



**Maldives National Skills Development Authority**



# **National Logbook for Sports Coaching**

**Standard Code: SOC15S17V1**

**Qualification Name: National Certificate III in Sports Coaching**  
**Qualification Code: SOC15SQ1L317**

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## KEY FOR CODING

### Coding Competency Standards and Related Materials

DESCRIPTION	REPRESENTED BY
Industry Sector as per ESC (Three letters)	Construction Sector <b>(CON)</b> Fisheries and Agriculture Sector <b>(FNA)</b> Transport sector <b>(TRN)</b> Tourism Sector <b>(TOU)</b> Social Sector <b>(SOC)</b> Foundation <b>(FOU)</b>
Competency Standard	<b>S</b>
Occupation within an industry Sector	<b>Two digits 01-99</b>
Unit	<b>U</b>
Common Competency	<b>1</b>
Core Competency	<b>2</b>
Optional/ Elective Competency	<b>3</b>
Assessment Resources Materials	<b>A</b>
Learning Resources Materials	<b>L</b>
Curricula	<b>C</b>
Qualification	<b>Q1, Q2 etc</b>
MNQF level of Qualification	<b>L1, L2 etc</b>
Version Number	<b>V1, V2 etc</b>
Year of endorsement of standard, qualification	<b>By two digits Example- 07</b>

**1. Endorsement Application for Qualification 01****2. NATIONAL CERTIFICATE III IN SPORTS COACHING****3. Qualification code:**

SOC15SQ1L317

**Total Number of Credits :64****4. Purpose of the qualification**

The purpose of this qualification is to inculcate the necessary skills and knowledge required to deliver a basic sports session. Candidates who achieve this qualification will be deemed competent and ready to work as a school Physical Education teacher or as a community sports coach.

**5. Regulations for the qualification**

National Certificate III in Sports Coaching Qualification will be awarded to those who are competent in unit 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17

**6. Schedule of Units**

Unit Title	Unit Title	Code
1	Observe personal and work place hygiene practices	SOC15S1U01V2
2	Practice health, safety and security Practices	SOC15S1U02V2
3	Practice effective workplace communication	SOC15S1U03V2
4	Perform computer operations	SOC15S1U04V2
5	Organise and complete daily work activities	SOC15S1U05V2
6	Provide first aid	SOC15S1U06V2
7	Conduct basic warm-up and cool-down programs	SOC15S1U07V2
8	Develop and update knowledge of coaching practices	SOC15S1U08V2
9	Coach beginner or novice participants to develop fundamental motor skills	SOC15S1U09V2
10	Develop and update sport, fitness and recreation industry knowledge	SOC15S1U10V2
11	Teach the fundamental skills of sports	SOC15S1U11V2
12	Customise coaching for special needs groups	SOC15S1U12V2
13	Develop nutritional strategies	SOC15S1U13V2

14	Apply anatomy and physiology principles in a fitness context	SOC15S1U14V2
15	Work effectively with young people	SOC15S1U15V2
16	Support athletes to adopt principles of sports psychology	SOC15S1U16V2
17	Injury prevention management	SOC15S1U17V2
<b>7. Accreditation requirements</b>		The training provider should place trainees in the relevant work environments to provide trainees the hands-on experience related to this qualification.
<b>8. Recommended sequencing of units</b>		As appearing under the section 05

## UNITS DETAILS

Unit Title	Unit Title	Code	Level	No of credits
1	Observe personal and work place hygiene practices	SOC15S1U01V2	3	3
2	Practice health, safety and security Practices	SOC15S1U02V2	3	3
3	Practice effective workplace communication	SOC15S1U03V2	3	3
4	Perform computer operations	SOC15S1U04V2	3	3
5	Organise and complete daily work activities	SOC15S1U05V2	3	4
6	Provide first aid	SOC15S1U06V2	3	4
7	Conduct basic warm-up and cool-down programs	SOC15S1U07V2	3	4
8	Develop and update knowledge of coaching practices	SOC15S1U08V2	3	4
9	Coach beginner or novice participants to develop fundamental motor skills	SOC15S1U09V2	3	4
10	Develop and update sport, fitness and recreation industry knowledge	SOC15S1U10V2	3	4
11	Teach the fundamental skills of sports	SOC15S1U11V2	3	4
12	Customise coaching for special needs groups	SOC15S1U12V2	3	64
13	Develop nutritional strategies	SOC15S1U13V2	3	4
14	Apply anatomy and physiology principles in a fitness context	SOC15S1U14V2	3	4
15	Work effectively with young people	SOC15S1U15V2	3	4
16	Support athletes to adopt principles of sports psychology	SOC15S1U16V2	3	4
17	Injury prevention management	SOC15S1U17V2	3	4

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## Packaging of National Qualifications:

National Certificate III in Sports Coaching will be awarded to those who are competent in units

1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17

Qualification Code:

SOC15SQ1L317

## Competency Standard for

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### SPORTS COACHING

Unit No	Unit Title
1.	Observe personal and work place hygiene practices
2.	Practice health, safety and security Practices
3.	Practice effective workplace communication
4.	Perform computer operations
5.	Organise and complete daily work activities
6.	Provide first aid
7.	Conduct basic warm-up and cool-down programs
8.	Develop and update knowledge of coaching practices
9.	Coach beginner or novice participants to develop fundamental motor skills
10.	Develop and update sport, fitness and recreation industry knowledge
11.	Teach the fundamental skills of sports
12.	Customise coaching for special needs groups
13.	Develop nutritional strategies
14.	Apply anatomy and physiology principles in a fitness context
15.	Work effectively with young people
16.	Support athletes to adopt principles of sports psychology
17.	Injury prevention management

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## **BRIEF DESCRIPTION ABOUT THE ROLE OF SPORTS COACHING IN THE MALDIVES**

The Government recognizes the role of sports in promoting healthy lifestyles, behaviors and the strengthening of social relations. To achieve this target, it has conducted successful sports programs to increase the interest and participation of Maldivians across all ages. It specifically aims to develop and improve the physical development of youths, which comprises of a large percentage of the population. To achieve this goal, a significant number of professionals trained in sports and recreation activities are crucial and very much in demand. Hence, the development of sports coaching programs at a national level.

Sport coaches guide people to achieve their full potential within a range of areas. They can work with professional or elite athletes, either as individuals or as part of a team. Sports coaches can also work with community teams and school groups, with young and even everyday people can benefit from regularly utilising a sports coach.

In addition of contributing to the improvement of the sporting performance, sports coaches also play several key roles. They must be assessors and advisors, who are able to assess athletes' performances. They must be role models, mentors, as well as motivators to propel their athletes forward.

As such, sports coaches play an integral part in human development, and the influence a good coach can have on their athlete's life can go way beyond the sporting field.

<b>UNIT TITLE</b>	Observe personal and work place hygiene practices				
<b>DESCRIPTOR</b>	<p>This unit covers the knowledge, skills and attitudes required to observe workplace hygiene procedures and maintaining of personal presentation and grooming standard.</p> <p>This unit deals with necessary skills and knowledge required for maintaining the hygiene of workers and the hygienic practices that should be applied while on the job.</p>				
<b>CODE</b>	SOC15S1U01V2	Level	3	Credit	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Observe grooming, hygiene and personal presentation standards	1.1. Grooming, hygiene and personal presentation practices maintained at high standards in line with industry norms and procedures 1.2. Adequate level of personal cleanliness observed throughout the work 1.3. Effects of poor personal hygiene understood and avoided in all practices
2. Follow hygiene procedures	2.1. Hygiene procedures followed in line with procedures and legal requirements 2.2. Hygiene standards maintained in line with procedures
3. Identify and avoid hygiene risks	3.1. Hygiene risks understood and avoided in line with general standards and guidelines

## ASSESSMENT GUIDE

### Form of assessment



- Assessment for the unit needs to be holistic and observed during assessment of other units of competency which forms the qualification.
- Any written or oral examinations may include questions related to hygiene, illness and personal grooming standard.

### **Assessment context**

Assessment may be done in workplace or a simulated work environment.

### **Critical aspects**

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Maintaining adequate level of all aspects of personal hygiene and cleanliness
- Following cleaning procedures for effective cleaning of work areas
- Immediately reporting any symptoms of illness
- Undertaking routine medical check-ups
- This unit may be assessed in conjunction with all and units which form part of the normal job role

### **Assessment conditions**

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"> <li>• General knowledge of common terminologies used in hygiene including personal hygiene</li> <li>• Knowledge on general symptoms of different types of diseases</li> <li>• Detailed knowledge and importance of illness and injury reporting procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to follow procedures and instructions</li> <li>• Competent to work according to relevant hygiene regulations and procedures</li> <li>• Competent to work to meet requirements for personnel hygiene and hygienic practices</li> <li>• Communication skills</li> <li>• Interpersonal skills</li> </ul>

## UNIT 02

<b>UNIT TITLE</b>	Practice health, safety and security Practices				
<b>DESCRIPTOR</b>	This unit describes the importance of health and safety in the working environment. It identifies the key safety hazards within the work area and recognizes the correct manner in which to safely carry out the tasks of the job, for the benefit of the trainee, colleagues and customers.				
<b>CODE</b>	SOC15S1U02V2	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Follow workplace health, safety and security procedures	1.1. Health, safety and security procedures followed in line with operational policies and procedures and laws and regulations 1.2. Illnesses reported through proper channels of communication, using relevant forms and formats, in line with enterprise procedures 1.3. Safety and security breaches reported through proper channels of communication, in line with enterprise procedures
2. Deal with emergency situations	2.1 Emergency situations recognized and appropriate procedures followed in line with enterprise procedures 2.2 Assistance sought and cooperation given in emergency situations in line with enterprise procedures 2.3 Emergency incidences reported in line with enterprise procedures
3. Identify and prevent hygiene risks	3.1 Hygiene risks identified, prevented and avoided in line with enterprise procedures 3.2 Hygiene risks reported to appropriate persons and corrective action taken in line with enterprise procedures
4. Clean the work area	4.1 Cleaning tasks accomplished to enterprise standards 4.2 Proper method for cleaning selected and employed for appropriate task 4.3 Undertakes sterilization

	4.4 Understands infection control procedures
5. Secure work premises	5.1 Work premises closed and locked at the end of work, in line with enterprise procedures
6. Follow first aid procedures	6.1 Emergency and first aid procedures understood and followed.
7. Inventory and storage	8.1 Inventory maintained 8.2 Equipment stored according to the set procedures

## **RANGE STATEMENT**

Procedures included:

- Guidelines for safe handling of equipment of utensils
- Emergency procedures
- Fire safety procedures
- Security and safety guidelines
- Cleaning and decontamination procedures
- Waste handling procedures
- Cleaning chemicals handling guidelines
- Accident and incidence reporting procedures
- Basic first aid procedures
- Linen handling and maintenance procedures
- Maintaining storage and inventory

**Tools, equipment and materials required may include:**

- Relevant procedure manuals

## **ASSESSMENT GUIDE**

### **Forms of assessment**

Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities.

