



International Tennis Federation

Coaches Education Programme

Coach of beginner - starter
players

Course Competencies
(former ITF Level 1)

Copyright © ITF Coaching 2007

Beginner - starter player:

For the purpose of this course, a beginner - starter tennis player is defined as the one who has just been introduced to the game, and/or has a limited playing and competitive experience and a basic level of play.

For further reference, beginner - starter tennis players fall into the International Tennis Number ITN 10 (10.3, 10.2, 10.1), ITN 9 and ITN 8 categories.

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

Coach of beginner - starter players:

For the purpose of this course, the coach of beginner - starter tennis 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.

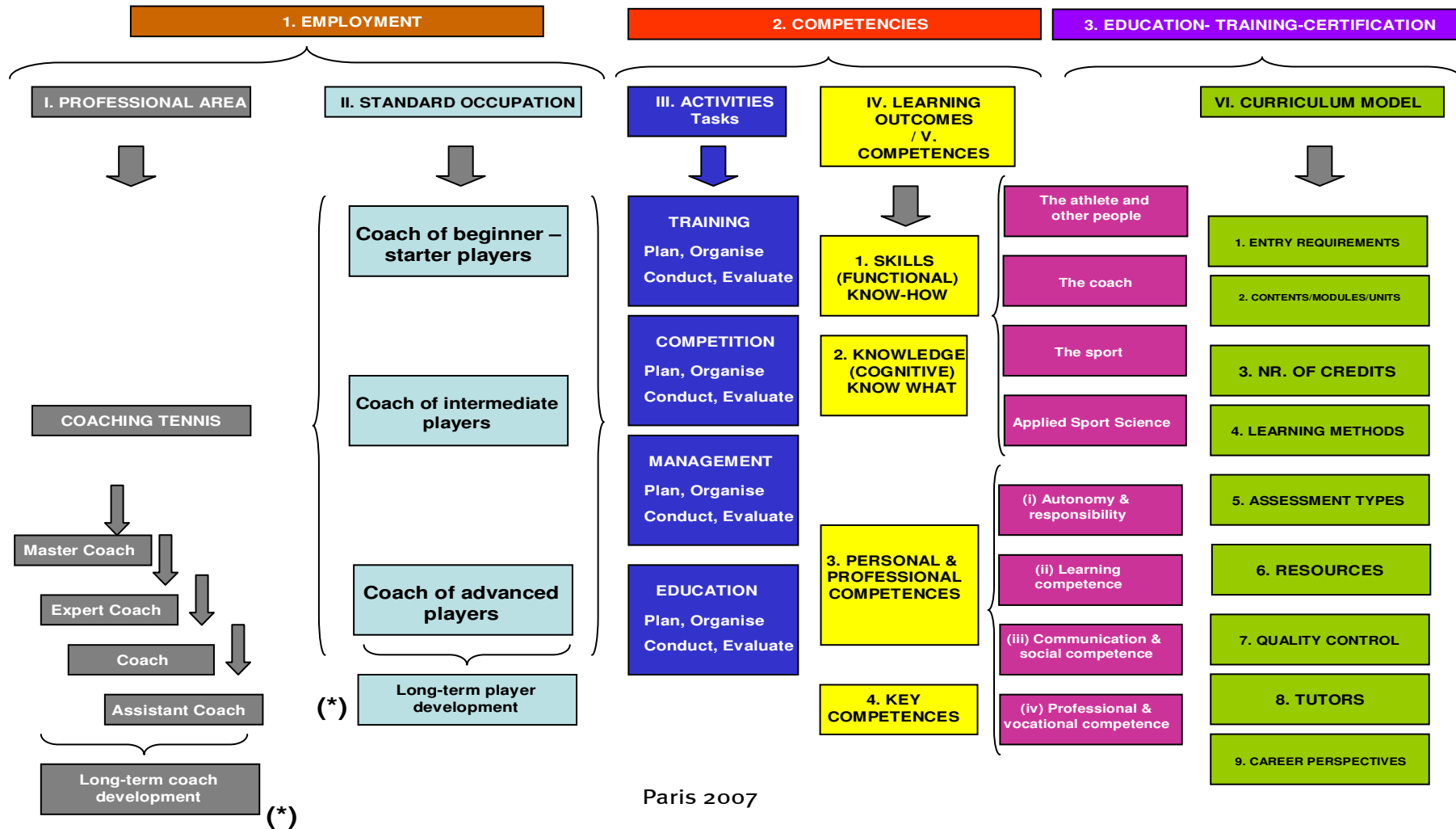
For further reference, the competencies defined for the course of coach of beginner - starter tennis players fall into the “coach” category of the Long-term coach development model (see diagram in the next page).

