



Tennis South Africa follows the International Tennis Federation

Coaches Education Programme

Coach of advanced players Course Competencies *(former ITF Level 2)*

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Advanced player:



For the purpose of this course, an advanced player is defined as the one who has certain playing and competitive experience and a regular and consistent level of play.

For further reference, advanced players fall into the International Tennis Number ITN7, ITN6, ITN5, and ITN4 categories.

Each National Association may define this level according to their own rating / ranking or player performance / development criteria.

Coach of advanced players:

For the purpose of this course, the coach of advanced players is defined as a coach who is able to effectively and safely coach players of this level of play on his own and may work under supervision reporting to more qualified coaches and, if needed, supervise assistant coaches.

For further reference, the competencies defined for the course of coach of advanced players fall into the “coach” category of the Long-term coach development model (see diagram in the next page).

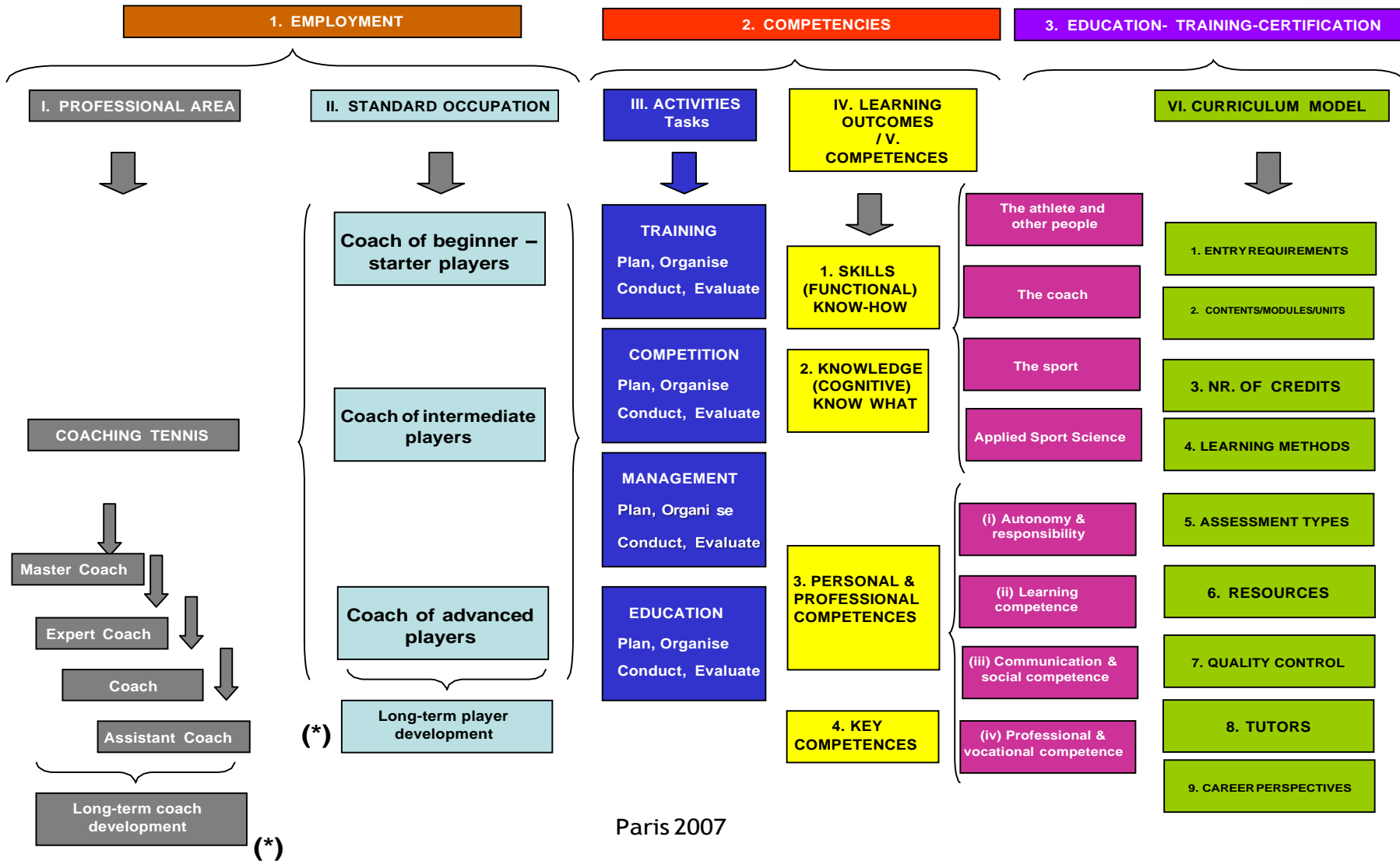
Each National Association may define this level according to their own criteria.