### **Assessment context**

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### **Critical aspects (for assessment)**

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Communicating effectively with others involved in or affected by the work.

- Identifying and assessing hazardous situations and rectifying, or reporting to the relevant persons.
- Safely handling and storage of dangerous and/or hazardous goods and substances.
- Applying safe manual handling practices.
- Safely and effectively operating equipment and utilising materials over the full range of functions and processes for work undertaken on worksite.
- This unit may be assessed in conjunction with all and units which form part of the normal job role.

### **Assessment conditions**

Assessment must reflect and events processes that occur over a period of time

### **Resources required for assessment**

The following should be made available:

- A workplace or simulated workplace
- Situations requiring safe working practices
- Instructions on safe working practice
- Hazardous chemicals and/or dangerous goods information

### **Unit 03**

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"> <li>• General knowledge on safe practices</li> <li>• Communication procedures</li> <li>• Relevant workplace procedures and guidelines</li> <li>• Infection control</li> <li>• sterilisation</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake safe manual handling jobs</li> <li>• Competent to follow safety regulations</li> <li>• Competent to work safely with workplace equipments, materials and colleagues</li> <li>• Competent in linen handling and maintenance</li> <li>• Laundry procedures</li> <li>• Competent to setup the treatment room</li> <li>• Competent in treatment room cleaning</li> <li>• Sterilization</li> <li>• Maintaining storage and inventory</li> </ul>

<b>UNIT TITLE</b>	Practice effective workplace communication				
<b>DESCRIPTOR</b>	This unit addresses the need for effective communication in the work environment. It describes the ethics of communication and shows the importance of selecting the best method of communication during various situations. It also identifies the barriers to communication and explains how to overcome them. The unit also describes how to use the telephone; the procedures for answering, transferring and holding calls, making outgoing calls and taking messages. In addition it also highlights the need for cleaning telephone equipment.				
<b>CODE</b>	SOC15S1U03V2	<b>Level</b>	3	<b>Credit</b>	3
<b>ELEMENTS OF COMPETENCIES</b>		<b>PERFORMANCE CRITERIA</b>			
1.	Communicate with customers and colleagues	1.1.	Proper channels and methods of communication used		
		1.2.	Workplace interactions with customers and colleagues appropriately made		
		1.3.	Appropriate non-verbal communication used		
		1.4.	Appropriate lines of communication followed		
2.	Participate in workplace meetings and discussions	2.1.	Meetings and discussions attended on time		
		2.2.	Procedures to expressing opinions and following instructions clearly followed		
		2.3.	Questions asked and responded to effectively		
		2.4.	Meeting and discussion outcomes interpreted and implemented correctly		
3.	Handle relevant work related documentation	3.1.	Conditions of employment understood correctly		
		3.2.	Relevant information accessed from appropriate sources		
		3.3.	Relevant data on workplace forms and other documents filled correctly		
		3.4.	Instructions and guidelines understood and followed properly		
		3.5.	Reporting requirements completed properly		

4. Handle telephone	4.1. Procedures for taking messages and making outgoing calls followed correctly 4.2. Incoming calls answered correctly 4.3. Calls put on hold and transferred properly 4.4. Outgoing calls made efficiently 4.5. Communication in both English and Dhivehi demonstrated correctly
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### Range statement

Procedures included:

- Organizational hierarchy and reporting order
- Communications procedures
- Telephone handling procedures

Aspects evaluated:

- Non-verbal communication
- Interpersonal skills
- General attitude to customers, colleagues and work
- Conformity to policies and procedures

Tools, equipment and material used in this unit may include

- Telephone
- Note pads
- Pens
- Forms and formats related to inter-personal communication

### Assessment guide

#### *Forms of assessment*

Assessment for the unit needs to be continuous and holistic and must include real or simulated workplace activities.

#### *Assessment context*

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of opportunities for communication.

#### *Critical aspects (for assessment)*

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of communicating effectively with others involved in or affected by the work. This unit may be assessed in conjunction with all and units which form part of the normal job role.

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### *Assessment conditions*

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

### *Special notes for assessment*

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements

### *Resources required for assessment*

The following should be made available:

- A workplace or simulated workplace
- Materials and equipment

### *Underpinning knowledge and skills*

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• General knowledge of English and Divehi grammar</li><li>• General knowledge of common telephone equipment</li><li>• General knowledge on effective communication</li></ul>	<ul style="list-style-type: none"><li>• Undertake effective customer relation communications</li><li>• Competent in communicating basic with customers</li><li>• Fluency in English and Dhivehi language usage</li></ul>

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**Unit 04**

<b>UNIT TITLE</b>	Perform Computer Operations				
<b>DESCRIPTOR</b>	This unit covers the knowledge, skills and attitudes and values needed to perform computer operations that include inputting, accessing, producing and transferring data using the appropriate hardware and software.				
<b>CODE</b>	SOC15S1U04V2	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Input data into computer	1.1. Data entered into the computer using appropriate program/application in accordance with company procedures 1.2. Accuracy of information checked and information saved in accordance with standard operating procedures 1.3. Input data stored in storage media according to requirements
2. Access information using computer	2.1. Correct program/application selected based on job requirement 2.2. Program/application containing the information required accessed according to company procedures 2.3. Desktop icons correctly selected, opened and closed for navigation purposes
3. Produce/output data using computer system	3.1. Entered/stored data processed using appropriate software commands 3.2. Data printed out as required using computer hardware/peripheral devices in accordance with standard operating procedures 3.3. Files and data transferred between compatible systems using computer software, hardware/ peripheral devices in accordance with standard operating procedures



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## **RANGE STATEMENT**

This unit covers computer hardware to include personal computers used independently or within networks, related peripherals, such as printers, scanners, keyboard and mouse, and storage media such as disk drives and other forms of storage. Software used must include but not limited to word processing, spreadsheets, database and billing software packages and Internet browsing software.

### **Tools, equipment and materials required may include:**

- Storage device
- Different software and hardware
- Personal computers system
- Laptop computer
- Printers
- Scanner
- Keyboard
- Mouse
- Disk drive /CDs, DVDs, compressed storage device

## **ASSESSMENT GUIDE**

### **Forms of assessment**

The assessor may select two of the following assessment methods to objectively assess the candidate:

- Observation
- Questioning
- Practical demonstration

### **Assessment context**

Assessment may be conducted out of the workplace preferably in a computer classroom

### **Critical aspects (for assessment)**

Assessment must show that the candidate:

- Selected and used hardware components correctly and according to the task requirement
- Identified and explain the functions of both hardware and software used, their general features and capabilities
- Produced accurate and complete data in accordance with the requirements
- Used appropriate devices and procedures to transfer files/data accurately

### **Assessment conditions**

Assessment may be conducted out of the work environment and may include assignments and projects.

### **Special notes for assessment**

During the assessment the trainees shall:

- Carry out all the tasks according to the industry and organizational policies and procedures
- Meet the performance criteria of all competence
- Demonstrate accepted level of performance determined by the assessors

### **Resources required for assessment**

- Computer *hardware with peripherals and appropriate software*

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## Unit 05

<b>UNIT TITLE</b>	Organise and complete daily work activities				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to organise and complete work activities, and to obtain feedback on work performance.				
<b>CODE</b>	SOC15S1U05V2	<b>LEVEL</b>	3	<b>CREDIT</b>	4

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Organise work schedule	<p>1.1. Negotiate and agree upon work goals and plans with assistance from appropriate persons</p> <p>1.2. Develop an understanding of the relationship between individual work goals and plans, and organisational goals and plans</p> <p>1.3. Plan and prioritise workload within allocated timeframes</p>
2. Complete work tasks	<p>2.1. Complete tasks within designated time lines and in accordance with organisational requirements and instructions</p> <p>2.2 Use effective questioning to seek assistance from colleagues when difficulties arise in achieving allocated tasks</p> <p>2.3. Identify factors affecting work requirements and take appropriate action</p> <p>2.4. Use business technology efficiently and effectively to complete work tasks</p> <p>2.5. Communicate progress of task to supervisor or colleagues as required</p>

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3. Review work performance	<p>3.1. Seek feedback on work performance from supervisors or colleagues</p> <p>3.2. Monitor and adjust work according to feedback obtained through supervision and comparison with established standards</p> <p>3.3. Identify and plan opportunities for improvement in liaison with colleagues</p>
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## **RANGE STATEMENT**

### Factors affecting work requirements

- changes to procedures or new procedures
- competing work demands
- environmental factors such as time, weather
- other work demands
- resource issues
- technology/equipment breakdowns

### Business technology

- computer applications
- computers
- facsimile machines
- photocopiers
- printers
- scanners

### Opportunities for improvement

- coaching, mentoring and/or supervision
- internal/external training provision
- personal study
- workplace skills assessment

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## **ASSESSMENT GUIDE**

### **Forms of assessment**

Assessment for the unit needs to be holistic and can be observed during assessment of other units of competency which forms the qualification.

### **Assessment context**

Assessment must ensure access to an actual or simulated environment, equipments and resources.

### **Critical aspects (for assessment)**

Following aspects must be demonstrated by the candidate in the assessment

- ability to organize and complete own work activities
- ability to seek and act on feedback
- use available business technology appropriate to the task, under direct instruction

### **Assessment methods**

Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- analysis of responses to case studies and scenarios
- demonstration of techniques
- review of documentation planning and prioritising workload
- evaluation of time line required to complete tasks
- review of documentation planning opportunities for improvement.