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

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

- France: Initiateur 1 & 2
- Great Britain: Development Coach Award
- Australia: Junior Development Coach
- Germany: C Level coach
- Spain: Monitor Nacional de Tenis
- The Netherlands: Tennis teacher
- Belgium: Assistant and Initiator
- Canada: Club Professional 1-2
- Austria: Instructor
- Croatia: Teacher
- Czech Republic: Level 3
- Italy: IS2
- Sweden: TLK 1, TLK 2, TK1, TK2

FRAMEWORK OF TENNIS COACHING QUALIFICATIONS / CURRICULUM BUILDING



COACH OF BEGINNER - STARTER PLAYERS COURSE UNIT OUTLINES

Coach of beginner - starter 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 beginner - starter 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 competitions for beginner - starter players	0	2	4 (+)	6	All
Unit 3	Managing and marketing tennis programmes for beginner – starter players	0	2	4 (+)	6	All
Unit 4	Educating beginner - starter 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 BEGINNER - STARTER PLAYERS COURSE UNIT CONTENTS

Coach of beginner - starter players		Contents	
Unit N°	Unit Title	Content title	Content general description
<i>Unit 1</i>	<i>Coaching beginner - starter players</i>		
Sub Unit 1.1.	Level of play	Level of play	Show competency at ITN 7-8
Sub Unit 1.2.	Training theory (Sport Science)	Philosophy of coaching Biomechanics Teaching methodology Motor learning Psychology Physiology Growth and development First aid Physical conditioning Planning and organisation Tactics	Understand and apply the basic training theory principles to coaching beginner – starter players
Sub Unit 1.3.	Training practice (individual & group)	Communication Biomechanics Teaching methodology Motor learning Tactics Psychology	Understand and apply the basic training practice principles to coaching beginner – starter players
Sub Unit 1.4.	Equipment and facilities	Balls Racquets Courts Teaching aids	Understand and apply the basic equipment and facilities to coaching beginner – starter players
<i>Unit 2</i>	<i>Organising competitions for beginner - starter players</i>		
	Organising competitions	Rules of tennis Competition formats Code of conduct ITN Scoring systems	Understand and apply the fundamentals of competitions to organise basic competitions for beginner – starter players
<i>Unit 3</i>	<i>Managing and marketing tennis programmes for beginner – starter players</i>		
	Managing and marketing tennis programmes	Leadership Management Administration Marketing Planning Ethics and Legal issues	Understand and apply the fundamentals of management and marketing to organise basic programmes for beginner – starter players
<i>Unit 4</i>	<i>Educating beginner - starter players, parents and coaches</i>		
	Education	Well-being Awareness Personal development Anti-doping Educational programmes	Understand and apply the fundamentals of education to organise basic educational programmes for beginner – starter players