The proposed competencies in this document are equivalent to those of:

- France: BE 1
- Great Britain: Club Coach Award
- Australia: Club Professional Coach
- Germany: B Level coach
- Spain: Entrenador Nacional de Tenis
- The Netherlands: Tennis teacher
- Belgium: Instructor
- Canada: Coach 2-3
- Austria: Teacher
- Croatia: Teacher
- Czech Republic: Level 2
- Italy: MN
- Sweden: TK3, TK4



FRAMEWORK OF TENNIS COACHING QUALIFICATIONS / CURRICULUM BUILDING





COACH OF ADVANCED PLAYERS COURSE UNIT OUTLINES

Coach of advanced players		Nominal duration: Hours				Unit delivery (Options include self-paced, face-to-face, mentoring and a combination of the above)
Unit N° -	Unit Title	Tutor contact on-court (including tests)	Tutor contact off-court (including tests)	Other	Total	
Unit 1	Coaching advanced players	40	28	144	212	All
Sub Unit 1.1.	Level of play	2	0	8 (*)	10	All
Sub Unit 1.2.	Training theory (Sport Science)	0	26	32 (+)	58	All
Sub Unit 1.3.	Training practice (individual & group)	38	0	100 (#)	138	All
Sub Unit 1.4.	Equipment and facilities	0	2	4 (+)	6	All
Unit 2	Organising the competition of advanced players	0	2	4 (+)	6	All
Unit 3	Managing and marketing tennis programmes for advanced players	0	2	4 (+)	6	All
Unit 4	Educating advanced players, parents and coaches	0	2	4 (+)	6	All
TOTALS		40	34	156	230	

(+) E-learning pre or during course

(*) Pre or post course playing experience

(#) Post -course coaching experience



COACH OF ADVANCED PLAYERS COURSE UNIT CONTENTS

Coach of advanced players		Contents	
Unit No	Unit Title	Content title	Content general description
<i>Unit 1</i>	<i>Coaching advanced players</i>		
Sub Unit 1.1.	Level of play	Level of play	Show competency at ITN 4-6
Sub Unit 1.2.	Training theory (Sport Science)	Philosophy of coaching Biomechanics Training systems Motor performance Psychology Physiology Growth and development First aid Physical conditioning Planning and organisation Tactics Recovery strategies	Understand and apply the basic training theory principles to coaching advanced players
Sub Unit 1.3.	Training practice (individual & group)	Communication Biomechanics Training systems Motor performance Tactics Psychology Training at tournaments	Understand and apply the basic training practice principles to coaching advanced players
Sub Unit 1.4.	Equipment and facilities	Balls Racquets Courts Training aids	Understand and apply the basic equipment and facilities to coaching advanced players
<i>Unit 2</i>	<i>Organising the competition of advanced players</i>		
	Organising competitions	Rules of tennis Rules of tournaments Competition formats Code of conduct ITN Scoring systems Travelling with players	Understand and apply the fundamentals of competitions to organise basic competitions for advanced players
<i>Unit 3</i>	<i>Managing and marketing tennis programmes for advanced players</i>		
	Managing and marketing tennis programmes	Leadership Management Administration Marketing Planning Ethics and Legal issues Sponsorship	Understand and apply the fundamentals of management and marketing to organise basic programmes for advanced players
<i>Unit 4</i>	<i>Educating advanced players, parents and coaches</i>		
	Education	Well-being Awareness Personal development Anti-doping Educational programmes Study during tournaments	Understand and apply the fundamentals of education to organise basic educational programmes for advanced players



COACHING ADVANCED PLAYERS COURSE UNIT OUTLINES, COMPETENCIES, PERFORMANCE CRITERIA / LEARNING OUTCOMES

- Long-term coach development (LTCD) note: Competencies designed for a coach level (not novice/assistant, expert coach or master coach)
- In red, main competencies for each unit.

Unit No:	1	
Unit Title:	Coaching advanced players	
Nominal duration: 212 Hours.		
Tutor contact off-court: 28 hours		Other: 144 hours
Tutor contact on-court: 40 hours		
Unit descriptor:	The purpose of this unit is to provide candidates with the skills and knowledge to plan, organise, conduct and assess coaching programmes and sessions for advanced players.	
Element of competenc	Performance criteria - Learning outcome	Method of assessment
1. 1. Plan the training of advanced players	<i>The coach is able to design basic fundamental training session plans based on players' characteristics, tennis demands and sport science principles, by identifying and documenting the aim of each session, description of each activity, equipment and group set-up. The coach can also help more experienced and qualified coaches in the design of annual training plans.</i>	Written test + On-court coaching test
	Developing and applying a coaching philosophy in the plan: <ul style="list-style-type: none"> • Develop a basic and general philosophy of coaching (learner centred). • Establish the appropriateness of training and competition levels and other activities in relation to each player's stage of development. • Identify engaging / enjoyable task-oriented coaching activities that promote participation. • Ability to basically use "communication skills/styles". • Clarify personal philosophies relating to sportsmanship, winning/losing and holistic development of the player in relation to particular situations and player groups. • Document the role of the coach in regard to required tennis specific skills and knowledge according to accepted practices and the tennis culture. • Identify and document the basics of the stage of skill learning. • Identify the basic benefits of planning. • Understand the basic principles of goal-setting (long, mid, short-term). • Plan the session in advance, individually or with assistant coaches. • Follow a Code of Conduct for tennis coaching. 	Written test
	Understanding the players: <ul style="list-style-type: none"> • Consider the fundamental different elements affecting the long-term development of tennis players as related to advanced players. • Collect relevant information from players to plan the session. • Get to know the players' fundamental characteristics, motivations, etc. 	Written test + On-court coaching test
	Understanding the game: <ul style="list-style-type: none"> • Consider the different elements of the game as they affect basic session planning. • Plan both singles and doubles training sessions. 	Written test
	Planning the resources: <ul style="list-style-type: none"> • Identify and gather physical and human resources. • Identify contingency plans to manage adverse weather conditions. • Identify the different types of coaching sessions (individual and group). 	
	Ensuring inclusion principles of the plan: <ul style="list-style-type: none"> • Ensure the plan enables everyone to take part to the best of their ability, according to their needs and avoids discrimination or stereotyping. 	
	Demonstrate and apply adequate tennis and sports science knowledge in the plan: <ul style="list-style-type: none"> • Demonstrate the appropriate basic sport science knowledge in elaborating the plan. • Identify and document the basic fundamental perceptual, motor and movement skills to be developed (awareness of standards). 	
	1. 2. Organise the training of advanced players	<i>The coach is able to organise the participants, the equipment and the facilities needed for a safe and effective basic coaching session for advanced players.</i>
Organising the players prior to the session: <ul style="list-style-type: none"> • Ensure players are available (i.e. injury free, motivated and ready). • Appropriately group and assign players according to sound methodological and/or level of play, age, gender, developmental and other criteria. 		On-court coaching test
Organising the equipment and the facilities prior to the session: <ul style="list-style-type: none"> • Ensure equipment and facilities are available. 		