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• organisational policies, plans and procedures.</li></ul>	<ul style="list-style-type: none"><li>• literacy skills</li><li>• organising skills</li><li>• problem-solving skills</li><li>• technology skills</li></ul>

## Unit o6

<b>UNIT TITLE</b>	Provide first aid				
<b>DESCRIPTOR</b>	This unit describes the skills and knowledge required to provide a first aid response to a casualty. The unit applies to all workers who may be required to provide a first aid response in a range of situations, including community and workplace settings.				
<b>CODE</b>	SOC15S1U06V2	<b>LEVEL</b>	3	<b>CREDIT</b>	4

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Respond to an emergency situation	<ul style="list-style-type: none"><li>1.1. Recognise an emergency situation</li><li>1.2. Identify, assess and manage immediate hazards to health and safety of self and others</li><li>1.3. Assess the casualty and recognise the need for first aid response</li><li>1.4. Assess the situation and seek assistance from emergency response services</li></ul>
2. Apply appropriate first aid procedures	<ul style="list-style-type: none"><li>2.1. Perform cardiopulmonary resuscitation (CPR) in accordance with the established first aid principles.</li><li>2.2. Provide first aid in accordance with established first aid principles</li><li>2.3. Display respectful behaviour towards casualty</li><li>2.4. Obtain consent from casualty where possible</li><li>2.5. Use available resources and equipment to make the casualty as comfortable as possible</li><li>2.6. Operate first aid equipment according to manufacturer's instructions</li><li>2.7. Monitor the casualty's condition and respond in accordance with first aid principles</li></ul>
3. Communicate details of the incident	<ul style="list-style-type: none"><li>3.1. Accurately convey incident details to emergency response services</li><li>3.2. Report details of incident to workplace supervisor as appropriate</li><li>3.3. Maintain confidentiality of records and information</li></ul>
4. Evaluate the incident and own performance	<ul style="list-style-type: none"><li>4.1. Recognise the possible psychological impacts on self and other rescuers involved in critical incidents</li><li>4.2. Participate in debriefing to address individual needs</li></ul>

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## **RANGE STATEMENT**

Established first aid principles include:

- checking and maintaining the casualty's airway, breathing and circulation
- checking the site for danger to self, casualty and others and minimising the danger.

Physical and personal hazards may include:

- workplace hazards such as fire, floods, violent persons
- environmental hazards such as electrical faults, chemical spills, fires, slippery surfaces, floods, wild animals, fumes,
- proximity of other people
- hazards associated with the casualty management processes.

Risks may include:

- worksite equipment, machinery and substances
- bodily fluids
- risk of further injury to the casualty
- risks associated with the proximity of other workers and bystanders.

First aid management will need to account for:

- location and nature of the work environment
- environmental conditions and situations, such as electricity, biological risks, weather and terrain, motor vehicle accidents,
- the level of knowledge, skills, training and experience of the person administering first aid
- familiarity with particular injuries
- legal issues that affect the provision of first aid in different industry sectors
- the characteristics of the site where the injury occurs
- the nature of the injury and its cause
- infection control procedures

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- availability of first aid equipment, medications and kits or other suitable alternative aids
  - proximity and availability of trained paramedical and medical/health professional assistance
  - the patient's cardio-vascular condition as indicated by vitals signs such as body temperature, pulse rate and breathing rates
  - unresolved dangers such as fire, chemical contamination or fume toxicity of the area where the injury occurs.

Vital signs include:

- breathing
- circulation
- consciousness.

Injuries may include:

- abdominal trauma
- allergic reactions
- bleeding
- chemical contamination
- choking
- cold injuries
- cardio-vascular failure
- dislocations and fractures
- drowning
- poisoning and toxic substances
- medical conditions including epilepsy, diabetes, asthma
- eye injuries
- head injuries
- minor skin injuries
- neck and spinal injuries
- needle stick injuries
- puncture wounds and cuts
- crush injuries
- shock

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- smoke inhalation
  - sprains and strains
  - substance abuse
  - unconsciousness
  - infections
  - inhalation of toxic fumes and airborne dusts
  - bone and joint injuries
  - eye injuries
  - burns and scalds, thermal, chemical, friction and electrical

Injuries may involve:

- unconsciousness
- confusion
- tremors
- rigidity
- numbness
- inability to move body parts
- pain
- delirium
- external bleeding
- internal bleeding
- heat exhaustion
- hypothermia
- pre-existing illness.

Appropriate others from whom assistance may be sought may include:

- emergency services personnel
- health professionals
- colleagues
- customers
- passers by.



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Assistance may include, as appropriate to emergency situations:

- maintaining site safety and minimizing the risk of further injury or injury to others
- making the casualty comfortable and ensuring maximum safety
- assessment of injury situations
- providing first aid including managing bleeding through the application of tourniquets, pressure and dressings
- giving CPR and mouth-to-mouth resuscitation
- giving reassurance and comfort
- raising the alarm with emergency services or health professionals
- removing debris

**Tools, equipment and material used in this unit may include:**

- first aid kit
- pressure and other bandages
- thermometers
- eyewash
- pocket face masks
- rubber gloves
- dressings
- flags and flares
- fire extinguishers
- communication equipment such as mobile phones

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## **ASSESSMENT GUIDE**

### **Forms of assessment**

Assessment methods must be chosen to ensure that obtained knowledge can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- practical demonstration of the use of commonly-used equipment and first aid supplies
- explanation about management of a variety of common simulated injury situations
- questions to test knowledge of injury situations, types of injury and management of injury situations
- review of portfolios of evidence and third party reports of performance of first aid by the candidate

### **Assessment context**

This unit may be assessed in a simulated environment

### **Critical aspects (for assessment)**

Assessment must ensure:

- use of real first aid equipment
- ability to assess situations requiring first aid and to decide on a plan of action including seeking help
- ability to apply established first aid principles including:
  - checking and maintaining the casualty's airway, breathing and circulation
  - checking the site for danger to self, casualty and others and minimising the danger

### **Assessment conditions**

Assessment must ensure:

- use of real first aid equipment
- use of dummies

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**Unit 07**

<b>UNIT TITLE</b>	Conduct basic warm-up and cool-down programs				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge to implement basic warm up and cool down programs incorporating stretching to assist athletes to prepare for activity and also aid in post activity recovery.				
<b>CODE</b>	SOC15S1U07V2	<b>LEVEL</b>	3	<b>CREDIT</b>	4

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Define the scope of warm-ups and cool-downs.	1.1. Explain the benefits of warm-ups and cool-downs in aiding performance and recovery to athletes. 1.2. Explain preferred timing and duration of warm-ups and cool-downs to the athletes according to the sport or activity. 1.3. Select appropriate warm-up and cool-down exercises and techniques for the sport or activity.
2. Implement warm-up program.	2.1. Consult with athletes to identify contraindications and precautions for warm-up exercises. 2.2. Refer the athlete to a medical practitioner or other relevant personnel in the medical support team as required. 2.3. Explain and demonstrate a range of warm-up exercises to prepare athletes for activity or competition according to the basic principles of biomechanics and best practice. 2.4. Monitor application of warm-up exercises and techniques according to procedures. 2.5. Adjust warm-up exercises and techniques according to required levels of the athlete.

3. Implement cool-down program.	<p>3.1. Consult with athletes to identify contraindications and precautions for cool-down exercises.</p> <p>3.2. Explain and demonstrate a range of cool-down exercises to aid recovery from activity or competition according to the basic principles of biomechanics.</p> <p>3.3. Monitor application of cool-down exercises and techniques according to procedures.</p> <p>3.4. Adjust cool-down exercises and techniques according to the basic principles of biomechanics and best practice.</p>
4. Review and modify program.	<p>4.1. Review the program in consultation with appropriate personnel and athletes.</p> <p>4.2. Evaluate own performance using self-reflection methods and identify potential improvements for future performances.</p> <p>4.3. Make modifications to the program where required in response to feedback from appropriate personnel and own self-reflection outcomes.</p>

## Range statement

### ***Benefits***

- gradually increased body and muscle temperature
- increased blood and oxygen supply
- increased flexibility generally or in specific muscle groups
- increased proprioception
- increased excitement levels
- return heart rate, breathing and blood pressure to normal
- restoration of range of motion and flexibility
- removal of waste products from muscle tissue
- reduction of exercise induced muscle spasm.

### ***Warm-ups***

series of exercises, usually incorporating some stretching exercises

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### ***Cool-downs***

- series of exercises, usually incorporating stretching exercises.

### ***Preferred timing and duration of warm-ups and cool-downs***

- performance parameters for the event
- intensity of event or activity
- areas of body to cover
- holding times
- repetitions.

### ***Contraindications and precautions***

- acute inflammation
- infection
- fracture
- recent muscle injury
- haematoma
- torn ligament
- acute and or sudden joint swelling
- neck soreness or strain
- back soreness or strain
- extreme pain on movement of any body part
- inability to bear weight through a limb
- heart condition
- open wound.

### ***Basic principles of biomechanics***

- centre of gravity
- base of support
- levers
- fulcrums
- major muscle actions.

### ***Self-reflection methods***

- diary or journal
- mentoring.

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## **ASSESSMENT GUIDE**

Assessment for the unit needs to be holistic and observed during assessment of other units of competency which forms the qualification.

### **Critical aspects**

Evidence of the following is essential:

- interacts with athletes to determine contraindications to warm-up and cool-down exercises and refers the athlete to appropriate medical personnel as required
- applies knowledge of biomechanics and human anatomy and physiology to select and safely demonstrate appropriate warm-up and cool-down techniques to athletes and monitors their safe application within safety systems and best practice sports trainer principles
- evaluates and reflects on own work performance to identify ways in which warm-up and cool-down programs and benefits to athletes can be improved.

### **Assessment context**

Assessment must include multiple warm-up and cool-down sessions to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a sport setting or environment
- athletes participating in sport or physical activity
- equipment and facilities to conduct a warm-up and cool-down program.

### **Assessment method**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of applying appropriate warm-up and cool-down techniques for relevant activity
- observation of interaction with athletes, including eliciting information about contraindications
- oral or written questioning to assess knowledge of the principles of biomechanics in relation to performing warm-ups and cool-downs
- third-party reports from a supervisor detailing performance.

