

No. 1195

14 November 2008

**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, Recreation & Fitness**

registered by Organising Field 02, Culture & Arts, publishes the following Qualification and Unit Standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualification and Unit Standards. The full Qualification and Unit Standards can be accessed via the SAQA web-site at [www.saga.org.za](http://www.saga.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street Hatfield, Pretoria.

Comment on the Qualification and Unit Standards should reach SAQA at the address below on **no later than 15 December 2008**. All correspondence should be marked **Standards Setting SGB for Sport, Recreation and Fitness** and addressed to

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ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**QUALIFICATION:****Further Education and Training Certificate: Sport Coaching**

SAQA QUAL ID		QUALIFICATION TITLE	
64369		Further Education and Training Certificate: Sport Coaching	
ORIGINATOR		PROVIDER	
SGB Sport, Recreation & Fitness			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	2 - Culture and Arts	Sport	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	133	Level 4	Regular-Unit Stds Based

***This qualification does not replace any other qualification and is not replaced by another qualification.***

**PURPOSE AND RATIONALE OF THE QUALIFICATION****Purpose:**

This qualification is the entry-level qualification for professional sports coaches.

The qualification aims to:

- > Develop appropriate skills and knowledge required for coaching children and youth or beginners to sport.
- > Ensure that coaching practices adhere to sound principles drawn from sport science.
- > Establish sound ethical practices in behaviours in the context of sport.
- > Prepare the learner to access further training in sport coach education and international accreditation towards a professional career as a sports coach in a chosen sport code.

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

- > Operate in a sport environment.
- > Apply sport science principles to fitness conditioning for sport.
- > Conduct coaching according to operational requirements.
- > Maintain operational sports coaching duties according to organisational requirements.

**Rationale:**

The role of sport in South Africa continues to grow in social importance. If sport is to become truly accessible for all South Africans, it is essential that coaches receive the best possible education and training through all the levels to enable all citizens to participate in sport.

This qualification focuses on the technical and tactical skills requirements associated with the coaching of athletes for participation in competitions in particular, and differentiates itself from sport science, which focuses on the support system for the athlete and coach to improve the performance of the athlete and strive towards excellence.

If coaches are aware of the unique physical and psychological characteristics of aspiring athletes, they can promote the concepts of enjoyment and fair play in addition to encouraging

the development of fitness and the acquisition of new skills. This scientifically based, integrated approach to educating coaches has been designed to increase the capacity and the volume of accredited coaches for sport.

The Sport Scientist primarily deals with scientific testing, performance monitoring, bio-medical analysis and providing a reference for the athlete recovering from injury or illness. In practice, learners holding a Sport Science qualification will work hand in hand with the Sports Coach so as to enable a scientific approach to coaching.

The Sport Scientist together with the Sports Coach takes responsibility for constructing and implementing training programmes. The Sport Coach however plays the role of leader and role-model to the athlete and team that ensure the application of the scientific principles towards excellence.

Building a sound basis for coach education will have important positive implications for top-level sport in South Africa given the extreme demands which are placed on sportsmen and sportswomen who compete at the highest performance levels.

By focusing on the fundamentals of sport through applying a supportive scientific approach to training, participants in sports will form good habits that will lay the foundation for pursuing and achieving higher levels of performance. A well-coordinated approach to coach education will encourage the desire to participate as well as promote the development of the sport codes.

Commitment to sports education at the level of this qualification has the potential to influence progressive growth towards mature and successful performances at the highest levels of competitive sport in the country. Therefore, this qualification represents an important contribution to the pursuit of the noble ideal; which has, as its objective, the creation of an active and winning nation.

Coaching competencies in this qualification can be applied to areas such as:

- > Sports coaching in the community, in primary schools, and in small clubs and/or private institutions.
- > Coaching or assisting the senior coach in secondary schools, large clubs and/or private institutions.
- > Personal coaching in private practice.

Sport coaching has entered a period of rapid growth as a profession. There is an increasing need for sport coaches to be trained and recognized for their abilities. Currently schools are hiring sport coaches to deliver sports programmes and there is an increase in the number of private clubs, which offer employment opportunities for sport coaches.

### **RECOGNIZE PREVIOUS LEARNING?**

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### **LEARNING ASSUMED IN PLACE**

It is assumed that learners are competent in:

- > Mathematical Literacy at NQF Level 3.
- > Communication at NQF Level 3.