	<ul style="list-style-type: none"> Know the basic characteristics of most appropriate equipment and facilities for advanced players (racquets, balls, courts, and teaching aids, etc.). Distribute the equipment and facilities accordingly. 	
	<p>Organising the assistant coaches prior to the session:</p> <ul style="list-style-type: none"> Ensure assistant coaches (if any) are available. Assign assistant coaches (if any) to different courts. 	Written test
	<p>Ensuring safety procedures prior to the session:</p> <ul style="list-style-type: none"> Ensure basic organisation's Occupational Health and Safety requirements are considered and satisfied Ensure the basic safety of the player/s in the specific coaching environment (spacing of players, placement of equipment, etc.). 	On-court coaching test
1. 3. Conduct the training of advanced players	<p><i>The coach is able to safely and effectively conduct a coaching session planned for advanced players.</i></p>	On-court coaching test
	<p>Effectively use of time in the training of advanced players:</p> <ul style="list-style-type: none"> Be on time and be ready to ensure the facilities and equipment are ready and conducive to a safe environment. Adequately control the time of the session. 	
	<p>Implement sound safety procedures in the training of advanced players in a basic manner:</p> <ul style="list-style-type: none"> Ensure basic Occupational Health and Safety and Emergency procedures requirements are satisfied Safety procedures: Implement the specific basic safety and medical considerations of advanced players. First-aid: Organise and effectively implement basic first-aid procedures if needed. Environmental protection: Know and implement environmental protection strategies (fluid intake procedures, sun protection strategies, etc.). Physiological considerations: Know and understand the basic specific physiological elements (i.e. energy systems) involved in the training of advanced players depending on their age, physical condition, other characteristics, etc. Medical considerations: Know and understand the basic specific medical components (i.e. injury prevention) involved in the training of advanced players depending on their age, physical condition, other characteristics, etc. Work: rest ratio: Know and understand the fundamentals of the importance of ensuring an appropriate work: rest ratio when coaching advanced players. 	
	<p>Demonstrate leadership behaviours during the session:</p> <ul style="list-style-type: none"> Ability to establish an intense, focused and disciplined training environment that can facilitate learning. Focus on developing proper habits with very high level of engagement from the players. Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience. Provide support to players when addressing their individual needs and be aware of relevant cultural or physical factors. 	
	<p>Demonstrate and effectively use in a basic manner the tennis strokes for teaching advanced players (the recommended level of play of the coach should be minimum ITN 4-6):</p> <ul style="list-style-type: none"> Serve and return: Has an aggressive serve and commits few double-faults. Power and spin can be used effectively to set up offensive situations, especially on first serves. Second serves are typically well placed and deep. Placement of both first and second serve is evident. Often hits aggressive return of serve. Can take pace off with moderate success in doubles. Can chip and drive and chip and charge with success. Groundstrokes: Very consistent (dependable) forehand. Uses speed and spin effectively. Controls depth well, but tends to over-hit when rushed or when pressing. Offensive on moderate shots. Backhand can control direction and depth but may break down under pressure. Has a reasonable slice. Approaching and playing at the net: Approach shots hit with good depth and control. Can handle a mixed sequence of volleys. Has depth and directional control on backhand volley. Can consistently hit volleys and overheads to end the point. Developing touch and good footwork, however the most common error is still over-hitting. Other strokes: Able to lob defensively and offensively. Able to pass the net player with a reasonable amount of effectiveness. 	
<p>Demonstrate basic tactical / strategical knowledge and application of relevant tennis contents to the session:</p> <ul style="list-style-type: none"> Knowledge: Demonstrate basic knowledge of the fundamental aspects of strategy and tactics for advanced players. Drills: Outline and apply through drills the basic tactical fundamentals for advanced players. Game situations: Understand and apply through drills the 5 game situations (serve, return, baseline game, approaching and playing the net, passing the net player) for advanced players. Zones of play: Outline and apply through drills the basic zones of play for advanced players. 	On-court coaching test	