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> <li>• procedures to enable the safe conduct and monitoring of warm-up and cool-down programs.</li> <li>• principles of biomechanics and human anatomy and physiology to enable the safe conduct of warm-up and cool-down exercises</li> <li>• contraindications and precautions for warm-up and cool-down exercises to ensure effective prevention or management of injury</li> <li>• warm-up, stretching and cool-down exercises and techniques for relevant activities or events to enable an appropriate program to be implemented</li> <li>• benefits of warm-up, stretching and cool-down exercises in preventing injury and aiding recovery.</li> </ul>	<ul style="list-style-type: none"> <li>• communication skills</li> <li>• problem-solving skills</li> <li>• self management skills to review and reflect on own performance</li> </ul>

<b>UNIT TITLE</b>	Develop and update knowledge of coaching practices				
<b>DESCRIPTOR</b>	<p>This unit describes the performance outcomes, skills and knowledge required to develop and update information on coaching, including the legal and ethical issues that must be considered by coaches.</p> <p>The unit focuses on the ability to source and comprehend general principles of coaching, sport specific requirements and covers the initial and ongoing development of a person's required knowledge base. This unit describes a key function for all people who require an essential knowledge of coaching general principles to support work activities.</p>				
<b>CODE</b>	SOC15S1Uo8V2	<b>LEVEL</b>	3	<b>CREDIT</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1 Source and apply general information on coaching general principles.	<p>1.1. Identify sources of information to understand the general structure and operation of a Coaching Accreditation Scheme.</p> <p>1.2. Access and comprehend sport specific information relevant to coaching in chosen sport.</p>
2 Source and apply information on legal and ethical issues that impact on coaching.	<p>2.1. Obtain information on legal obligations and legal issues affecting coaches.</p> <p>2.2. Obtain information on ethical responsibilities and ethical issues affecting coaches.</p> <p>2.3. Identify sport specific risks and principles of risk management that can be incorporated into coaching.</p> <p>2.4. Analyse information to determine own specific responsibilities as a coach.</p>
3 Develop coaching practices.	<p>3.1. Identify the roles and responsibilities of coaches and support personnel according to specific sport or activity skills and best practice principles.</p> <p>3.2. Determine coaching styles appropriate to competition and participation.</p> <p>3.3. Obtain information on game centred and technique centred approaches to coaching.</p> <p>3.4. Identify a range of strategies to apply information sourced to role as a coach.</p>



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## **RANGE STATEMENT**

### ***Sources of information***

- formal and informal research
- media
- reference books
- libraries
- industry journals
- internet
- informal discussions and networking with officials
- industry seminars
- training courses
- industry codes of behaviour or ethics.

### ***Sport specific information***

- codes of practice for coaches
- policies and procedures related to:
  - risk management
  - equipment:
    - availability
    - standard
    - maintenance
  - ratio of coach to participants
  - provision of first aid
  - facilities and location
  - participants
  - support personnel
  - environment

### ***Legal obligations***

- unsafe equipment
- injuries
- illness
- unlawful behaviour of participants, coach, instructor or support personnel
- improper use of information.

### ***Ethical responsibilities***

- 
- bullying
  - physical, and verbal harassment
  - physical, and verbal abuse
  - inappropriate relationships
  - drugs in sport
  - cheating
  - reporting ethical breaches
  - maintaining professional standards of behaviour
  - responding appropriately to participants, support personnel and parents or guardians.

### ***Risks***

- sport or activity-specific injuries
- illness
- adverse weather
- accidents
- hazardous objects
- inappropriate facilities or equipment
- level of challenge or difficulty
- insufficient supervision resulting in injury
- inappropriate behaviour resulting in injury.

### ***Principles of risk management***

- relevant activity specific safety requirements (including personal protective equipment)
- injury prevention
- risk identification and hazard control
- risk minimisation
- medical conditions and clearances
- safety requirements for spectators and support personnel
- adequate supervision and ratios
- record keeping of participant history
- emergency incident procedures.

### ***Support personnel***

- 
- administrators and managers
  - other coaches or instructors
  - assistants
  - volunteers
  - officials
  - medical and allied health professionals
  - parents and guardians.

### ***Sport or activity skills***

- physical or motor skills
- tactical or mental skills
- a combination of physical and tactical, forming a sequence of skills.

### ***Best practice principles***

- sport or activity-specific codes of behaviour and policies
- organisation sport specific codes of behaviour
- national sport or activity organisation regulations and guidelines
- relevant national regulations and guidelines
- the culture of the sport or activity
- accepted or expected preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations
- current and past good practice demonstrated by self or peers in the same or similar situation.

### ***Coaching styles***

- friendly and approachable while maintaining a 'professional distance'
- directive regarding non-negotiable issues such as safety factors
- casual
- critical friend
- motivational
- disciplinarian
- humorous when appropriate
- organised and efficient
- supportive and encouraging

### ***Game centred***

- 
- learners playing the game (modified or mini) as the central organisational feature  
modified activities that emphasise specific tactics.

### ***Technique centred***

- skills are presented in a gradual fashion with successful repetition as a key objective  
skills facilitate development of movement patterns from elementary to mature, then applied to the game.

## **ASSESSMENT GUIDE**

### **Forms of assessment**

Assessment for the unit needs to be holistic and observed during assessment of other units of competency which forms the qualification.

### **Assessment context**

Assessment must ensure:

- knowledge of legal and ethical coaching practices as they relate to the individual's current or intended sport.

Assessment must also ensure access to:

- appropriate communication technology, to facilitate the processes involved in sourcing coaching information
- information sources in order to conduct research and collect sufficient information
- sport specific rules, regulations and requirements for coaches for individual's chosen sport
- documents that describe key legislation and ethical responsibilities related to coaching
- specific sport or activity best practice principles, rules, policies and regulations related to coaching.

### **Critical aspects (for assessment)**

Evidence of the ability to:

- source general coaching information and apply this to role as a coach for a specific sport
- develop an understanding of the key legal obligations and ethical issues related to role as a coach for a specific sport.
- identify coaching styles, approaches and practices appropriate to the needs of different participants.

### **Assessment methods**

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A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of legal and ethical responsibilities of a coach
- projects to research differing aspects of coaching and delivery of the sourced information in a brief written or oral presentation
- case studies and problem-solving exercises to assess application of knowledge to different situations and contexts
- written and oral questioning or interview to test knowledge the key content of legislation and industry codes of behaviour
- third-party reports from a supervisor detailing performance.

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• current sport specific rules, laws and regulations, best practice codes and principles</li><li>• legal liability and duty of care</li><li>• ethical responsibilities of a coach</li><li>• industry best practice equipment and safety requirements, including risk management principles</li><li>• coaching styles and practices applicable to a range of ages and learning abilities.</li></ul>	<ul style="list-style-type: none"><li>• research skills to identify, interpret and sort relevant information</li><li>• communication skills including active listening and questioning to obtain information and to provide a summary of information</li><li>• literacy skills to read and comprehend the content of plain English information documents about legal and ethical issues, industry accreditation schemes and codes of behaviour</li><li>• problem-solving skills to identify methods of incorporating risk management principles into sport specific coaching duties.</li></ul>

## Unit 09

<b>UNIT TITLE</b>						Coach beginner or novice participants to develop fundamental motor skills
<b>DESCRIPTOR</b>					This unit describes the performance outcomes, skills and knowledge required to develop fundamental motor skills of participants. It requires the ability to plan, conduct and evaluate drills and activities for novice or beginner participants.	
<b>CODE</b>	SOC15S1Uo9V2	<b>LEVEL</b>	3	<b>CREDIT</b>	4	

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Design a session to develop fundamental perceptual motor skills.	1.1 Assess readiness of participants and select activities and drills with consideration to stage of physical growth and maturity. 1.2 Incorporate inclusive practices in session design. 1.3 Identify and confirm resources and specific learner support requirements for the training. 1.4 Develop delivery methods and practice schedules appropriate to learning a physical skill and to needs of different participants.
2. Deliver the session.	2.1 Select coaching methods appropriate to participant needs and to development of physical skills. 2.2 Match coaching methods to novice or beginner participant characteristics. 2.3 Present, sequence and pace information according to needs of participants and session timeframe. 2.4 Apply presentations and clear communication methods that are suited to learning needs of participants. 2.5 Observe and monitor progress and manage group behavior to promote cooperation and good relationships. 2.6 Devise skill development progression and regression activities according to needs of individuals and groups. 2.7 Apply risk management principles to minimize risk of injuries and address specific individual safety needs. 2.8 Implement incident management procedures to deal with any minor injury.
3. Review the session.	3.1 Seek feedback from participants and others on effectiveness of the session. 3.2 Identify modifications to future sessions based on feedback. 3.3 Design links to next session to develop or progress skills.

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### ***Readiness***

- growth rates
- developmental stages
- heat tolerance and hydration
- physical ability
- skill level
- social characteristics
- injury and incapacity
- attention spans.

### ***Constraints***

- access to industry experts, sporting facilities and equipment
- access to practice opportunities
- budget and time requirements
- numbers and groupings of participants.

### ***Risks***

- inappropriate facilities and or equipment
- adverse weather
- environment
- other users
- inadequate equipment or resources
- inappropriate coaching methods

### ***Coaching methods***

- explanation and demonstration
- drills, games and other activities
- structured practice opportunities
- behaviour management
- progressive and regressive skill development activities
- guided discovery approaches.



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### **Forms of assessment**

Assessment for the unit needs to be holistic and observed during assessment of other units of competency which forms the qualification.

### **Assessment context**

Assessment must ensure:

- design and delivery of multiple fundamental perceptual motor skill development sessions relevant to the individual's current or intended coaching role that are of sufficient breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a facility where the sport-specific range of coaching activities can be conducted
- novice or beginner participants
- equipment appropriate for the specific sport.

### **Critical aspects (for assessment)**

Evidence of the ability to:

- select and deliver learning activities to develop fundamental perceptual motor skills and apply strategies to maintain engagement and enthusiasm of novice or beginner participants
- monitor learning progress of participants and modify activities accordingly
- assess constraints and risks associated with the session and structure session to provide appropriate skill progression and regression to suit style of learning
- apply risk and incident management procedures
- identify improvement to sessions based on feedback obtained from participants and others
- deliver safe coaching

### **Assessment methods**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interacting with novice or beginner participants to foster a positive learning environment
- observation of delivering, monitoring and adjusting effective coaching sessions
- written or oral questioning to assess knowledge of the characteristics of novice or beginner participants and fundamental perceptual motor skills of the specific sport portfolio of session plans and evaluations.