COACHING BEGINNER – STARTER 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 beginner - starter 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 basic fundamental skills and knowledge to plan, organise, conduct and assess coaching programmes and sessions for beginner - starter tennis players.	
Element of competency	Performance criteria - Learning outcome	Method of assessment
1. 1. Plan the training of beginner - starter players	<i>The coach is able to design 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"> • Get familiar with a fundamental and general philosophy of coaching (learner centered). • 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 players 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 fundamentals of the stage of skill learning. • Identify the fundamental benefits of planning. • Understand the fundamental 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 beginner - starter 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 the fundamentals of 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 in a basic manner. • Identify fundamental contingency plans to manage adverse weather conditions. • Identify the fundamentals of the different types of coaching sessions (individual and group). 	
	Ensuring inclusion principles of the plan: <ul style="list-style-type: none"> • Ensure the fundamental 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 beginner - starter players	<i>The coach is able to organise the participants, the equipment and the facilities needed for a safe and effective fundamental coaching session for beginner - starter tennis 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 fundamental sound methodological and or level of play, age, gender, developmental and other criteria. 		On-court coaching test

	<p>Organising the equipment and the facilities prior to the session:</p> <ul style="list-style-type: none"> • Ensure equipment and facilities are available. • Know the fundamental characteristics of most appropriate equipment and facilities for beginner - starter players (racquets, balls, courts, 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 fundamental organisation's Occupational Health and Safety requirements are considered and satisfied. • Ensure the fundamental 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 beginner - starter players	<p><i>The coach is able to safely and effectively conduct a fundamental coaching session for beginner - starter tennis players.</i></p>	On-court coaching test	
	<p>Effectively use of time in the training of beginner – starter 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 beginner – starter players:</p> <ul style="list-style-type: none"> • Ensure that Occupational Health and Safety and Emergency Procedures requirements are satisfied. • <u>Safety procedures:</u> Implement the specific fundamental safety and medical considerations of beginner – starter players. • <u>First-aid:</u> Organise and effectively implement fundamental first-aid procedures if needed. • <u>Environmental protection:</u> Know and implement fundamental environmental protection strategies (fluid intake procedures, sun protection strategies, etc.). • <u>Physiological considerations:</u> Know and understand the fundamental specific physiological elements (i.e. energy systems) involved in the training of beginner players depending on their age, physical condition, other characteristics, etc. • <u>Medical considerations:</u> Know and understand the fundamental specific medical components (i.e. injury prevention) involved in the training of beginner players depending on their age, physical condition, other characteristics, etc. 		
	<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 the fundamental tennis strokes for teaching beginner - starter players (the recommended level of play of the coach should be minimum ITN 7-8):</p> <ul style="list-style-type: none"> • <u>Serve and return:</u> Starting to serve with control and some power. Developing spin. Can return serve consistently with directional control on medium-paced shots • <u>Groundstrokes:</u> Forehand quite consistent and varied on moderate shots and is played with directional control and some spin. Backhand is hit with directional control on moderate shots however difficulty is experienced on high and hard shots, which are often returned defensively. Will use either backhand drive or slice almost exclusively. • <u>Approaching and playing at the net:</u> Is developing approach shots and starting to look for the opportunity to come in to the net. Can direct forehand volleys, controls backhand volley but with little offence. Has difficulty in putting volleys away and in playing half volleys. Is capable of covering some passing shots and typically uses proper footwork. Consistent overhead. • <u>Other strokes:</u> Can lob fairly consistently on faster paced shots. Developing basic passing shot ability but has difficulty in playing a pass with the backhand. 		On-court coaching test and level of play test
	<p>Demonstrate tactical / strategical knowledge and application of relevant tennis contents to the session:</p> <ul style="list-style-type: none"> • <u>Knowledge:</u> Demonstrate knowledge of the key fundamental aspects of strategy and tactics for beginner - starter. • <u>Drills:</u> Outline and apply through drills the key tactical fundamentals for beginner - starter tennis players. • <u>Game situations:</u> Understand and apply through drills the 5 fundamental game situations (serve, return, baseline game, approaching and playing the net, passing the net player) for beginner - starter tennis. • <u>Zones of play:</u> Outline and apply through drills the fundamental zones of play for beginner - starter tennis (back court-red, mid court-yellow, net court-green). • <u>Phases of play:</u> Outline and apply through drills the phases of play (attacking, neutral, defending) in the basic tennis game situations and their strokes). • <u>Tactical intentions:</u> Outline and apply through drills the main tactical intentions (hit, over, in, deep, etc.) in the basic tennis game situations and their strokes. • <u>Other factors that influence tactics:</u> Outline and apply through drills the phases 		On-court coaching test