Recognition of Prior Learning:

This Qualification can be achieved wholly or in part through the Recognition of Prior Learning and the Qualification may be granted to learners who have acquired the skills and knowledge without attending formal courses providing they can demonstrate competence in the outcomes

of the individual Unit Standards as required by the Fundamental, Core and Elective areas stipulated in the Qualification and by the Exit Level Outcomes.

An RPL process may also be used to credit learners with Unit Standards in which they have developed the necessary competency as a result of workplace and experiential learning. RPL may also be used by learners, who are not in possession of a GETC or equivalent qualification, to gain access to the Qualification.

Learners submitting themselves for RPL should be thoroughly briefed prior to the assessment, and will be required to submit a Portfolio of Evidence in the prescribed format to be assessed for formal recognition. While this is primarily a workplace-based Qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

#### Access to the Qualification:

There is open access to any learner who is able to arrange for the practical assessment of the specific Sport coaching Unit Standards.

#### **QUALIFICATION RULES**

The qualification consists of Fundamental, Core and Elective unit standards. A minimum of 133 credits is required to achieve the qualification. The credits are allocated as follows:

Fundamental Component (56 credits) compulsory for all learners:

The Fundamental Component consists of the following learning, which is compulsory for all learners:

- > Unit standards at NQF Level 4, totalling 16 credits in Mathematical Literacy.
- > Unit standards at NQF Level 4, totalling 20 credits in Communication in a First South African Language.
- > Unit standards at NQF Level 3, totalling 20 credits in Communication in a Second South African Language.

It is therefore compulsory for learners to do Communication in two different South African languages, one at NQF Level 4 and the other at NQF Level 3.

Core Component (51 credits) Compulsory for all learners.

#### Elective Component:

The Elective Component consists of a number of Specialisations. Learners are to choose a specialisation and complete unit standards totalling a minimum of 26 credits from the unit standards listed for the specialisation. Where a specific specialisation consists of unit standards totalling less than 26 credits, learners are to select unit standards from other specialisation to give a minimum of 26 credits.

The Following specializations are available in the qualification:

#### Community Involvement:

The unit standards are:

- > ID 243293: Promote sport or activity in a community, Level 4, 4 Credits.
- > ID 243300: Lead a community sport activity, Level 4, 12 Credits.

#### Resources Management:

The unit standards are:

- > ID 243295: Supervise sport or fitness facilities, Level 4, 8 Credits.
- > ID 254462: Maintain a sport or fitness environment and equipment Level 4, 5 Credits.

Sport Coaching:

The unit standards are:

- > ID 244550: Conduct basic coaching to beginners of Rugby, NQF Level 3, 7 Credits.
- > ID 244557: Coach Athletics to children at primary school level, NQF Level 3, 7 Credits.
- > ID 244562: Conduct basic coaching to beginners of Cricket, NQF Level 3, 7 Credits.
- > ID 244551: Coach beginners in the game of Volleyball, NQF Level 3, 6 Credits.
- > ID 244559: Coach beginners in the game of Netball, NQF Level 3, 6 Credits.
- > ID 244561: Coach the fundamental principles of the game of Rugby, NQF Level 4, 7 Credits.
- > Coach the fundamental principles of the game of Football, NQF Level 4, 8 Credits.
- > ID 244553: Coach Athletics to youth and junior level, Level 4, 8 Credits.

### **EXIT LEVEL OUTCOMES**

1. Operate in the sport environment.
2. Apply sport science principles to fitness conditioning for sport.
3. Conduct coaching according to operational requirements.
4. Maintain operational sports coaching duties.

Critical Cross-Field Outcomes:

- > Details of how the Critical Cross-Field Outcomes are addressed in the qualification are given in the individual unit standards making up the qualification.

### **ASSOCIATED ASSESSMENT CRITERIA**

Associated Assessment Criteria for Exit-Level Outcome 1:

- 1.1 Communication with role-players in the sports environment is conducted according to operational requirements.
- 1.2 Principles of ethics are applied to ensure adherence to the rules and sport laws as they relate to the sport environment and to ensure the elimination of gamesmanship.
- 1.3 Persons with special needs are provided for in the sport environment.
- 1.4 Administrative duties are conducted according to operational requirements and organisational standards.
- 1.5 The needs and diversity of communities are considered when planning and coordinating activities to promote sport and fitness in a community.

Associated Assessment Criteria for Exit-Level Outcome 2:

- 2.1 Knowledge of anatomy and physiology is applied according to the requirements for safe and effective physical activity and conditioning.
- 2.2 Principles and methods of training are applied in order to achieve positive changes in fitness for sport.
- 2.3 Sport talent is identified through the application of sport science principles and is communicated to relevant role players and/or organisations to enable progression of the athlete within the sport.