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> <li>• motor skills required to play a selected sport</li> <li>• physical, psychological and social characteristics of children and related stages for learning and coaching activities to enable the development of appropriate program</li> <li>• learning principles and delivery methods appropriate to developing fundamental perceptual motor skills of junior learners</li> <li>• skill development progression and regression activities suited to individuals and groups</li> <li>• coaching techniques and methods of maintaining focus and engagement of learners</li> <li>• behaviours and abilities of learners which may indicate learner difficulties</li> <li>• session design and techniques for the recognition and resolution of inappropriate behaviours</li> <li>• sport-specific equipment and resource requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• planning and organising skills</li> <li>• communication and interpersonal skills</li> <li>• problem-solving skills</li> <li>• numeracy skills</li> <li>• self-management skills</li> </ul>

<b>UNIT TITLE</b>	Develop and update sport, fitness and recreation industry knowledge				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to develop and update current and emerging information on the sport, fitness and recreation industry, including industry structure, current technology and key environmental, community, legal and ethical issues that must be considered and applied in day-to-day work. The unit focuses on the ability to source and comprehend general sport, fitness and recreation industry information and covers the initial and ongoing development of a person's required knowledge base.				
<b>CODE</b>	SOC15S1U10V2	<b>LEVEL</b>	3	<b>CREDIT</b>	4

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Source and apply general information on the structure and operation of the sport, fitness and recreation industry.	1.1. Identify credible sources of information. 1.2. Access and comprehend specific industry information of relevance to the sport, fitness and recreation industry. 1.3. Identify the economic and social significance of sport, fitness and recreation and its impact on individuals and the community. 1.4. Identify the role of volunteers. 1.5. Apply industry information in day-to-day work activities.
2. Source and apply information on legal and ethical issues that impact on the sport, fitness and recreation industry.	2.1. Obtain information on legal issues that impact on own work role. 2.2. Carry out work tasks according to legal obligations and industry standards of ethical practice. 2.3. Apply knowledge of a client-focused approach according to community development philosophies and principles.

3. Source and apply information on sport, fitness and recreation industry technology.	<p>3.1. Source and access information on current and emerging technologies that impact on the sport, fitness and recreation industry.</p> <p>3.2. Identify the potential effects of different technologies.</p> <p>3.3. Apply knowledge of current and emerging technology in day-to-day work activities.</p>
4. Update knowledge of the sport, fitness and recreation industry.	<p>4.1. Identify and use a range of opportunities to update knowledge of the sport, fitness and recreation industry.</p> <p>4.2. Share updated information with colleagues, according to organisation procedures, and incorporate into day-to-day work activities.</p>

## RANGE STATEMENT

### *Sources of information*

- formal and informal research
- media
- reference books
- libraries
- unions
- industry associations and organisations
- industry journals
- computer data, including internet
- personal observations and experience
- informal discussions and networking with colleagues
- industry seminars
- training courses
- familiarisation tours of sport, fitness and recreation facilities
- participation or membership in professional industry associations
- participation in industry accreditation schemes
- use of industry codes of conduct or ethics.

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### ***Economic and social significance***

- impact on volunteers
- effect on local amenities or facilities
- community role in recreation
- positive and negative impacts on health
- impact on employment
- national pride.

### ***Ethical practice***

- professional relationships
- agreed compliance with codes of conduct, practice or ethics
- truth and honesty regarding all information given to customers
- professional standards of customer service
- information collection, storage and dissemination
- inclusive and non–discriminatory practices.

### ***Technologies***

- current and emerging industry technology, including e-business
- social media
- event management systems
- client relationship management
- performance enhancement.

## **ASSESSMENT GUIDE**

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## **Forms of assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended

## **Assessment context**

Assessment must also ensure access to:

- communication technology, information programs and publications to facilitate the processes involved in sourcing industry information
- information sources in order to conduct research and collect sufficient information
- industry association membership information, codes of conduct and registration and accreditation schemes information

## **Critical aspects (for assessment)**

Evidence of the ability to:

- source initial and updated information on the sport, fitness and recreation industry and apply this knowledge of industry to the performance of own work role
- comprehend general knowledge of the sport, fitness and recreation industry, including main roles, functions and interrelationships of different sectors, with a more detailed knowledge of issues that relate to a specific sector
- identify the key environmental, community, legal and ethical issues for the sport, fitness and recreation industry
- identify peak industry bodies and their role in registration and accreditation and the requirements for work in chosen sector.

## **Assessment methods**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- projects to research differing aspects of the sport, fitness and recreation industry and delivery of the sourced information in a brief written or oral presentation
- case studies and problem-solving exercises to assess application of knowledge to different situations and contexts
- written and oral questioning or interview to test knowledge of different sectors of the sport, fitness and recreation industry and their interrelationships, the key content of legislation and industry codes of conduct

review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> <li>sources of general information on the sport, fitness and recreation industry.</li> <li>Structure of the sport, fitness and recreation industry; the functions, key characteristics and interrelationships of the different sectors of the industry including the roles of the following sectors:  Community recreation  Fitness  Sport  Outdoor recreation</li> <li>The existence and primary functions of the sector – specific industry associations and associated industry accreditation and registration schemes.</li> <li>The existence and primary functions of local, regional, state and national bodies and their roles.</li> <li>the existence and key characteristics of codes of conduct or ethics in the sport, fitness and recreation industry, the impacts of compliance and non-compliance and the roles and responsibilities of individual workers in these quality assurance processes.</li> </ul>	<ul style="list-style-type: none"> <li>research skills to identify, interpret and sort relevant information.</li> <li>communication skills including active listening and questioning to obtain information and to provide a verbal summary of information.</li> <li>literacy skills to read and comprehend the content of plain English information documents about legal issues, industry accreditation and registration schemes, working with children checks and codes of conduct or behavior.</li> <li>writing skills to note take, summarise and record information in basic documents such as information sheets, portfolios and files.</li> </ul>

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<ul style="list-style-type: none"><li>• the existence and basic aspects of laws that impact on sport, fitness and recreation organisations and actions that must be adhered to by sport, fitness and recreation organisations</li></ul> <p>current and emerging technology used in the sport, fitness and recreation industry</p> <p>principles of a client-focused approach, and philosophies and principles of community development to enable the application of inclusive practices.</p>	
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## Unit 11

<b>UNIT TITLE</b>	Teach the fundamental skills of sports				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to teach the fundamental skills of sports. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the fundamental skills of athletics.				
<b>CODE</b>	SOC15S1U11V2	<b>LEVEL</b>	3	<b>CREDIT</b>	4

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Plan athletics session or sessions	1.1. Establish participant's needs and characteristics.  1.2. Assess participant's readiness and current knowledge of athletics in order to determine session's aims and objectives.  1.3. Develop a plan according to participant's needs and characteristics.  1.4. Identify safety procedures associated with athletics drills, activities and games  1.5. Select and access athletics facility, equipment and resources, and check to ensure safety and suitability
2. Brief participants.	2.1. Communicate instructions and relevant information about the athletics session in a manner appropriate to the participants.  2.2. Encourage participants to seek clarification, information and feedback as required during the session.  2.3. Inform participants of known and anticipated risks, safety procedures and appropriate behaviour.  2.4. Establish a suitable communication system appropriate to the age and level of the participants.

<p>3. Conduct athletics session or sessions</p>	<p>3.1. Apply clear and accurate teaching and coaching techniques to impart and develop required knowledge, fundamental skills of athletics and physical fitness.</p> <p>3.2. Advise procedures for dealing with emergency and non-routine situations.</p> <p>3.3. Conduct warm-up and or introductory activities for participants to reduce the risk of injury.</p> <p>3.4. Monitor individual participant's performance and maintain effective communication throughout athletics drills, activities and games.</p> <p>3.5. Observe participants during athletics drills, activities and games, and adjust or refine individual and or group technique as required.</p> <p>3.6. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their athletics skills.</p>
<p>4. Complete post-session responsibilities.</p>	<p>4.1. Provide opportunities for participants to identify their personal progress and satisfaction with the session and give feedback as required.</p> <p>4.2. Evaluate relevant aspects of the athletics session and determine the level of learning achieved.</p> <p>4.3. Identify potential areas of improvement for future athletics sessions.</p>

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## **RANGE STATEMENT**

### **Locomotor and non locomotor skills**

- running
- jumping
- throwing

### **Participant's needs and characteristics**

characteristics may include:

- 
- age
  - cultural and situational factors
  - previous experience
  - fitness level and physical capabilities
  - basic athletics skills and knowledge
  - injuries and illnesses.

### **Readiness**

level of fitness

- motor performance factors
- positive approach to enjoyment and performance.

### **Session's aims and objectives**

- fundamental skill acquisition
- physical fitness targets
- building on existing skills.

### **Plan**

- session's aims and objectives
- date, time and duration
- location or facility
- equipment and resources
- drills, activities and games
- safety requirements

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### **Safety procedures**

- group management in emergency situations
- assessment of the conditions and external influences
- rules and safety requirements of running, jumping and throwing activities
- adequate supervision at all times
- clear communication systems.

### **Drills, activities**

- skills focused
- fitness focused.

### **Games**

- modified athletics games or disciplines
- linking and practicing skills learnt during drills and activities.

### **Equipment**

- junior reverse board
- team-tumble mat
- folding hurdles
- high stepper
- high jump bed, bar, stands.

### **Teaching and coaching techniques**

- repetition
- systemisation
- gradual loading
- circuits
- partner work
- sequential progressions of skill or skills.

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## **Required knowledge**

- skills focus of session
- safety and risk management
- equipment selection, use and maintenance
- communication systems.

## **Participant's performance**

- participation and determination
- performance and accuracy of fundamental skills
- attitude and behaviour
- ability to link and perform the fundamental skills of athletics

## **ASSESSMENT GUIDE**

### **Forms of assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended

### **Assessment context**

Assessment must ensure the conduct of safe athletics drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- suitable open space for the conduction of athletics drills, activities and games
- a group of participants to take part in the athletics session or sessions
- equipment suitable for running, jumping and throwing drills, activities and games such as hurdles, long and triple jump pits, high jump bed, bar and stands, discuses and shot puts
- resources and information regarding participants and location to accurately plan, coach and document fundamental athletics sessions for a variety of participants
- relevant legislation, organisational policies and procedures, and accepted best practice of athletics that impact on the conduct of fundamental drills, activities, and games.

## **Critical aspects (for assessment)**

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Evidence of the following is essential:

- plans and delivers precise relevant information, explanations and demonstrations for athletics session or sessions to ensure activities are conducted safely, according to participant's needs and characteristics
- observes and monitors participants to identify the physical preparation required to improve fundamental skills of athletics and to recognise participant's readiness to progress to the next level
- modifies teaching and coaching techniques, drills, activities and games to cater for a range of individual learning styles and provides constructive feedback and intervention to develop the fundamental skills of athletics
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

### **Assessment methods**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as analysing participants to determine their needs and characteristics, and implementing, monitoring and adjusting safe athletics coaching sessions
- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and accepted best practice of athletics to enable safe conduct of all drills, activities and games during the session or sessions
- portfolio of session plans and self evaluations
- third-party reports from a supervisor detailing performance.