	<p>other factors that may influence tactics (physical, technical, tactical, psychological, and environmental) in the basic tennis game situations and their strokes.</p> <ul style="list-style-type: none"> • Singles and doubles: Outline and apply through drills the fundamental strategies and tactics for singles and doubles play in both singles and/or doubles training sessions. • Demonstrations and explanations: Demonstrate and explain the key tactical fundamentals of the basic game situations for beginner - starter. • Progressions: Apply fundamental tactical progressions/ regressions for beginner - starter players. • Analysis and improvement: Analyse and improve the fundamental tennis strategies and game styles using a variety of methods in the different game situations. <p>Demonstrate technical / stroke production knowledge and application of relevant tennis contents to the session:</p> <ul style="list-style-type: none"> • Knowledge: Demonstrate knowledge of the fundamental aspects of stroke production. • Grips: Outline and apply through drills the major grips used in tennis (types, recommendations) and the relationship between grip and stroke technique in all major tennis strokes (range of acceptability). • Phases: Demonstrate and explain the fundamentals of the different phases (preparation/stance [closed, square, open], swing, impact [height, distance, location], follow through / recovery) of the basic strokes for beginner - starter. • Swing patterns: Describe and apply through drills the fundamentals of the role of the swing pattern (trajectory, speed, distance, balance, and number of body segments-kinetic chain) in stroke production. • Footwork: Describe and apply through drills the fundamentals of the different stances and movements (i.e. to the ball, recovery, etc.) in stroke production. • Ball control: Identify and apply through drills the fundamentals 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. • Demonstrations and explanations: Demonstrate and explain the key technical fundamentals of the basic strokes for beginner - starter. • Progressions: Apply basic technical progressions / regressions for beginner - starter players. • Analysis and improvement: Analyse and improve the basic tennis strokes using a variety of methods / strategies based on an appropriate range of acceptability. 	
	<p>Demonstrate physical / motor skills knowledge and application of relevant tennis contents to the session:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the fundamental aspects of perceptual motor skills needed for beginner - starter' tennis. • Understand how motor skills are learned and identify the characteristics of each stage. • Identify the fundamentals of the 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. • Warm-up: Understand and apply the fundamentals of the appropriate and safe warm-up routines for beginner - starter players depending on age, ability of the players, weather conditions, type of session, etc. • Cool-down: Understand and apply the fundamentals of the appropriate and safe cool-down routines for beginner - starter players, depending on age, ability of the players, weather conditions, type of session, etc. • Fundamental perceptual motor skills: Understand and apply the fundamentals of the appropriate exercises, drills and games to develop these skills (tracking, throwing, catching, striking, and locomotion) in beginner - starter players. • ABC (agility, balance, co-ordination): Understand and apply the fundamentals of the appropriate exercises, drills and games to develop these skills in beginner - starter players. • EPS (endurance, power, speed): Understand and apply the appropriate exercises, drills and games to develop these skills in beginner - starter players. <p>Demonstrate psychological skills knowledge and application of relevant tennis contents to the session:</p> <ul style="list-style-type: none"> • Demonstrate key knowledge of the fundamental aspects of psychological skills needed for beginner - starter' tennis. • Understand the fundamentals of how psychological skills are learned. • Identify the fundamental psychological skill characteristics of the sport of tennis. • Identify the key important fundamental psychological skills for tennis. • Motivation: through drills and games demonstrate a fundamental understanding of appropriate motivational techniques and strategies for beginner - starter players depending on age of the player, etc. • Emotional control: Understand the fundamentals and apply through drills and games appropriate emotional control techniques and strategies for beginner - starter players depending on age of the player, etc. • Concentration: Understand and apply through drills and games appropriate 	<p>On-court coaching test</p>

