which talent identification is best conducted for different sports.)
- Specific outcome 2. Describe the optimal approaches to talent identification and development according to the "continuum" of predictability of future performance. For example: (Contrast the different approaches to talent identification in sports where success draws heavily from pure genetic and physiological characteristics as opposed to those sports where success if more a function of past experience and quality coaching. Contrast the different demands on talent and ability between sports dominated by closed skills and those where tactics/strategic abilities are crucial to success.)
- Specific outcome 3. Outline the need for talent identification, selection and development and the optimum age to screen children and adolescents for selected sports. For example: (Define the terms talent screening, talent identification, talent selection and talent development. Explain the developmental factors, including maturation, that must be considered in any talent identification and development programme. Discuss the ethical implications of implementing a talent identification and development programme.)
- Specific outcome 4. Plan a talent identification and development programme for a selected sport. For example: (Describe the main training emphasis at each stage of development throughout a performer's career in the selected sport. Describe the testing procedures, management of data, and management of selected performers. Describe the talent development programme to follow the talent identification phase. Suggest way for funding the talent identification and talent development phases of the plan.)

3. Title: Periodise training and the training year

- Specific outcome 1. Compare and contrast the range of schedules for the periodisation of training. For example: (Define the different phases of the training year, e.g. general preparation, specific preparation, competition, etc. Define the key concepts of microcycle, mesocycle and macrocycle. Explain how the concepts of intensity, duration, frequency, recovery and taper affect the content and scheduling of cycles in the training year. Identify the different ages as which talent identification is best conducted for different sports.)
- Specific outcome 2. Compare the advantages and disadvantages of different kinds of training for optimising performance. For example: (Identify the objectives of each type of training. Discuss the range of training programmes that meet the needs of elite athletes in a selected sport. Identify appropriate recovery activities for a sport.)
- Specific outcome 3. Describe the differences in the periodisation of training according to the level of performers' expertise and training age. For example: (Describe the characteristics of the "train to train" stage, the "train to compete" stage, and the "train to win" stage. Discuss the different patterns recommended for the development of expertise in different sports.)

- Specific outcome 4. Draft a periodised year plan including all aspects of training and preparation in a selected sport. For example: (Outline the methods of achieving optimum preparation through appropriate training methods in the sport. Justify the identification of competition phases and the potential for "peaking" in the plan. Explain the pattern for integrating fitness, skill, tactical, nutritional and mental skills training in the sport. Integrate appropriate recovery activities in the training plan throughout the year. Present the methods for evaluation of the progress and ultimate success of the plan.)

4. Title: Address issues related to injuries and health in sport

- Specific outcome 1. Describe the aetiology and incidence of specific sport injuries. For example: (Identify the causes and recommendations for preventing lower extremity injuries. Identify the causes and recommendations for preventing upper extremity injuries. Identify the causes and recommendations for preventing back and spinal injuries. Identify the causes and recommendations for preventing head injuries. Identify the causes and recommendations for preventing eye and ear injuries.)
- Specific outcome 2. Analyse the anatomical and physiological factors underlying injuries in a selected sport and discuss injury prevention techniques. For example: (Discuss the fitness and skill training measures taken to prevent injuries. Identify the causes of injuries in the selected sport and indicate the impact of each injury in relation to time out-of-training and period of rehabilitation. Describe the appropriate response to sudden injuries in the selected sport, including first aid and subsequent emergency procedures. Identify appropriate recovery activities for a sport. Discuss the impact of various injuries on the periodisation of the training year. Identify the causes of over-use injuries and indicate strategies to avoid them.)
- Specific outcome 3. Describe the psychological impact of injury on sport performance. For example: (Discuss the implications of traumatic injury on the individual performer and where applicable, the team. Discuss the implications of chronic injury on playing potential and self-confidence. Identify strategies to include injured performers in continuing development.)
- Specific outcome 4. Establish ethical guidelines for promoting player health and safety. For example: (Develop guidelines for appropriate intensity and duration of training sessions for children. Follow a system of regular medical evaluations for performers. Develop a protocol for managing data related to all injuries and illnesses, and make the data available to medical support personnel. Maintain strict rules about first aid and emergency procedures. Examine the legal as well as health implications of letting performers participate prior to receiving medical clearance. Understand the principle of confidentiality when discussing health issues with individuals.)
- Specific outcome 5. Identify the key health issues affecting sport performers. For example: (Investigate the possibilities of getting health insurance for performers. Discuss the role of nutrition and general lifestyle in the maintenance of health. Include issues of general physical health, eye health, dental health and mental health in discussions with performers. Discuss health issues with performers, including HIV aids, blood and body fluid infections, and the importance of reporting of all health problems to coaches.)