<b>UNDERPINNING KNOWLEDGE</b>	<b>UNDERPINNING SKILLS</b>
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<ul style="list-style-type: none"> <li>• equipment types, characteristics and set up for athletics drills, activities and games</li> <li>• teaching and coaching techniques and practices applicable to a range of ages, learning abilities, physical abilities, disabilities and impairments, fitness and motor performance to ensure readiness of participants</li> <li>• fundamental athletic skills to plan specific drills, activities and games that promote skill acquisition in individuals and group</li> <li>• communication systems used in athletics to ensure safety of participants</li> <li>• risks commonly associated with athletics, and methods of mitigating these risks</li> <li>• emergency response and safety procedures appropriate for athletics, to ensure risk minimisation to self and group.</li> </ul>	<ul style="list-style-type: none"> <li>• communication skills</li> <li>• problem-solving skills</li> <li>• planning and organisational skills</li> <li>• language and literacy skills</li> <li>• numeracy skills</li> <li>• personal athletic skills to a high level of technical correctness</li> <li>• first aid and emergency response skills appropriate to the facility to enable initial response in emergencies while teaching athletics.</li> </ul>
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## Unit 12

<b>UNIT TITLE</b>	Customize coaching for special needs groups				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to identify the needs of special needs groups such as athletes with a disability or mature aged athletes, customise inclusive teaching and coaching practices to involve special needs groups and review and adapt coaching outcomes.				
<b>CODE</b>	SOC15S2U12V2	<b>LEVEL</b>	4	<b>CREDIT</b>	4

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Consult with athletes to determine special needs.	<p>1.1. Identify athlete's needs.</p> <p>1.2. Liaise with family where appropriate and other relevant support personnel to confirm requirements of individual athletes with special needs.</p> <p>1.3. Identify factors that may affect the acquisition of required skills of athletes with special needs.</p> <p>1.4. Identify and confirm activity specific modifications as required.</p> <p>1.5. Assess athlete's functional ability and readiness to acquire and perform the activity-specific skills.</p>
2. Plan coaching session to include special needs groups.	<p>2.1. Assess current teaching methods and coaching or instructional styles to determine suitability for athletes with special needs.</p>

	<p>2.2. Select and or adapt teaching methods and coaching or instructional styles to match the athlete's special needs and readiness to acquire and perform the activity specific skill or skills.</p> <p>2.3. Identify and access additional resources required to develop and perform the activity-specific skill or skills.</p> <p>2.4. Adapt resources as appropriate for athletes with special needs.</p> <p>2.5. Assess and plan for levels of support or care required by athletes with special needs where appropriate.</p>
<p>3. Deliver coaching session to include special needs groups.</p>	<p>3.1. Deliver relevant information and demonstrations to teach or develop specific skills to athletes with special needs</p> <p>3.2. Conduct drills, activities and games to teach or develop the skills of athletes with special needs.</p>

	<p>3.3. Adapt communication techniques to meet the needs of athletes with special needs.</p> <p>3.4. Emphasise and monitor participation in mainstream teams or groups while adjusting or refining skills on an individualised basis.</p> <p>3.5. Implement the safety and medical considerations of the athlete's specific need as appropriate.</p> <p>3.6. Monitor the teaching method and coaching or instructing style in relation to athletes with special needs and make adjustments.</p> <p>3.7. Provide feedback to the athlete and other support personnel according to the best practice principles of the sport or activity.</p>
4. Evaluate coaching session.	<p>4.1. Seek and acknowledge feedback from athletes and support personnel.</p> <p>4.2. Develop evaluation criteria and analyse all relevant components of the session against the criteria.</p> <p>4.3. Identify areas where session could be improved to better meet the needs of athletes with special needs and ways of obtaining this improvement.</p> <p>4.4. Document and implement modifications to teaching methods, coaching styles and activities in response to results of the evaluation.</p>

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	4.5. Review own performance and identify potential improvements.
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## **ASSESSMENT GUIDE**

### **Critical aspect of assessment**

Evidence of the following is essential:

- applies inclusive and non-discriminatory coaching practices and adapts coaching styles and resources to encourage athlete participation and interaction using communication strategies appropriate to the specific needs of the athletes
- conducts and monitors coaching sessions for athletes with special needs that take into consideration the readiness of the athlete to develop the required skills and other factors and reviews and adapts the teaching of a skill in response to feedback
- maintains group control to ensure the safety and enjoyment of the individual athlete and group, and a satisfactory outcome to the experience
- evaluates and reflects on own work performance to identify ways in which coaching outcomes can be improved.

### **Assessment context**

Assessment must ensure demonstration of the resourcing and delivery of multiple coaching sessions specific to the special needs of athletes relevant to the candidate's current or intended work role of sufficient duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- an environment or facility appropriate to the activity specific coaching session
- athletes with special needs relevant to the candidate's current or intended work situation
- equipment and resources required for the delivery of the coaching session including venues, support staff, equipment and materials

### **assessment method**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- ☐ observation of interaction with a range of athletes

with special needs and support personnel, including collecting information about athlete's needs, delivering and adapting coaching sessions and seeking feedback

- ☐ observation of dealing with contingencies such as difficulty maintaining group control
- ☐ oral or written questioning to assess knowledge of factors that may affect the ability of athletes with special needs to acquire relevant skills
- ☐ third-party reports from a supervisor detailing appropriate work performed by the candidate.

<b>UNDERPINNING KNOWLEDGE</b>	<b>UNDERPINNING SKILLS</b>
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<ul style="list-style-type: none"> <li>• Procedures to enable safe, non-discriminatory and inclusive practices for athletes with special needs</li> <li>• Relevant sport specific knowledge to enable effective planning for the development of relevant skills.</li> <li>• Assistive devices or equipment for athletes with special needs</li> <li>• Principles of inclusive learning and participation</li> <li>• Factors that may affect the ability of athletes with special needs to acquire relevant skills</li> <li>• teaching methods and coaching styles to facilitate the development of relevant skills for athletes with special needs</li> </ul>	<ul style="list-style-type: none"> <li>• relevant communication skills</li> <li>• problem solving skills</li> <li>• planning and organising to resource and plan coaching sessions according to the needs, abilities and risk factors of athletes with special needs including adapting equipment as required</li> <li>• self management skills to review and reflect on own work</li> </ul>
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<b>UNIT TITLE</b>	Develop nutritional strategies				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to enable coaches to develop strategies to support their athletes to apply the principles and practices of nutrition to achieve peak performance in the relevant sporting activity.				
<b>CODE</b>	SOC15S2U13V1	<b>LEVEL</b>	4	<b>CREDIT</b>	4
<b>ELEMENTS OF COMPETENCIES</b>			<b>PERFORMANCE CRITERIA</b>		
1. Analyse information			1.1. Collect and analyse relevant and current information from a range of sources in relation to the principles of nutrition for performance.  1.2. Identify support personnel and resources available to assist athletes with nutritional issues.  1.3. Assess athlete's information needs in relation to nutrition for peak performance in relevant sporting activity.  1.4. Maintain and update information on nutrition for performance.		
2. Liaise with nutritional support personnel.			2.1. Select appropriate nutritional support personnel to assist athletes.  2.2. Consult with nutritional support personnel to identify the specific nutritional requirements for peak performance in the sporting activity.  2.3. Identify nutritional practices to enhance peak performance in the sporting activity.		
3. Provide information to athletes.			3.1. Assess nutrition needs and preferences of athletes in relation to sporting activity.		

	<p>3.2. Inform athletes of the nutritional requirements for peak performance in the relevant sporting activity.</p> <p>3.3. Present information to athletes in a style appropriate to the needs of the athletes and the coaching setting.</p> <p>3.4. Use appropriate activities and learning experiences to deliver information.</p> <p>3.5. Check understanding of athletes regarding nutritional requirements for peak sporting performance using appropriate approaches and encourage athletes to clarify information.</p> <p>3.6. Encourage athletes to seek advice and support from identified nutritional support personnel.</p>
4. Assist athletes to implement nutritional practices.	<p>4.1. performance in the sporting activity in consultation with the athlete and nutritional support personnel.</p> <p>4.2. Assist and support athletes to implement selected strategies in training and competition.</p> <p>4.3. Monitor implementation of nutritional practices during training or competition.</p> <p>4.4. Identify symptoms associated with possible nutritional deficiencies and eating disorders.</p> <p>4.5. Refer athletes who have symptoms of nutritional deficiencies and eating disorders to nutritional support personnel for treatment.</p>
5. Evaluate the effect of nutritional practices on the performance of athletes.	<p>5.1. Analyse the performance of athletes in competition situations.</p> <p>5.2. Assess the effect of nutritional practices on performance in the activity or sport in</p>



	<p>consultation with the athlete and nutritional support personnel.</p> <p>5.3.Adjust nutritional practices to better assist athletes to achieve peak performance in the activity in consultation with the athlete and nutritional support personnel.</p>
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## RANGE STATEMENT

### Sources

- Sporting bodies
- Sponsors
- Other coaches
- Government bodies
- Support services
- Multimedia
- Information kits
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### Principles of nutrition for performance

- Basic nutritional guidelines
- food groups
- Balanced diets
- Fluid replacement and hydration
- Training and competition diets
- Eating disorders
- Weight management

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### Nutritional requirements for peak performance

- Pre-event meals and hydration
- Food and fluid intake during the event
- Food and fluid intake after the event
- Long term nutrient and fluid requirements

### Nutritional practices to enhance peak performance

- Consumption of particular foods
- Exclusion of particular foods
- Use of nutritional supplements
- Use of sports drinks for fluid replacement
- Weight loss and gain

### Strategies

- Educational programs
- Eating plans
- Intervention strategies

### Symptoms

- Fatigue
- Loss of endurance
- Increase in occurrences of colds and infections
- Irritability

### Nutritional deficiencies and eating disorders

- Vitamin deficiencies
- Anorexia nervosa
- Bulimia
- Obesity
- Dehydration

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## **ASSESSMENT GUIDE**

### **Form of assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended

### **Critical aspects of assessment**

Evidence of the following is essential:

- acquires, selects and adapts information on nutritional principles and practices to develop and maintain professional knowledge for own sporting area
- works with support personnel to identify nutritional requirements for sport-specific peak performance and selects and communicates information appropriate to the needs of athletes
- consults with athletes and support personnel to develop, implement and review strategies to enhance peak performance and to support them in a coaching setting
- monitors nutritional practices of athletes and refers issues of nutritional deficiencies to appropriate support personnel.

### **Assessment context**

Assessment must ensure interaction with a range of athletes specific to the candidate's current or intended coaching role to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a sport-specific training or competition setting
- athletes and support personnel
- sources of information about nutritional principles and practices for peak performance
- current organisational policies and procedures that impact on implementation of nutritional practices for peak performance.