	<ul style="list-style-type: none"> • <u>Phases of play</u>: Outline and apply through drills the phases of play (attacking, neutral, defending) in the game situations and their strokes). • <u>Tactical intentions</u>: Outline and apply through drills the main tactical intentions (use best shot, play percentage tennis, play to weakness, etc.) in the game situations and their strokes. • <u>Other factors that influence tactics</u>: Outline and apply through drills the phases other factors that may influence tactics (physical, technical, tactical, psychological, and environmental) in the game situations and their strokes. • <u>Tactical patterns</u>: Understand, help players develop and apply through drills the basic tactical patterns of play at advanced level. • <u>Different surfaces</u>: Emphasise practice and tactical work on different surfaces. • <u>Singles and doubles</u>: Outline and apply through drills the strategies and tactics for singles and doubles play in both singles and/or doubles training sessions. • <u>Demonstrations and explanations</u>: Demonstrate and explain the tactical fundamentals of the basic game situations for advanced players. • <u>Progressions</u>: Apply basic tactical progressions / regressions for advanced players. • <u>Analysis and improvement</u>: Analyse and improve the basic tennis strategies and game styles using a variety of methods in the different game situations. <p>Demonstrate basic technical / stroke production knowledge and application of relevant tennis contents to the session:</p> <ul style="list-style-type: none"> • <u>Knowledge</u>: Demonstrate basic knowledge of the fundamental aspects of stroke production for advanced players. • <u>Grips</u>: Outline and apply through drills the major grips used in tennis (types, recommendations) and the relationship between grip and advanced stroke technique in all major tennis strokes (range of acceptability). • <u>Phases</u>: Demonstrate and explain the basics of the different phases (preparation/stance [closed, square, open], swing, impact [height, distance, location], follow through / recovery) of the basic strokes for advanced players. • <u>Swing patterns</u>: Describe and apply through drills the basic role of the swing pattern (trajectory, speed, distance, balance, and number of body segments-kinetic chain) in stroke production of advanced players. • <u>Footwork</u>: Describe and apply through drills the basics of the different stances and movements (i.e. to the ball, recovery, etc.) in stroke production for advanced players. • <u>Ball control</u>: Identify and apply through drills the basics of the important factors which affect ball control when playing tennis (direction, height, depth, spin, speed) and describe the different types of ball spins (top spin, slice, flat) and outline the tactical implications of each type of ball spin for advanced players> . • <u>Demonstrations and explanations</u>: Demonstrate and explain the basics of the technical fundamentals of the strokes for advanced players. • <u>Progressions</u>: Apply basic technical progressions / regressions for advanced players. • <u>Analysis and improvement</u>: Analyse and improve the basic tennis strokes using a variety of methods / strategies based on an appropriate range of acceptability. • <u>Biomechanics</u>: Understand, describe and apply the basic fundamentals of Biomechanics for advanced stroke and movement production (generation of power and control, role of balance, using elastic energy, inertia, momentum, opposite forces, etc.). 	
	<p>Demonstrate basic physical / motor skills knowledge and application of relevant tennis contents to the session:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the basics of the fundamental aspects of perceptual motor skills needed for advanced players' tennis. • Understand how motor skills are learned and identify the characteristics of each stage. • Identify the basics of perceptual, physical and motor skill characteristics of the sport of tennis. • Describe factors which affect the learning of a motor skill. • Outline different practice schedules for learning a motor skill. • Describe key elements of providing feedback of motor skill learning. • <u>Warm-up</u>: Understand and apply the appropriate and safe warm-up routines for advanced players depending on age, ability of the players, weather conditions, type of session, etc. • <u>Cool-down</u>: Understand and apply the appropriate and safe cool-down routines for advanced players, depending on age, ability of the players, weather conditions, type of session, etc. • <u>ABC (agility, balance, co-ordination)</u>: Understand and apply the basic appropriate exercises, drills and games to develop these skills in advanced players. Balance (static and dynamic), co-ordination (body and hand-eye). • <u>EPS (endurance, power, speed)</u>: Understand and apply the basic appropriate exercises, drills and games to develop these skills in advanced players. Endurance (muscular and organic), power (upper body and lower body), speed (starting, reaction, movement, etc.). • <u>Physical conditioning training</u>: Understand and apply basic physical conditioning training principles to tennis and conditioning training sessions both on- and off- 	<p>On-court coaching test</p>