5. Title: Coach sport to intermediate and/or advanced level performers: sport specialisation

- Specific outcome 1. Act in a professional manner in the role of a coach. For example: (Behave in a manner consistent with the pursuit of high levels of achievement. Prepare for all coaching sessions and be prompt and well-organised in the delivery of all coaching services. Use language and mannerisms that show respect for sport participants, technical officials, co-workers, supervisors, parents and spectators.)
- Specific outcome 2. Complete a successful coaching experience with intermediate and/or advanced level performers in the sport specialisation in which the learner has the National Certificate in Coaching Science NQF level 5. For example: (Observe the performers in order to determine their needs. Establish specific objectives for performance enhancement of these performers. Implement a series of practice sessions, producing session-by-session descriptions of specific objectives and activities to promote performance enhancement. Implement the planned sessions, evaluating success after each session and adjusting plans for subsequent sessions based on that evaluation. Provide coaching support for these performers during a competitive event. Evaluate the overall effectiveness of the coaching experience and make recommendations for further development efforts for the participants.)
- Specific outcome 3. Submit a plan to periodise an entire training year for intermediate or advanced performers in the sport of specialisation. For example: (Implement practice sessions that produce improvement in participants' fitness for their sport. Implement practice sessions that teach participants how to use mental skills to improve their performance. Encourage a positive learning atmosphere in coaching sessions. Incorporate discussions of nutritional strategies into the coaching plan. Maximise assertion and minimise aggression among performers.)
- Specific outcome 4. Reflect on one's own coaching performance in terms of the principles of effective coaching. For example: (Keep a personal coaching log that records session-by-session thoughts about coaching. Identify one's own particular coaching strengths and propose ways to capitalise on those strengths. Identify one's own particular coaching weaknesses and propose ways to address improvement.)

6. Title: Coach sport to intermediate and/or advanced level performers with disabilities

- Specific outcome 1. Act in a professional manner in the role of a coach. For example: (Behave in a manner consistent with the pursuit of high levels of achievement. Prepare for all coaching sessions and be prompt and well-organised in the delivery of all coaching services. Use language and mannerisms that show respect for sport participants, technical officials, co-workers, supervisors, parents and spectators, etc.)
- Specific outcome 2. Complete a successful coaching experience with intermediate and/or advanced level performers in the sport specialisation in which the learner has earned the National Certificate in Coaching Science NQF level 5. For example: (Observe the performers in order to determine their needs. Identify any rule or other technical modifications in the sport specialisation. Check with national classifiers to determine the functional capabilities of the performer(s). Interview the performer(s) to determine their personal goals for improvement. Establish specific objectives for performance enhancement. Plan a series of practice sessions and produce session-by-session written coaching plans that will promote performance improvements. Implement the planned sessions, evaluating success after each session and adjusting plans for subsequent sessions based on that evaluation. Provide coaching support for these performers during a competitive event. Evaluate the overall effectiveness of the coaching experience and make recommendations for further development efforts for the participants.)
- Specific outcome 3. Incorporate principles of sport science into coaching. For example: (Implement practice sessions that produce improvement in participants' fitness for their sport. Implement practice sessions that teach participants how to use mental skills to improve their performance. Encourage a positive learning atmosphere in coaching sessions. Ensure that the performer attempts to use one or more mental skills techniques to enhance performance.)
- Specific outcome 4. Submit a plan to periodise an entire training year for intermediate or advanced performers in the sport of specialisation. For example: (Implement practice sessions that produce improvement in participants' fitness for their sport. Implement practice sessions that teach participants how to use mental skills to improve their performance. Encourage a positive learning atmosphere in coaching sessions. Incorporate discussions of nutritional strategies into the coaching plan.)
- Specific outcome 5. Reflect on one's own coaching performance in terms of the principles of effective coaching. For example: (Keep a personal coaching log that records session-by-session thoughts about coaching. Identify one's own particular coaching strengths and propose ways to capitalise on those strengths. Identify one's own particular coaching weaknesses and propose ways to address improvement.)