	<p>fundamental concentration and focusing techniques and strategies for beginner - starter players depending on age of the player, etc.</p> <ul style="list-style-type: none"> • Self-confidence: Understand and apply through drills and games appropriate fundamental self-confidence techniques and strategies for beginner - starter players depending on age of the player, etc. 	
	<p>Demonstrate fundamental skill observation, assessment /diagnosis and improvement and correction knowledge of techniques (intervention) for beginner - starter players to acquire and perform the session contents:</p> <ul style="list-style-type: none"> • Identify fundamental “coachable moments” for beginner - starter tennis players. • Observation: Create fundamental situations to observe the skill or skill/s to be developed. • Use different fundamental methods and adopt appropriate key court positions to analyse / identify / diagnose the skill or skill/s to be developed. • Develop a fundamental checklist of observation/teaching points. • Identify the fundamental perceptual motor skills to be developed (i.e. gathering facts). • Identify fundamental physical and psychological factors, which affect the acquisition of the skills of beginner - starter. • Assessment: Assess the individual beginner - starter regarding their developmental readiness to acquire the skills being taught and/or developed. • Teach the basic skills specifically related to the needs of the players, and physical and psychological factors. • Intervention/Development: Implement the fundamental appropriate correction techniques (i.e. tips) to improve skill execution on an individualised and/or group basis of technical and tactical elements. • Teach the fundamental skill, monitor the teaching method and coaching / instructional style during the instruction and assess following the instruction. • Evaluation: Implement the fundamental appropriate evaluation to check skill improvement on an individualised and/or group basis of technical and tactical elements. 	
	<p>Demonstrate fundamental 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"> • LTPD: Match fundamental teaching/learning methods to participant’s developmental age and stage of development • Coaching styles: Effectively demonstrate and perform common fundamental coaching styles (i.e. autocratic, co-operative) which comply with best practice principles of tennis according to the situation and/or the players. • Teaching methods: Select and implement fundamental teaching methods (i.e. command, practice, guided discovery, problem solving) suited to beginner - starter 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 beginner - starter players. • Progressions: Facilitate learning through employing appropriate and sequential technical and tactical fundamental progressions and regressions for all basic strokes and skills. Develop the session using a discovery method. • Transition: Ensure a smooth transition from one activity to another and emphasise decision making training by using technical training to enhance tactical execution. • Information: Deliver relevant fundamental information, explanations and demonstrations concisely and precisely of the technical and tactical fundamental s to teach or develop specific skills in accord with the best practice principles of the sport/activity • Review and adapt: Review and adapt the teaching of a skill in response to feedback. 	<p>On-court coaching test</p>
	<p>Display effective fundamental 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 fundamental 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 fundamental specific and relevant and balanced (praise : criticism) feedback to the beginner - starter 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 fundamental presentation techniques or activities to comply with the needs of players where appropriate. • Understanding: Check for understanding of the instructions / comments and provide beginner - starter 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 	