	<p>court.</p> <p>Psychological skills basic knowledge and application of relevant tennis contents to the session:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the fundamental aspects of psychological skills needed for advanced players' tennis. • Understand how psychological skills are learned. • Identify the basic psychological skill characteristics of competitive tennis. • Identify the important fundamental psychological skills for tennis. • <u>Motivation</u>: Through drills and games demonstrate a basic understanding of appropriate motivational techniques and strategies for advanced players depending on the age of the player, etc. • <u>Emotional control</u>: Understand and apply through drills and games appropriate emotional control techniques and strategies for advanced players depending on the age of the player, etc. • <u>Concentration</u>: Understand and apply through drills and games appropriate concentration and focusing techniques and strategies for advanced players depending on the age of the player, etc. • <u>Self-confidence</u>: Understand and apply through drills and games appropriate self-confidence techniques and strategies for advanced players depending on the age of the player, etc. • <u>Goal-setting</u>: Understand and apply through drills and games appropriate goal-setting techniques and strategies for advanced players depending on age of the player, etc. • <u>Visualisation</u>: Understand and apply through drills and games appropriate visualisation techniques and strategies for advanced players depending on age of the player, etc. • <u>Psychological preparation for a match</u>: Understand and apply through routines, drills and games the basic appropriate psychological match preparation strategies for advanced players depending on age of the player, etc. <p>Demonstrate basic skill observation, assessment / diagnosis and improvement and correction techniques (intervention) for advanced players to acquire and perform the session contents:</p> <ul style="list-style-type: none"> • Identify “coachable moments” for advanced players. • <u>Observation</u>: Create basic situations to observe the skill or skill /s to be developed. • Use different basic methods and adopt appropriate court positions to analyse / identify / diagnose the skill or skill /s to be developed. • Develop a basic checklist of observation/teaching points. • Identify the fundamental motor skills to be developed (i.e. gathering facts). • Identify physical and psychological factors, which affect the acquisition of the skills of advanced players. • <u>Assessment</u>: Use basic assessment procedures to assess the individual advanced players regarding their developmental readiness to acquire the skills being taught and/or developed. • <u>Intervention</u>: Implement the appropriate fundamental correction techniques (i.e. tips) to improve skill execution on an individualised and/or group basis of technical and tactical elements. • Teach the basic skills specifically related to the needs of the players, and physical and psychological factors. • Teach the skill, monitor the teaching method and coaching / instructional style during the instruction and assess following the instruction in a basic manner. • <u>Application</u>: Ensure advanced players apply the learned, corrected and improved skills in match playsituations. <p>Demonstrate basic methodology knowledge and application through using adequate teaching methods and coaching / instructional styles to meet the needs of the players.</p> <ul style="list-style-type: none"> • <u>LTPD</u>: Match basic teaching/learning methods to participant’s developmental age and stage of development • <u>Coaching styles</u>: Effectively demonstrate and perform basic common coaching styles (i.e. autocratic, co-operative) which comply with best practice principles of tennis according to the situation and/or the players. • <u>Teaching methods</u>: Select and implement basic teaching methods (i.e. command, practice, guided discovery, problem solving) suited to advanced players needs, physical and psychological factors, the environment, the activity specific skill/s and the equipment available. Apply an analysis and improvement system/checklist to improve overall performance of advanced players. • <u>Progressions</u>: Facilitate learning through employing basic appropriate and sequential technical and tactical progressions and regressions for all basic strokes and skills. Develop the session using a discovery method. • <u>Transition</u>: Ensure a smooth transition from one activity to another and emphasise decision making training by using basic technical training to enhance tactical execution. • <u>Information</u>: Deliver basic relevant information, explanations and demonstrations concisely and precisely of the technical and tactical fundamentals to teach or develop specific skills in accord with the best practice principles of tennis. • <u>Review and adapt</u>: Review and adapt the basic teaching of a skill in response to 	
		On-court coaching test



	<p>feedback.</p> <ul style="list-style-type: none"> • Training systems: Understand and apply the basic sport science and experience knowledge and skills as they relate to the use of different training systems (on- and off-court) for the improvement of the player's competitive performance. <p>Display basic effective communication (verbal and non-verbal elements):</p> <ul style="list-style-type: none"> • Introduction: Meeting and greeting the players, parents, coaches, etc. Introduce yourself, the players and the goal of the session accordingly (i.e. general background). Try to cause a good first impression (i.e. body language and presentation). Get the attention of the group to start the session. • Effective questioning: Demonstrate questioning (open and closed) and communication skills in accord with the best practice principles of tennis. Make relevant points of emphasis before, during and/or after presentation/s. • Feedback: Provide specific and relevant and balanced (praise : criticism) feedback to the advanced player and other support personnel in accord with the best practice principles of the sport / activity. Include KR (knowledge of results) and KP (knowledge of performance) types. • Adaptation: Use special presentation techniques or activities to comply with the needs of players where appropriate. Adapt the communication to the situation (pre- or post match) and the characteristics (gender, level of play, previous competitive history) of the players. • Understanding: Check for understanding of the instructions / comments and provide advanced players with the opportunity to comment and/or ask questions (interactive approach). • Voice and language: Appropriate use of voice (volume, pitch, tone) and language (clear and concise). • Body language: Ability to project a positive image, effective use of smile and visual contact. • Professional image: Ability to project an adequate professional image (clothing and general appearance). • Motivation, humour: Ability to use effectively motivation techniques and humour to create a positive training atmosphere. • Closing: Close the session "selling" the next one by effectively pointing out aspects to be improved and worked on in future sessions. <p>Effective use of space / facilities and teaching aids / adapted equipment:</p> <ul style="list-style-type: none"> • Allocate sufficient space and resources for the drill, activity and/or game. • Facilitate learning by including a variety of equipment and design set-ups which are stimulating and safe. • Make efficient use of the adapted equipment for advanced players. <p>Conduct drills, activities and games to teach or develop the tennis skills of advanced players:</p> <ul style="list-style-type: none"> • Feeding: Appropriately use feeding skills (safety, direction, height, depth, rhythm, effect, speed, court positioning of player / coach, frequency, etc.) and types (hand, drop, basket, and rally). • Adaptation/differentiation: Review, differentiate and adapt the teaching of a skill in response to feedback by implementing modifications to the teaching method and coaching style in response to results of the monitoring. • Equipment and targets: Effective and appropriate use of adapted facilities, targets depending on the player, the skill and the activity/drill. Facilitate learning through effectively employing a variety of design set-ups which are stimulating and safe. • Progression: Efficient use of difficulty, load, rhythm, optimal challenge, and timing of the different drills and games of the session. Facilitate learning through employing appropriate and sequential progressions. • Structure of the lesson and type of practice: Efficient structure (introduction-warm-up, main part, cool-down) and use of different types of practice (blocked, random, constant, variable). • Scoring: Ensure appropriate scoring systems are used in the drills and games. • Competition: Facilitate competitive match-like situations as soon as possible through appropriate feeding, positioning, equipment, rules, etc, to the level of the advanced players. • Activity/rotation: Ensure players are active and effectively rotate according to their level and the drill (i.e. maximum 1 coach to 4-6 players). • Individual attention in group sessions: Emphasise practical involvement while adjusting or refining skills on an individualised basis. • Observation: Undertake observation with minimal disruption to the flow of the drill, activity or game. 	
<p>1.4. Evaluate the training of advanced players</p>	<p><i>The coach is able to effectively evaluate the training of advanced players.</i></p> <p>Plan and prepare for the analysis and evaluation:</p> <ul style="list-style-type: none"> • Consider a number of analysis and self reflection methods (i.e. charting, questionnaires, interviews, etc.). • Select a suitable analysis and self reflection method when coaching advanced players. • Organise analysis and self reflection sessions with relevant people, equipment and resources. <p>Conduct the analysis and evaluation:</p>	<p>On-court coaching test</p>



