

Master Performance Coach Course Handbook

1. Overview

The Master Performance Coach Qualification is for coaches who are passionate about improving players and who want to make a commitment to their development as a performance coach. Please see the course pre-requisites on the [webpage](#) for the necessary coaching experience required to apply.

Ideal candidates are those coaches who want to truly transform and improve their players and who are committed to developing their own coaching skills in order to benefit the performance of their player.

The course will provide coaches with an 18 month accelerated development opportunity reflecting the needs of the competition players for whom they are responsible.

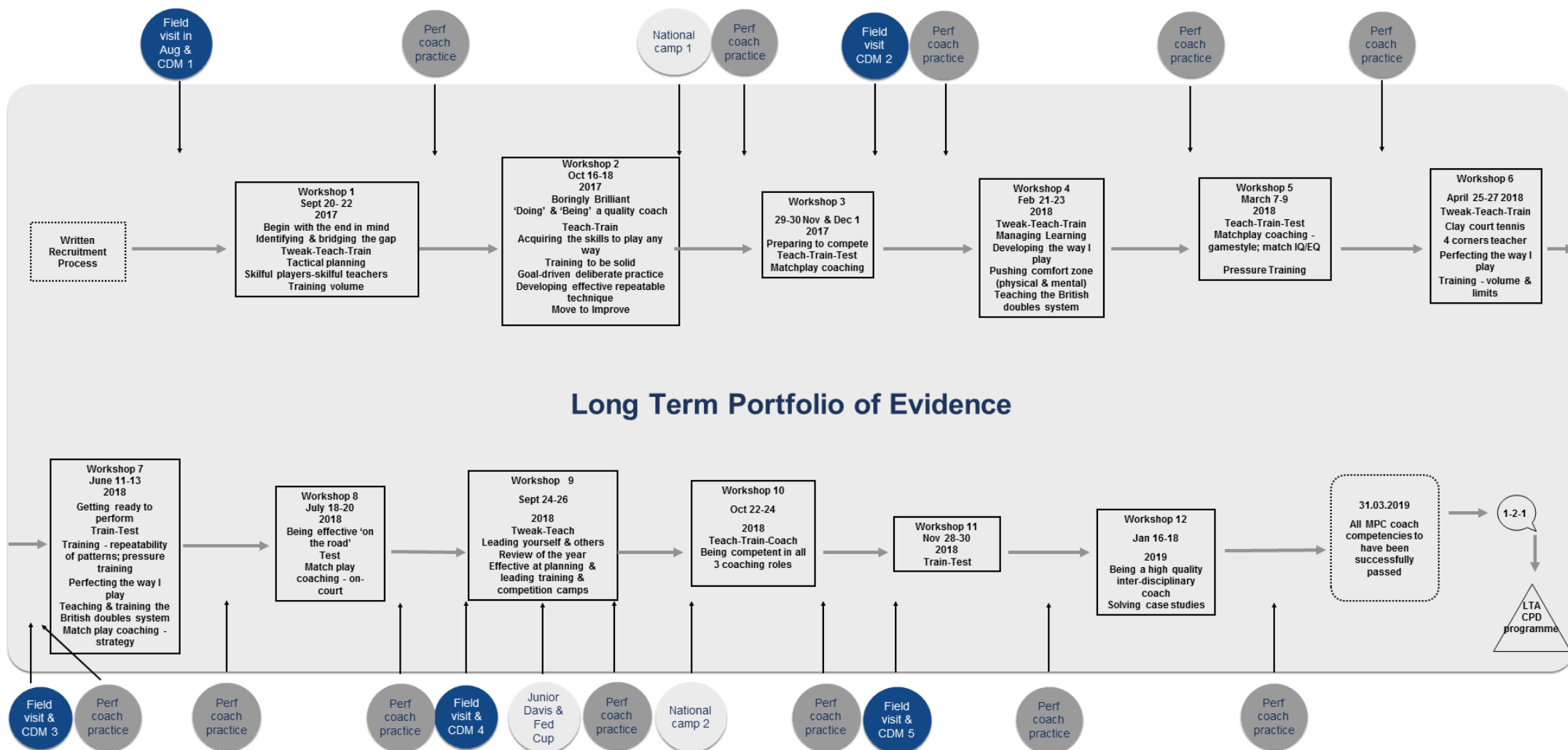
2. Course Dates and Venue

- 20/21/22nd September 2017
- 16/17/18th October 2017
- 29/30th November, 1st December 2017
- 21/22/23rd February 2018
- 7/8/9th March 2018
- 25/26/27th April 2018
- 11/12/13th June 2018
- 18/19/20th July 2018
- 24/25/26th September 2018
- 22/23/24th October 2018
- 28/29/30th November 2018
- 16/17/18th January 2019

The course will be held at the National Tennis Centre, Roehampton.

3. Course Design and Structure

LTA Master Performance Course



The MPC has 12 workshops spread out over 16 months with a further 10 weeks to successfully complete any outstanding tasks.