### **Assessment method**

- observation of interaction with athletes and support personnel including discussions and implementation of nutritional practices for peak performance
- observation of consultation with athletes to review strategies to support them to apply nutritional practices to achieve peak performance
- oral or written questioning to assess knowledge of the principles of nutrition for peak performance
- third-party reports from coaches or other support staff detailing examples of interactions and discussions with athletes and support personnel such as the implementation of strategies to support athletes with nutrition.

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> <li>• nutritional guidelines</li> <li>• food groups</li> <li>• principles and practices of nutrition for peak performance relevant to specific activity</li> <li>• training and competition diets and dietary nutrients in order to advise athletes on correct eating for optimal performance</li> <li>• nutritional supplementation principles in order to assist athletes to develop appropriate supplements to their diets</li> <li>• body weight monitoring methods</li> <li>• safe weight loss and weight gain principles</li> <li>• principles of hydration and fluid replacement practices</li> </ul>	<ul style="list-style-type: none"> <li>• communication skills</li> <li>• language and literacy skills</li> <li>• problem solving skills</li> </ul>

<b>UNIT TITLE</b>	Apply anatomy and physiology principles in a fitness context				
<b>DESCRIPTOR</b>	This unit describes the skills and knowledge required to apply an understanding of human body structure and systems and terminology as they relate to exercise instruction. It applies to fitness professionals who may operate with some level of autonomy or under limited supervision and incorporates the self directed application of knowledge and skills.				
<b>CODE</b>	SOC15S2U14V1	<b>LEVEL</b>	4	<b>CREDIT</b>	4

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Apply knowledge of anatomical and physiological terminology to fitness instruction.	<p>1.1. Identify relevant anatomical and physiological terminology and apply to the development of a fitness program.</p> <p>1.2. Apply relevant anatomical and physiological terminology in the provision of fitness advice.</p>
2. Apply knowledge of anatomy and physiology to fitness instruction	<p>2.1. Identify and apply the structural levels of organisation in the study of anatomy and physiology to the development of a fitness program or fitness instruction.</p> <p>2.2. Apply the relevant principles of the structural levels of organisation in the study of anatomy and physiology to fitness instruction.</p> <p>2.3. Identify contra-indications fitness activities, and where to refer to appropriate medical and allied health professionals is indicated.</p> <p>2.4. Apply the principles of anatomy and physiology as they relate to fitness instructions in the provision of fitness advice.</p>

	2.5. Use anatomical terminology and describe and demonstrate movements of the body to clients.
3. Apply the relevant principles of the body's systems to fitness instruction	<p>3.1. Apply the relevant principles of the body's systems to the performance delivered from fitness instructions.</p> <p>3.2. Apply the relevant principles of the body's systems as they relate to fitness instructions in the provision of aftercare service and advice.</p>
4. Apply an understanding of the structure and function of the musculoskeletal system when providing information about exercise programs.	<p>4.1. Describe the structure, growth and development of bone tissue and factors affecting growth.</p> <p>4.2. Relate the type and the structure of joints to joint mobility, joint integrity and risk of injury when planning exercise programs and providing information to clients</p> <p>4.3. Identify and describe the movements allowed at the major joints of the body when providing information about exercise programs.</p> <p>4.4. Identify the major bones, bony landmarks, major joints and major muscles when providing information about fitness testing and exercise programs.</p> <p>4.5. Use knowledge of the structure of skeletal muscle and the process of muscle contraction to plan and develop exercise programs.</p> <p>4.6. Apply knowledge of major muscles and their actions, and the role of the muscle during contraction, to select suitable exercises when planning exercise programs.</p> <p>4.7. Analyse common exercises to identify to clients, the joint action occurring, the</p>

	<p>muscle responsible and the type of contraction</p> <p>4.8. Discuss the interplay between muscle innervation and muscle contraction.</p> <p>4.9. Relate the oxidative capacity of different muscle fibres to different fitness activities.</p> <p>4.10. Describe ideal postural alignment and common pathological postures to fitness clients.</p>
5. Relate the structure and function of the cardiovascular system and respiratory system to fitness activities.	<p>5.1. Explain the structure and function of the cardiovascular system and the respiratory system when providing information to clients.</p> <p>5.2. Describe the process of gaseous transport and gaseous exchange occurring during fitness activities to clients.</p> <p>5.3. Explain the role of the cardio-respiratory system in the carrying, delivery and extraction of oxygen for muscle contraction and relate to exercise intensity.</p> <p>5.4. Investigate the oxygen demands of various fitness activities to identify the relationship between exercise intensity and the circulatory and ventilation responses.</p> <p>5.5. Relate the differences in individual respiratory volumes and basic circulatory responses, and the regulation of these physiological responses to the client's fitness levels.</p>
6. Apply knowledge of the structure and function of the nervous system to fitness activities.	<p>6.1. Describe the basic structure of the nervous system and its role in the control of movement and exercise to clients.</p> <p>6.2. Apply the process of excitation and conduction of nerve impulses during</p>

	<p>muscle contraction, when providing information about fitness activities.</p> <p>6.3. Explain the role of the sensory receptors during movement, in stretching and flexibility to clients.</p> <p>6.4. Explain to clients the relationship between the composition of motor units and motor unit innervation to the strength of muscle contraction, during fitness activities.</p>
7. Apply knowledge of the body's energy systems to exercise instruction.	<p>7.1. Explain the effect of exercise intensity on the energy substrate to clients during exercise instruction.</p> <p>7.2. Apply the limiting factors of the body's energy systems to the setting of exercise intensities when instructing fitness activities.</p>

## RANGE STATEMENT

Relevant anatomical and physiological terminology

- Definitions of anatomy and physiology
- Anatomical terminology
- Tissue types
- Muscular systems
- Nervous system
- Skeletal system
- Circulatory system
- Respiratory system
- Lymphatic system
- Endocrine system



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#### Structural levels of organization

- Cell
- Tissues
- Organs
- Systems

#### Fitness program should include

- Frequency and duration
- Techniques
- Equipment
- Contra-indications
- Relevant medical history and medications
- Outcomes of previous exercise programs

#### Contra-indications

- Disorders of the body systems mentioned above

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## **ASSESSMENT GUIDE**

### **Form of assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended

### **Critical aspects of assessment**

Evidence of the following is essential:

- structure and functions of anatomy and physiology as they apply to fitness instructions
- basic anatomical terminology for the development of the fitness program, the performance of the exercise instructor and the provision of aftercare service and advice.
- knowledge and consistent application of the principles of the body's systems as they apply to fitness.
- applying knowledge of anatomy and physiology to analyse and identify client requirements and or needs and develop and record a fitness program including:
  - areas requiring special treatment
  - range of appropriate fitness instructions
  - review of previous exercise programs
- applying knowledge of anatomy and physiology to evaluate the clients needs and requirements and to advise the client on future fitness instructions.
- accurately and legibly recording relevant data.

### **Assessment method**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his or her handling of a range of contingencies. Tasks may include:
  - identifying client characteristics and developing a fitness program according to client needs
  - performance of fitness instructions according to client requirements
  - providing advice on fitness activities according to client needs

- written and oral questioning or interview
- completion of self-paced learning materials, including personal reflection and feedback from trainer or coach or supervisor.

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> <li>• workplace policies and procedures in regard to the performance of fitness instructions</li> <li>• terminology of anatomy and physiology as it relates to fitness</li> <li>• anatomy and physiology in relation to fitness</li> <li>• body systems in regard to their interdependence and purpose in relation to a healthy body and their relationship to the muscles and nerves</li> <li>• the appearance and management of contra-indications and adverse effects</li> </ul>	<ul style="list-style-type: none"> <li>• applying the structure and function of anatomy and physiology to the performance of fitness instructions</li> <li>• literacy skills</li> <li>• communication skills</li> </ul>

## Unit 15

<b>UNIT TITLE</b>	Work effectively with young people				
<b>DESCRIPTOR</b>	This unit describes the knowledge and skills required to work with and for young people within an ethical, social, political and economic context				
<b>CODE</b>	SOC15S2U15V1	<b>LEVEL</b>	4	<b>CREDIT</b>	4

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Develop a professional rapport with young people	<p>1.1. Conduct interactions with young people in a fair, just, humane and positive manner</p> <p>1.2. Use communication strategies with individuals for effective interaction and problem solving</p> <p>1.3. In all work demonstrate a consistent commitment to young people</p>
2. Address issues associated with the culture of young people	<p>2.1. In all actions and decisions, take into account the culture of the young person</p> <p>2.2. Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices</p> <p>2.3. Evaluate issues in relation to young person's culture, family background and interest and modify approach appropriately</p> <p>2.4. Establish guidelines that are relevant to the culture and background of the young person</p>

3. Recognise that youth culture is distinct	<p>3.1. In all interventions, take account of youth culture the young person identifies with</p> <p>3.2. Select activities and interventions to fit both individual and/or group needs of particular young people</p> <p>3.3. Assist young people to negotiate positive outcomes within a political framework</p> <p>3.4. In all interventions, take account of their economic impact on young people</p> <p>3.5. In all work demonstrate a commitment to addressing any economic disadvantages young people experience</p>
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## RANGE STATEMENT

Historical, social, political economic context includes:

- Changing social context of work: e.g. changing government and societal views of young people and approaches to working with them
- Economic context e.g. the current economic situation as it relates to and affects young people and the subsequent impact on client needs
- Historical context of work e.g. changing attitudes to young people; changing approaches to working with young people
- Political context e.g. government policies and initiatives affecting youth work

Different models of work in the sector

- A client centred approach
- Case management
- Community development and education

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## **ASSESSMENT GUIDE**

### **Critical aspects of assessment**

The individual being assessed must provide evidence of specified essential knowledge as well as skills

This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

Consistency in performance should consider the organisation and individual context within which work takes place

### **Assessment context**

Holistic assessment for this unit is encouraged.

Resources include access to a workplace or an accurately simulated environment where assessment may take place.

### **Assessment method**

Observation of processes and procedures, oral or written questioning on essential knowledge and skills and consideration of required attitudes.

Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> <li>• Aspects of human behaviour and development related to young people, their personal and social development and relationships</li> <li>• Current issues facing young people and existing services to address their needs and rights</li> <li>• Interrelationship of society, culture, the family and the young person</li> <li>• Organisation role within the context of the youth sector</li> <li>• Own work role within the context of the youth sector</li> <li>• Political and economic context as listed in the Range Statement</li> <li>• Principles and practices of community support</li> <li>• Principles of access and equity</li> <li>• Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability</li> <li>• Statutory framework in which the work takes place</li> <li>• Youth cultures social, political and economic frameworks</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare reports such that the information and the way it is organised is appropriate to its purpose and audience</li> <li>• Demonstrate application of skills in: <ul style="list-style-type: none"> <li>advocacy</li> <li>communication</li> <li>empathy</li> <li>interpersonal communication with young people and other stakeholders</li> <li>working as part of a team or as a sole worker</li> </ul> </li> <li>• Recognise and act upon opportunities to enhance sustainability in the workplace</li> </ul>

## Unit 16

<b>UNIT TITLE</b>	Support athletes to adopt principles of sports psychology				
<b>DESCRIPTOR</b>	This unit describes the performance outcomes, skills and knowledge required to enable coaches to support their athletes to apply the principles of sports psychology to their specific sporting activity. It focuses on assisting athletes to implement and evaluate psychological approaches to optimise their sporting performance.				
<b>CODE</b>	SOC15S2U16V2	<b>LEVEL</b>	4	<b>CREDIT</b>	4

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Analyse information.	<p>1.1. Access and analyse relevant and current information from a range of sources on the application of principles of sports psychology for peak sporting performance.</p> <p>1.2. Identify support personnel and resources available to assist athletes with sport psychology issues.</p> <p>1.3. Assess athlete's information needs in relation to psychological approaches to enhance peak performance in relevant sporting activity.</p>



	1.4. Maintain and update information on psychological approaches for peak performance.
2. Liaise with sports psychology support personnel.	<p>2.1. Select appropriate support personnel to assist athletes.</p> <p>2.2. Consult with support personnel to identify specific psychological approaches for peak performance in the sporting activity.</p>
3. Provide information to athletes.	<p>3.1. Assess individual psychological needs and preference of athletes in relation to the sporting activity.</p> <p>3.2. Explain psychological approaches for peak performance in the relevant sporting activity to athletes.</p> <p>3.3. Present information to athletes in a style appropriate to the needs of the athletes and the coaching setting.</p> <p>3.4. Check understanding of athletes regarding psychological approaches for peak sporting performance using appropriate approaches and encourage athletes to clarify information.</p> <p>3.5. Clarify with the athletes, the role of the support personnel, including personnel who are experts in the field of sports psychology.</p>

	3.6. Encourage athletes to seek advice and support from selected sport psychology support personnel.
4. Assist athletes to implement psychological approaches.	<p>4.1. Select implementation strategies to enhance peak performance in the activity in consultation with the athlete and sport psychology support personnel.</p> <p>4.2. Support athletes to implement selected strategies in training and competition.</p> <p>4.3. Monitor implementation of psychological approaches during training or competition.</p> <p>4.4. Identify possible psychological characteristics that act as barriers to enhanced performance and refer athletes to psychology support personnel for treatment.</p>
5. Evaluate the effect of psychological approaches.	<p>5.1. Analyse the performance of athletes in competition situations against expected performance.</p> <p>5.2. Evaluate the effect of psychological approaches on performance in the activity in consultation with the athlete and psychology support personnel.</p>

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	5.3.Adjust psychological approaches to better assist athletes to achieve peak performance in the activity in consultation with the athlete and psychology support personnel.
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## RANGE STATEMENT

Principles of sports psychology for peak sporting performance may include:

- establishing mental routines
- motivation
- stress management.

Psychological approaches to enhance peak performance may include:

- performance planning
- pre-performance and performance routines
- mental rehearsal
- goal setting
- relaxation techniques
- visualisation
- self-talk
- stress management
- time management
- intrinsic and extrinsic motivation
- self-reflection
- concentration

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psychological characteristics

- loss of concentration
- loss of motivation
- consistent under performance
- aggressiveness

## **ASSESSMENT GUIDE**

### **Critical aspects of assessments**

#### **Evidence of the following is essential:**

- acquires, selects and adapts information in relation to sports psychology principles and approaches for optimal performance to develop and maintain professional knowledge for own sporting area
- works with support personnel to identify sport-specific psychological approaches for peak performance and selects and adopts communication strategies appropriate to the information needs of athletes
- consults with athletes and support personnel to develop, implement and review psychological approaches to support them in a coaching setting
- monitors psychological approaches of athletes and refers psychological barriers to appropriate support personnel
- develops a rapport with athletes and encourages them to clarify information and access supporting resources.

### **Assessment context**

Assessment must ensure participation in multiple interactions with athletes and support personnel that involve the provision and discussion of information and the implementation, monitoring and review of psychological approaches to enable optimal performance to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- 
- a sport-specific training or competition setting
  - athletes and sports psychology support personnel
  - sources of information about sports psychology principles and approaches for peak performance
  - current organisational policies and procedures that impact on the implementation of psychological approaches for peak performance.

### **Assessment method**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interaction with athletes and sport psychology support personnel including discussions and implementation of psychological approaches for peak performance
- observation of consultation with athletes to review strategies to support them to apply psychological approaches to achieve peak performance
- oral or written questioning to assess knowledge of the principles of sports psychology
- third party reports from coaches or other support staff detailing examples of interactions and discussions with athletes and support personnel such as the implementation of strategies to support athletes with sports psychology.

<b>UNDERPINNING KNOWLEDGE</b>	<b>UNDERPINNING SKILLS</b>
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<ul style="list-style-type: none"> <li>psychological approaches and techniques such as mental rehearsal, goal setting and self control strategies to assist athletes to prepare psychologically for competition and to enhance performance in a sporting event.</li> <li>organisational policies and procedures to enable athletes to implement psychological approaches to enhance performance in a professional and supported manner</li> <li>motivational techniques to assist athletes to prepare psychologically for a sporting event</li> <li>psychological barriers to enable these to be recognised and addressed</li> <li>credible information sources regarding psychological approaches for peak performance to enable accuracy and currency of knowledge to be conveyed to athletes.</li> </ul>	<ul style="list-style-type: none"> <li>Communication skills</li> <li>Language and literacy skills</li> <li>Problem solving skills</li> </ul>
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## Unit 17

<b>UNIT TITLE</b>	Injury prevention management				
<b>DESCRIPTOR</b>	<p>This unit describes the performance outcomes, skills and knowledge required to implement an effective injury prevention program. It focuses on contributing to injury surveillance, implementing intervention measures and evaluating the effectiveness of these measures.</p> <p>This unit applies to those working in a sport and recreation environment. It applies to sports coaches who are responsible for supporting improvement in athlete performance and making sport safer in a sport specific training or competition setting such as on the playing field, court or open or enclosed areas at sporting events</p>				
<b>CODE</b>	SOC15S1U18V2	<b>LEVEL</b>	3	<b>CREDIT</b>	4

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
3. Contribute to injury surveillance.	<p>1.4. Identify the costs of sports injury to the athlete and other key stakeholders</p> <p>1.5. Source and access information on sports injuries for the specific sport</p> <p>1.6. Monitor occurrence of injury and analyse injury patterns in own sporting area in consultation with appropriate health professionals</p> <p>1.7. Identify preventative measures in consultation with appropriate health professionals.</p>
4. Implement a sport injury prevention program.	<p>2.1. Assess the effectiveness of a range of injury prevention programs relevant to own sporting area in consultation with relevant health professionals.</p> <p>2.2. Contribute to the development of a sport injury prevention program according to organizational policies and procedures</p> <p>2.3. Apply preventative measures and strategies to minimize sports injuries in own sporting area according to best practice guidelines.</p> <p>2.4. Monitor and adjust application of injury prevention measures according to organisational policies and procedures.</p> <p>2.5. Assist in assessment of playing area, facilities and protective equipment for safe participation and advise relevant personnel of problems according to organisational policies and procedures.</p> <p>2.6. Conduct ongoing monitoring of injury trends and promote preventative measures to athletes to</p>

	minimise the likelihood of injury according to sport-specific criteria.
3. Contribute to evaluation of injury prevention program	<p>3.4. Participate in reviewing the effectiveness of the preventative measures in consultation with appropriate health personnel.</p> <p>3.5. Adjust preventative measures and interventions in response to ongoing injury surveillance.</p> <p>3.6. Evaluate own performance and identify potential improvements for future implementation of injury prevention programs.</p> <p>3.7. Contribute feedback to implementation of injury prevention programs.</p>

## RANGE STATEMENT

Costs of sports injury may include:

- Impact on healthcare system
- Personal medical costs
- Psychological problems
- Illness
- Team performance and morale

Preventive measures

- Screening



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- Physical conditioning
  - Protective equipment
  - Hydration and nutrition

#### Injury prevention training programs

- Musculoskeletal
- Neuromuscular
- Running exercises
- Balance and body control exercises
- Plyometrics
- Strengthening exercises
- Stretching exercises

## **ASSESSMENT GUIDE**

### **Forms of assessment**

Assessment needs to be holistic with other units relevant to the sector, workplace and job role.

### **Assessment context**

Assessment must ensure support and encouragement of safe sport participation relevant to the candidate's current or intended work environment to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a sport training or competition setting or environment relevant to the specific sport or environment in which the candidate operates or intends to operate
- athletes participating in the specific sport or environment in which the candidate operates or intends to operate

- relevant senior personnel and health care professionals
- organizational injury prevention programs

### **Critical aspects (for assessment)**

Evidence of the following is essential:

- uses appropriate communication strategies to interact with athletes and relevant personnel within own accepted roles and responsibilities to assist in implementing effective injury prevention programs in response to injury surveillance data
- supports and encourages safe sport participation and correct techniques to prevent injury for individual athletes and monitors the effect of interventions to reduce injury
- applies effective contingency management techniques according to own level of responsibility to respond to problems impacting on effective injury prevention
- evaluates and reflects on own performance in implementing injury prevention programs and strategies.

### **Assessment methods**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interaction with athletes and other personnel in implementation of injury prevention program
- oral or written questioning to assess knowledge of common sports injuries and preventative methods
- third-party reports from a supervisor detailing performance

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• organisational policies and procedures to enable tasks to be carried out according to job role and responsibilities</li> <li>• principles of biomechanics to enable the application of appropriate techniques and strategies to minimise sports injuries</li> </ul>	<ul style="list-style-type: none"> <li>• communication skills</li> <li>• problem solving skills</li> <li>• language and literacy skills</li> <li>• self-management skills</li> <li>• teamwork skills</li> </ul>

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<ul style="list-style-type: none"><li>• anatomy and physiology to enable an understanding of the impact of preventative measures</li><li>• causes of sport injuries which may be significant during sports participation</li><li>• benefits of different approaches to minimise sports injuries such as neuromuscular and plyometric training</li><li>• role and responsibilities to enable understanding of work parameters in implementing sports injury prevention programs</li></ul>	
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