	<ul style="list-style-type: none"> • Reflect upon coaching performance/ability in a coaching session. • Conduct an overall analysis of the coach's (and assistant coach) and player's performance. • Basically explain the coaching practice, evaluate the coaching behaviour, recognise own level of competence, evaluate the quality and effectiveness of own coaching practice. • Record areas for improvement. • Record aspects of coaching performance particularly effective for future use in competition. • Record aspects of coaching performance to be avoided in the future. • Understand and conduct IT Non-court assessments if needed. • Decide the best way to follow up after the analysis. 	
	<p>Modify coaching performance:</p> <ul style="list-style-type: none"> • Set short-term goals to improve approximately three aspects of coaching performance in consultation with key people. • Undertake additional training in deficient areas to improve performance. • Conduct a coaching session implementing strategies to improve coaching performance. 	
	<p>Review coaching performance:</p> <ul style="list-style-type: none"> • Review performance against set short-term goals and in response to feedback from key people. • Employ self reflection methods to assist the self evaluation process. • Obtain feedback from other key people regarding further modifications. 	



Unit No:	2			
Unit Title:	Organising competitions for advanced players			
Nominal duration: 6 Hours.				
Tutor contact off-court: 2 hours		Other: 4 hours		
Tutor contact on-court: 0 hours				
Unit descriptor:	The purpose of this unit is to provide candidates with the skills and knowledge to plan, organise, conduct and assess competitive activities for advanced players.			
Element of competenc	Performance criteria - Learning outcome	Method of assessment		
2. 1. Plan the competition for advanced players	<p><i>This coach is able to design match and tournament / event plans and schedules based on the individual characteristics of advanced players, the demands of tennis and sports science principles. The coach is also able to help more experienced and qualified coaches in the design of annual competition plans.</i></p> <p>Understand and develop the fundamentals of a competition philosophy:</p> <ul style="list-style-type: none"> • <u>General</u>: Understand the key aspects of competitions for advanced players. • <u>Healthy competition</u>: Research and document healthy competition perspectives for advanced players. • <u>Formats</u>: Understand the need for and accommodate different competition formats. • <u>Adaptation</u>: Plan competitions adapted to the level of the advanced players. • <u>Goals</u>: Help players plan simple goals for the competitions of advanced players. <p>Plan a competition programme for advanced players:</p> <ul style="list-style-type: none"> • <u>General</u>: Understand the key aspects of planning competitions for advanced players. • <u>Sign in</u>: Sign in the club - team - player (s) to organised competitions (affiliation to the Federation). • <u>License</u>: Ensure all players have the appropriate competitive license. • <u>Knowledge</u>: Demonstrate knowledge of sport science principles related to the planning of competition for advanced players (awareness of competitive standards). • <u>Contact</u>: Contact other coaches to organise club-team competitions. • <u>Programme</u>: Elaborate an appropriate competitive programme for advanced players. • <u>Budget</u>: Understand and consider budgetary issues in the planning of the competitive schedule of advanced players. 	Written test		
	2. 2. Organise the competition for advanced players		<p><i>This coach is able to effectively organise the participants, the equipment and the facilities needed for safe and effective advanced players player competition. The coach is also able to decide the rules and the regulations for the competitions.</i></p> <p>Organise the competition:</p> <ul style="list-style-type: none"> • <u>Emergency</u>: Be able to deal and know the basic procedures for an emergency during competition. • <u>Rules</u>: Know and understand the fundamentals of the rules of tennis. • <u>Regulations</u>: Know and understand the regulations of the different competitions for advanced players. • <u>Code of conduct</u>: Know and understand the basics of the code of conduct. • <u>Competition formats</u>: Know and understand the basic use and characteristics of different competition formats (i.e. challenge, elimination, group, rotation, and team) applied to advanced players. • <u>Equipment and facilities</u>: Prepare, know and understand the basic use of different equipment (i.e. balls, racquets, nets, etc.) and adapted facilities (i.e. court sizes). • <u>Scoring systems</u>: Know and understand the basic use and characteristics of different scoring systems applied to advanced players. • <u>Player assignment</u>: Assign the players to groups/teams/matches accordingly. • <u>Coach assignment</u>: Assign the coaches to groups/teams/matches accordingly. • <u>ITN</u>: Use ITN and ITN assessment to organise competition for advanced players in a basic manner. • <u>Session</u>: Organise competitive activities during the tennis session in a basic manner. 	Written test + On-court test
			<p>Travel to competitions:</p> <ul style="list-style-type: none"> • <u>Travel</u>: Organise the basic different issues related to travel and travel with advanced players to competitions. • <u>Scouting</u>: Scouting players and teams before competition. 	
2. 3. Conduct the competition for advanced players	<p><i>This coach is able to safely and effectively conduct the advanced player competition, respecting the rules and regulations of the game.</i></p> <p>Conduct the competition:</p> <ul style="list-style-type: none"> • <u>Safety</u>: Ensure basic safety procedures throughout the competition. • <u>Direction</u>: Effectively direct the competition. • <u>Explanation and demonstration</u>: Ensure a clear explanation and demonstration of the basic characteristics and goals of the competition is provided if necessary. • <u>Rules</u>: Apply the rules of tennis or adapt simple rules to the level of the players. 	Written test		