	<p>general appearance).</p> <ul style="list-style-type: none"> • Motivation, humour: Ability to use effectively fundamental 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 fundamental 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 beginner - starter players. <p>Conduct fundamental drills, activities and games to teach or develop the tennis skills of beginner - starter:</p> <ul style="list-style-type: none"> • Feeding: Appropriately use fundamental 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 fundamental modifications to the teaching method and coaching style in response to results of the monitoring. • Equipment and targets: Effective and appropriate use of the fundamentals 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 the fundamentals 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. • Rally: Facilitate the start of a rally with the coach and among the players as soon as possible through appropriate feeding, positioning, equipment, rules, etc, to the level of the beginner - starter players in a basic manner. • Activity/rotation: Ensure players are active and effectively rotate according to their level and the drill (i.e. maximum 1 coach to 8-10 players). • Individual attention in group sessions: Emphasise practical involvement while adjusting or refining skills on an individualised basis. • Observation: Undertake in a basic manner observation with minimal disruption to the flow of the drill, activity or game. 	
<p>1.4. Evaluate the training of beginner - starter tennis players</p>	<p><i>The coach is able to effectively evaluate the training of beginner - starter players in a basic manner.</i></p> <p>Plan and prepare for a basic analysis and evaluation:</p> <ul style="list-style-type: none"> • Consider a number of basic analysis and self reflection methods (i.e. charting, questionnaires, interviews, etc.). • Select a suitable analysis and self reflection method when coaching beginner - starter players. • Organise basic analysis and self reflection sessions with relevant people, equipment and resources. <p>Conduct the analysis and evaluation:</p> <ul style="list-style-type: none"> • Reflect in a basic manner upon coaching performance/ability in a coaching session. • Conduct an overall analysis of the coach's (and assistant coach) and player's performance in a basic manner. • 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 in a basic manner. • Record aspects of coaching performance particularly effective for future use in a basic manner. • Record aspects of coaching performance to be avoided in the future in a basic manner. • Understand and conduct ITN on-court assessments in a basic manner 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 in a basic manner against set short-term goals and in response to feedback from key people. • Employ basic self reflection methods to assist the self evaluation process. • Obtain feedback from other key people regarding further modifications. 	<p>On-court coaching test</p>

Unit No:	2	
Unit Title:	Organising competitions for beginner - starter 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 beginner - starter tennis players.	
Element of competency	Performance criteria - Learning outcome	Method of assessment
2. 1. Plan the competition for beginner - starter players	<i>The coach is able to design match and tournament/event plans and schedules in a basic manner based on the individual characteristics of beginner - starter 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>	Written test
	Understand and develop the fundamentals of a competition philosophy: <ul style="list-style-type: none"> • General: Understand the key aspects of competitions for beginner - starter players. • Healthy competition: Research and document basic healthy competition perspectives for beginner - starter players. • Formats: Understand the need for and accommodate different competition formats. • Adaptation: Plan competitions adapted to the level of the beginner - starter players. • Goals: Help players plan simple goals for the competitions of beginner - starter players. • Contact: Contact other coaches to organise club-team competitions. • Knowledge: demonstrate knowledge of sport science principles related to the planning of competition for beginner - starter players (awareness of competitive standards). 	
2. 2. Organise the competition for beginner - starter players	<i>This coach is able to effectively organise the participants, the equipment and the facilities needed for a safe and effective beginner - starter tennis player basic competition. The coach is also able to decide the basic rules and the regulations for the competitions.</i>	Written test + On-court test
	Organise the competition: <ul style="list-style-type: none"> • Emergency: Be able to deal and know the basic procedures for an emergency during competition. • Rules: Know and understand the fundamentals of the rules of tennis. • Code of conduct: Know and understand the code of conduct. • Competition formats: Know and understand the basic use and characteristics of different competition formats (i.e. challenge, elimination, group, rotation, and team) applied to beginner - starter players. • Equipment and facilities: Prepare, know and understand the basic use of different equipment (i.e. balls, racquets, nets, etc.) and adapted facilities (i.e. court sizes). • Scoring systems: Know and understand the basic use and characteristics of different scoring systems applied to beginner - starter players. • Player assignment: Assign the players to groups/teams/matches accordingly. • Coach assignment: Assign the coaches to groups/teams/matches accordingly. • ITN: Use ITN and ITN assessment to organise competition for beginner - starter players in a basic manner. • Session: Organise basic competitive activities during the tennis session. • Travel: Travel with players to competitions if needed and watch the players as much as possible play competition (especially when it is local). 	
2. 3. Conduct the competition for beginner - starter players	<i>This coach is able to safely and effectively conduct a basic beginner - starter player competition, respecting the rules and regulations of the game.</i>	Written test
	Conduct the competition: <ul style="list-style-type: none"> • Safety: Ensure basic safety procedures throughout the competition. • Direction: Effectively direct the competition in a basic manner. • Explanation and demonstration: Ensure a clear explanation and demonstration of the fundamental characteristics and goals of the competition is provided if necessary. • Rules: Apply the basic rules of tennis or adapt simple rules to the level of the players. • Code of conduct: Apply the fundamentals of the tennis code of conduct. • Referee: Perform the role of a beginner - starter tournament supervisor / referee / umpire and/or motivate players to perform the role of an umpire / linesman. • Scoring: Involve players in scoring their own matches. • Equipment: Ensure the players use the appropriate equipment. • Representation: Act as a team representative if needed. • Communication/Feedback: Ensure basic adequate communication procedures with players during the competition (i.e. coaching allowed or not). 	
2. 4. Evaluate the competition for beginner - starter players	<i>This coach is able to effectively evaluate the fundamental issues related to the competition of beginner - starter players.</i>	
	Evaluate the competition: <ul style="list-style-type: none"> • Feedback: Give appropriate basic feedback to players after the competition. 	