7. Title: Describe the organisation of sport in South Africa

- Specific outcome 1. Analyse the impact on the coach of changes in coaching and sport in South Africa. For example: (Identify major changes that are occurring in the sporting industry, both nationally and internationally. Describe the positive and negative effects of changes in the coaching workplace. Describe the impact of the status of school sport and physical education on the coaching workplace. Describe different ways of coping with change.)
- Specific outcome 2. Identify sources for funding and sponsorship in South African sport. For example: (Identify relevant programmes sponsored by government agencies that support sport development from the beginner to the advanced levels. Identify relevant non-government agencies that support sport development from the beginner to advanced levels.)
- Specific outcome 3. Discuss the role of the statutory and non-statutory bodies that govern sport. For example: (Examine the policy documents that guide South African sport, e.g. the White Paper, etc. Explain the role of the National Olympic Committee of South Africa (NOCSA). Explain the role of Disability Sport South Africa (DISSA, formerly the National Paralympic Committee of South Africa). Explain the role of Sport and Recreation South Africa. Explain the roles of Provincial, municipal and local governments in sport.)
- Specific outcome 4. Examine the relevant policies of the major sporting organisations that govern one selected sport. For example: (Determine the talent identification and development pathways in this sport. Describe the pathways for intermediate and advanced level performer skill development. Identify the range of facilities and services provided regionally to support this sport. Propose programmes to support or improve the current approach to performer development from the beginning to advanced levels in this sport. Debate the role of this sport in the context of transformation in South African Society. Identify past patterns of discrimination in this sport and discuss measure taken/to be taken to redress inequities.)

8. Title: Apply entrepreneurship to the administration of a sport, recreation or fitness business

- Specific outcome 1. Implement a business plan which incorporates. For example : (A marketing strategy. A sales strategy and carry out a sales interview. A customer service strategy, which includes measurable customer service policies and practices.)
- Specific outcome 2. Plan and implement an operations procedure for the running of a department or a small fitness, sport or recreation business.
- Specific outcome 3. Carry out administrative functions to support a fitness business strategy.
- Specific outcome 4. Carry out accounting and financial practices to support a fitness business strategy.
- Specific outcome 5. Comply to legal and ethical business practices.
- Specific outcome 6. Define entrepreneurship and explain the characteristics of successful entrepreneurs.

- Specific outcome 7. Implement the factors that contribute to the success of a fitness, recreation or sport business.

9. Title: Conduct a screening procedure

- Specific outcome 1. Collect data in a client sensitive manner. For example : (Use accepted questionnaires and ask questions in an empathetic way)
- Specific outcome 2. Interpret data in order to make decisions for participation or for physical activity readiness and provide relevant feedback. For example: (Identify the outcomes and provide feedback on the information. Clarify goals and establish whether they are realistic.)
- Specific outcome 3. Assist the participant in making informed decisions in setting goals. For example : (Give information regarding lack of fitness and help participant decide on choice of exercise or training.)
- Specific outcome 1. Manage data in order to provide continuity of support to the participant. For example : (Keep records in chronological order. Record recommendations and information given that there is a base line information and updates can be made.)