Each workshop will consist of both pre and post workshop tasks: often pre-course reading/viewing to prime for learning and post workshop tasks to help embed the workshop content into practice.

4. Delivery

The workshops will run from Sept 2017 to January 2019

Course delivery is split into the following areas:

- Core content during workshops
- Guided on-going development of the coach to ultimately positively influence their player
- Supervised experience whilst coaching & working alongside an experienced coach
- Critical discussions with peers
- Performance experiences e.g. attending National Camps
- Area of interest personal study
- Self-learning - activating coaches as owners of their own learning

5. Core Content

The content of the course underpins:

Three key coaching roles	Three coaching contexts	Three coaching pillars	Four performance factors
<ul style="list-style-type: none">• Teacher• Trainer• Match Play Coach	<ul style="list-style-type: none">• Practice• Tournament• Camp	<ul style="list-style-type: none">• Learning environment• Developing effective working relationships• Planning & organising	<ul style="list-style-type: none">• Tactical• Technical• Physical• Mental

6. Portfolio of Evidence (PoE)

Coaches are required to build their own Portfolio of Evidence (PoE) throughout the course. The role of their PoE is to act as a record of their improvement and development as a coach. The PoE is the coach's library of evidence for the coaching skills that are required of an LTA Master Performance level coach.

- The upkeep and maintenance of this PoE will be an indication of the importance placed by the coach on his/her personal development and will be focused upon by the course tutors during the 5 'Coach Development Meetings'
- The PoE will also be used to track the development of the coach and the improvement of her/his designated player as s/he works with this player over an extended period of time throughout the course. We understand that coach-player relationships have no guarantee of lasting and the course tutors will adapt accordingly if the coach no longer coaches the original player with whom they embarked the course
- The PoE will provide one of the most valuable methods of monitoring and assessment as it provides evidence of both coaching skills and player progress

7. Learning Tasks and Activities

Learning tasks & activities will be given between all workshops. These are designed to reflect the day-to-day practical work coaches will be aspiring to do to best support and improve their players. The tasks are multiple, varied and comprehensive, often requiring videos to be taken and will include, for example:

- Coaches to provide a split screen of a given technical skill by a player and a copy of it with their demonstration highlighting the footwork, body work and racket work in audio on the video
- Coaches to submit a video of them teaching a RAMP warm-up
- Coaches to condense a 1 hour session into a 5 minute video highlighting the principles of feedback that they adopted within the lesson

Personal Study in the form of an 'Area of Interest Project'

As the name suggests this learning component involves the coach exploring in greater detail an area within performance tennis that interests them and in which they would like to become more knowledgeable and competent.

Coaches will undertake an extensive personal study into an area of coaching in which they are interested.

8. Supervised experience with coach developers

This will involve 'on the job' training, with the coach working alongside a significantly more experienced coach - a coach developer. Coaches will be recommended a performance coach who the course tutors, and they, feel will be best able to support their needs at that time. The coach will work with the performance coach for a minimum of 8 hours each month and it will be their responsibility to travel to where they work.

We aim for the working relationship with the 'coach developer' to be characterised as being:

- based on high-level interpersonal skills
- focused on supporting the transformation of the 'how to be' of the coach to 'get the job done'
- a blend of high challenge and high support

9. Performance experiences

We know that opportunities to experience immersion into different environments can develop learning and as such there will be 2 different performance experiences on the course which the coach must complete. These are:

- attending 2 national camps from Sunday to Wednesday involving the same age group players
- attending an Awareness of Standards trip of approximately 3-4 days

10. Self-learning - activating coaches as owners of their learning & progress

Coaches on the Master Performance Course are responsible for their own learning. They have to plan their route to meeting the course criteria in the form of a Coach Development Plan (CDP) and will need to report on and justify their progress and plans to the course tutors at regular intervals. The CDP is there for coaches to indicate:

- What they need to do that they can't currently do?
 - This will take the form of a video or picture rather than a written goal
- Where are they currently compared to this?
- What can the course tutors do to help the coaches learn this?
- How will the course tutors know when they can do it?

Coaches will have an opportunity to discuss their learning on the course via Coach Development Meetings (see course map). These meetings provide the opportunity for the coach to reflect, to discuss progress on the course and to plan progress in the following months.

11. Assessment

Assessing coaching competence for the Master Performance Coach qualifications will be done through an ongoing assessment process.

There will be 4 main areas of assessment during the course:

1. Completion of the Portfolio of Evidence
2. Learning tasks and activities
 - a. Workshop tasks
 - b. Area of Interest project
3. Progress of the coach's personal player(s)
4. Ongoing on court evaluations during workshops & field visits

N.B: A score of 70%+ is necessary for successful completion of ALL tasks/assignments in each of the above 4 areas.

There will be opportunities to redo any part of the course up until 10 weeks after the end of the last workshop.

A sample of between 10%-20% of mini tasks and assignments will be submitted to an independent assessor to ensure quality and integrity of assessment.