2.4 Nutritional principles are used and applied to recommend guidelines associated with healthy eating and physical activity.

Associated Assessment Criteria for Exit-Level Outcome 3:

3.1 The roles of a coach are identified and applied to ensure professional and ethical conduct in the operational environment.

3.2 Coaching is planned according to the requirements of the specific sport code.

3.3 Sport skills as they relate to beginners are taught using correct techniques and appropriate training routines.

3.4 Practice sessions are planned and organised to facilitate the acquisition of skills for the selected sport code.

3.5 Safety is maintained through application of industry standards.

> Range: Rules of the game, anatomical and biomechanical principles of movement, scientific principles of training, safe use of equipment, environmental safety.

Associated Assessment Criteria for Exit-Level Outcome 4:

4.1 Duties are performed according to operational requirements and organisational standards.

4.2 Disciplinary codes and procedures are applied as they relate to the rules and regulations of the athlete and the sport environment.

4.3 The hygiene and safety of the environment is maintained according to legislative and organisational requirements.

Integrated Assessment:

Integrated assessment at this level will evaluate the learner's ability to combine actions and ideas across a range of activities and knowledge areas. The integrated assessment must specifically assess the learner's ability to:

> Demonstrate competence by means of the practical application of the embedded knowledge in a manner that meets the required performance standards required.

> Illustrate a clear understanding of the concepts, theory and principles that underpin the practical action taken.

The assessment will require assessment methods, which measure and evaluate evidence generated during on-the job activities into account. Because assessment practices must be open, transparent, fair, valid and reliable; ensuring that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the qualification.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working or will work. Where it is not possible to assess the learner in the workplace, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

The term integrated assessment implies that theoretical and practical components should be assessed together. Whenever possible the assessment of knowledge, skills, attitudes and values shown in the Unit Standards should be integrated and, during integrated assessment, the assessor should make use of a range of formative and summative assessment tools and methods. Combinations of practical, applied, foundational and reflective competencies should be assessed. Assessment should further ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated in an integrated way.

Assessors must assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience as the

assessment process is capable of being applied to RPL, subject to the rules and criteria of the relevant ETQA.

### **INTERNATIONAL COMPARABILITY**

Coaching activities, both on amateur and professional level can be associated with an extensive range of sport disciplines on an international basis. This provides an extremely broad potential base for comparison providing a challenge in terms of specific focus and narrowing down the possible range of information for such an exercise.

In the consideration of standards specific to coaching, the logical approach was to investigate sport team performance and select countries with recognised international sport achievement records in order to select a qualification and extend comparison to enable incorporation of practices from a SADC perspective.

In consideration of the sporting codes presently incorporated in the qualification, Australia is undoubtedly a world leader in the performance of international Rugby, Netball, Swimming and Cricket, whilst the performance of Athletics (A fair performance mix in terms of both field and track records) and Volleyball teams coached in the United States of America is indicative of good standing in terms of coaching practices.

Football performance of European countries such as Germany and Italy and possibly also the United Kingdom is consistently on par with international performance. Likewise, coaching training in Brazil is considered as a good opportunity for comparison of trends in a developing country with excellent sport coaching as it applies to the game of Football.

The following comparisons were concluded with international qualifications as per the identified areas of best practice:

Australia (Rugby, Netball and Cricket):

The Certificate in Sport Coaching, Course number 18250, International Code SRS20306 from TAFE, met best practice criteria for international comparison.

The TAFE Certificate in Sport Coaching consists of 5 compulsory core units, 5 compulsory stream units, 1 specialisation group and a choice of 6 elective units. This combination of units consists of the following areas of learning:

- > Organise and complete daily work activities.
- > Provide first aid.
- > Deal with client feedback.
- > Develop knowledge of the sport and recreation industry.
- > Follow defined occupational health and safety policies and procedures.
- > Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities.
- > Apply rules and regulations to conduct games and competitions.
- > Assist in preparing sport and recreation sessions for participants.
- > Provide equipment for activities.

The coaching specialisation areas are sport discipline specific for:

- > Basketball.
- > Netball.
- > Rugby.
- > Life Saving.

Six units should be elected for administrative and technical skills - the following are specific to the coaching environment:

- > Maintain sport and recreational activities.
- > Maintain equipment for activities.
- > Develop practices to conduct effective club management.
- > Develop and maintain volunteer participation.