10. Title: Operate as a professional coach

- Specific outcome 1. Formulate a personal philosophy of coaching that reflects an understanding and respect for sport participants. For example: (Examine the role of a coach in the life of a child. Note the developmental differences in the role of a coach as sport performers become older as well as more skilful. Identify and justify professional standards in coaching, i.e. ethics of coaching.)
- Specific outcome 2. Identify and implement effective coaching behaviours that impact on the coaching of children and adolescents, specifically at the beginning and intermediate levels. For example: (Discuss the responsibilities of the coach as a model. Discuss the differences between coaching children and coaching adolescents. Determine a process for self-reflection on coaching behaviour. Determine how to implement strategies for effective communication. Implement a self-evaluation strategy to improve personal effectiveness as a coach.)
- Specific outcome 3. Identify and discuss the impact of the key components and management structures of a selected sport at local, national and international levels. For example: (Describe the provincial, national and international structure of a sport. Describe the relationship between the management structure of a sport and efforts to transform that sport within the South African context. Describe the relationship between the management structure of a sport and efforts to develop that sport within the South African context. Describe the relationship between the management structure and the organisation of provincial and national competitions in that sport.
- Specific outcome 4. Outline the development pathway for selection into the provincial and national teams and explain the implication of these pathways for a sport programme. For example: (Describe how coaching beginner and intermediate level performers can impact on the overall development of top-level sport. Design a strategy to involve family, school and community support in the development of strong children's and youth sport programmes.)

- Specific outcome 5. Compare typical sport employment scenarios for coaches, administrators, technical officials and sport performers. For example: (Describe career options for coaches in a sport. Explain the essential elements of a sport contract. Discuss the legal implications of typical work arrangements of coaches. Discuss situations where coaches may incur liability. Discuss the legal differences between being an employee and an "independent contractor.")
- Specific outcome 6. Identify the sport science and sports medicine services that are available to provide support for the development of sport expertise. For example: (Define the following: sport scientist, sport dietician, sport psychologist, sports medicine physician, biokineticist, physiotherapist, and sports conditioning specialist. Describe and access sources of sport science and sports medicine expertise.)

UNIT STANDARDS FOR DIPLOMA IN COACHING SCIENCE**UNIT STANDARDS TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 6****Unit standards titles and specific outcomes at NQF level 6****11. Title: Apply knowledge of anatomy and biomechanics to the analysis of sport and exercise performance**

- Specific outcome 1. Describe the anatomical structure of the human body. For example: (Describe the structure and functions of bones and joints in relation to movement. Describe the structure and function of the muscular system in relation to movement.)
- Specific outcome 2. Demonstrate knowledge of concepts relating to the forces that cause a body to move. For example: (Explain the concepts of motion (displacement, velocity and acceleration in relation to linear motion and angular motion) in relation to sport performance. Explain the concept of force in relation to sport performance. Explain the concept of momentum in relation to sport performance.)
- Specific outcome 3. Analyse, implement and evaluate ways of improving sport performance by applying biomechanical principles to a specific sport. For example: (Select a single sport skill and identify the key elements of efficient and effective performance. Analyse the performance of a complex skill within a game and describe the key cues or mechanical corrections that could be given to the performer.)
- Specific outcome 4. Apply field-based biomechanical observation for movement analysis. For example: (Examine photographs of sport performance in order to identify key mechanical features (correct features as well as errors). Examine videotapes of sport performance in order to identify key mechanical features (correct features as well as errors). Examine the coaching implications of using biomechanical principles to analyse sport and exercise performance.)
- Specific outcome 5. Apply biomechanical analysis in assisting a performer in a specific sport. For example: (Outline and describe the mechanical characteristics of an individual performer.)

12. Title: Reflect an understanding of the physiological capacity for sport and exercise performance

- Specific outcome 1. Demonstrate an understanding of skeletal muscle response to exercise and the factors influencing the development of muscle tissue. For example: (Describe the mechanical and electrical properties of muscles. Describe the adaptations that occur in muscle during training.)
- Specific outcome 2. Demonstrate an understanding of respiration and circulation during rest and exercise. For example: (Describe respiratory and cardiovascular control mechanisms. Predict and explain the changes in respiration and circulation during exercise and in conditions of blood loss, fluid imbalance, thermoregulatory and nutritional stress.)