	<ul style="list-style-type: none"> • <u>Code of conduct</u>: Apply the code of conduct. • <u>Referee</u>: Perform the role of a tournament supervisor / referee / umpire and/or motivate players to perform the role of an umpire / linesman. • <u>Scoring</u>: Involve players in scoring their own matches. • <u>Equipment</u>: Ensure the players use the appropriate equipment. • <u>Representation</u>: Act as a team representative if needed. • <u>Communication/Feedback</u>: Ensure basic adequate communication procedures with players during the competition (i.e. coaching allowed or not). 	
<p><i>2. 4. Evaluate the competition for advanced players</i></p>	<p><i>This coach is able to effectively evaluate the issues related to the competition of advanced players.</i></p> <p>Evaluate the competition:</p> <ul style="list-style-type: none"> • <u>Feedback</u>: Give basic appropriate feedback to players after the competition. • <u>Talent scouting and identification</u>: Use competition for basic talent ID purposes. • <u>Match charting / outcome</u>: Assess the fundamentals of success of competition in the development of advanced players. • <u>Way forward</u>: Reflect on different possible formats to ensure this success. 	



Unit No:	3		
Unit Title:	Managing and marketing programmes for advanced players		
Nominal duration: 6 Hours.			
Tutor contact off-court: 2 hours		Other: 4 hours	
Tutor contact on-court: 0 hours			
Unit descriptor:	The purpose of this unit is to provide candidates with the skills and knowledge to plan, organise, conduct and assess management and marketing programmes for advanced players and coaches.		
Element of competenc	Performance criteria - Learning outcome	Method of assessment	
4. 1. Plan the management and marketing programmes	<i>This coach is able to effectively plan the basic management and marketing of programmes for advanced players.</i>	Written test	
	<ul style="list-style-type: none"> Promotion of the game of tennis for advanced players: Plan basic promotional programmes to develop the game of tennis for advanced players. SWOT analysis: Perform a basic SWOT analysis of the situation. Strategic framework: Know and understand the basic vision, mission, areas of emphasis, and goals of the plan. Development plan: Establish a basic development plan for the tennis organisation. Operational plan: Determine the timetable, resource allocation, and cost. Competition: Understand how to direct the management and marketing plan to the competitive and developmental needs of advanced players. Implementation strategies: Know and apply basic marketing and management strategies to attract and retain players. 		
	4. 2. Organise the management and marketing programmes		<i>This coach is able to effectively organise basic management and marketing programmes for advanced players.</i>
	<ul style="list-style-type: none"> Staff: Manage the coaching staff. Assignment: Assign basic roles to assistants. Timetable: Manage own timetable. Budget: Control basic budgetary issues. Information: Collect basic information for the programmes. Resources: Ensure basic human and material resources are available. Competition: Ensure the organisation of the plan includes the competitive aspects of advanced players. 		
4. 3. Conduct the management and marketing programmes	<i>This coach is able to effectively conduct basic management and marketing programmes for advanced players.</i>		
	<ul style="list-style-type: none"> Implementing: Implement the basic management and marketing aspects of the projects within the organisation. Administration: Basic administration of personnel, budgets, etc. Meetings: Contact, develop basic relationships, report and attend meetings with players, parents, coaches, officials, etc. Sponsors and agents: Contact, develop basic relationships, report and attend meetings with sponsors as related to the competitive career of the player. 		
	Operate in accord with the basic legal responsibilities of a coach:		
	<ul style="list-style-type: none"> Develop and implement a basic risk management plan for the specific coaching situation, environment and player group. Apply the basic legal responsibilities of a coach to the specific coaching situation, environment and player group. Apply the principles of natural justice. Ensure basic legal responsibilities of a coach are in place at all times, especially when travelling to competitions. 		
4. 4. Evaluate the management and marketing programmes	Operate in accord with the basic ethical responsibilities of a coach:		
	<ul style="list-style-type: none"> Determine and implement the basic ethical responsibilities of a coach in relation to rules, policies and regulations for tennis. Implement the principles of player confidentiality. Implement best practice principles of the sport/activity following the instruction. Ensure basic ethical responsibilities of a coach are in place at all times, especially when travelling to competitions. 		
	Work with NGB, officials and support personnel:		
<ul style="list-style-type: none"> Communicate in way that engenders respect between all parties. Explain and demonstrate basic responsibilities as a role model. Implement basic strategies for advancing tennis and/or the tennis industry through working in a collaborative manner with officials and other support personnel. Demonstrate clear non-judgmental basic communication techniques. 	<ul style="list-style-type: none"> Tools: Use a variety of basic assessment tools to evaluate the programme. Report: Prepare a basic progress report to follow up. Review and adapt: Re-design the basic programme according to the assessment. 		