Additional possible electives include:

- > Implement injury prevention and apply basic sports first aid.
- > Undertake risk analysis of activities.

The South African qualification aligns with areas in *italic* but provides specific skills and competencies in the following areas:

- > HIV/AIDS.
- > Special needs.
- > Recognition and development of talent for sport.
- > Nutrition.
- > Generic coaching to enable contextualisation across a variety of sports.
- > Sport code specific standards in the areas of:
  - > Rugby.
  - > Netball.
  - > Cricket.
  - > Athletics.
  - > Football.
  - > Volleyball.

It is envisaged that the elective component will expand with time to address specific standards applicable to a wide number of sporting codes aligned with training requirements of the various national sport federations overseeing sport in the South African context.

United States of America (Athletics and Volleyball):

Sports Coaching programmes/courses offered by the United States Track and Field (USATF), the National Governing Body for athletics track and field and the United States Sport Association was considered for international comparison.

Coaching Certification Levels 1 (CEB572) enables generic sports coaching competencies and it is interesting to note that specialization is only encouraged as from Level 2 programmes from a range of 3 levels of coaching training provided. Generic competency areas include:

- > Sport ethics.
- > Sport administration.
- > Sport Coaching methodology.
- > Scientific principles of coaching.
- > Sport Conditioning.
- > Sport Nutrition.
- > Injury prevention and rehabilitation.
- > Sport psychology.
- > Sport skills and techniques.

Note: Areas in *italic* enable positive mirroring of the competency areas included in the South African qualification.



Differentiation is again in particular noticeable in terms of the inclusion of HIV/AIDS and special needs, whilst different to some of the other comparisons, injury prevention and ethical behaviour is commonly shared. In addition, communication as included in the local approach is not evident, possibly due to less language differentiation in the United States when compared with the reality of eleven official languages facing South Africa.

Although the above components form the main focus of our comparison, being included in the Level 1 coaching programme, it is worth taking note of the following range of specialisation areas provided in the Level 2 as it compares well with the approach of specific focus areas having been included in the Elective component of the South African entry-level qualification. (Programme planning and evaluation forming some of the focus areas on the secondary level programme of USATF and the United States Sport Association).

Specialisation areas from which two areas are to be selected include:

- > Coaching Track and Field.
- > Coaching Baseball.
- > Coaching Basketball.
- > Coaching Bodybuilding (Male or Female).
- > Coaching Football.
- > Coaching Softball.
- > Coaching Swimming.
- > Coaching Volleyball.
- > Coaching Cross-Country.
- > Coaching Golf.
- > Coaching Tennis.

This approach supports the qualification although specific national sport preferences do differ in terms of the two qualifications, Softball and Bodybuilding not being such high level focus areas in the South African environment.

United Kingdom (Rugby and Football) and Brazil (Football):

As a fair comparison in terms of coaching best practices were enabled via the perusal of Australian qualifications, a decision was taken to address comparison relating to football specific coaching interventions as it relates to best practices in the United Kingdom and Brazil.

This selection was furthermore informed by the fact that the School of Sport Exercise and Science of the University of Worcester in the United Kingdom and the University of Sao Paulo in Brazil presently has a joint Coaching development project: The "Brazil-UK Football development course".

Although a short programme provided over 50 hours comprising of 36 hours of theoretical and 14 hours of practical application, in terms of comparison, it is interesting to note the provision of this course as part of practical development within the School of Sport Exercise and Science as an opportunity for the exchange of methods of football practice and in particular Futsal. The duration of the course possibly also resultant from it being offered over and above the normal undergraduate qualifications of the University of Worcester.

Futsal is an indoor version of football played between two teams of five players one of whom acts as the goalkeeper. This modified version of the sport uses a smaller and heavier ball, and skill and control, rather than the bounce of the ball is emphasised to enable ball-handling skills. The smaller play area forces the improvement of skills, teamwork and decision-making. Research furthermore indicates that Futsal is used in particular in Brazil for the honing of ball

handling skills in football development for young Brazilian players of the sport with development and uptake of the sport literally taking place on any available surface.

The programme focuses on the following areas of development:

- > Fitness for Football.
- > Psychology of Football.
- > Biomechanics of football injury and performance.
- > Skill familiarisation and application.
- > Match analysis of UK and Brazilian Football.
- > Youth Football Development.
- > Coaching Futsal:
  - > Futsal fundamentals.
  - > Organise and coach the basic Futsal skills and techniques.
  - > Basic principles of attack and defence in Futsal.
  - > Futsal Fitness demands.
- > Coaching and development footballers with disability.
- > Cultural issues of football in the two countries.