- Specific outcome 3. Describe the role of hormones in control of respiratory, circulation and metabolism during exercise and sport performance. For example: (Outline the endocrine system's role in energy production during exercise. Describe the role of the endocrine system in the maintenance of fluid balance.)
- Specific outcome 4. Demonstrate an understanding of environmental influences and their effect on health and sport performance. For example: (Explain the physiological responses to hot, cold, hypobaric and hyperbaric environments. Discuss strategies for acclimatisation for exercise, sport training and for competition.)
- Specific outcome 5. Explain the physiological considerations when participating in unique sporting events. For example: (Examine the special requirements of ultra-endurance events. Examine the special requirements of "collision" sports, e.g. rugby, judo, etc.)
- Specific outcome 6. Examine sport specific profiles that identify the physical needs of sport performers at the elite level. For example: (Identify the physiological and training characteristics of elite performers in a range of sports. Design physical profiles of performers in a variety of sports, ranging from running, cycling and swimming to bowls and shooting to tennis and badminton to cricket to rugby and soccer.)

13. Title: Develop the social and psychological aspects of sport performance

- Specific outcome 1. Develop practice activities/games designed to promote team cohesion and co-operation. For example: (Explain the relationship between group performance and group dynamics. Identify practical guidelines for promoting cohesion. Describe the role of co-operation in competitive sport contexts. Identify practical guidelines for eliminating "social loafing.")
- Specific outcome 2. Identify and describe the mental skills required for successful performance in sport. For example: (Outline the underlying principles of a variety of mental skills relevant to sport. Describe the psychological demands of a specific sport. Outline the mental skills training needed by performers in that specific sport.)
- Specific outcome 3. Discuss the possible influences of the psychological aspects of sport on individual performers. For example: (Explain the interrelationship between mental skills and sport performance. Analyse the impact of anxiety and competitive stress on performers. Examine competition as a form of social evaluation. Identify the effects of sports participation on character development and sportsmanship. Define the "flow" state and describe how it can impact performance.)
- Specific outcome 4. Critique a mental skills training programme for sport. For example: (Describe the range of situations in which mental skills training may be important. Identify and describe the elements of a mental skills training programme for intermediate level performers. Identify and describe the elements of a mental skills training programme for advanced level performers.)

- Specific outcome 5. Describe the psychological trauma of sport injuries and retirement/termination from sports participation. For example: (Discuss approaches to mental skills training for the injured sport performer. Identify strategies for dealing with negative feelings about career termination.)
- Specific outcome 6. Discuss issues related to social status and patterns of discrimination in sport. For example: (Identify social and/or economic factors that influence patterns of participation in selected sport. Identify patterns of discrimination by gender, age and race/ethnicity in selected sports. Identify patterns of discrimination in sport against persons with disabilities. Examine the role of sport in relations to transformation in South Africa. Suggest strategies for using sport as an agent for positive change in South Africa, e.g. Sport against Crime.)

14. Title: Provide advanced motor skill and tactical learning

- Specific outcome 1. Describe the underlying principles and methods of skill acquisition appropriate to performer's developmental age. For example: (Identify the learning processes that support the development of expertise in sport skill performance. Explain the role of memory, feedback and cognitive strategies in the improvement of performance at the intermediate and advanced levels.)
- Specific outcome 2. Describe the factors involved in learning and applying tactical/strategic knowledge in sport. For example: (Differentiate between beginning level and intermediate/advanced level tactics and strategies in selected sports. Identify methods for improving decision-making related to games tactics and strategies. Explain the role of attention and anticipation in performance at the intermediate and advanced levels. Describe the role of perception, including visual skills development, in the process of tactical decision-making in sport.)
- Specific outcome 3. Present an integrated technical and tactical skill learning programme in selected sports. For example: (Identify intermediate and advanced level skill techniques in selected sports. Plan practice sessions that integrated motor and tactical skill learning in selected sports. Outline the importance of the structure of practice on motor and tactical skill development.)
- Specific outcome 4. Develop criteria to assess effective coaching at the intermediate and advanced levels, including specific methods to measure performers' progress in skill and tactical learning. For example: (Determine the objectives of a series of practical skill and tactical practice sessions. Review coaching sessions to identify critical elements that contribute to skill and tactical learning.)

