



**Australian Government**

# **SISSSCO202 Coach beginner or novice participants to develop fundamental motor skills**

**Release: 1**

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### **Modification History**

The release details of this endorsed unit of competency set are in the table below. The latest information is at the top.

<b>Release</b>	<b>Comments</b>
1	Replaces but is not equivalent to SISSCGP303A Coach junior players to develop fundamental perceptual motor skills. Competency outcome changed. Unit re-categorised from Coaching General Principles to Sport Coaching to better reflect the intent of the unit. Unit rewritten to reflect that not only juniors need coaching in motor skills – beginners may be adolescents or older adults. Focus on session delivery incorporating risk management and a review aspect.

### **Unit Descriptor**

This unit describes the performance outcomes, skills and knowledge required to develop fundamental perceptual motor skills of participants. It requires the ability to plan, conduct and evaluate drills and activities for novice or beginner participants.

### **Application of the Unit**

This unit applies to those conducting coaching sessions of less than sixty minutes duration for novice or beginner participants in a community sport setting.

### **Licensing/Regulatory Information**

Each National Sporting Organisation (NSO) has specific training and assessment requirements for industry accreditation of coaches. These requirements will vary between different sports and those developing training and assessment for this unit should undertake consultation with the relevant NSO or State Sporting Organisation (SSO) to determine any specific arrangements for courses, trainers and assessors to facilitate RPL for individuals to achieve the required registration status to operate as a coach in that sport.

## **Pre-Requisites**

SISSSCO101 Develop and update knowledge of coaching practices

## **Employability Skills Information**

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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|--|--|
| <p>1. Design a session to develop fundamental perceptual motor skills.</p> | <p>1.1 Assess <b><i>readiness</i></b> of participants and select activities and drills with consideration to stage of physical growth and maturity.</p> <p>1.2 Identify and assess <b><i>constraints</i></b> and <b><i>risks</i></b> associated with delivering the training session according to <b><i>relevant legislation</i></b> and <b><i>organisational policies and procedures</i></b>.</p> <p>1.3 Incorporate <b><i>inclusive practices</i></b> in session design.</p> <p>1.4 Identify and confirm <b><i>resources</i></b> and specific learner support requirements for the training.</p> <p>1.5 Develop delivery methods and practice schedules appropriate to learning a physical skill and to needs of different participants.</p>   |
| <p>2. Deliver the session.</p>   | <p>2.1 Select <b><i>coaching methods</i></b> appropriate to participant needs and to development of physical skills.</p> <p>2.2 Match coaching methods to <b><i>novice or beginner participant characteristics</i></b>.</p> <p>2.3 Present, sequence and pace information according to needs of participants and session timeframe.</p> <p>2.4 Apply <b><i>presentations</i></b> and clear <b><i>communication methods</i></b> that are suited to learning needs of participants.</p> <p>2.5 Observe and monitor progress and manage group behavior to promote cooperation and good relationships.</p> <p>2.6 Devise skill development progression and regression activities according to needs of individuals and groups.</p> <p>2.7 Apply risk management principles to minimize risk of injuries and address specific individual safety needs.</p> <p>2.8 Implement <b><i>incident management procedures</i></b> to deal with any minor injury.</p> |
| <p>3. Review the session.</p>  | <p>3.1 Seek feedback from participants and others on effectiveness of the session.</p> <p>3.2 Identify modifications to future sessions based on feedback.</p> <p>3.3 Design links to next session to develop or progress skills.</p>  |

## **Required Skills and Knowledge**

This section describes the skills and knowledge required for this unit.

### **Required skills**

- planning and organising skills to:
  - design a program with safe activities that stimulate young learners to develop fundamental perceptual motor skills
  - identify potential constraints and risks
  - confirm resource requirements
- communication and interpersonal skills to:
  - present and pace presentations according to characteristics of junior players
  - use age-appropriate terminology to support coaching
- problem-solving skills to:
  - recognise and accommodate the needs of individual learners of different age groups and ability levels
  - maintain engagement and enthusiasm of young learners
  - apply techniques to manage inappropriate behaviour
- numeracy skills to support effective time management to deliver coaching activities within timeframes
- self-management skills to:
  - reflect on personal coaching style
  - identify opportunities for improvement.

### **Required knowledge**

- legislation and organisational policies and procedures to enable safe and appropriate conduct of all coaching activities
- perceptual motor skills required to play a selected sport
- physical, psychological and social characteristics of children and related stages for learning and coaching activities to enable the development of appropriate program
- learning principles and delivery methods appropriate to developing fundamental perceptual motor skills of junior learners
- skill development progression and regression activities suited to individuals and groups
- coaching techniques and methods of maintaining focus and engagement of learners
- behaviours and abilities of learners which may indicate learner difficulties
- session design and techniques for the recognition and resolution of inappropriate behaviours
- sport-specific equipment and resource requirements.

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

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 according to organisational policies and procedures, relevant legislation and codes of behaviour.

#### Context of and specific resources for assessment

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.

#### Method of assessment

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

**Guidance information for assessment**

- fundamental perceptual motor skills of the specific sport
- portfolio of session plans and evaluations.

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

- sport specific technical units.

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

***Readiness*** may include:

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

***Constraints*** may include:

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

***Risks*** may include:

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

***Relevant legislation*** may include:

- work health and safety
- child protection
- anti-discrimination
- duty of care
- mandatory reporting
- negligence
- waivers and exclusion clauses
- privacy.

***Organisational policies and procedures*** may include:

- work health and safety
- use and maintenance of equipment and resources
- time and budget requirements
- behaviour management
- code of ethics.

***Inclusive practices*** may be related to:

- culture
- gender
- age



**Resources** may include:

- disability.
- specific facilities and venues
- support personnel
- accessibility and availability of appropriate equipment and technology.

**Coaching methods** may include:

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

**Novice or beginner participant characteristics** may include:

- age and maturity
- stage of physical and psychological development and ability
- preferred learning styles
- level of prior experience.

**Presentations** may include:

- active involvement of learners
- generate interest and enthusiasm
- inclusive instructional practices for learners with different learning needs
- appropriate to the learning styles and preferences of individuals and groups
- opportunities for participant ownership of the activity.

**Communication methods** may include:

- tone and level of voice
- terminology and language
- verbal and body language
- active listening and questioning
- constructive and supportive feedback.

**Incident management procedures** refer to:

- STOP
- RICER
- No HARM
- management until arrival of medical or allied health professional
- limitations of a coach untrained in first aid.

## **Unit Sector(s)**

Sport

## **Competency Field**

Sport Coaching