Apart from the obvious alignment to elective standards for the coaching of football as included in the FETC Sport Science qualification, unit standards making up the qualification compares well in terms of the following focus areas:

- > Special needs.
- > Principles of physical activity.
- > Principles of Sport coaching.
- > Demonstrate the ability to recognise and develop talent for sport.
- > Principles of exercise training (Fitness).
- > Plan practice sessions and teach basic motor skills (Coaching of basic skills and techniques).

In addition to the above joint Sports Coaching development initiative, the sport coaching approach evident from the "Instituto Brasileiro De Futebol" (Brazilian Football Institute) responsible for Level 1 to Level 4 Coach Licensing courses in Brazil was compared to the envisaged FETC Sports Coaching.

> (Note: Level 1 was previously known as the A license, 2 as the B licence etc with Level 4 thus being the lowest level and 1 the highest).

The Level 4 and level 3 Licenses, making provision for football development and competitive sports coaching, provide effective comparison with the FETC Sports Coaching in terms of the following focus areas:

#### Level 4:

- > Physical conditioning concepts.
- > Technical development (Phase 1 and 2).
- > Tactical positioning.
- > Sports psychology.
- > Sport sociology.
- > Sport nutrition.
- > Game analysis.
- > Sport management 1.

#### Level 3:

- > World history of tactics of football.
- > Technical development (Phase 2 and 3).
- > Tactical systems (2 and 3).
- > Sport Psychology 2.
- > Sport sociology 2.
- > Sports Nutrition 2.
- > Tactical Schemes 2.
- > Sport management 2.

The following core components of this qualification compares favourably with the Brazilian coaching interventions in football:

- > Professional operation in the sport environment (Sport management).
- > Principles of physical activity (Conditioning concepts and technical development).
- > Principles of sport coaching (Technical development and tactical positioning and systems).
- > Demonstrate the ability to recognise and develop talent in sport (Overall objective of Level 4).
- > Apply knowledge of anatomy and physiology to exercise training.
- > Awareness of nutrition principles for sport and physical activity (Sport nutrition).
- > Plan practice sessions and teach basic motor skills (Technical development, tactical development).

This qualification differentiates itself from the above in terms of the inclusion of HIV/AIDS, special needs, the management of safety and emergency incidents, a focus on ethical behaviour and the utilisation of effective communication to lead activities in sport.

These areas do however address specific national realities such as the HIV/AIDS pandemic, the development of disability sport in South Africa, a renewed focus on ethics and ethical behaviour as well as communication requirements where sport development and coaching could demand effective communication with a potential eleven languages participating on the field.

#### SADC Countries:

A research study commissioned by the SADC Sport Council indicated that only South Africa and Namibia have formal qualifications at undergraduate level in the area of sports training. Bachelor degrees are however available from the University of Namibia and the University of Kenya, namely the Bachelor of Science - Sport Technology from the University of Kenya and the Bachelor of Education with sports specializations at the University of Namibia. These qualifications indicate that the FETC: Sports Coaching offers competencies which align well with what is offered at the higher level.

#### Conclusion:

The comparisons with international education and training as offered in Australia, UK, America, Brazil indicate that the FETC: Sports Coaching is well aligned in terms of the competencies contained in the core component.

Differences can be seen in the inclusion in the FETC: Sports Coaching of catering for special needs athletes, recognition of talent and HIV/AIDS education as they are a particular need in South Africa.

It is further evident that the FETC: Sports Coaching places specific emphasis on coaching requirements, skills and competencies for specific sporting codes.

#### **ARTICULATION OPTIONS**

The qualification provides the following articulation opportunities:

**Horizontal Articulation:**

- > FETC: Generic Management (Sport specialisations).
- > ID 58009: Further Education and Training Certificate: Sport Administration, NQF Level 4.

**Vertical Articulation:**

- > ID 48444: National Certificate: Coaching Science, NQF Level 5.
- > ID 21891: National Diploma: Coaching Science, NQF Level 5.
- > ID 23374: National Certificate: Fitness, NQF Level 5.
- > ID 21890: National Diploma in Fitness, NQF Level 5.

**MODERATION OPTIONS**

> Anyone assessing a learner, or moderating the assessment of a learner, against this Qualification must be registered as an assessor or moderator with the relevant Education and Training Quality Assurance body (ETQA), or with an ETQA that has a Memorandum of Understanding (MOU) with the relevant ETQA.

> Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA. Assessment and moderation of assessment will be overseen by the relevant ETQA according to the policies and guidelines for assessment and moderation of that ETQA, in terms of agreements reached around assessment and moderation between various ETQAs (including professional bodies), and in terms of the moderation guideline detailed immediately below.

> Moderation must include both internal and external moderation of assessments at all exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as the integrated competence described in the Qualification.

**CRITERIA FOR THE REGISTRATION OF ASSESSORS**

Anyone assessing a learner against this qualification must be registered the relevant ETQA as an assessor.

Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA. Assessment will be overseen by the relevant ETQA according to the policies and guidelines for assessment of that ETQA, in terms of agreements reached around assessment and between various ETQAs (including professional bodies).

Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

The options as listed above provide the opportunity to ensure that assessment and moderation can be transparent, affordable, valid, reliable and non-discriminatory.

For an applicant to register as an assessor or moderator of this Qualification the applicant needs:

- > To be registered as an assessor with the relevant ETQA.
- > To be in possession of a relevant Qualification at NQF Level 5 or higher.
- > A minimum of three years practical and relevant occupational experience.

**NOTES**

It is of the utmost importance that federation liaison takes place to ensure relevance of alignment of learning to sports code specific training.

**UNIT STANDARDS**

	<b>ID</b>	<b>UNIT STANDARD TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119466	Interpret a variety of literary texts	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6
Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	5
Fundamental	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4
Fundamental	119471	Use language and communication in occupational learning programmes	Level 4	5
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	5
Core	243297	Apply knowledge of anatomy and physiology to exercise training	Level 4	5
Core	258719	Apply the principles of exercise training	Level 4	6
Core	260120	Apply the principles of sport coaching	Level 4	5
Core	8555	Contribute to information distribution regarding HIV/AIDS in the workplace	Level 4	4
Core	254456	Explain the principles of physical activity in the context of sport or fitness	Level 4	3
Core	243301	Manage safety and emergency incidences	Level 4	6
Core	260123	Plan practice sessions and teach basic motor skills	Level 4	6
Core	258721	Promote an awareness of nutrition principles for sport and physical activity	Level 4	4
Core	9242	Analyse external factors influencing people who have special needs	Level 5	4
Core	254457	Develop and implement team ethical behaviour and discipline	Level 5	5
Core	258724	Operate professionally in a sport, recreation or fitness environment	Level 5	3
Elective	244557	Coach athletics to children at primary school level	Level 3	7
Elective	244559	Coach beginners in the game of netball	Level 3	6
Elective	244551	Coach the game of volleyball at beginner level	Level 3	6
Elective	244562	Conduct basic coaching to beginners in cricket	Level 3	7
Elective	244550	Conduct basic coaching to beginners of rugby	Level 3	7
Elective	244553	Coach athletics to youth and junior athletes	Level 4	8
Elective	244561	Coach the fundamental principles of the game of rugby	Level 4	7
Elective	244552	Conduct basic coaching to beginners of football	Level 4	8
Elective	243300	Lead a community sport activity	Level 4	12
Elective	254462	Maintain a sport or fitness environment and equipment	Level 4	5
Elective	243293	Promote sport activity in a community	Level 4	4

**LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION****None**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Apply the principles of sport coaching***

SAQA US ID		UNIT STANDARD TITLE	
260120		Apply the principles of sport coaching	
ORIGINATOR		PROVIDER	
SGB Sport, Recreation & Fitness			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Explain the ethos of coaching children and youth.

**SPECIFIC OUTCOME 2**

Identify effective coaching behaviours that influence children and adolescents.

**SPECIFIC OUTCOME 3**

Coach a specific sport.

**SPECIFIC OUTCOME 4**

Explain the role of sport science and sports medicine in the development of sport performers.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

ID	QUALIFICATION TITLE	LEVEL
Core 64369	Further Education and Training Certificate: Sport Coaching	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Plan practice sessions and teach basic motor skills***

SAQA US ID		UNIT STANDARD TITLE	
260123		Plan practice sessions and teach basic motor skills	
ORIGINATOR		PROVIDER	
SGB Sport, Recreation & Fitness			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	6

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Plan practice sessions to teach the basic skills required for a sporting activity.

**SPECIFIC OUTCOME 2**

Implement a skills plan for beginners to sport.

**SPECIFIC OUTCOME 3**

Implement activities that develop the skills and abilities required for learning sport skills.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	64369	Further Education and Training Certificate: Sport Coaching	Level 4