15. Title: Promote sound policies about sport nutrition and the use of ergogenic aids

- Specific outcome 1. Explain the rationale supporting nutritional recommendations and guidelines for healthy eating a sport performance. For example: (Discuss the role of diet in weight management for sport, specifically in relation to body fat percentages. Explain the role of vitamins, minerals, micronutrients, antioxidants, etc., in a healthy diet for sport.)
- Specific outcome 2. Describe nutritional strategies for optimising sport performance. For example: (Define the terms training diet, competition diet, recovery diet. Explain the processes and purposes of the following: bulking-up, hydration; re-hydration, carbohydrate loading. Explain diet in terms of energy requirements, energy expenditure, kilojoules, etc. Explain the benefits of following specific diets for training, competition and recovery.)
- Specific outcome 3. Identify strategies to assist performers with financial constraints on access to proper nutrition. For example: (Describe the economics of proper nutrition. Discuss the role of the family, peers, cultural diversity, etc., in choices about nutrition.)
- Specific outcome 4. Examine the impact of ergogenic aides and drugs on sport performance. For example: (Discuss the impact of drug and alcohol abuse on sport performance. Review current literature on the effects of popular ergogenic aids on sport performance. Contrast the short-term and long-term impact of the use of selected ergogenic aids and harmful substances on sport performance.)
- Specific outcome 5. Discuss current policies regarding ergogenic aids and procedures for drug-testing in sport. For example: (Review recent literature on banned substances in sport. Prepare a brochure to acquaint sports performers with current procedures for drug testing and doping control in South Africa. Acquaint performers with Drug-free Sport in South Africa.)
- Specific outcome 6. Identify criteria for identifying performers in need of specialist nutritional assessment and advice. For example: (Describe the behavioural characteristics of performers with eating disorders. Access key resources and professionals in the area of sport nutrition. Explain the role of a sports nutritionist to performers.)

16. Title: Evaluate sport performance

- Specific outcome 1. Interpret the results of tests of skill(s) and fitness for a sport. For example: (Explain the purpose of testing and evaluation periodically during the training year. Administer tests (gather data) on the skill and fitness status of performers in a specific sport. Compare test results to normative data. Write reports to a sport performer based on the results of his/her tests.)
- Specific outcome 2. Administer indirect tests of endurance, strength, flexibility, power and speed. For example: (Explain the purposes and procedures of field-testing physical fitness for sport. Locate and use standardised measurement instruments and procedures for fitness. Design and implement a testing protocol with a group of performers. Follow proper protocols for data collection and data recording.)

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- Specific outcome 3. Administer tests of skills (and tactics) in a sport. For example: (Locate and use standardised measurement instruments and procedures for the evaluation of skills and decision-making in sport. Design and implement a testing protocol with a group of performers. Follow proper protocols for data collection and data recording.)
- Specific outcome 4. Processing data using basic statistics and formulate reports on test performance. For example: (Understand the concepts of test validity, reliability and objectivity. Understand measurements of relative position, including the concepts of mean, median and mode. Understand measurements of variability, including standard deviation. Understand measurements of relationship, including correlation coefficients.)
- Specific outcome 5. Describe the various roles of measurement and evaluation in the improvement of sport performance at the intermediate and advanced levels. For example: (Provide examples of performance profiling. Indicate the role of evaluation in the periodisation of the training year. Identify the criteria and describe the procedures for assessing coaching effectiveness.)
- Specific outcome 6. Use technology to support measurement and evaluation of performance. For example: (Use videotape recordings of player performance to complete a biomechanical analysis of technique. Use videotape recordings of coaching performance to assess coaching effectiveness. Use computer-based statistics packages to process data and produce graphs of test results.)