	<ul style="list-style-type: none">• <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 beginner - starter players.• <u>Way forward</u>: Reflect on different possible basic formats to ensure this success.	
--	---	--

Unit No:	3		
Unit Title:	Managing and marketing programmes for beginner - starter 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 beginner - starter tennis players and coaches.		
Element of competency	Performance criteria - Learning outcome	Method of assessment	
4. 1. Plan the management and marketing programmes	<i>The coach is able to effectively plan the basic management and marketing of programmes for beginner - starter players.</i>	Written test	
	<ul style="list-style-type: none"> • Promotion of the game of tennis: Plan basic promotional programmes to develop the game of tennis. • 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. • 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 beginner - starter 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 information for the programmes. • Resources: Ensure human and material resources are available.
4. 3. Conduct the management and marketing programmes	<i>This coach is able to effectively conduct basic management and marketing programmes for beginner - starter 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. 		
	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 athlete group. • Apply the basic legal responsibilities of a coach to the specific coaching situation, environment and athlete group. • Apply the principles of natural justice. 		
	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 the sport. • Implement the principles of player confidentiality. • Implement best practice principles of the tennis activity following the instruction. 		
4. 4. Evaluate the management and marketing programmes	<i>This coach is able to effectively evaluate basic management and marketing programmes for beginner - starter players.</i>		
	<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 beginner - starter 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 (beginner - starter tennis players, fellow coaches, parents, etc.).	
Element of competency	Performance criteria - Learning outcome	Method of assessment
4.1. Plan the education	<i>The coach is able to plan under supervision the basic 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 beginner - starter 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 responsibility for completion of tasks, demonstrate some independence in your coaching role, manage your role under guidance in predictable work contexts, and supervise others work. 	
	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 ongoing basic coach education resources, information and equipment. Identify basic opportunities for continuous education. 	
	Plan tennis and non-tennis education basic activities for beginner - starter 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. 	
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 educational activities for all parties involved. Develop, implement and evaluate a 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 in a basic manner the effectiveness of these strategies for creating a more balanced lifestyle. 	
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"> Implements 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 sport, 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 drugs in tennis 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	<i>The coach is able to basically evaluate under supervision the educational process of</i>	

<i>the education</i>	<p><i>himself and of significant others involved.</i></p> <p>Apply self-reflection techniques to evaluate and modify coaching performance:</p> <ul style="list-style-type: none"> • Apply basic self-reflection procedures to assess coaching performance/behaviour. • Basically review coaching sessions and overall coaching performance. 	
----------------------	--	--