Unit No:	4	
Unit Title:	Educating advanced players, coaches and parents	
Nominal duration: 6 Hours.		
Tutor contact off-court: 2 hours		Other: 4 hours
Tutor contact on-court: 0 hours		
Unit descriptor:	The purpose of this unit is to provide candidates with the basic skills and knowledge to plan, organise, conduct and assess educational programmes for themselves and for significant others involved (advanced players, fellow coaches, parents, etc.).	
Element of competenc	Performance criteria - Learning outcome	Method of assessment
4.1. Plan the education	<i>The coach is able to plan under supervision the educational process of himself and of significant others involved.</i>	Written test
	Role of the coach: <ul style="list-style-type: none"> Understand the fundamentals of the role of the coach when working with advanced players. Understand the importance of the “own qualities” (how to be) when coaching. Possess the necessary dedication and commitment to high standards to introduce people to tennis. Strive for developing basic autonomy and responsibility. Take basic responsibilities for completion of tasks, demonstrate some independence in your coaching role, manage your role under guidance in predictable work contexts, and supervise others works (assistants). 	
	Assess basic strengths and weaknesses as a coach: <ul style="list-style-type: none"> Use a basic SWOT analysis to evaluate yourself as a coach. Able to basically recognise own level of competence. 	
	Access on going coach education: <ul style="list-style-type: none"> Research and document further fundamental education/training that will enhance the player’s and coach’s professional development. Demonstrate self-responsibility and self-direction in own learning. Improve basic communication and social competence by taking responsibility for using self-understanding to change behaviour. Demonstrate ability to access on going basic coached education resources, information and equipment. Identify basic opportunities for continuous education. 	
	Plan for tennis and non-tennis education to advanced players, fellow coaches and parents off-court: <ul style="list-style-type: none"> Plan tennis and non-tennis basic educational activities off-court. Collect basic information to help out in the planning process. Consider the planning of educational activities as part of the learning process of all involved. 	
4.2. Organise the education	<i>The coach is able to organise under supervision the educational process of himself and of significant others involved.</i>	
	<ul style="list-style-type: none"> Organise basic educational activities for all parties involved. Develop, implement and evaluate a basic programme to address coach well-being: <ul style="list-style-type: none"> Undertake a basic lifestyle needs assessment. Select the most fundamental relevant strategies to address lifestyle needs. Prepare and action a basic plan to address any lifestyle needs. Evaluate the effectiveness of these strategies for creating a more balanced lifestyle. Organise basic educational activities for advanced players when travelling. Encourage talented advanced players to continue with their academic activities. 	
4.3. Conduct the education	<i>The coach is able to conduct under supervision the educational process of himself and of significant others involved.</i>	
	<ul style="list-style-type: none"> Implement basic educational programmes for all parties involved. Implement a personal development plan: <ul style="list-style-type: none"> Understand the importance of solving basic problems using and integrating well known information from expert sources taking account of relevant social and ethical issues. Enrol in a personal development plan to improve as a tennis coach. Be able to gain feedback from others. 	
	Address drugs in tennis, child protection and healthy habits issues: <ul style="list-style-type: none"> Access fundamental concepts of drugs in tennis and healthy habits resources and information. Advise players regarding fundamental sources of information on tennis in sport and healthy habits issues. Adhere to basic tennis specific rules, policies and regulations relating to drugs and healthy habits in tennis. Advise players on fundamental child protection principles and guidelines. 	
	Address education in values through tennis: <ul style="list-style-type: none"> Ensure players, coaches and parents learn appropriate values through tennis play. 	



	Sportsmanship issues: <ul style="list-style-type: none"> • Ensure fundamental sportsmanship and fair play behaviours are used by players, coaches and players at all times. 	
4.4. Evaluate the education	<i>The coach is able to basically evaluate under supervision the educational process of himself and of significant others involved.</i>	
	Apply basic self-reflection techniques to evaluate and modify coaching performance: <ul style="list-style-type: none"> • Apply basic self-reflection procedures to assess coaching performance/behaviour. • Basically review coaching sessions and overall coaching performance. 	