Qualification Matrix for: National Diploma in Coaching Science
NQF5 – 241 credits

Fundamental	Level 2	Level 5	Level 6	Total
	1. Organise oneself in the workplace 3	1. Operate personal computer system. 2. Plan & conduct a research project. 3. Examine social features as pertaining to the workplace. 4. Apply communication skills in the workplace. 5. Analyse and communicate workplace data. 6. Demonstrate an understanding of professional values and ethics. 7. Analyse external factors influencing people who have special needs.	5 6 4 10 5 4 4	41
CORE	Level 2	Level 5	Level 6	150
		1. Apply the principles and methods of sport fitness conditioning. 2. Identify and develop talent in sport. 3. Periodise training and the training year. 4. Address issues related to injuries and health in sport. 5. Operate as a professional coach. 6. Describe the organisation of sport in South Africa. 7. Apply entrepreneurship to the administration of a SRF Business. 8. Conduct a screening procedure.	20 10 20 10 5 5 5 5 10 10 15 15 10 10	
Elective	Level 2	Level 5	Level 6	50
		1. Coach sport to intermediate and/or advanced level performers: sport specialisation. 2. Coach sport to intermediate and/or advanced level performers with disabilities	45 5 168	70 241
Total	3			

Qualification Matrix for: National Diploma in Coaching Science
NQF5 – 241 credits

Fundamental	Level 2	Level 5	Level 6	Total	
	1. Organise oneself in the workplace	3	<div>1. Operate personal computer system.</div> <div>2. Plan & conduct a research project.</div> <div>3. Examine social features as pertaining to the workplace.</div> <div>4. Apply communication skills in the workplace.</div> <div>5. Analyse and communicate workplace data.</div> <div>6. Demonstrate an understanding of professional values and ethics.</div> <div>7. Analyse external factors influencing people who have special needs.</div>	<div>5</div> <div>6</div> <div>4</div> <div>10</div> <div>5</div> <div>4</div> <div>4</div>	41
CORE	Level 2	Level 5	Level 6	150	
		<div>1. Apply the principles and methods of sport fitness conditioning.</div> <div>2. Identify and develop talent in sport.</div> <div>3. Periodise training and the training year.</div> <div>4. Address issues related to injuries and health in sport.</div> <div>5. Operate as a professional coach.</div> <div>6. Describe the organisation of sport in South Africa.</div> <div>7. Apply entrepreneurship to the administration of a SRF Business.</div> <div>8. Conduct a screening procedure.</div>	<div>20</div> <div>10</div> <div>20</div> <div>10</div> <div>5</div> <div>5</div> <div>5</div> <div>5</div>	<div>1. Apply knowledge of anatomy and biomechanics to the analysis of performance.</div> <div>2. Reflect an understanding of the physiological capacity for sport and exercise performance.</div> <div>3. Develop the social and psychological aspects of sport performance.</div> <div>4. Provide advanced motor skill and tactical learning.</div> <div>5. Promote sound policies about sport nutrition.</div> <div>6. Evaluate sport performance.</div>	<div>10</div> <div>10</div> <div>15</div> <div>15</div> <div>10</div> <div>10</div>
Elective	Level 2	Level 5	Level 6		
		<div>1. Coach sport to intermediate and/or advanced level performers: sport specialisation.</div> <div>2. Coach sport to intermediate and/or advanced level performers with disabilities</div>	<div>45</div> <div>5</div>	<div>50</div>	
Total		3	168	70 241	

Qualification Matrix for: National Diploma in Coaching Science
NQF5 – 241 credits

Fundamental	Level 2 1. Organise oneself in the workplace	Level 5		Level 6		Total
		3		5 6 4 10 5 4 4		
			1. Operate personal computer system. 2. Plan & conduct a research project. 3. Examine social features as pertaining to the workplace. 4. Apply communication skills in the workplace. 5. Analyse and communicate workplace data. 6. Demonstrate an understanding of professional values and ethics. 7. Analyse external factors influencing people who have special needs.			41
CORE	Level 2		Level 5	Level 6		150
				20 10 20 10 5 5 5 5	1. Apply knowledge of anatomy and biomechanics to the analysis of performance. 2. Reflect an understanding of the physiological capacity for sport and exercise performance. 3. Develop the social and psychological aspects of sport performance. 4. Provide advanced motor skill and tactical learning. 5. Promote sound policies about sport nutrition. 6. Evaluate sport performance.	
Elective	Level 2		Level 5	Level 6		50
				45 5 168	1. Coach sport to intermediate and/or advanced level performers: sport specialisation. 2. Coach sport to intermediate and/or advanced level performers with disabilities	
Total		3			70	241